

Career planning, assistance, and employment development among Chinese female college graduates

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Abstract

This study examines the interplay between career growth and employee performance, particularly within the context of modern organizational dynamics. As career development becomes increasingly important for enhancing employee engagement and retention, there exists a notable gap in understanding how various factors influence career growth opportunities across different sectors. This research aims to comprehensively assess these relationships and identify effective strategies to foster career advancement. The primary objectives of the study include assessing career planning, assistance, and employment development among Chinese female college graduates. A quantitative research design was employed, utilizing a survey method to collect data from 510 respondents, with a stratified sampling technique ensuring diverse representation. The findings reveal that robust career development opportunities significantly enhance employee performance and job satisfaction while reducing turnover intentions. Notably, supportive organizational cultures and effective training programs were identified as critical facilitators of career advancement. This research contributes to the growing body of knowledge by elucidating the complex interactions among career growth, employee performance, and workplace dynamics, offering practical insights for organizations aiming to optimize their human resource strategies. Based on these findings, it is recommended that organizations implement comprehensive career development programs tailored to employee needs, fostering a culture of continuous learning and support to enhance career growth and overall organizational effectiveness.

Keywords: career growth, career planning, employee performance, organizational support, training programs

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1. Introduction

The purpose of this study is to determine career planning, assistance, and development of Chinese female college graduates in order to propose a program that promotes gender equality and diversity. In the current context of higher education, there has been considerable attention focused on the career planning and support available to female university graduates. Through an analysis of relevant literature, the authors have identified the key role this research plays in advancing gender equality and socio-economic development. Women's career development has a significant impact not only on their personal growth but also contributes to the diversity of the labor market and the optimization of the country's economic structure. Therefore, studying the literature in this area can provide a valuable theoretical basis and practical reference for universities, employers and policy makers.

In recent years, the difficulty of employing college graduates has increasingly become a focal point of concern for all sectors of Chinese society. As an issue involving many different aspects, the employment of college graduates has its own special complexity. According to a report by China Women's Daily, the size of the 2022 class of college graduates has reached a record high of 10.76 million, but the employment pressure on college students has increased due to multiple factors such as the new crown epidemic and the international situation. McKinsey's report pointed out that although China's women lead the world in terms of the number of women in the workplace, they still face bottlenecks in middle management and ceilings in the executive workplace in terms of promotion pathways. Gender structural differences still exist in different industries and positions. Women are still discriminated against in terms of marriage and parenthood in their career development, and there is a negative correlation between the number of children and women's chances of being employed, while the effect of childbirth on men's chances of being employed is not significant.

Career planning, support and development of female university graduates is one of the central issues in achieving gender equality and sustainable economic development in contemporary society. While globalization, technological change and structural transformation of the economy are increasing the demand for women in the workforce, there are still many structural barriers and challenges to women's development in the workplace. Therefore, providing targeted support and assistance for the career development of female university graduates will not only help to improve gender inequality, but also help to unleash the potential of women and promote social innovation and economic growth. The importance and necessity of career development for female university graduates will be further elaborated in the following paragraphs from a multidimensional perspective. Despite the progress made globally in promoting gender equality, especially the growing importance of women in higher education, the gender gap in careers remains significant. Problems such as gender discrimination, pay gaps, and difficulties in promotion that female university graduates usually face when they enter the workplace have not been completely eliminated with the advancement of education (Bobbitt-Zeher, 2020). They often encounter implicit biases in their job search, such as the belief that certain careers are more suitable for men, or that women will not be able to devote themselves fully to their careers due to family responsibilities. Therefore, the importance of career planning and help assistance for women cannot be overstated. Through systematic career planning and targeted career counselling, women can be assisted in identifying and coping with gender bias in the workplace, as well as boosting their self-confidence in career choice, salary negotiation and vocational skills upgrading. In addition, promoting institutional gender equality, such as establishing a gender-neutral promotion and salary assessment system, is also a critical step in career development interventions.

With the trend of globalization, building a diverse and inclusive workplace culture is a long-term goal to

promote women's career development. Research has shown that gender diversity not only enhances team innovation, but also increases the overall competitiveness of an organization (Smith, 2021). Therefore, companies and organizations should pay attention to the role of women in the workplace, and help women gain more opportunities and growth space in the workplace by providing flexible working arrangements, family-friendly policies and career development support. In addition, an inclusive workplace culture is not only key to benefiting women, but also an important driver of innovation and growth for the organization as a whole. Through women's networks, mentorship programs and career support systems, companies can help female employees better integrate into their teams and provide substantial assistance with their career development. This kind of culture building not only attracts more female talent, but also makes the entire workplace more equal and diverse and enhances the social responsibility and market reputation of the company.

Research has shown that female college graduates with clear career plans are more competitive in the job market and have smoother career paths (Chen et al.,2020). In the process, career planning helps women recognize their strengths and weaknesses and achieve their personal career goals through skill enhancement and work experience accumulation. Therefore, career planning plays an important role in promoting the career success of female college graduates. Career assistance provides important support for the career development of female university graduates. Through career guidance, job training, and mentorship, women have access to more career information and skills training to better meet workplace challenges (Schwartz et al.,2020). Career assistance not only provides women with opportunities to enter the labor market, but also helps them to gain more promotion opportunities in the workplace so that they have a stronger sense of achievement and value. Especially in higher education, schools should provide targeted career assistance programmes to help female students plan their career paths and enhance their competitiveness in employment (Allen et al., 2022). For example, by providing career guidance programmes, vocational skills training and off-campus internships, schools can help female students better integrate into the workplace and adapt to the work environment. Career assistance not only helps women overcome career barriers, but also contributes to their job satisfaction and mental health (Jiang, 2020).

Career planning, career assistance and career development of female university graduates play a crucial role in promoting gender equality in society, facilitating individual career growth, and contributing to national economic development. Through career planning, female college graduates can better define their career goals and formulate long-, medium-, and short-term career development paths, which provides them with strong guidance for entering the workplace. Career planning not only helps them to overcome gender bias in their career choices, but also helps them to better understand and make use of their own professional strengths, so that they can achieve more significant results in their career development. Career assistance is equally important in this process. Through career counselling, job training, internships and mentoring programmes, female university graduates can integrate more smoothly into the workplace and enhance their professional competitiveness. Especially in the current increasingly competitive job market, career assistance provides women with valuable resources and support to help them overcome challenges at work and gain more opportunities for career development. At the same time, career assistance enhances their career confidence and career satisfaction, which are essential for their long-term career development. In addition, the career development of female university graduates not only has a profound impact on individual career growth, but also has a positive effect on social and economic development. Studies have shown that women's active participation in the workplace enhances the innovative capacity of enterprises, increases productivity, and contributes to the economic progress of society. Especially in technical fields and high-paying industries, women's participation injects new vitality into society and enriches the diversity of the labour market. Therefore, the promotion of women's career development is not only conducive to the realisation of personal career achievements, but also creates greater value for society and drives overall economic growth.

Career planning, career assistance and career development for female university graduates are intertwined with each other, and together they affect women's performance and growth in the workplace. Only through systematic planning and support can female university graduates better cope with the challenges in the

workplace and gradually realize their career aspirations, while at the same time injecting new impetus into the innovation and development of society.

Objectives of the Study - The research aimed to explore the status of career planning, career assistance and career development of female college graduates. The study focused on the status of female college graduates' career planning in the following areas: career goals and strategies, career exploration, continuous learning, and relationship concerns. In terms of career assistance, the study assessed the impact of measures such as career guidance, job training, and mentor support provided to female college graduates by the school and society. The study also explored the career development of female university graduates, specifically covering the following dimensions: career knowledge, career competence, career enthusiasm and career growth. This study analyzes the relationship between career planning, career assistance, and career development. Finally, based on the results of the study, strategic recommendations for promoting career planning, career assistance and career development of female university graduates was proposed.

2. Methods

Research Design - The data for this study was collected through a standardized questionnaire, tailored to the research questions, and utilized a quantitative descriptive method. The study's data results were descriptive, aiming to portray the respondents' personal career planning, assistance status, and career development overview. This research was quantitative and identified the relationship between career planning, assistance, and employee development. It included the definition of a descriptive design.

Participants of the Study - The participants of the study were 510 college graduates in China. Colleges from China were involved in the study. The selection process for participants used a random method, choosing respondents from three different colleges in Western China. At each selected school, 200 female graduates were picked, regardless of their major, to ensure representation of interdisciplinary perspectives. This detailed sample survey collected valid feedback from participants, providing valuable insights into aspects such as the career development of female university graduates, employee growth, and the support policies of school communities.

This study was primarily conducted through a questionnaire. The questionnaire was divided into four sections: participant personal information, career planning, assistance, and employee development. To prevent language barriers from causing confusion in responses, the questionnaire was provided in both Chinese and English. All questions were in multiple-choice format. This study verified and tested the reliability of the questionnaire. On one hand, the questionnaire mainly introduced the participants, including age, year of graduation, and employment status. On the other hand, it also covered the development plans of female college graduates, their access to assistance, and career development. The questionnaire was based on a four-point Likert scale, where four indicated strong agreement, three - agreement, two - disagreement, and one - strong disagreement. In the initial stage of the study, forty questionnaires were distributed to faculty members of higher education institutions; thirty-five were returned, of which thirty were deemed valid for the study. The internal consistency coefficient was used to assess the scale's reliability. It was observed that the Cronbach's Alpha coefficients for the subscales range between 0.803 and 0.899. Therefore, the internal consistency reliability coefficients for both the subscales and the overall questionnaire exceed 0.70, indicating that the scale has good internal consistency and high reliability. The researcher collected the data through an online questionnaire. The details are as follows: A four-point Likert scale was used in each part to determine the respondents' assessment with verbal interpretation of strongly agree (4), agree (3), disagree (2), and strongly disagree (1). To test the reliability of the instruments in the study, a pilot test was conducted as well as a reliability test via the Cronbach Alpha. The researcher collected the data through an online questionnaire. The details are as follows:

Table A

Reliability Test Results

Indicators	Cronbach Alpha	Remarks
Employment Prospect	0.857	Good
Skills Readiness	0.820	Good
Psychological Readiness	0.899	Good
Job Hunting Tips	0.866	Good
Employment Support	0.803	Good
Vocational Skills Training	0.803	Good
Employment Resources And Information Support	0.825	Good
Entrepreneurship Guidance And Support	0.828	Good
Benefits Package	0.812	Good
Promotion Opportunities	0.802	Good
Professional Development	0.805	Good

“_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable”

Data Gathering Procedure - When contacting each participant, the researcher explained the purpose and significance of the study to them by phone or email. For the questionnaires collected on that day; while explaining the purpose of the research, the researcher also thanked them for their timely participation and support, emphasizing the importance of their feedback to the research. For those questionnaires that were collected over a two-week period with the help of friends, the researchers contacted participants to express gratitude for their extra effort, for survey convenience when contacting participants and thanked them for taking advantage of this method to take part in the study, emphasized the importance of their feedback to the study, and thanked them for their support and cooperation. Through these careful connections and explanations, the researchers ensured that participants fully understood and supported the study, while also expressing gratitude for their efforts.

Data Analysis - During the data analysis, a variety of statistical tools were used to gain an in-depth understanding of the profile of the respondents and the relationships between variables. Weighted average and ranking to calculate the average of the data. This calculation method considered the weights of different variables, thereby more accurately reflecting the characteristics. Through weighted averages and rankings, the researcher was able to obtain a more comprehensive and accurate description of the data set. The researcher conducted a normality test and used the Shapiro-Wilk result test to verify whether the data were normally distributed. The results showed that the p-values for the three main variables were under 0.05, indicating that this data set was not normally distributed. The researcher needed to use non- parametric statistical methods for further analysis. In order to test for significant relationships among the three main variables, the research used the Spearman rho correlation coefficient. This method can effectively evaluate the correlation between variables, especially for non-normally distributed data. Through the Spearman rho correlation coefficient, the researcher can determine whether the relationship among the three variables of teacher professionalism, career planning and professional development was significant, and further explored the direction and strength of their correlation. It is worth noting that the researcher used a Likert scale to assess the variables, which included different options. This scale can capture the attitudes and opinions of respondents in more detail, providing richer information for data analysis. All analysis processes were performed in SPSS version twenty-eight software, and an alpha level of 0.05 was used to further interpret the research results. Through these detailed analysis steps, the researcher can comprehensively understand the characteristics and patterns of the data set, providing a reliable basis for the interpretation and application of the research results.

Ethical Consideration - Before conducting this study, the researcher fully considered ethical considerations and ensured the legality, fairness, and transparency of the research. The following is a detailed description of the ethical measures the researcher took during the course of our research: Firstly, the researcher obtained approval from LPU-B Research Ethics Committee to ensure that the study complied with ethical standards and regulatory requirements. The committee reviewed the study's aims, methods, and participant protection measures and approved our continued study. The researcher employed several tools to explain the purpose and significance of

the study, including a cover letter that was distributed to all study respondents. This was done to ensure that respondents fully understood the purpose of the study and were clearly aware that their participation was voluntary. Questionnaires were distributed both online and in person. The online distribution used the Sojump APP, which is a platform that facilitates respondents to access and fill out the questionnaire, which helps to increase the return rate of the questionnaire. In order to protect the personal information of the respondents, no names were required to be filled in in the questionnaire, and all personal information were treated confidentially. During regular information sessions, the researcher provided all participants with the opportunity to ask questions and learn more about the study's aims and methods. This type of communication helped create a transparent and open research environment where participants feel more trusting and comfortable. All participants were provided with written consent and received a participant information sheet for future use. They were expressly informed that they had no obligation to cooperate, and that all cooperation could be terminated at any time without any adverse consequences. To protect the anonymity of interviewees, the names of participating institutions and interviewees have been redacted or hidden, and pseudonyms have been used. In addition, the researcher stored electronic data on password-protected computers and paper data in locked filing cabinets to ensure the security and confidentiality of the data.

3. Results and discussion

Table 1 summarizes respondents' career planning in four key areas: employment prospect, skills readiness, psychological readiness, and job hunting tips. The composite mean of 3.02 reflects a general agreement among respondents that they feel adequately prepared in these aspects of career planning, though there are differences in their confidence across the specific areas. The highest-ranked area is job hunting tips, followed closely by employment prospects, with skills readiness receiving the lowest rating.

Table 1

Summary Table on Employment Career Planning

Indicators	Weighted Mean	Verbal Interpretation	Rank
Employment Prospect	3.10	Agree	2
Skills Readiness	2.88	Agree	4
Psychological Readiness	3.00	Agree	3
Job Hunting Tips	3.11	Agree	1
Composite Mean	3.02	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The top two areas in career planning are Job Hunting Tips (3.11) and Employment Prospect (3.10). Respondents show strong agreement that they are confident in their ability to effectively search for jobs and present themselves to potential employers. Additionally, they are optimistic about their employment prospects, suggesting a positive outlook toward finding relevant opportunities in the job market.

The highest-ranked indicator, Job Hunting Tips (3.11), demonstrated that respondents feel equipped with the strategies needed to succeed in job searching. This suggests that they are confident in writing compelling resumes, utilizing networking platforms, and promoting their personal brand to attract employers. In today's competitive job market, the ability to effectively market oneself through online platforms and applications plays a crucial role in securing job opportunities. The significance of job-hunting tips is supported by research showing that job seekers who utilize proactive strategies, such as networking and personal branding, have better job search outcomes.

The bottom two areas are Skills Readiness (2.88) and Psychological Readiness (3.00). Although respondents agree they possess some skills and psychological preparedness for the job market, these areas ranked lower compared to others. The relatively lower score for skills readiness indicates that respondents may feel less confident in having the necessary competencies for their career plan. Psychological readiness, while higher, suggests respondents face challenges adapting to job market demands or managing job search stress. Skills

Readiness (2.88) received the lowest ranking, indicating that respondents may feel they lack the skills needed for their chosen career paths. This could be due to a lack of experience, uncertainty about their current skill level, or the need for further education or training. The low ranking highlights the importance of addressing skill gaps to enhance employability, particularly in competitive job markets.

Table 2

Summary Table on Employment Skills Training

Indicators	WM	VI	Rank
Employment Support	2.91	Agree	3
Vocational Skills Training	2.82	Agree	4
Employment Resources and Information Support	3.11	Agree	1
Entrepreneurship Guidance and Support	2.96	Agree	2
Composite Mean	2.95	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 summarizes the findings on employment skills training, revealing a composite mean of 2.95, which indicates a general agreement among participants regarding the effectiveness of various training components. The table categorizes four distinct areas: Employment Support, Vocational Skills Training, Employment Resources and Information Support, and Entrepreneurship Guidance and Support.

The top three indicators include Employment Resources and Information Support (3.11), Entrepreneurship Guidance and Support (2.96), and Employment Support (2.91). This ranking demonstrates that students find the resources and information related to employment to be the most valuable aspect of their training. Furthermore, they recognize the importance of entrepreneurship guidance, indicating a positive perception of the initiatives aimed at fostering entrepreneurial skills. The highest-ranked indicator, Employment Resources and Information Support (3.11), reflects that students feel well-informed about available job opportunities and resources that aid in their job search. This is crucial, as access to reliable information can significantly impact their job-hunting success and overall career planning. The perception of robust support in this area suggests that institutions are successfully providing the necessary tools to help students navigate the employment landscape effectively.

The bottom two indicators are Vocational Skills Training (2.82) and Employment Support (2.91). While both indicators received an "Agree" rating, their relatively lower scores indicate that students feel these areas could be improved. The lower ranking of vocational skills training suggests that students may not feel adequately prepared with specific skills needed for their desired professions, while the rating for employment support highlights potential gaps in guidance and assistance during their transition to the workforce. The lowest-ranked indicator, Vocational Skills Training (2.82), points to a concern regarding the adequacy of training programs designed to equip students with the specific skills required in their chosen fields. This lack of confidence may stem from a curriculum that does not fully align with industry demands or from insufficient practical training opportunities, leading to students feeling less prepared for their future careers.

Table 3

Summary Table on Employment Assistance

Indicators	WM	VI	Rank
Benefits Package	2.87	Agree	3
Promotion Opportunities	3.03	Agree	1
Professional Development	2.88	Agree	2
Composite Mean	2.93	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 summarizes the findings on employment assistance, revealing a composite mean of 2.93, which indicates a general agreement among respondents regarding the importance of various aspects of employment assistance. The indicators cover essential areas such as benefits packages, promotion opportunities, and professional development. Overall, the results suggest that respondents value the support provided in these areas as integral to their career satisfaction and progression.

The top two ranked indicators are Promotion Opportunities (3.03) and Professional Development (2.88). The higher ranking of promotion opportunities highlights the respondents' emphasis on upward mobility within their careers, suggesting that they prioritize environments that offer clear pathways for advancement. Meanwhile, the strong agreement regarding professional development indicates that respondents also recognize the necessity of ongoing skill enhancement and training to support their career trajectories. The highest-ranked indicator, Promotion Opportunities (3.03), underscores the significance respondents place on having clear pathways for career advancement. This finding reflects a growing awareness among individuals that promotional prospects are a key motivator in their career decisions and satisfaction. The emphasis on promotion opportunities suggests that respondents are looking for organizations that not only offer job security but also foster an environment where they can grow and succeed professionally.

The lowest-ranked indicator is Benefits Package (2.87), which, while still reflecting agreement among respondents, suggests that the perceived value of benefits may not be as strong as that of promotion opportunities and professional development. This lower ranking may indicate a general belief that while benefits are important, they are perhaps overshadowed by the desire for career growth and development. The lower ranking of the Benefits Package (2.87) suggests that respondents might not prioritize these packages as highly in comparison to opportunities for promotion and professional development. This perception could reflect a changing job market where intrinsic motivators, such as career advancement and skill acquisition, are increasingly valued over traditional extrinsic rewards.

Table 4

Relationship Between Employment Career Planning and Employment Assistance

Employment Prospect	r-value	p-value	Interpretation
Employment Support	.504	0.000	Highly Significant
Vocational Skills Training	.426	0.000	Highly Significant
Employment Resources and Information Support	-0.001	0.989	Not Significant
Entrepreneurship Guidance and Support	.427	0.000	Highly Significant
Skill Readiness			
Employment Support	.233	0.000	Highly Significant
Vocational Skills Training	.484	0.000	Highly Significant
Employment Resources and Information Support	0.086	0.052	Not Significant
Entrepreneurship Guidance and Support	.131	0.003	Significant
Psychological Readiness			
Employment Support	.323	0.000	Highly Significant
Vocational Skills Training	.402	0.000	Highly Significant
Employment Resources and Information Support	.468	0.000	Highly Significant
Entrepreneurship Guidance and Support	.200	0.000	Highly Significant
Job Hunting Tips			
Employment Support	.648	0.000	Highly Significant
Vocational Skills Training	.168	0.000	Highly Significant
Employment Resources and Information Support	.392	0.000	Highly Significant
Entrepreneurship Guidance and Support	.437	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 shows the association between Employment Career Planning and Employment Assistance. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level except on Employment Prospect and Skill Readiness vs. Employment Resources. This means that there was significant relationship exists and implies that the better is the employment career planning, the better is the employment assistance. The findings from the table demonstrating the strong direct correlation between Employment Career Planning and Employment Assistance provide valuable insights into the dynamics of how well-structured career planning impacts the support that individuals receive in their employment journey. The significant r-values suggest a robust relationship, indicating that enhanced career planning can lead to better employment assistance. This alignment is crucial as it underscores the importance of proactive career development strategies in preparing individuals for the labor market.

The strong correlation can be attributed to several factors. For instance, effective career planning typically involves setting clear career goals, understanding market demands, and aligning personal skills with job opportunities. When individuals engage in comprehensive career planning, they are more likely to seek and utilize available employment assistance resources, such as job fairs, career counseling, and mentorship programs. This proactive approach creates a feedback loop where better planning leads to greater utilization of assistance, which in turn enhances job readiness and employability. However, the exception noted in the relationship between Employment Prospect and Skill Readiness versus Employment Resources suggests a nuanced understanding of how these constructs interact. While individuals may have clear employment prospects and be skill-ready, this does not necessarily correlate with their assessment of available resources. This could be due to various reasons, such as lack of awareness about existing resources, inadequate marketing of these services, or a mismatch between the resources offered and the specific needs of the job seekers. Further research is warranted to explore this anomaly. Investigating the barriers that prevent individuals from effectively utilizing employment resources, even when they are well-prepared in terms of skills and prospects, could provide valuable insights. Understanding these gaps can help educational institutions and career services tailor their support mechanisms to better meet the needs of graduates. In conclusion, while the findings affirm the critical role of employment career planning in enhancing employment assistance, they also highlight the need for ongoing evaluation and adaptation of support services to ensure that all graduates can successfully transition into the workforce. By aligning career planning efforts with targeted assistance resources, institutions can better support their students' and graduates' career trajectories.

Table 5

Relationship Between Employment Career Planning and Employment Development

Employment Prospect	r-value	p-value	Interpretation
Benefits Package	.222	0.000	Highly Significant
Promotion Opportunities	.097*	0.028	Significant
Professional Development	.122	0.006	Significant
Skill Readiness			
Benefits Package	-0.051	0.249	Not Significant
Promotion Opportunities	-0.036	0.418	Not Significant
Professional Development	-0.055	0.214	Not Significant
Psychological Readiness			
Benefits Package	0.016	0.713	Not Significant
Promotion Opportunities	.385	0.000	Highly Significant
Professional Development	.269	0.000	Highly Significant
Job Hunting Tips			
Benefits Package	-0.02	0.652	Not Significant
Promotion Opportunities	.235	0.000	Highly Significant
Professional Development	.271	0.000	Highly Significant

Legend: Significant at p-value < 0.05

Table 5 illustrates the association between Employment Career Planning and Employment development. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level except on skill readiness vs. Employment development; and psychological readiness and job hunting tips vs. Benefits package. This means that there was significant relationship exists and implies that the better is the employment career planning, the better is the employment development.

The strong direct correlation observed between Employment Career Planning and Employment Development suggests that individuals who engage in thoughtful and proactive career planning are likely to experience better outcomes in their professional growth and development. The computed r-values support this assertion, indicating a significant positive relationship, where effective career planning is associated with enhanced employment development. This correlation emphasizes the essential role that structured career planning plays in navigating the complexities of the job market and achieving career advancement. The significance of this relationship can be attributed to several underlying factors. Individuals who actively plan their careers tend to set clear goals, seek relevant experiences, and engage in continuous learning and

development. They are more likely to identify and utilize opportunities that align with their career aspirations, such as internships, networking events, and skill development programs. This proactive stance not only prepares them for the workforce but also enhances their ability to adapt to evolving job market demands. However, the exceptions noted in the relationship between skill readiness versus employment development, as well as psychological readiness and job-hunting tips versus benefits package, point to some important considerations. While skill readiness is typically linked to employment development, the lack of correlation suggests that merely possessing skills may not suffice for career advancement. It may indicate that individuals require not only technical skills but also a strategic understanding of how to leverage those skills in the job market. The observed disconnection between psychological readiness, job hunting tips, and the perceived value of the benefits package may reflect a gap in how individuals perceive the overall support provided by their employment resources. Individuals may feel prepared psychologically and equipped with job-hunting strategies yet still find themselves underwhelmed by the benefits and opportunities available. This discrepancy can arise from factors such as a lack of awareness of available benefits, insufficient alignment between job expectations and offered benefits, or dissatisfaction with the perceived value of those benefits.

In conclusion, the findings underscore the importance of comprehensive employment career planning in enhancing employment development. While the strong correlations highlight positive outcomes, attention should be directed toward addressing the identified gaps, particularly in the areas of skill readiness and perceived benefits. By providing targeted support and resources that align with the needs of individuals at different stages of their career planning, institutions can better facilitate successful employment development and ultimately improve the job market outcomes for graduates.

Table 6*Relationship Between Employment Assistance and Employment Development*

Communication	r-value	p-value	Interpretation
Benefits Package	.109*	0.014	Significant
Promotion Opportunities	.257	0.000	Highly Significant
Professional Development	-0.021	0.641	Not Significant
Academic Achievement			
Benefits Package	.205	0.000	Highly Significant
Promotion Opportunities	0.047	0.286	Not Significant
Professional Development	.285	0.000	Highly Significant
Learning Attitude			
Benefits Package	.213	0.000	Highly Significant
Promotion Opportunities	.287	0.000	Highly Significant
Professional Development	.347	0.000	Highly Significant
Creativity and Critical Thinking			
Benefits Package	.528	0.000	Highly Significant
Promotion Opportunities	.667	0.000	Highly Significant
Professional Development	0.04	0.373	Not Significant

Legend: Significant at p-value < 0.01

Table 6 shows the association between Employment assistance and Employment development. The computed r-values indicates a moderate direct correlation and the resulted p-values were less than the alpha level except on communication and Creativity and Critical Thinking vs. professional development; and academic achievement vs. Promotion Opportunities. This means that there was significant relationship exists and implies that the better is the employment assistance, the better is the employment development. The moderate direct correlation observed between Employment Assistance and Employment Development suggests that the level of support and resources available to individuals significantly impacts their professional growth and development. The computed r-values indicate a meaningful relationship, where enhanced employment assistance—such as guidance, mentorship, and skill development programs—leads to improved outcomes in employment development. This relationship emphasizes the importance of systematic support mechanisms that facilitate individuals in navigating their career paths and achieving their professional goals. When individuals receive robust employment assistance, including mentorship, access to professional networks, and career development

resources, they are better equipped to capitalize on opportunities that lead to skill enhancement and job advancement. However, the exceptions noted regarding the lack of correlation between communication, creativity, and critical thinking versus professional development, as well as academic achievement versus promotion opportunities, suggest areas that warrant further exploration. The absence of a significant relationship in these areas may indicate that while employment assistance plays a vital role in overall development, specific skills or academic credentials may not directly translate into professional advancement in the way anticipated. The lack of correlation between communication, creativity, and critical thinking skills and professional development highlights the complex nature of skill application in the workplace. While these skills are often touted as essential for career advancement, their impact may vary depending on the work environment and industry context. Similarly, the lack of correlation between academic achievement and promotion opportunities suggests that while educational credentials are important, they are not the sole determinants of career advancement. Factors such as workplace dynamics, networking opportunities, and personal initiative may also play significant roles in influencing promotion outcomes.

In conclusion, while the findings affirm the importance of employment assistance in promoting employment development, the observed exceptions highlight the complexity of the relationship between various skills, academic achievement, and career advancement. It is essential for career development programs to not only provide employment assistance but also to address the multifaceted nature of professional growth. By fostering a holistic approach that incorporates skill application, personal development, and workplace dynamics, institutions can enhance the efficacy of their support services and ultimately improve employment outcomes for individuals navigating their career paths.

Table 7
Action Plan for Improvement

Key Result Ares/ Objectives	Strategies/ Activities	Person/s Involved	Desired Outcome
Employment Career Planning To Improve the clarity of promotion goals and paths in students' career development plans	1. Workshops on Career Mapping: Conduct workshops that focus on creating detailed career development plans and setting clear promotion goals. 2. Mentorship Program: Establish a mentorship program where students are paired with professionals in their field to gain insights on career progression.	- Career Services Team - Faculty Members - Industry Professionals - Students	Students will have a clearer understanding of their career paths and promotion goals, leading to more structured career planning.
Employment Assistance To Enhance the assessment of employment support and entrepreneurship guidance among students.	1. Resource Center Development: Create a dedicated resource center that provides access to employment resources, including job search tools, resume writing assistance, and entrepreneurship workshops. 2. Networking Events: Organize networking events that connect students with local businesses and entrepreneurs for real-world insights and potential job opportunities.	- Career Services Team - Student Organizations - Local Business Leaders - Alumni Network	Increased student satisfaction and engagement with employment assistance services, leading to higher employment rates and entrepreneurial ventures
Employment Development To Foster better alignment between employment assistance and professional development opportunities.	1. Skill Development Workshops: Offer workshops focused on essential skills such as communication, creativity, and critical thinking to bridge gaps identified in professional development. 2. Internship Programs: Collaborate with local businesses to create internship opportunities that provide practical experience and enhance professional skills.	- Career Services Team - Faculty Members - Local Businesses - Student Feedback Committee	Students will experience enhanced professional development outcomes, with better preparedness for the job market and increased opportunities for advancement.

4. Conclusion and recommendation

The study revealed that students expressed a general agreement regarding their employment career planning. However, a notable gap existed in the clarity of promotion goals and paths, indicating a need for improved support and guidance in setting specific career objectives. The responses indicated that students perceived a moderate level of satisfaction with the employment assistance available to them, particularly regarding employment support and entrepreneurship guidance. Students acknowledged the importance of communication skills and creativity, yet certain areas such as academic achievement and promotion opportunities were perceived as less aligned. This highlights the need for enhanced integration of employment assistance programs with professional development initiatives to better support students in their career trajectories. The analysis revealed

significant relationships between employment career planning, assistance, and development. Specifically, effective employment career planning was associated with improved employment assistance, while a moderate correlation was found between employment assistance and development, indicating that better support directly enhances student career outcomes. The study identified key areas for improvement in employment career planning, assistance, and development. An action plan was proposed to enhance clarity in career planning, improve the effectiveness of employment assistance programs, and strengthen integration with professional development initiatives.

The University may develop structured career planning programs that include workshops, seminars, and one-on-one mentoring sessions to assist students in defining their career aspirations and enhancing their employability skills. The administrators may establish a policy requiring regular career planning assessments for students, ensuring they receive continuous guidance throughout their academic journey, particularly as they approach graduation. The International Linkage and Placement office may be introduced for comprehensive employment assistance services that encompass job placement, internship opportunities, and entrepreneurship resources tailored to recent graduates, including partnerships with local businesses for internships and job shadowing experiences. Student Services office may create policies that mandate regular feedback from students on employment assistance services, allowing for the adaptation and improvement of these offerings based on student needs. Teachers may enhance professional development programs to include skill-specific workshops focusing on communication, critical thinking, and creativity, regularly assessing industry trends to ensure that the skills taught align with market demands. Future Researcher may explore the impact of evolving job market trends on employment career planning and assistance, focusing on the diverse needs of various demographics and academic disciplines.

5. References

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