



**Career Planning Process Strategy for Students in Guangxi Police College, Guangxi Province, China**

Su Weilun<sup>1</sup>, Pong Horadal<sup>2\*</sup>, Nuttamon Punchatree<sup>3</sup>

<sup>1-3</sup>The Graduate School of Bansomdejchaopraya Rajabhat University, 1061 Soi Itsaraphap 15, Hiranruchi, Thon Buri, Bangkok 10600, Thailand

**Article Information**

**Article Type:** Research Article

**Dates:**

**Received:** June 30, 2024

**Revised:** September 23, 2024

**Accepted:** November 27, 2024

**Available online:** December 30, 2024

**Copyright:**

*This work is licensed under [Creative Commons](#), licensed ©2024.*

**Corresponding Author:**

Pong Horadal  
[827952344@qq.com](mailto:827952344@qq.com)

**ABSTRACT**

This study aimed to evaluate and enhance the career planning process for students at Guangxi Police College, focusing on quantitative and qualitative insights. A mixed-methods approach was employed. In Phase 1, a quantitative survey of 248 recent graduates was conducted to assess their satisfaction with the college's career planning strategies. Phase 2 comprised qualitative focus group discussions with nine faculty members gathering in-depth perspectives on the effectiveness of current career planning practices. The findings revealed a generally high level of student satisfaction, with an overall mean score of 3.64 out of 5. However, areas such as self-assessment and goal setting scored slightly lower, indicating opportunities for improvement. Faculty feedback emphasised the need for regular updates, external evaluations, and increased real-world exposure to better prepare students for the job market. The study concludes that while Guangxi Police College has established a strong foundation in career planning, there is still room for further enhancement. Targeting enhancements in self-assessment, goal setting, and practical application could significantly improve student outcomes. These findings correspond with existing research, underscoring the importance of a comprehensive and context-sensitive approach to career planning in specialised educational institutions.

**Keywords:** Career Planning; Student Satisfaction; Career Strategy Development; Guangxi Police College; China

**1. INTRODUCTION**

Career development is a component of student training that plays an important role in students' future professions, especially in distinct institutions like police colleges (Feifei et al., 2023). Guangxi Police College in Guangxi province, China, is one such police college that trains its students for establishing career strategy development. In these law enforcement educational institutions, education is not limited to acquiring knowledge and skills but targets to enhance the potential and competency of future human resources that will enforce the law and ensure order (Feifei et al., 2023). Though institutions focus on impressive academic and physical development, there is a rise in apprehension towards the efficiency and totality of today's career development processes. Career planning should be systematic and planned to ensure students can upgrade their career goals with the demands of the workplace. This focus towards career planning entails opportunities in the law enforcement sector, which is usually left unheeded in most of these institutions (Jie, 2024).

From a career development perspective within a police department, career development extends beyond job placement. It encompasses the entire career cycle of an individual to ensure they are placed in the proper role and can grow productively within society (Guo et al., 2019). This issue is becoming increasingly significant as the nature of police activity evolves. The 21st century has introduced numerous changes to the types of offences that police organisations must address. In this technological era, new forms of criminal activity, such as cybercrime, are prevailing that demand the police force to be well-equipped for the dilemma, both in terms of equipment as well as ability; in addition, the shift in the community expectations of the police to focus on the community policing, emotional intelligence, and the police public relations skills have been significantly on the rise (Dasheng et al., 2013). These changes require a force that is not only trained in conventional police work but also should be progressive in mind and possess the skills to tackle these new challenges.

Nevertheless, the rapidly increasing demands for professional policing have not significantly altered the established patterns of career development programs in police colleges worldwide, including the Guangxi Police College. It integrally requires due consideration to offer career stability to these graduates in correspondence with the dynamics of the new era. Otherwise, an absence of a forward-looking approach leads to undesirable career status or working conditions among graduates in the modern law enforcement sectors (Sirbu et al., 2014). In this respect, it is possible to consider that the primary significance of the presented research is its practical focus on the students at the Guangxi Police College, which have inherently received less attention as a group of consumers in the preceding studies. Although there exists a vast literature on career development in general, only a few scholars have focused on students in police training institutions, especially considering the globally dynamic socio-economic and technological era of China (Fauzana et al., 2021). This research intends to bridge that gap by developing an elaborate career development plan that will fit the students of Guangxi Police College, given that it aligns with their current situation and future dreams. The strategy suggested in this study will transcend career counselling to include components that prevail in the evolving nature of the law enforcement profession by incorporating technological competence, emotional quotient, and continued learning (Hani et al., 2021).

The urgency of this research is derived from the understanding that the effectiveness of China's law enforcement agencies of the future largely depends on the quality of the career forecasting offered to prospective members. A proper career development process would allow not only for the student's employment after the completion of their studies but also for the necessary and sufficient skills and competency to be able to perform and progress in their occupation, and thus provide better protection to society (Hassan et al., 2022). In this regard, the current career planning processes that are in practice in higher learning institutions such as the Guangxi Police College do not suffice, whereby the conventional ones are defective as they do not prepare the students with the social tools required to operate within the modern paradigm of the police force and crime detection. Furthermore, this research attempt aims to develop a general understanding of career development within specified educational establishments. It can be helpful for replication or modifying police training institutions in China or other countries (Arhipova & Kokina, 2022). This research aims to increase the effectiveness of the policing industry in Guangxi Province by fulfilling the career development requirements of police college students. The changes are being made to have a more competent, motivated and resilient police force better placed to handle the demands of modern policing (Volchenkova et al., 2022).

Technology literacy is one of the program's proposed overarching career planning strategy components. Law enforcement agencies use technology more frequently to fight crime through surveillance, gadgets, data analysis, or other high-tech means. Thus, future officers must not only know about this but also be able to apply it.

This has to influence the curriculum offered to the students at police colleges such as the Guangxi Police College and impose changes that would prepare them sufficiently to face the technological aspects of their future work (Litynska, 2023). The second key component identified in the strategy is cultivating emotional intelligence among students. With emerging societal trends and changing expectations of police officers, there is increasing concern about how police departments can hire officers who are proficient in the technical aspects of their work and capable of managing the interpersonal elements that are becoming central to modern policing (Umar, 2021). This involves interpersonal communication skills in establishing and maintaining mutually beneficial assertive relationships with the clients and the public, along with stress and conflict management and understanding the social spectrum of issues which form the theme of policing (Khosro et al., 2022). Therefore, police colleges should consider training emotional intelligence to prepare their graduates for the rough demands of their careers to improve their contribution to society (Sari & Dwiarwati, 2023).

This paper is structured to evaluate the career planning process at Guangxi Police College comprehensively. It begins with an introduction that outlines the study's aims, objectives, and significance in career planning within specialised educational institutions. The literature review then explores existing research on the concept, importance, and successful career planning strategies, linking these findings to the context of Chinese universities and law enforcement education. The methodology section elaborates on the mixed-methods approach, including the quantitative survey of graduates and qualitative focus group discussions with faculty members. In the results and analysis section, the study presents the quantitative data on student satisfaction and qualitative insights from faculty, highlighting key findings. The discussion interprets these findings, aligning them with existing research and identifying areas for improvement. Finally, the conclusion summarises the study's contributions, emphasising the need for targeted enhancements in the college's career planning process to better prepare students for the workforce.

## **2. LITERATURE REVIEW**

### **2.1 Concept of Career Planning**

Career management is a complex construct that evaluates and forecasts career goals, steps, and personal and career-related activities to attain a particular employment result (Yang & Wong, 2020). Career planning has been the subject of significant discussion in the literature regarding the importance of career planning to guarantee that people's skills, interests, and values match their careers. It is, therefore, unique to acknowledge that career planning is more of a developmental approach and not solely a one-time activity because the career path of most people are marked with frequent changes that they have to make based on personal factors, labour market demands, and general economic conditions (Shen, 2022). It includes self-employment review, career choice, acquisition of skills and setting personal goals, which are very important in the ultimate career planning (Tang, 2019). Therefore, Career planning has been highlighted in various research as instrumental to organisational performance, job satisfaction, career progression, and overall quality of life.

Tian and Chen (2018) posit that designing for career success facilitates the development of personal and organisational strategies that will maximise opportunities regarding the person's occupational course. This anticipatory behaviour improves career outcomes and provides more stability and resilience in the evermore uncertain and saturated labour market environment. Career planning has shown a positive correlation with career self-efficacy. Mainly, clients that undertake systematic career planning are more likely to enjoy and succeed in their careers (Wang et al., 2022). Since career development is highly valuable in the specialisation of career fields, it carries even more importance within such areas of work as law enforcement. Law enforcement careers involve individuals possessing specific technical knowledge and skills and learning new strategies simultaneously as they face new challenges such as technology, society, and law changes (Dasheng et al., 2013).

Based on these demands, the career development process within learning institutions like the Guangxi Police College must be clearly defined and well-coordinated. As to the relevancy of literature to the present study, the emphasis on career planning in Guangxi Police College is well-timed and warranted. The literature also points out that due to enhancing students' curriculum vitae, career planning is equally relevant for their successful employment and further career progress in such a specialised area of study as law enforcement (Zhang et al., 2024). Therefore, this study seeks to fill existing gaps in career planning procedures at Guangxi Police College by constructing a strategy that corresponds to specific student needs of law enforcement and is based on self-entrance, goal setting and skills enhancement.

## **2.2 Importance of Career Planning in Universities**

Universities career development has become one of the most important components of learning, gaining experience with a high degree of occupational relevance and students' employability (Wang et al., 2023). With the complexity level of the international labour market, compounded by the effects of advanced technology and emergent economic conditions, career development has become one of the essential components of higher education (Khosro et al., 2022). Today's universities are no longer places where students go to be educated academically but have become places where students are prepared to transform into a workforce or at least are exposed to the skills, the knowledge and the strategies that can enable them to undertake their future careers effectively (Liu, 2020). For such reasons, career planning has become very significant in universities, highlighting the increasing concern for employability. Higher education institutions now focus on graduate careers, with demands for measurable output on the achievements of institutions. Regarding graduate employment outcomes, career planning services have assumed the role and service delivery function of preparing students for academic to working life (Xue, 2023).

Moreover, university career development activities are important because they aim to enhance perceived self-efficiency. Career self-efficacy is a person's belief in the ability to perform some behaviours regarding career advancement, which is drastically boosted by systematic career planning (Ma, 2014). Students who participate in career hunting acquire skills for career development and focus on mapping out different career paths that entirely elevate their perceived self-efficacy. This self-efficacy helps graduates be more effective in their job tasks and more robust in responding to career challenges. This makes graduates fully equipped to face the various considerations inherent in the job insecurity of today's labor market. The literature also acknowledges career planning to help overcome the skills mismatch common among university leavers and employees. Employers make common complaints that their graduate employees are deficient in interpersonal skills, including communication, teamwork, collaboration and problem-solving skills.

The gap may be closed by university career planning services providing training, workshops and realistic exposures that enable students to acquire these competencies through their university education before joining the workforce (Foshaugen, 2023). The literature linked to this study signifies the need to establish career planning in universities, especially colleges such as the Guangxi Police College. A systematic and very elaborate approach to career development is vital in law enforcement education, where the matter at concern is personal success and a positive impact on society (Brown & Lent, 2020). Due to the peculiarities of the law enforcement working conditions and the requirements of the employee, including the ability to respond to new forms of work with the help of technologies, the use of emotional intelligence, and decision-making, the significance of career planning becomes evident (Chen, 2003). By providing career guidance services, the Guangxi Police College is in a good position to prepare the students to yield positive results in their chosen careers, thereby enhancing police performance in society. Furthermore, the literature examines the implication of improved career advancement on the general efficiency of police training centers (Brown & Lent, 2020).

### **2.3 Successful Career Planning Strategies**

Career and development planning intervention is highly relevant to understanding current employment challenges (Holland, 1997). This proposed various approaches, including self-orientation, objective setting, skill enhancement, and occupational awareness, to help students prepare for their careers. All the above strategies should be designed to fit every student's conceived direction (Brown & Lent, 2020). Discussing the concept of career planning in students, the literature points to a range of strategies that are most effective in directing people's careers in the future. Self-assessment techniques, especially the extensive forms, are among the most effective. Students differentiate their strengths and weaknesses and choose their preferences and important personal values. The best practice begins when it comes to choosing a career. Through self-assessment, students can identify the career that best suits them, possibly due to their attributes or dreams (Savickas, 2005). Personality and interest inventories can clearly understand which career choices will be more fulfilling and successful for each learner (Raabe et al., 2007).

The career-planning strategy implores effective interventions that include developing a command of core technical knowledge and acquiring functional interpersonal skills like communication and collaboration, which can ultimately lead to career success. Universities and educational institutions provide practical opportunities to attain such skills through coursework, internships, and workshops, enabling them to enhance their employability and shape their career paths (Kuijpers et al., 2011). Another key strategy is career exploration, which involves assessing different occupations and gaining practical exposure to various career fields. The students who explore careers by actively availing resources are more likely to find careers that align with their personalities. Relating this literature to the present study, most of these researches depict strategies in career planning that are successful in the context of the present research, Guangxi Police College. Because law enforcement students are under pressure to build their technical skills, self-management skills, and emotional empathy, law enforcement career development must be approached with considerable uniqueness. For example, self-estimated guides enable learners to recognise traits and competencies essential to obtaining the goal in police work (Khosro et al., 2022). This argument has found that setting goals can create a guideline from which the students can be guided to learn these skills and handle the profession's challenges (Li & Huangfu, 2015).

## 2.4 Current Career Planning Education at Chinese Universities

In recent years, career planning education among learners in Chinese universities has received more attention as the country transforms into an economic superpower. With China moving from an industrialised economy to a new age of knowledge-based economy, there is a need to prepare students for this new era's job market. Chinese universities have paid attention to this demand and incorporated career development education into the curriculum. However, the programs are ineffective in terms of efficiency for various universities. For many years in Chinese universities, an organised method of career planning was not precisely noticeable. It barely included random sessions of career counselling and occasional seminars. However, the education sector has developed due to market competition and advanced systematic career planning techniques. More institutions are incorporating dedicated departments of career counselling that provide guidance and assistance in job hunting and training sessions. With increasing concern, courses on career planning have been inducted as part of the curriculum in educational institutions. Offering such courses will help fresh graduates to cope with the job market and its challenges.

While there has been progressive development in career planning education, there are still significant barriers to its effectiveness, particularly in the context of police departments. One primary concern is the shortage of professional career advisors specialising in law enforcement, limiting their ability to guide students effectively through this unique career path (Hani et al., 2021). Career services offices are often underfunded and inadequately staffed, especially in police-related programs. Additionally, the available staff may lack the specialised training to assist students with diverse career interests in policing, which requires technical and interpersonal competencies. Another issue is the mismatch between the career preparation education provided by universities and the actual demands of the police workforce. This results in a gap between student expectations and the realities of the job market, particularly in fields like law enforcement that require a specific level of expertise (Hassan et al., 2022). While students are often trained to seek employment, they may not be fully prepared for the challenges and demands of careers in policing. Addressing these gaps is essential to improving career development in police education programs.

## 2.5 Synthesised Dimensions of Career Planning

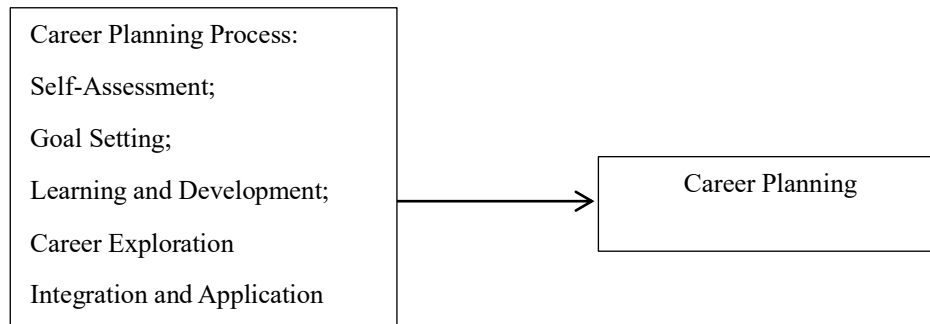
Based on a systematic literature review, key dimensions of career planning have been identified and are presented in Table 1 and conceptual model is presented in Figure 1. These include self-efficacy, goal setting, learning and development, career exploration, integration, and application. Various studies support each dimension, highlighting their relevance and impact on successful career planning (Brown & Lent, 2020; Lent et al., 1994; Yanni & Khairani, 2020).

**Table 1. Synthesised Dimensions of Career Planning Process**

<b>Dimension</b>	<b>Source</b>
Self-Assessment	Lent, Brown, & Hackett (1994); Brown & Lent (2020); Fauzana et al. (2021); Li (2007); Sampson et al. (2004)
Goal Setting	Lent, Brown, & Hackett (1994); Brown & Lent (2020); Lavankura (2013); Fauzana et al. (2021), and Jiang et al. (2019); Betz & Hackett (2006)
Learning and Development	Brown & Lent (2020); Fauzana et al. (2021); Lent et al. (1994)

Career Exploration	Chen (2003); Jiang et al. (2019); Brown & Lent (2020)
Integration and Application	Brown & Lent (2020); Sampson et al. (2004); Egerău (2017); Lavankura (2013)

---



**Figure 1. Conceptual Framework**

### 3. METHODOLOGY

#### 3.1 Research Design

This study aims to evaluate and enhance the career planning process for students at Guangxi Police College. It will focus on quantitative and qualitative research methods to gather comprehensive insights. The research is divided into two phases, each focusing on different populations within the college. The first phase is a quantitative study to assess students' satisfaction with the existing career development process. This involves administering a cross-sectional survey on recent graduates using structured questionnaires to systematically measure their satisfaction with various aspects of career services and identify areas of concern. The second phase employs a qualitative research approach, gathering detailed insights from faculty members actively involved in career development. This phase includes conducting focus group discussions with experienced faculty to gather their perspectives on the current career planning process and their suggestions for improvement. The advantage of this approach is that it allows for a comprehensive evaluation of career planning from both quantitative and qualitative perspectives, ensuring the study assesses the effectiveness of career planning while capturing the attitudes and experiences of key stakeholders involved in its implementation and use.

#### 3.2 Ethical Consideration

Ethical standards were strictly followed at each stage of the study. Informed consent was obtained from all participants in the quantitative and qualitative phases. For the quantitative phase, participants were informed of the study's purpose, procedures, and their right to withdraw at any time. Consent was obtained electronically through secure online surveys. For the qualitative phase, faculty members participating in the focus group discussions provided written consent, and their anonymity was ensured through pseudonymisation. In the qualitative part of the research, the focus group discussion was conducted and tape-recorded with the participants' permission. Transcriptions were re-identified, and no personally identifiable information was provided to keep the faculty members anonymous. The ethical clearance of the study was sought and obtained from the Institutional Review Board at Guangxi Police College, which ensured that all the procedures were ethical and that the rights of the participants were well protected.

### **3.3 Sampling Technique and Sample Size**

The sampling strategy for this study was carefully designed to ensure representativeness and accuracy in both the quantitative and qualitative phases.

In Phase 1, a stratified random sampling method was employed to select participants from the target population of 673 graduates. These graduates were from the vocational speciality sections of the Judicial Application Faculty at Guangxi Police College. Utilising Krejcie and Morgan's formula (1970) for determining sample size, a sample of 248 participants was selected. The stratification was based on different majors, ensuring that the sample was representative of the diverse academic backgrounds within the faculty. This method was chosen to enhance the generalizability of the findings and to ensure that the results accurately reflect the experiences and satisfaction levels of the broader student population.

In Phase 2, a purposive sampling technique was used to select nine faculty members from the Judicial Application Faculty. These faculty members were chosen based on their experience and qualifications, specifically targeting those holding lecturer positions or higher and possessing at least a master's degree. This purposive sampling was essential for obtaining expert insights into the career planning process, as these faculty members are directly involved in guiding and mentoring students in their career development. The combination of stratified random sampling for students and purposive sampling for faculty members ensures a comprehensive and balanced approach to understanding the career planning process at Guangxi Police College.

### **3.4 Data Collection Procedure**

Data collection for this study was conducted in two phases, corresponding to the quantitative and qualitative components of the research. In Phase 1, data were collected using a structured questionnaire distributed to the selected sample of graduates. The questionnaire was designed to assess various dimensions of student satisfaction with the career planning process using a 5-point Likert scale. To ensure broad participation and convenience, the survey was administered online. The Wen Juan Wang platform, with the link distributed through WeChat groups, was used to administer the survey. This method facilitated widespread participation and allowed for the efficient collection of data. The online platform also ensured that data were collected securely and efficiently managed for subsequent analysis. Phase 2 involved qualitative data collection through a focus group discussion with selected faculty members. The focus group was conducted online via Tencent Meeting, a popular and secure platform in China that allows real-time interactions despite geographical constraints. The session was scheduled for 60 minutes, during which faculty members discussed their perceptions of the current career planning process and offered suggestions for improvement. The discussion was recorded with participants' consent, and detailed transcriptions were produced for analysis. This combination of data collection methods allowed for a comprehensive understanding of the quantitative outcomes and the qualitative nuances of the career planning process at Guangxi Police College.

### **3.5 Scales or Measurements**

The study utilised a well-structured 5-point Likert scale to measure students' satisfaction across various dimensions of the career planning process in Phase 1. The scale ranged from 1 to 5, with one representing "very dissatisfied" and five representing "very satisfied." This scale was selected based on its widespread use in educational research for measuring attitudes, perceptions, and satisfaction levels (Likert,



1932). The specific items on the questionnaire were designed to cover key aspects of career planning, including the availability of career resources, the effectiveness of career guidance, the relevance of career workshops, and the overall support provided by the college. The validity of the questionnaire was established through a rigorous review by a panel of three experts in the field of education, resulting in an Item Objective Congruence (IOC) index ranging from 0.67 to 1.00, indicating high content validity. The questionnaire items were subjected to a pilot test with 30 participants for reliability. The results showed strong internal consistency, with a Cronbach's  $\alpha$  coefficient of 0.90, indicating that the items reliably measured the intended constructs. In Phase 2, the focus group discussion was analysed using thematic content analysis, allowing for the identification of key themes and patterns in the faculty members' responses. This qualitative approach complemented the quantitative measurements, providing a richer, more nuanced understanding of the career planning process and its effectiveness at Guangxi Police College.

### 3.6 Data Analysis Techniques

In this study, quantitative and qualitative data analysis methods were applied, corresponding to the two phases of the research. Quantitative data from the structured questionnaires in Phase 1 were analysed using SPSS, focusing on frequency distributions, means, and standard deviations to assess student satisfaction with various aspects of the career planning process. Cronbach's  $\alpha$  was used to establish the reliability of the survey instrument, confirming high internal consistency. The results were presented in tables and charts to facilitate understanding.

In Phase 2, the qualitative data from the focus group discussion were analysed using thematic content analysis. The transcribed data were systematically coded to identify recurring themes and patterns related to the faculty members' perceptions of the career planning process. This approach allowed for extracting meaningful insights and recommendations, then integrated with the quantitative findings to provide a comprehensive understanding of the career planning process at Guangxi Police College. Combining these data analysis techniques ensured that the study's conclusions were grounded in empirical data and expert insights, providing a robust foundation for evaluating and enhancing the career planning process.

## 4. RESULTS AND ANALYSIS

### 4.1 Quantitative Method

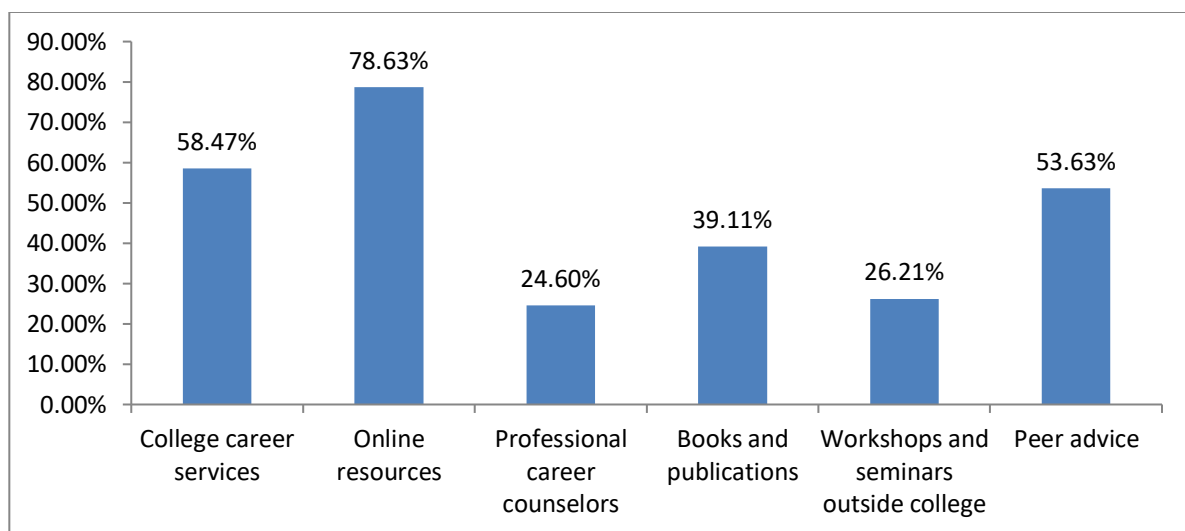
Table 2 shows the survey included 248 participants where gender of the participants indicated about (n=144) 58.06% are female and 41.94% (n=104) are male participants. The Judicial Application Faculty, distinguished into the following categories: Legal Affairs (n=142), Legal Secretariat (n=16), Police Auxiliary (n=24), and Judicial Assistant (n=66). The demographic spread included 53% male and 47% female participants, ages 21 to 25.

**Table 2. Demographic Information (N=248)**

Item	Descriptions	Frequency	Percentage (%)
Gender	Female	144	58.06
	Male	104	41.94
Major Subject	Legal Affairs	132	53.23
	Police Auxiliary	102	41.13

	Legal Secretariat	07	2.82
	Judicial Assistant	7	2.82
Source of Career Planning	College Career Services	145	58.47
	Online Resources	195	78.63
	Peer Advice	133	53.63
	Books and Publications	97	39.11
	Workshops and Seminars Outside College	65	26.21
	Professional Career Counselors	61	24.6
	Age Group	21-22 Years	92
23-24 Years		111	44.76
Above 25 Years		45	18.15

Figure 2 shows students' various sources for career planning, ranked by frequency and percentage. Online resources were the most popular, used by 78.63% (195) of students, followed by college career services at 58.47% (145). Peer advice was the third most common source, consulted by 53.63% (133) of students. Books and publications were used by 39.11% (97), while workshops and seminars outside college were utilised by 26.21% (65). Professional career counsellors were the least frequently used source, with only 24.60% (61) of students seeking guidance.



**Figure 2. Career Planning**

**Table 3. Descriptive Analysis**

Dimension	Mean	S.D.	Level	Rank
Self-Assessment	3.60	0.99	Satisfied	5
Goal Setting	3.62	1.01	Satisfied	4
Learning and Development	3.68	0.98	Satisfied	2
Career Exploration	3.68	1.00	Satisfied	3

<b>Dimension</b>	<b>Mean</b>	<b>S.D.</b>	<b>Level</b>	<b>Rank</b>
Integration and Application	.69	1.00	Satisfied	1

Table 3 presents a descriptive analysis of the dimensions related to career planning. "Self-Assessment" has a mean score of 3.60 with a standard deviation of 0.99, indicating a general level of satisfaction and ranking fifth. "Goal Setting" follows with a mean of 3.62 and a standard deviation of 1.01, ranked fourth in satisfaction. "Learning and Development" and "Career Exploration" share the same mean score of 3.68, with standard deviations of 0.98 and 1.00, ranking second and third, respectively. "Integration and Application" holds the highest satisfaction with a mean of 3.69 and a standard deviation of 1.00, ranking first overall. This analysis indicates that while all dimensions show a level of satisfaction, "Integration and Application" is perceived as the most satisfactory aspect. From the analysis of dimensions with special reference to career planning, 'Integration and Application' received a mean score of 3 to indicate the highest level of satisfaction. Out of 5, with a standard deviation of 1.00 Participants rated 'Employment Services' as 3.69, followed by 'Learning and Development' and 'Career Exploration' both with 3.68. The two activities 'Goal Setting' and 'Self-Assessment' were lower having a mean of 3.62 and 3.60 respectively. In general, the overall satisfaction concerning all the assessed dimensions was moderately high with a mean value of 3.64 (S. D. = 1.00), which suggests that students were mainly satisfied with the career planning processes available to them.

**Table 4. Correlation Matrix of Career Planning Dimensions**

<b>Dimension</b>	<b>Self-Assessment</b>	<b>Goal Setting</b>	<b>Learning &amp; Development</b>	<b>Career Exploration</b>	<b>Integration &amp; Application</b>
Self-Assessment	1.	0.45	0.38	0.42	0.47
Goal Setting	0.45	1	0.51	0.48	0.5
Learning & Development	0.38	0.51	1	0.54	0.49
Career Exploration	0.42	0.48	0.54	1	0.53
Integration & Application	0.47	0.5	0.49	0.53	1.00

Table 4 presents the correlation matrix of career planning dimensions, revealing the interrelationships between five key components: Self-Assessment, Goal Setting, Learning & Development, Career Exploration, and Integration & Application. The diagonal values of 1.00 indicate perfect correlations within the same dimension, while off-diagonal values show the strength of relationships between different dimensions. Notably, Goal Setting demonstrates moderate correlations with all other dimensions, particularly Learning & Development (0.51). Similarly, Integration & Application exhibits a relatively strong correlation with Career Exploration (0.53) and Self-Assessment (0.47). The findings suggest that while all dimensions are interconnected, some relationships, such as Learning & Development and Career Exploration (0.54), are slightly stronger, emphasizing the complementary roles of these dimensions in career planning.

## 4.2 Qualitative Method

Nine faculty members from the Faculty of Judicial Application, all holding lecturer titles and master's degrees, were selected to ensure a diverse representation of experiences and perspectives within the academic unit. The selection process documented each participant's gender, educational background, work experience, and current position, recognising the group's diversity and depth of expertise. Tencent Meeting, a reliable and accessible online meeting platform, accommodated participants' schedules and facilitated a smooth discussion, as shown in Table 5 below.

**Table 5. Basic Information of Focus Group**

Participants	Gender	Education	Working Experience (years)	Position	Duration (minutes)	Platform
P1	Male	Master	6	Lecturer	60	Tencent Meeting
P2	Male	Master	5	Lecturer	60	Tencent Meeting
P3	Male	Master	5	Lecturer	60	Tencent Meeting
P4	Male	Master	18	Lecturer	60	Tencent Meeting
P5	Male	Master	20	Lecturer	60	Tencent Meeting
P6	Male	Master	10	Lecturer	60	Tencent Meeting
P7	Female	Master	12	Lecturer	60	Tencent Meeting
P8	Female	Master	20	Lecturer	60	Tencent Meeting
P9	Male	PhD	25	Professor	60	Tencent Meeting

Table 5 describes the demographical characteristics of focus group participants, showcasing the gender ratio, education level, employers, and experience of participants hailing from the Faculty of Judicial Application academic ranking. The study involved nine faculty members, of which there were seven males and two females. The participants held postgraduate qualifications, and their educational backgrounds were as follows: Eight held a master's degree, while the remaining held a Doctor of Philosophy degree. The participants' working experience varied from 5-25 years, which means that the participants could be experienced workers with different degrees of experience and seniority.

Regarding the proliferation of role representation, most participants were lecturers, and one participant worked as a professor. The focus group discussions were conducted online using the teleconferencing tool Tencent Meeting, which lasted 45-60 minutes to allow for a full exploration of opinions and recommendations. The study participants had different backgrounds. For instance, they had different years of experience, and their academic achievements differed. This made the study at Guangxi Police College diverse and dynamic.

Table 6 summarises the responses from a focus group discussion to identify areas for improvement in college processes, including self-assessment, goal setting, learning and development, career exploration, and integrating academic learning with practical applications. The focus group discussions revealed a strong desire for more dynamic and interactive elements within the college processes to better equip students for future careers. Themes such as enhancing real-world exposure, increasing digital integration, and fostering stronger industry collaborations were recurrent. Participants emphasised the need for continuous upgrading of career planning tools, increased support in overcoming personal and systemic barriers to goal setting, and more opportunities for practical application of learned skills. These insights can guide the college in refining its programs to better support student success in an ever-evolving professional landscape.

**Table 6. Code from Focus Group**

Question	Code	Responses from Participants (P1 - P9)
<p><b>Self-Assessment:</b> How could the college's self-assessment tools and processes be enhanced to better assist students in understanding and leveraging their professional strengths and weaknesses?</p>	<p>- Regular feedback and updates - Specific and measurable goal setting - External expert reviews - Alumni Engagement</p>	<p>P1: Emphasised the need for regular feedback and alums involvement.</p> <p>P2: Suggested setting specific, measurable goals.</p> <p>P3: Highlighted the importance of regular updates on student progress.</p> <p>P4: Agreed on the value of external expert reviews.</p> <p>P5: Mentioned that self-assessment tools should be tailored to individual students.</p> <p>P6: Focused on making self-assessment more interactive.</p> <p>P7: Supported increased alum engagement.</p> <p>P8: Emphasised personalised self-assessment feedback.</p> <p>P9: Highlighted the need for external evaluations.</p>
Question	Code	Responses from Participants (P1 - P9)
<p><b>Goal Setting:</b> In your experience, what are the key obstacles preventing students from effectively setting and achieving their career goals, and how can the college better support them?</p>	<p>Enhancing self-awareness Addressing economic and familial pressures Curriculum improvements Increased parental engagement</p>	<p>P1: Stressed enhancing students' self-awareness.</p> <p>P2: Highlighted familial pressures as a significant obstacle.</p> <p>P3: Focused on curriculum improvements.</p> <p>P4: Suggested providing support to overcome economic challenges.</p> <p>P5: Proposed increased involvement of parents in career goal discussions.</p> <p>P6: Agreed on the need for increased parental engagement.</p> <p>P7: Highlighted how self-awareness affects goal setting.</p> <p>P8: Mentioned the importance of addressing familial pressures.</p> <p>P9: Discussed economic challenges and how they affect student goal setting.</p>
Question	Code	Responses from Participants (P1 - P9)

<p><b>Learning and Development:</b> Given the current resources and programs, what additional tools or approaches could the college integrate to significantly boost students' personal and professional development?</p>	<p>- Enhanced real-world exposure - Utilisation of digital platforms for career support - Employer-student engagement</p>	<p>P1: Advocated for more real-world experience through internships.  P2: Suggested increased use of digital platforms for career development.  P3: Focused on enhancing employer-student engagement.  P4: Agreed on the need for more real-world exposure.  P5: Recommended integrating technology into career planning.  P6: Supported digital platform utilisation.  P7: Emphasised the importance of employer-student partnerships.  P8: Suggested a stronger focus on real-world projects.  P9: Proposed additional industry collaborations.</p>
---	---	---

Question	Code	Responses from Participants (P1 - P9)
----------	------	---------------------------------------

<p><b>Career Exploration:</b> What changes or additions to the career exploration opportunities offered by the college do you believe would most benefit students in understanding and navigating diverse career paths?</p>	<p>- Expanded real-world experiences  - Practical simulations (AR)  - Community engagement  - Entrepreneurial support</p>	<p>P1: Emphasized community engagement and real-world experiences.  P2: Proposed practical simulations like AR.  P3: Supported entrepreneurial initiatives.  P4: Highlighted the need for community involvement.  P5: Advocated for practical career exploration tools like AR.  P6: Suggested more real-world career simulations.  P7: Focused on entrepreneurial support.  P8: Emphasised expanding practical experiences.  P9: Highlighted the value of community engagement in career exploration.</p>
---	---	--

Question	Code	Responses from Participants (P1 - P9)
----------	------	---------------------------------------

<p><b>Integration and Application:</b> From your perspective, what strategies could the college implement better to integrate academic learning with practical, real-world applications to</p>	<p>- Practical application of academic learning  - Digital and real-world integration  - Enhanced industry-academia partnerships</p>	<p>P1: Suggested creating stronger industry-academia partnerships.</p>
--	--	--

---

enhance students' readiness for the job market?

- P2: Focused on integrating digital tools with real-world applications.
  - P3: Recommended practical applications of academic knowledge in industry.
  - P4: Supported the integration of academic learning with hands-on experience.
  - P5: Proposed more practical, industry-focused projects.
  - P6: Emphasised the need for digital integration.
  - P7: Supported enhanced partnerships between industry and academia.
  - P8: Suggested integrating academic work with practical applications in the job market.
- 

Table 6 reveals that the results correspond to the key suggestions collected based on the focus group discussions among some of the teaching staff of Guangxi Police College. The reference to the answers was sought concerning different aspects of career planning, which are self-assessment, the practices introduced by the faculty, feedback offered on a routine basis, specific goal setting, external expert evaluation, and alumni involvement. This will enable the students to know and appreciate their areas of strength and weaknesses. In goal setting, the faculty enumerated some challenges, such as the concept of self, economic pressure, family pressure, course development and change, parent involvement, and students' employment. While discussing learning and development, the highlighted factors were the lack of experiential learning, web-based career support services, and weak employer involvement. Regarding career exploration, the changes proposed by faculties included the need to increase real-world experiences, the use of realistic scenarios and simulations, campus opportunities, and support for entrepreneurial careers, with a need to widen out career options for students.

## 5. DISCUSSION

The findings drawn from this study identify the current status of career planning at Guangxi Police College and the current opportunities and challenges, and in doing so, outline the study's key findings. In the quantitative study results, students are generally satisfied with the proportion of career planning services offered by the college, as exhibited by an average satisfaction score of 3. On average, students who perceived satisfaction in career-planning strategies were 64 out of 100 on a five-point Likert scale. In more detail, all four dimensions received above-average validation by participants – the highest mean scores were recorded for the instructions and applications, learning and growth, and career investigational dimensions. Thus, the results indicate that the college might have effectively introduced essential conceptual components of career development, thereby supporting prior empirical studies that point to the basic building blocks in career preparation (Liu, 2020). However, they also reveal areas that have been left with deficiencies and need to be addressed. Self-assessment and goal setting, being in the 'satisfied' zone, was slightly lower, suggesting the need for further examination of the college's efficiency in aiding learners in recognising their areas of capabilities and infirmities as well as identifying realistic career objectives. This

concur with prior research-based investigation that stresses the centrality of sound self-evaluation techniques and measurable objective-setting interventions as the main building blocks to effective career development (Brown & Lent, 2020; Yanni & Khairani, 2020). The slightly lower satisfaction scores indicate that although the college is moving in the right direction, some areas still need improvement, especially in the areas of feedback. Feedback should be focused on helping the students improve their future performance.

The quantitative findings also support these results, while the focus group discussions provide the faculty's view of the problems and possibilities tied to the current state of the career planning process. To improve the self-assessment process, the faculty members recommended that more frequent feedback and updates on students' progress, the involvement of outside experts in the assessment processes and alumni engagement can be helpful. These recommendations are consistent with the literature supporting that state and commonplace-based assessments should be formative and external to students' courses (Chen, 2003). Regarding students' goals, faculty observed that economic realities and family constraints limited students' career goals. This finding supports prior studies that examined the effects of extrinsic barriers – stress, pressure from family members or friends, and budget limitations on the choices students make in a career path (Foshaugen, 2023; Holland, 1997). The recommendations to develop the curriculum and enhance parents' involvement as strategic stakeholders also presuppose the recognition of the fact that the career development of students cannot be considered a process devoid of the context of the socio-economic environment.

Other valuable areas of concern are learning, development and career exploration. As for the practitioners, they stressed the accessibility of real-life practice as well as the employment of technology to advance careers, which coheres with the trends existing in the higher education system for integrating the practice and technology in career services (Xue, 2023; Wang et al., 2023). The argument for improved relations between employers and students, more opportunities for actual practice and expanded choice of disciplines indicate that college has made a fair amount of contribution regarding these issues but still needs to do more to prepare the students for the actual work and to introduce them to a greater variety of occupations. The aims of integration and application also explored the lack of collaboration between industries and academic institutions and the practical uses of academic education. This aligns with literature that calls for strong ties between academics and human resource departments to make personnel market-worthy (Liu, 2020).

## **5.1 Practical Implications**

This study has provided insight into the following pragmatic implications concerning advancing the career planning process at Guangxi Police College and other similar educational institutions. Concerning the areas highlighted in the quantitative and qualitative studies, the college can employ specific measures to enhance the effectiveness of the career planning services to prepare students for future careers in law enforcement agencies. Firstly, the research yields a requirement for higher authenticity in the form of self-assessment instruments that give feedback to the students more frequently with a specific focus on their areas of strength and difficulty. Secondly, and perhaps unexpectedly coming from the faculty, there was a concern for external forces like essential life decisions such as marriage and career choices. They can pose challenges when it comes to adopting career planning strategies. To minimise such challenges, the college must bring workshops or counseling sessions on handling and integrating such pressures into their student achievement plans.



Furthermore, higher parental involvement in the student's career planning could positively influence the student's career choice in congruence with the parents' expectations and thus increase the parent's support for the student's career decisions. Thirdly, internships, practical simulations and IT industry linkage are recommended for the students to improve their education through exposure to real-life training.

## **6. CONCLUSION AND RECOMMENDATIONS**

This study aimed to assess and enrich the career development planning process of GPC (Guangxi Police College) and recognise major key points through the mixed-methods research approach. The study indicates that the overall satisfaction with the career planning services offered by the college is relatively high. However, some gaps should be strengthened to provide optimum support to the students concerning their careers. Areas like Integration and Application, Learning and Development, and Career Exploration are nearly innovatively developed, which ensures that the college offers the proper foundation for career development for the students. Nonetheless, results for specific areas such as Self-Assessment and Goal Setting are only satisfactory as improvement is still needed, especially in providing more individualised feedback and the ever-prevailing outside pressure that shapes students' career-related decisions. The qualitative findings from the self-administered questionnaires completed by faculty members support these findings and generate practical suggestions for enhancing the career development process. The areas with suggested improvements of efficacy were the frequency and purpose of the feedback given to learners, the addition of external evaluations and assessments, and the enhanced parental and alums involvement as approaches that would help learners identify their respective strengths and set realistic goals concerning their future careers.

### **6.1 Limitations and Future Research**

Despite the findings of this study shedding light on the career planning process at Guangxi Police College, several limitations must be highlighted. Firstly, it may be credited to the study design, which examined subjects belonging only to one institution, making greater generalizability of results less likely. While the results provide a clear picture of the situation in which Guangxi Police College operates, its strengths, weaknesses, and opportunities in terms of career planning may not be generalisable to other police colleges or universities in other areas or countries. Further studies could help overcome this limitation by using cross-sectional research designs to establish variations and differences in career development across different institutions, given comparable learning environments.

It should be noted that the study design used in the present research does not allow for tracing the actual process of evolving career planning and tendencies in students' career orientation in the long term. Career development is a fluid and dynamic process, with students transitioning from one learning level to another and from the learning institution into the workforce. Future research could use a longitudinal design to intermediate the results of the dynamics in students' career planning needs and the consequences they produce on career results. It also gives a broader perspective on the efficacy of career planning interventions and enables recognition of particular eras in learners' education where they could benefit from extra assistance.

**Acknowledgements:** Not Applicable

**Author contributions:** Conceptualization, SW; Methodology, SW; Software, Validation Formal analysis PH; Writing Original draft preparation, SW; Writing Review and Editing, Supervision and Project administration, PH & NP. All authors have read and agreed to the published version of the manuscript.

**Ethical Statement:** Institutional Review Board at Guangxi Police College, approved and the ethical standards which were upheld throughout the study and informed consent obtained from all participants in both quantitative and qualitative phases.

**Competing Interests:** The author declares that this work has no competing interests.

**Grant/Funding information:** The author declared that no grants supported this work.

**Data Availability Statement:** The associated data is available upon request from the corresponding author.

**Declaration Statement of Generative AI:** The author(s) of this research declared of not using generative AI.

## REFERENCES

- Arhipova, O., & Kokina, I. (2022). Managers' self-development in the context of career growth. *Society. Integration. Education: 1*. In *Proceedings of the International Scientific Conference*, (pp. 698-709). Rezekne Academy of Technologies. <https://doi.org/10.17770/sie2022vol1.6847>
- Betz, N., & Hackett, G. (2006). Career self-efficacy theory: Back to the future. *Journal of Career Assessment*, 14(1), 11-3. <https://doi.org/10.1177/1069072705281347>
- Brown, S. D., & Lent, R. W. (Eds.). (2020). *Career development and counselling: Putting theory and research to work* (3rd ed.). John Wiley & Sons
- Chen, C. P. (2003). Integrating perspectives in career development theory and practice. *Career Development Quarterly*, 51(3), 203-216. <https://doi.org/10.1002/j.2161-0045.2003.tb00602.x>
- Dasheng, D., Guangxi, H., & Yandong, Z. (2013). *Parents' occupational expectations of primary and junior high school students and influencing factors*. In *Chinese Research Perspectives on Society*, vol. 1 (pp. 139-153). Brill. [https://doi.org/10.1163/9789004246249\\_010](https://doi.org/10.1163/9789004246249_010)
- Egerău, A. (2017). Professional integration and career development - Between necessity and reality. *Journal Plus Education*, 19(1), 66-76. <https://doi.org/10.24250/jpe/1/2018/ae>
- Fauzana, I., Afdal, A., & Yusuf, A. M. (2021). Strategies to improve career planning for middle school students. *Indonesian Journal of School Counseling*, 6(2), 140-148. <https://doi.org/10.23916/08934011>
- Feifei, M., Jiawei, X., & Ming, Y. (2023). A study on the correlation between professional satisfaction and career choice tendency of police college students. *Advances in Vocational and Technical Education*, 5(3), 53-60. <https://doi.org/10.23977/avte.2023.050309>
- Foshaugen, R. H. (2023). *Perceptions of guanxi: To what extent do Chinese graduates have to rely on guanxi to find a job?* [Master's thesis, University of Oslo]. <http://hdl.handle.net/10852/104581>
- Guo, Q., An, X., & Zhou, H. (2019). Construction of practice education mode of anti-terrorism speciality in police colleges. In *2019 5th International Conference on Social Science and Higher Education (ICSSHE 2019)* (pp. 350-353). Atlantis Press. <https://doi.org/10.2991/icsshe-19.2019.211>
- Hani, H. Y., Mulawarman, M., & Wibowo, M. E. (2021). The effectiveness of life skill education-based digital content to improve student career planning. *Jurnal Bimbingan Konseling*, 10(1), 49-53. <https://doi.org/10.15294/jubk.v9i1.45410>
- Hassan, H., Hussain, M., Niazi, A., Hoshino, Y., Azam, A., & Kazmi, A. S. (2022). Career path decisions and sustainable options. *Sustainability*, 14(17), 1-16. <https://doi.org/10.3390/su141710501>

- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments (3rd ed.)*. Psychological Assessment Resources, Odessa.
- Jie, H. (2024). *Organisational factors contributing to college students' leadership development: A case of the higher educational institutions in Guangxi Zhuang autonomous region, PRC* (Doctoral Dissertation, The Graduate School). Siam University. <https://e-research.siam.edu/>
- Khoso, A. K., Darazi, M. A., Mahesar, K. A., Memon, M. A., & Nawaz, F. (2022). The impact of ESL teachers' emotional intelligence on ESL students academic engagement, reading and writing proficiency: Mediating role of ESL student's motivation. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(1), 3267-3280. <https://doi.org/10.9756/int-jecse/v14i1.393>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Kuijpers, M., Meijers, F., & Gundy, C. (2011). The relationship between learning environment and career competencies of students in vocational education. *Journal of Vocational Behavior*, 78(1), 21–30. <https://doi.org/10.1016/j.jvb.2010.05.005>
- Lavankura, P. (2013). Internationalising higher education in Thailand. *Journal of Studies in International Education*, 17, 663 - 676. <https://doi.org/10.1177/1028315313478193>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79-122. <https://doi.org/10.1006/jvbe.1994.1027>
- Li, W., & Huangfu, C. (2015). Career planning mode and system design of first-year university students. In *Proceedings of the 2015 International Conference on Social Science and Technology Education*, [Series: Advances in Social Science, Education and Humanities Research]. Atlantis Press. <https://doi.org/10.2991/icsste-15.2015.241>
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22(140), 55-60. <https://psycnet.apa.org/record/1933-01885-001>
- Litynska, V. (2023). Career planning for employees of higher education institutions. *Educational Analytics of Ukraine [Higher Education]*, vol. 2023(1), 67-78. <https://doi.org/10.32987/2617-8532-2023-1-67-78>
- Liu, D. (2020). The role of social capital/guanxi in students' decision-making about postgraduate education in China: An explorative case study. *Frontiers of Education in China*, 15(3), 453-481. <https://doi.org/10.1007/s11516-020-0019-3>
- Ma, M. X. (2014). *Antecedents of entrepreneurial career choice among Chinese college students* [Doctoral dissertation, The Chicago School of Professional Psychology]. ProQuest Dissertations and Theses.
- Raabe, B., Frese, M., & Beehr, T. A. (2007). Action regulation theory and career self-management. *Journal of Vocational Behavior*, 70(2), 297-311. <https://doi.org/10.1016/J.JVB.2006.10.005>
- Sampson, Jr. J. P., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004). *Career counselling and services: A cognitive information processing approach (Graduate career counselling series) (1<sup>st</sup> ed.)*. Brooks Cole.
- Sari, R. R., & Dwiawati, K. A. (2023). Spinning media as an information service to improve student career planning. *Bisma The Journal of Counseling*, 7(1), 122-129. <https://doi.org/10.23887/bisma.v7i1.58922>
- Savickas, M. L. (2005). *The theory and practice of career construction*. In S. D. Brown & R. W. Lent (Eds.), *Career development and counselling: Putting theory and research to work* (pp. 42–70). John Wiley & Sons.
- Shen, A. (2022). Women's motivations for becoming a police officer: A Chinese case study on women in policing. *Women and Criminal Justice*, 34 (6), 438-453. <https://doi.org/10.1080/08974454.2022.2060898>

- Sîrbu, J., Popa, M. C., & Pipas, M. D. (2014). Professional career planning - Practice and results. *The International Journal of Academic Research in Business and Social Sciences*, 4(7), 350-362. <https://doi.org/10.6007/ijarbss/v4-i7/1014>
- Tang, H. (2019). Research on improving graduates' information literacy of "mass entrepreneurship and innovation" under the era of "internet plus smart she" takes the poor female college students of Hunan Judicial Police Vocational College as an example. In *3rd International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2019)* (pp. 1419-1423). Atlantis Press. <https://doi.org/10.2991/iccese-19.2019.314>
- Tian, F. F., & Chen, L. (2018). Unequal at the college door: Career construction among first-year students at an elite Chinese university. *International Journal of Sociology and Social Policy*, 38(11/12), 1041-1056. <https://doi.org/10.1108/ijssp-03-2018-0050>
- Umar, N. F. (2021). Digital career planning models for Z Generation. *Indonesian Journal of Educational Studies*, 23(2), 91-100. <https://doi.org/10.26858/ijes.v23i2.18935>
- Volchenkova, E. V., Voronina, O. A., Tursenev, S. A., Bugaychuk, T., & Koryakovtseva, O. (2022). Formation of career strategies for students with health limitations and disabilities at the stage of vocational training at university. *Perspectives of Science and Education*, 5(59), 377-396. <https://doi.org/10.32744/pse.2022.5.22>
- Wang, X. H., Wang, H. P., & Lai, W. Y. (2022). Sustainable career development for college students: An inquiry into SCCT-based career decision-making. *Sustainability*, 15(1), 426. <https://doi.org/10.3390/su15010426>
- Wang, X. H., Wang, H. P., & WenYa, L. (2023). Improving the quality of career decision-making of students in Chinese higher vocational colleges. *Sage Open*, 13(2). <https://doi.org/10.1177/21582440231180105>
- Xue, Y. (2023). *Study on the relationship between family background and career adaptability of fresh graduates: A case of Qingdao Urban Development Group* [Doctoral dissertation, Siam University]. <https://e-research.siam.edu/>
- Yanni, D., & Khairani, K. (2020). Career planning in vocational high school. *Jurnal NeoKonseling*. 3(1). <https://doi.org/10.24036/00373kons2021>
- Yang, L., & Wong, L. P. (2020). Career and life planning education: Extending the self-concept theory and its multidimensional model to assess career-related self-concept of students with diverse abilities. *ECNU Review of Education*, 3(4), 659-677. <https://doi.org/10.1177/2096531120930956>
- Zhang, C., Lu, L., Xiao, Y., Zheng, Z., Jia, Q., Luo, Y., & Luo, J. (2024). From the three-dimensional perspective of college students' school, family and themselves, exploring the mechanism of proactive personality on career exploration. *International Journal for Educational and Vocational Guidance*, 61 (1), 1-22. <https://doi.org/10.1007/s10775-024-09681-8>

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organisations or the publisher, the editors and the reviewers. Any product that may be evaluated in this article or claimed by its manufacturer is not guaranteed or endorsed by the publisher.