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Dynamic interaction between career aspirations and resilience of students in higher education: a modeling study based on time-series data analysis

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Abstract Currently, higher vocational education focuses on professional skill cultivation and pays insufficient attention to students' career development ability, which leads to a gap between the employment quality of graduates and their personal expectations. Based on the time-series data analysis method, this paper uses structural equation modeling to explore the dynamic interactive relationship between students' career aspirations and resilience in higher vocational colleges. The study targeted students from five higher vocational colleges and universities in a city and collected data through questionnaires, 1000 questionnaires were distributed and the effective recovery rate reached 81.7%. The results of the study showed that career resilience was significantly positively correlated with career ambition fulfillment, with a path coefficient of 0.855 ($p<0.01$); the path coefficient of employment preparation and career ambition fulfillment was 0.916 ($p<0.01$), indicating that there was a stronger positive correlation between the two; and that employment preparation played a significant mediating role between career resilience and career ambition fulfillment, with a mediating effect value of 0.525 ($p<0.001$). Based on the findings of the study, we propose strategies to improve career adaptability at three levels: schools should improve the career planning guidance system, strengthen practical teaching and school-enterprise cooperation, and innovate teaching methods and contents; students should improve their self-knowledge, enhance their comprehensive qualities, and formulate reasonable plans; and the society needs to optimize the employment environment and create a good social atmosphere to promote the career development of higher vocational students.

Index Terms higher vocational colleges and universities, career resilience, career ambition realization, employment preparation, structural equation modeling, mediation effect

I. Introduction

With the rapid progress of society and the acceleration of technological iteration, higher education graduates are facing unprecedented employment challenges. As we all know, the reason for the current situation is the interaction of multiple results. In the special era of early implementation of planned economy, the very characteristic of the era of turnkey distribution of employment significantly reduces the optimal allocation of talent resources [1], [2]. Nowadays, the adjustment of the economic structure of enterprises also can not guarantee the reasonable play of its talent advantage, ignoring individual initiative and demand in recruitment, not conducive to the full exploitation of the potential of talent [3], [4]. And the establishment of a two-way choice mechanism between graduates and employers, prompting college students to have more autonomy in choosing their careers, which is conducive to the effective flow of human resources and optimization of distribution [5]-[7]. Therefore, how to help college students to prepare for their career is an important measure to solve the current situation of “difficult to find employment”, but also the basic goal of modern career counseling and consulting [8].

To help college students actively prepare for their careers, the most important factor is to develop the individual's career resilience. Career resilience is an important ability for individuals to cope with uncertainty, transformation and challenges in their careers [9]. As adolescents are in a critical period of career maturity, they need to consider their abilities, interests, and values in order to form their career ambitions [10], [11]. At the same time, adolescents are expected to adapt to changes in career aspirations, from career fantasies to exploratory choices and finally to the formation of career expectations, and they are becoming increasingly aware of the personal and situational difficulties that impede the formation of career aspirations [12]-[14]. It has been found that the matching of college students' career aspirations with their careers is conducive to improving their career decision-making ability and reducing their career decision-making difficulties, which in turn generates additional career advantages [15], [16].

Based on this, using modeling analysis to explore the interaction between career aspirations and resilience affecting individuals will have a positive impact on college students' career development.

As an important part of China's higher education system, higher vocational education shoulders the important task of cultivating high-quality technical and skilled talents. In recent years, the scale of higher vocational education has been expanding, but higher vocational graduates still face many challenges in the job market, such as the low rate of professional counterparts and unclear career development paths. Career development theory suggests that an individual's career success depends not only on the level of specialized knowledge and skills, but is also closely related to his or her career adaptability. Career adaptability refers to an individual's ability to cope with and adjust to changes in the career environment, including attention to career prospects, control of career paths, curiosity about career fields, and confidence in career challenges. Current research mostly focuses on the relationship between college students' employment preparation and employment quality, while the dynamic interaction between career resilience and career ambition realization of higher vocational students is relatively understudied. Higher vocational students have distinctive practice-oriented characteristics, and their career development trajectories differ from those of students in ordinary colleges and universities. Understanding the components of career resilience of higher vocational students and its influence mechanism on the realization of career aspirations is of great value in guiding higher vocational colleges and universities to carry out targeted career education and enhance students' career competitiveness. Meanwhile, employment preparation, as a key link in the process of career development, may play a mediating role between career resilience and career ambition realization, and this mechanism needs to be verified in depth. Starting from the three dimensions of career resilience, employment preparation and career ambition realization, this study constructs a research framework and puts forward four research hypotheses: career resilience positively influences career ambition realization; employment preparation positively influences career ambition realization; career resilience is positively correlated with employment preparation; and employment preparation plays a mediating role in the influencing path between career resilience and career ambition realization. Data were collected through questionnaires, and structural equation modeling was used to analyze the influence paths and mechanisms among the variables, and to explore the dynamic interaction between career aspirations and resilience of students in higher vocational colleges and universities. Based on the results of the study, targeted career resilience enhancement strategies are proposed at the school, individual student and social levels to provide theoretical basis and practical reference for the reform of career education in higher vocational colleges and universities.

II. Study design

II. A.Research framework

The purpose of this study, which takes students from five higher vocational colleges and universities in a city as specific research subjects, is to investigate the dynamic interaction between career aspirations and resilience of students in higher vocational colleges and universities. The research framework of students' career aspirations and resilience is shown in Figure 1. The specific research is divided into three dimensions: career resilience, employment preparation and career ambition realization.

Among them, career resilience is mainly investigated in the four dimensions of attention, control, curiosity and self-confidence. Career concern refers to how much an individual cares about his or her future. Career control refers to controlling one's actions on the planned career path through one's continuous learning and thinking and various behavioral measures. Career curiosity refers to showing curiosity about one's career values, trying out new knowledge and skills, and pursuing new opportunities. Career self-confidence refers to the ability to affirm oneself in employment, to give oneself sufficient recognition, and to make self-adjustments to solve problems encountered and reflect on them.

Employment readiness is mainly investigated from the three dimensions of practical experience, employability and job-seeking actions. Realization of career aspirations is mainly investigated from the dimensions of objective conditions, self-acceptance and social evaluation. Objective conditions indicate some objective facts and standards in the workplace that can be quantified or categorized and clearly known, mainly including salary and employment environment. In conjunction with the realization of career aspirations, self-approval in this study indicates the degree of agreement and satisfaction with the employment obtained. Social appraisal indicates whether or not the nature of the employment unit and the opportunities for development, etc., are recognized and respected in terms of social degree of appraisal.

II. B.Research hypotheses

Based on the proposed analytical framework of the study, the hypothesized mechanism between the three elements is proposed:

Hypothesis H1: Career resilience positively influences career ambition realization.

Hypothesis H2: Career readiness positively influences career ambition realization.

Hypothesis H3: Career resilience is positively related to employment preparation.

Hypothesis H4: Employment preparation mediates the path of influence between career resilience and career ambition realization.

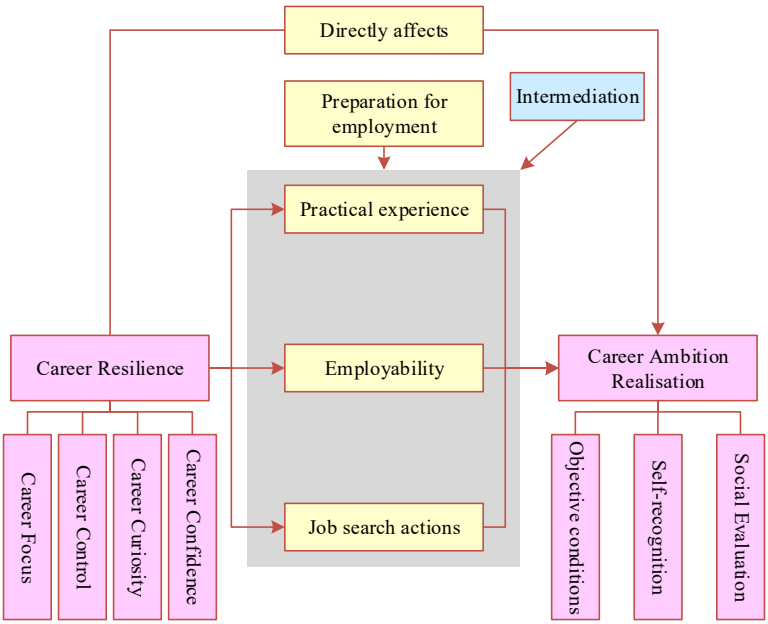

Figure 1: The research framework of student's career ambition and adaptability

II. C.Questionnaires

Measurement tools mainly include self-administered career resilience questionnaire, employment preparation questionnaire, and career ambition realization questionnaire for higher vocational students.

The target population of this study includes students from five higher vocational colleges and universities in a certain city, and the questionnaires were distributed through paper questionnaires, electronic questionnaires, and online questionnaires. A total of 1,000 questionnaires were distributed, and excluding some invalid questionnaires, a total of 817 valid questionnaires were recovered, with an effective recovery rate of 81.7%.

II. D.Statistical analysis

SPSS17.0 for windows was used for statistical analysis and structural equations were utilized to mine the dynamic interaction between career aspirations and career resilience of higher education students.

Structural equation modeling (SEM) is a statistical method used to analyze the relationship between variables based on their covariance matrix. In social science or management science, concepts such as happiness, satisfaction, and willingness to leave are usually not directly measured, and there are numerous factors affecting these concepts, so even if they are directly measured, the results may be affected due to some unknown potential variables. The main role of structural equation modeling is to represent the relationship between the elements or the influence of the elements on the measurement of the conceptual ontology with specific measurable data. Then it can be used to make up for the defects of unmeasured variables or find out the potential unmeasured variables, so as to propose practical, effective and targeted scientific countermeasures for management practice or social practice. This study aims to measure the career aspirations and career resilience of higher education students, which are precisely the variables that cannot be directly measured and which are subject to change due to the variability of other potential variables.

For a univariate equation $y=\alpha+\lambda x+\xi$, the equation is said to be a structural equation if it can be shown that the variable y changes with x, i.e., that there is some causal or dependence relationship between x and y, where the parameter λ denotes the strength of the explanation of x on y. It can be seen that both the one-variable linear regression equation and the univariate ANOVA model are structural equations. And the system of joint equations used to represent the interrelationships between variables, which is formed by the combination of two or more structural equations, is called structural equation modeling, and its formula is expressed as follows:

$$\begin{aligned} y1 &= \alpha 1 + \gamma 11x1 + \xi 1 \\ y2 &= \alpha 2 + \beta 21y1 + \gamma 21x1 + \xi 2 \\ y3 &= \alpha 3 + \beta 32y2 + \gamma 31x1 + \xi 3 \end{aligned} \tag{1}$$

Although the above system of equations gives the quantitative relationship between different variables, it is mathematically impossible to determine which variable is the dependent variable and which variable is the independent variable. Therefore SEM needs to use graphs to represent other causal relationships and the above system of equations can be converted into a graphical representation as shown in Figure 2.

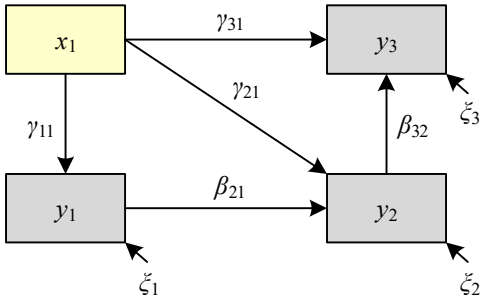

Figure 2: Graphic representation of the structural equation model

The direction of the arrows in the figure then indicates the causal relationship between the variables. Here y_1 and y_2 are called response variables, i.e., predictor variables. Unlike univariate variables, SEM considers all relevant processes as a whole, and the outcome of one process may be the cause of another, i.e., $x_1 \to y_1 \to y_2$, $x_1 \to y_2 \to y_3$.

Mathematical representation of structural equation modeling:

Mathematical representation of the test model:

$$X = \Lambda_X \xi + \delta \tag{2}$$

$$Y = \Lambda_Y \eta + \varepsilon \tag{3}$$

Equation (2) denotes an exogenous latent variable ξ to p observed variables, $X = (x_1, x_2, \ldots, x_p)$, Λ_X denotes the matrix of factor loadings of X on ξ in $p \times n$, and δ denotes the error of the measured variable.

Equation (3) denotes that an endogenous latent variable η corresponds to q observed variables, $Y = (y_1, y_2, \ldots, y_q)$, Λ_Y denotes the matrix of factor loadings of Y on η at $q \times m$, and ε denotes the error of the measured variable.

Mathematical representation of structural equation modeling:

$$\eta = B\eta + \Gamma\xi + \varsigma \tag{4}$$

In Eq. (4), η denotes m endogenous latent variables, $\eta = (\eta_1, \eta_2, \ldots, \eta_m)$, ξ denotes n exogenous latent variables, $\xi = (\xi_1, \xi_2, \ldots, \xi_n)$, $B(m \times m)$, and $\Gamma(m \times n)$ represents the path coefficient matrix, and ς represents the vector of residual terms. Observed variables, latent variables, and residual variables are the three types of variables in structural equation modeling; observed variables are those that can be directly observed, latent variables are those that cannot be directly measured, and residual variables are those that are used in the study and will vary in the observations, and there is a possibility that the latent variables will be added to the residual variables under certain conditions.

III. Analysis of dynamic interactions

III. A. Correlation analysis

III. A. 1) Overall relationships

The Pearson correlation test was conducted by examining the total career resilience score, the total job readiness score, and the total career ambition realization score. The overall correlations of the variables are shown in Figure 3. The results show that there is a significant positive correlation ($p < 0.01$) between career planning awareness, employment preparation and employment competitiveness. The higher correlations were between career resilience and job readiness, and between job readiness and career ambition realization, with correlation coefficients of 0.549 and 0.528.

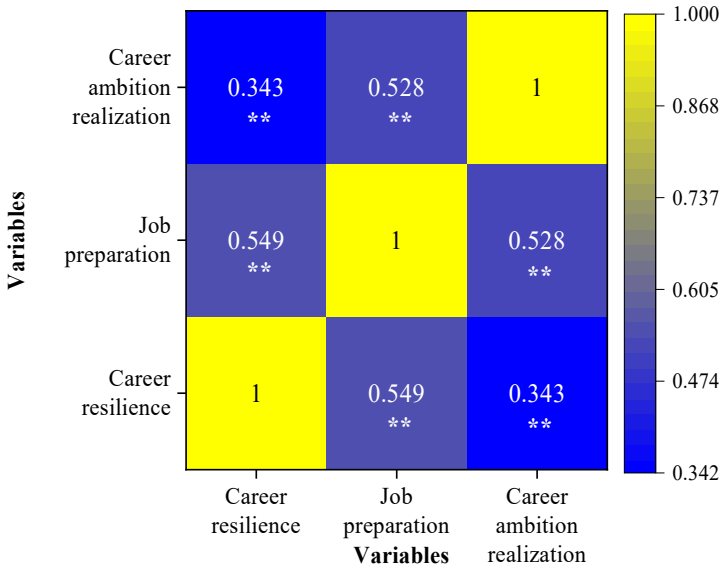

Figure 3: The overall correlation between variables

III. A. 2) Career resilience and job readiness

The correlation between students' career resilience and job readiness is shown in Figure 4. There are significant positive correlations ($p < 0.01$) between career concern, career control, career curiosity, and career self-confidence in students' career resilience and practical experience, employability, and job-seeking actions in employment preparation. The higher correlations were between career curiosity, career self-confidence and employability, job search actions, with correlation coefficients above 0.725. In addition, Career Test. The correlation coefficient between resilience and job readiness is 0.811, which is a strong correlation. Hypothesis H3 was preliminarily tested.

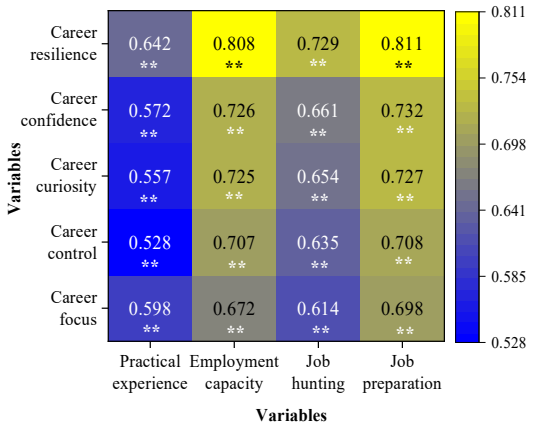

Figure 4: Relationships between career resilience and employment preparation

III. A. 3) Elements and the realization of career aspirations

The correlation between each element and career ambition realization is shown in Figure 5. The elements of students' career resilience and employment preparation show significant positive correlation ($p < 0.01$) with the elements of career ambition realization, in which the correlation coefficient between career resilience and career ambition realization is 0.772, and the correlation coefficient between employment preparation and career ambition realization is 0.802, and both of them have a strong correlation with the realization of career retaliation of the students of the higher vocational colleges. The hypotheses H1 and H2 were preliminarily verified.

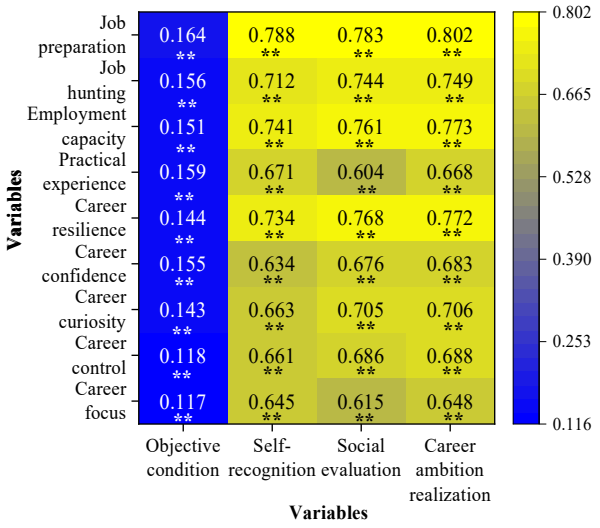

Figure 5: The relationship between the elements and career ambition realization

III. B. Analysis of structural relationships

Building on the previous section and continuing to analyze how the three variables interact with each other and to argue whether the effects of this are directly or indirectly related, this study used Amos 26.0 software to construct the following three structural equation unification models: career resilience and career aspirations achievement, job readiness and career aspirations achievement, and career resilience and job readiness and career aspirations achievement.

III. B. 1) Career resilience and career aspirations realization

Using AMOS statistical software to construct and test the unification model, the relevant fit indices of the unification model of the relationship between career resilience and career ambition fulfillment can be derived, which are shown in the following Table 1. the ratio of chi-square and degrees of freedom $X^2/DF = 3.419$, $X^2/df < 5$, RMSEA and SRMR are less than 0.08, CFI, IFI, TLI are all greater than 0.9, RFI and NFI are close to 0.9, and the combined fit indices meet the fit requirements, indicating that the unification model of career resilience and career ambition fulfillment is well fitted.

Table 1: The correlation index of the model of career resilience and career ambition realization

Index	X2/df	RMSEA	SRMR	CFI
Result	3.419	0.063	0.031	0.935
Index	IFI	TLI	RFI	NFI
Result	0.923	0.946	0.855	0.847

The path of influence of career resilience and career ambition realization is shown in Table 2. The path coefficient of career resilience and career ambition realization is 0.855, p less than 0.01, and there is a significant positive correlation between the two, and hypothesis H1 is tested again.

Table 2: The impact path of career resilience and career ambition realization

Path	Nonnormalized coefficient	Normalization factor	S.E.	P
Career focus→ Career resilience	0.391	0.376	0.068	0.004
Career control→ Career resilience	0.471	0.464	0.046	0.001
Career curiosity→ Career resilience	0.352	0.359	0.037	0.003
Career confidence→ Career resilience	0.328	0.325	0.057	0.002
Objective condition→ Career ambition realization	0.596	0.592	0.049	0.004
Self-recognition→ Career ambition realization	0.484	0.491	0.055	0.005
Social evaluation→ Career ambition realization	0.452	0.433	0.047	0.006
Career resilience→ Career ambition realization	0.885	0.855	0.058	0.007

III. B. 2) Preparation for employment and realization of career aspirations

The unification model of employment readiness and career aspirations realization fits well, and the influence paths of employment readiness and career aspirations realization are shown in Table 3. The path coefficient of the two is 0.916, p less than 0.01, and there is a significant positive correlation between the two, and hypothesis H2 is tested again.

Table 3: The impact path of job preparation and career ambition

Path	Nonnormalized coefficient	Normalization factor	S.E.	P
Practical experience→ Job preparation	0.525	0.537	0.064	0.004
Employment capacity→ Job preparation	0.633	0.642	0.063	0.002
Job hunting→ Job preparation	0.509	0.522	0.071	0.005
Objective condition→ Career ambition realization	0.583	0.588	0.062	0.003
Self-recognition→ Career ambition realization	0.539	0.534	0.077	0.004
Social evaluation→ Career ambition realization	0.514	0.526	0.077	0.002
Job preparation→ Career ambition realization	0.927	0.916	0.055	0.001

III. B. 3) Three-variable ensemble modeling

The path analysis of the unification model for the relationship of the three variables is shown in Table 4. The path coefficient of career resilience and employment readiness is 0.873 ($p < 0.01$), the path coefficient of employment readiness and career ambition realization is 0.624 ($p < 0.01$), and the path coefficient of career resilience and career ambition realization is 0.402 ($p < 0.01$), that is, it means that there is a significant positive correlation between any two of the three variables, and that there is a significant positive correlation among any two of the three variables, and that there is a significant positive correlation among the three variables in terms of their influence effect, job readiness is superior to career resilience.

Table 4: The unified model path analysis of the three variables

Path	Nonnormalized coefficient	Normalization factor	S.E.	P
Career focus→ Career resilience	0.425	0.478	0.078	0.002
Career control→ Career resilience	0.557	0.51	0.037	0.004
Career curiosity→ Career resilience	0.419	0.479	0.042	0.008
Career confidence→ Career resilience	0.408	0.504	0.074	0.005
Practical experience→ Job preparation	0.522	0.539	0.028	0.002
Employment capacity→ Job preparation	0.597	0.571	0.067	0.003
Job hunting→ Job preparation	0.484	0.578	0.035	0.005
Objective condition→ Career ambition realization	0.536	0.628	0.072	0.008
Self-recognition→ Career ambition realization	0.515	0.591	0.079	0.006
Social evaluation→ Career ambition realization	0.495	0.508	0.043	0.007
Career resilience→ Career ambition realization	0.352	0.402	0.066	0.003
Career resilience→ Job preparation	0.851	0.873	0.041	0.001
Job preparation→ Career ambition realization	0.594	0.624	0.049	0.000

III. B. 4) Brokering effects

This section analyzes the mediating effect of their employment readiness, and the Bootstrap method adopted to test the mediating effect. The standard path test and the Bootstrap mediation effect test of the employment readiness impact model are shown in Table 5. a→b→c represents the path career resilience→employment readiness→career ambition fulfillment, and (1) and (2) denote unstandardized and standardized, respectively. Career resilience was a significant predictor of the mediating variable employment readiness (β=0.895, $p<0.001$). With the addition of the mediating variable employment readiness, career resilience was a significant positive predictor of career ambition realization (β=0.362, $p<0.001$), i.e., the direct effect was significant, and the mediating variable employment readiness was a significant positive predictor of career ambition realization (β=0.575, $p<0.001$). This shows that the path coefficients of “career resilience → job readiness”, “job readiness → job quality”, and “career resilience → job quality” are all significant, indicating that there is a mediating effect in the

model. The mediation effect. From the confidence interval, the interval does not contain 0, indicating the existence of intermediation, that is, the intermediation effect of employment preparation is significant, which verifies the hypothesis H4.

Table 5: The result of the mediation effect test

Standard path test					
Path		Nonnormalized coefficient	Normalization factor	S.E.	P
Career resilience→ Job preparation		1.008	0.895	0.072	0.000
Job preparation→ Career ambition realization		0.206	0.575	0.058	0.000
Career resilience→ Career ambition realization		0.152	0.362	0.038	0.000
Bootstrap intermediate effect test					
Path		Effect value	SE	Bias-corrected 95%CI	Percenntile 95%CI
				Lower / Upper / P	Lower / Upper / P
a→b→c	(1)	0.201	0.064	0.118 / 0.311 / 0.000	0.113 / 0.303 / 0.000
	(2)	0.525	0.084	0.344 / 0.704 / 0.000	0.365 / 0.707 / 0.000

IV. Career resilience enhancement strategies

As analyzed in the previous section, the career resilience of students in higher education institutions can contribute to the realization of their career ambitions through direct or indirect effects. The strength of higher vocational students' career resilience is directly related to the smoothness of their career development. Therefore, the career resilience enhancement strategy is shown in Figure 6, which explores how to implement an effective career resilience enhancement strategy from the three dimensions of school, individual students and society.

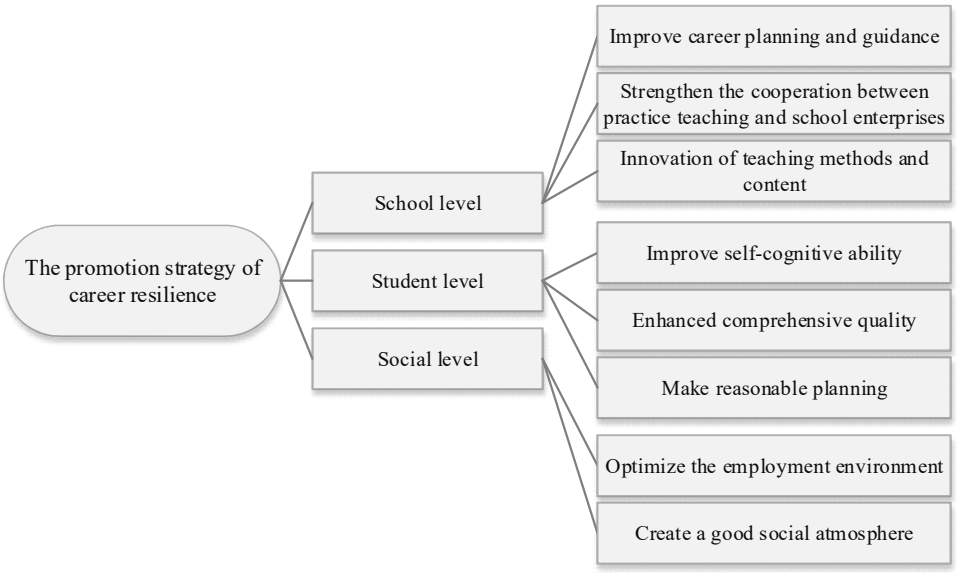

Figure 6: The promotion strategy of career resilience

IV. A. School level

IV. A. 1) Improvement of the career planning and guidance system

Higher vocational colleges and universities should closely match the market demand and emerging industry trends, and deeply integrate the elements of students' interest excavation, personal trait identification and ability development, so as to effectively enhance students' self-knowledge and lay a solid foundation for students' career development. Higher vocational colleges and universities should take the enhancement of students' career resilience as the core goal of career planning education, which covers four dimensions: career concern, career

curiosity, career self-confidence and career control. In terms of curriculum design, a phased guidance program should be implemented.

IV. A. 2) Strengthening practical teaching and school-enterprise cooperation

Higher vocational colleges and universities should actively expand the field of school-enterprise cooperation, and strive for more high-quality internships and practical training opportunities for students, so that they can sharpen their growth in a real work environment. Higher vocational colleges can form professional research teams and set up career education and counseling offices to provide students with more accurate and effective career planning guidance. At the same time, colleges can focus on building a good ecology of home-school co-education, strengthening communication and contact with students' families, and encouraging parents to participate in their children's career planning.

IV. A. 3) Innovations in teaching methods and content

Higher vocational colleges and universities should actively explore and practice the teaching methods and content system centered on the components of career resilience. In terms of teaching methods, project-based, case-based and interactive teaching methods can be introduced, which can not only stimulate students' interest in learning, but also improve their practical and problem-solving abilities. Specifically, the Career Focus Module can help students initially recognize and plan their careers through activities such as lectures by industry experts, career planning workshops and career interest tests. The Career Control Module, on the other hand, focuses on developing students' self-management skills, including time management, decision-making skills and self-discipline. The Career Curiosity module can stimulate students' interest and desire to explore professional knowledge, broaden their horizons, and enhance their adaptability and innovative thinking through project-based learning. The Career Confidence module, on the other hand, focuses on cultivating students' self-confidence and professionalism. Through simulated workplace environment, role-playing and case studies, students can practice their communication skills and teamwork abilities in practice.

IV. B. Student level

IV. B. 1) Improvement of self-awareness

Students should be encouraged to conduct in-depth self-reflection on a regular basis, to examine their own interests, strengths and values, and to clarify their career goals and positioning. Students should be guided to master the tools of career analysis, so that they can establish a clear link between self-perception and social environment, and lay a solid foundation for career planning. At the same time, students should be encouraged to actively participate in social practice and career experience activities, such as corporate internships and industry lectures, which not only help them understand the real face of different industries and positions, but also broaden their career horizons and stimulate their curiosity and desire to explore their future career paths.

IV. B. 2) Enhancement of comprehensive quality

College students should uphold the concept of lifelong learning, continuously acquire new knowledge and skills, and constantly consolidate and improve their career advantages. At the same time, career resilience education should be integrated into the regular education system, guiding students to face the uncertainty of their career paths, and cultivating a mindset of adapting to changes and embracing challenges.

IV. B. 3) Rational planning

In the face of career events and uncontrollable situations, every college student should realize that the road to growth is full of uncertainty. At the same time, it is crucial to make reasonable and practical career development plans and study programs. Students should customize their development goals and paths based on self-knowledge and market demand, and put them into practice consistently.

IV. C. Social dimension

IV. C. 1) Optimizing the employment environment

A series of employment promotion policies should be tailored, such as the establishment of special employment subsidies and entrepreneurship support funds, which can alleviate the economic pressure on graduates when they enter the workplace or start their own businesses, while stimulating their creative potential and entrepreneurial enthusiasm. In addition, it is crucial to build an efficient and integrated employment service system that integrates information consulting, skills training, and accurate job matching to provide graduates with one-stop, personalized employment guidance and services, and help them quickly adapt to the workplace environment.

IV. C. 2) Creating a favorable social climate

The key to creating a positive social atmosphere lies in the positive orientation of the media, which can stimulate the professional confidence and enterprising spirit of the majority of the student population, guide them to establish the correct outlook on the career and values, and the courage to pursue their personal dreams and professional achievements. At the same time, all sectors of society should work together to actively eliminate prejudice and discrimination against graduates of higher vocational education, and build a solid foundation for equal employment, so as to ensure that every graduate can stand out in a fair and just social environment, and fully demonstrate their self-worth and talent.

V. Conclusion

The analysis of structural equation modeling reveals that there is a significant positive correlation between career resilience and career ambition realization of students in higher vocational colleges and universities, with a path coefficient of 0.402 ($p<0.01$). Employment preparation plays an important mediating role between career resilience and career ambition realization, with a mediating effect value of 0.525, and career resilience has an indirect effect on career ambition realization through employment preparation. It is noteworthy that employment preparation (path coefficient 0.624) is superior to career resilience (path coefficient 0.402) in terms of the effect of influence on career ambition realization. Among the dimensions of career resilience, career control contributes the most to career resilience, with a standardized coefficient of 0.51, while among the dimensions of employment readiness, employability is the most prominent, with a standardized coefficient of 0.571. For higher vocational colleges and universities, they should build a perfect career planning guidance system, innovate teaching methods, and strengthen school-enterprise cooperation; individual students need to improve their self-knowledge, enhance their comprehensive quality, and formulate reasonable planning; the social level should optimize the employment environment; and the social level should optimize the employment environment. Students should improve their self-knowledge, enhance their comprehensive quality, and make reasonable planning; the society should optimize the employment environment and create a good atmosphere. The concerted efforts of the three parties can effectively enhance the career adaptability of higher vocational students and promote the realization of their career ambitions, thus promoting the overall improvement of the quality of higher vocational education.

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