PROBLEMS AND SOLUTIONS: A SURVEY ON THE CURRENT SITUATION AND DEVELOPMENT PATH CONSTRUCTION OF CAREER PLANNING FOR CHINESE LANGUAGE AND LITERATURE EDUCATION MAJORS AT ZHAOQING UNIVERSITY

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ปัญหาและแนวทางแก้ไข: การสำรวจสถานการณ์ปัจจุบันและการสร้างเส้นทางการพัฒนาการวางแผนอาชีพสำหรับนักศึกษาสาขาวิชาการศึกษาภาษาและวรรณคดีจีนที่มหาวิทยาลัย Zhaoqing

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BY

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION IN DEVELOPMENT AND MANAGEMENT OF EDUCATION AT SRINAKHARINWIROT UNIVERSITY

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Title	PROBLEMS AND SOLUTIONS: A SURVEY ON THE CURRENT SITUATION AND DEVELOPMENT PATH CONSTRUCTION OF CAREER PLANNING FOR CHINESE LANGUAGE AND LITERATURE EDUCATION MAJORS AT ZHAOQING UNIVERSITY
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In this study, a questionnaire survey and structured interviews were conducted to investigate students of the Chinese Language and Literature (Normal) major at Zhaoqing University and to explore the current situation and existing issues in their career planning. The questionnaire was designed based on career development theory and the career adaptability model, consisting of seven dimensions: self-awareness, career awareness and planning, career exploration, goal setting, supervision and management, self-improvement, and interpersonal relationships. A total of 320 questionnaires were distributed using stratified sampling to ensure a balanced representation across all grade levels. Additionally, structured interviews were conducted with 12 students, focusing on three key areas: planning and preparation, work-related abilities, and planning management. Eleven open-ended questions were included to generate deeper insights and triangulate questionnaire data. The findings reveal several deficiencies in students' career planning, including a gap between awareness and action, utilitarian-oriented career goals and exploration, and a lack of supervision and management strategies. Comparative analysis indicates that gender and grade level have significant effects on career planning outcomes: female students outperform male students in self-awareness, goal planning, and interpersonal skills. Meanwhile, third-year students demonstrate stronger motivation in career exploration and self-management due to their teaching practicum and employment-related pressures. Based on these results, this study suggests that higher education institutions should enhance vocational education systems, strengthen discipline characteristics and practical guidance, and improve curriculum development. In addition, universities should support teachers in helping students cultivate self-planning skills, respond to labor market challenges, and achieve sustainable development in future career pathways.

Keyword : Chinese Language and Literature Teacher Training Program, career planning, Zhaoqing University, problem analysis, strategic recommendations, gender difference

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1. Development of International Career Planning

Research on career planning in developed Western countries has a history of over a hundred years and has formed a relatively complete employment guidance system (Parsons, 1909). Many countries have made career planning one of the mandatory courses in universities. For example, universities in countries such as the United States. For example, universities in countries such as the United States and Germany attach great importance to this course and have complete theoretical support for teaching, which can provide systematic guidance for students' career planning. In addition to establishing corresponding systems in universities, these countries will carry out career planning education throughout the entire education stage, starting from kindergarten to popularize career planning knowledge. School education at all stages will also provide relevant education on career concepts and career preparation.

As a country that has achieved universal education, the United States insists on placing career planning in an important position in education. Firstly, career planning guides in the United States have a high level of professional expertise, and the relevant education teams exhibit characteristics of high education, specialization, and professionalization. For example, career guidance directors in American universities need to hold master's or doctoral degrees in higher education, psychology, etc., to provide services such as psychological testing, ability assessment, job seeking counseling, etc. for students (Herr, 1996; Super, 1980). Employment consultants must hold a master's or doctoral degree in education or psychology, and all staff members must undergo training and certification to work.

In addition, from a government perspective, the United States guarantees the implementation of career planning education through legislation and has successively introduced the Career Education Act and School Employment Act in the form of legislation to reform career planning education (Congress., 1974, 1994). It also

requires schools at all levels and types to allocate full-time career guidance personnel in proportion, and make clear regulations on required funds, personnel benefits, industry standards, etc., to legally ensure the construction of a complete career guidance system. The career planning in the United States focuses on the lifelong career development of students, maximizing the realization of "learning for application and making the best use of talents", and providing useful experience for career planning education in countries around the world (Super, 1980).

In Germany, besides schools and students, participants in career planning also include parents, government departments, and employers, who play different roles and provide different support and services for career planning of students at all levels and types (Forschung., 2019). The brochure for the career planning project of the German Federal Ministry of Education states that every student must find their desired career path sooner or later. As the main body of career planning, students acquire relevant knowledge of their careers from primary school through information and services provided by schools and other relevant parties. Through internships in enterprises, they gain a deeper understanding of the requirements of various professions and compare them with their own abilities. Under the guidance of parents, schools, and other external parties, they determine their career direction and clarify their career plans.

In the UK, the government has introduced a series of relevant laws and regulations such as "Employment and Higher Education in our country" to promote career education. The documents stipulate that all sectors of society should provide convenient conditions for students to familiarize themselves with various professions, regularly hold parent training, and encourage them to pay attention to cultivating their children's professional awareness and exercise their independence. After the 1980s, the government issued documents emphasizing that vocational education and guidance should be part of the school curriculum and stipulated that schools should set a fixed teaching schedule, which should be set no later than the second year of middle school. In the 1997 Education Act, it was stipulated that all public secondary schools have a

legal responsibility to provide career education for students in grades 9-11. Career planning education in the UK mainly aims to help students become aware of individual differences in abilities, interests, needs, and values, evaluate their physiological and psychological characteristics, and determine which career is suitable for them.

Many developed countries have listed career planning as an important discipline, gradually forming a relatively complete and distinctive theoretical system of career planning.

2. Development of Career Planning in China

However, China only introduced the concept of "career planning" after college students faced employment pressure.

In the early days of the founding of the People's Republic of China, the employment policy of unified contracting and distribution of universities led to a lack of attention and development in career planning. Since the beginning of the 21st century, with the increasing employment pressure on graduates, schools at all levels and types in China have gradually begun to attach importance to career planning education for students and have achieved certain results. However, due to the incomplete measures in various aspects of China, there are still many problems, and there are still many shortcomings in terms of educational talents and teaching methods.

Career planning education in China mainly focuses on the university stage, and the relevant content of the courses focuses on enlightening students on career paths, enabling them to have a preliminary understanding of career types, helping them establish career dreams, urging them to learn relevant professional knowledge during their university years, and laying a foundation for entering the workforce after graduation. In addition, it also emphasizes the cultivation of students' professionalism, professional ethics, and ideological and moral consciousness, helping them improve their comprehensive abilities and qualities. The main way to provide career planning education is through compulsory and elective courses offered by schools, which mainly include ideological and moral cultivation and legal foundations, guidance for college students' employment and entrepreneurship, and guidance for college students'

innovation and entrepreneurship. In addition, each school will regularly hold specialized career planning education lectures, organize college student innovation and entrepreneurship competitions, establish university entrepreneurship incubation bases, etc., providing theoretical guidance and certain material support for college students' career planning and employment entrepreneurship from various levels.

In the "Teaching Requirements for Career Development and Employment Guidance Courses for College Students" released by the Ministry of Education in 2008 (China., 2007), it was proposed that universities should incorporate career development and employment guidance courses into the school's public curriculum system and run them throughout students' entire learning career. In 2016, it was further clarified that career planning is an important part of employment guidance services in universities(China., 2016). It was proposed that universities should offer career planning courses to help students understand social needs and choose suitable employment positions based on their personal interests. Universities were also required to further strengthen course construction and improve course quality. Although career planning education in China has received attention from various levels of the country and society, its development is still relatively slow. There are problems in career planning during the university stage, such as a lack of corresponding theoretical support, sound management mechanisms, and scientific adjustment of work focus.

3. Structural contradictions arise in the difficulty of employment for college students

With the continuous expansion of enrollment policies in Chinese universities, the number of students receiving higher education is constantly increasing. According to the "2023 National Education Development Statistical Bulletin" released by the Chinese Ministry of Education, the gross enrollment rate of higher education has reached 60.2% (China., 2023), indicating that China's higher education has entered the stage of popularization. The increase in the number of college admissions is accompanied by a continuous rise in the total number of college graduates. In 2024, the number of college graduates in China increased by 210000 compared to the

previous year, reaching a total of 11.79 million. College students have become the "protagonists" of the market labor force.

However, due to the slowdown in national economic development, the demand for employment in China's current job market is showing a structural saturation state (China., 2024; Yang, 2023). In addition, the expected employment value of college graduates has risen, and under this dual pressure, the employment rate of college graduates has slowly declined. The problem of "difficult employment for college graduates" still hangs in the air of higher education development.

Employment is just a turning point in an individual's career path, and future social changes will be even more turbulent. How to adapt to these changes, rather than rushing to find a haven, is the key to talent cultivation in universities and personal exploration for contemporary college students.

The essence of doing a good job in talent cultivation in universities is to fulfill the two tasks of "determination" and "success" for college students. It is necessary to establish future ideals and career goals, and to plan university learning and life reasonably based on this, striving to improve one's comprehensive literacy. This is closely related to the personal concerns of current college students. The combination of the two is the core content of college students' career planning education, which has the characteristics of continuity, comprehensiveness, and the combination of society and individuals.

However, currently most universities focus on short-term employment guidance for graduates, and career planning education with the goal of "students' long-term development and lifelong learning" is still in the advocacy and exploration stage. Even if the initial employment rate is increased, it is difficult to guide college students to pay attention to their needs, adapt to changes in a timely manner, and survive well in their future career.

Therefore, universities need to re-establish the employment guidance concept based on career planning education, establish a sound system of career planning education for college students, and promote the reform of talent training models in universities.

4. Employment difficulties faced by Chinese language and literature teacher education majors

The Chinese Language and Literature major is a popular major with many applicants, resulting in a relatively saturated job market. Especially in the field of education, the competition for positions such as Chinese language teachers in primary and secondary schools is particularly fierce. Many graduates find that even with solid professional knowledge and teaching skills, it is difficult to stand out among numerous job seekers during the job search process.

With the deepening of education reform and the implementation of new curriculum standards, the demand for teachers in schools is also changing(Chen, 2021; China., 2022a, 2022b). Graduates of traditional Chinese language and literature teacher training programs may face the problem of mismatched job demands.

For example, some schools place more emphasis on the comprehensive quality and teaching innovation ability of teachers, rather than just professional knowledge and teacher training skills. This requires graduates to not only demonstrate their professional competence during the job search process but also possess innovative spirit and practical ability. For graduates majoring in Chinese language and literature (teacher education), their career development paths are relatively limited. Although they can choose to work as teachers in the field of education, their career development may be slower due to factors such as school staffing and professional title evaluation.

At the same time, some graduates may wish to develop in fields such as educational institutions and the media industry, but the demand for graduates majoring in Chinese language and literature education in these fields is relatively low and the competition is fierce.

Although the Chinese Language and Literature (Teacher Education) major focuses on cultivating students' teaching skills and practical abilities, there are still some students who lack practical abilities in actual teaching. This may be related to factors such as curriculum design and teaching methods. Some graduates find that their practical abilities cannot meet the needs of employers during the job search process, leading to difficulties in finding employment (Li, 2022).

5. The role of career planning for college students

A career occupies a significant amount of one's life and making full and reasonable use of this time can promote personal growth and achieve comprehensive personal development. Career planning is of great significance to individuals. Firstly, career planning can develop an individual's potential. Personal career planning will provide a deeper analysis of oneself. In this process, individuals can continuously deepen their understanding of themselves and explore themselves more deeply. Secondly, career planning can make personal career development more purposeful and planned. A good plan is the beginning of success. After making a career plan, individuals can clearly determine what they should do, which can increase their chances of success in the workplace. Once again, career planning can inspire an individual's passion for striving. Through career planning, individuals can clarify their career development goals (Locke, 2002), "set a goal that can command your thoughts, release your energy, and inspire your hope." Goals can prevent individuals from wasting their limited time in life, losing their direction, and developing laziness, thereby stimulating their enthusiasm for struggle and continuously taking corresponding measures to implement career goals. Finally, career planning can enhance career competition. In modern society, competition is extremely fierce, and survival of the fittest means a lack of survival ability. Career planning can help individuals lock in their career goals, adopt effective methods, develop effective strategies, and evaluate them based on their rationality, thereby maintaining their professional competitiveness. Students are in the stage of university, which is a transition from their student role to their social role. Many students choose to work and start their own careers after four years of university study

and life. Therefore, during their four years in college, it is necessary for students to prepare adequately for their future careers and take practical actions to plan their own careers.

6. The cultivation of career planning ability among normal university students has a dual role

Cultivating the career planning ability of normal university students plays a dual role in optimizing teacher education and guiding college students to become adults. Firstly, in the context of the new college entrance examination reform, career planning education is gradually extending from the higher education stage to the primary and secondary education stage.

Therefore, for normal university students who are about to join the teaching team in the future, career planning ability will gradually become the foundation and driving force for the professional development of teachers (Department of Teacher Work, 2021; Ye, 2006). At the same time, it is also beneficial for career planning education at all levels and types of schools to be systematically, comprehensive, and consistently carried out from the values and teaching practices of schools and teachers.

From this perspective, cultivating the career planning awareness and ability of students in normal universities plays a certain role in deepening teacher education and career planning education.

Secondly, influenced by the comprehensive development, regardless of whether one becomes a teacher in the future, and regardless of the degree of change in the teaching profession induced by the wave of informatization and intelligence, normal university students themselves should learn to explore themselves, adapt to changes, and withstand failures and pressures.

Therefore, possessing certain career planning abilities can prepare them for various changes in the future and enter the workforce (Savickas, 2012).

Objectives of the Study

1. Conduct a questionnaire survey and interviews with students majoring in Chinese language and literature teacher education to analyze their expectations and

plans for future careers and identify the potential problems and challenges that current Chinese language and literature teacher education students may face in their career planning process.

2. Based on the actual situation, feasible suggestions are proposed through visiting experts, scholars, and relevant practitioners to promote the career planning ability and development of Chinese language and literature teacher education students.

Research Question

1. How do Chinese language and literature majors perform in their career planning?

2. Is there a significant difference in career planning among Chinese language and literature teacher training students in each grade?

3. What other factors contribute to significant differences in career planning among students majoring in Chinese language and literature education?

Significance of Study

1. Theoretical significance

The research on career planning started earlier internationally and has a relatively systematic theoretical framework. Compared with the international community, research on career planning in China started relatively late, and there are relatively few existing research results. Most of the research focuses on career stages and career planning for college students. From the perspective of research objects, there is still relatively little research on career planning for normal university students. The research on normal university students is not yet in a flourishing stage, which may be due to the following reasons: firstly, the depth and breadth of research on career planning in China are insufficient, only superficial and not yet mature enough; Secondly, they still adhere to traditional beliefs and believe that the employment prospects of the teaching profession are good, but the social competition is not fierce enough, ignoring the increasingly strict requirements of the rapidly developing society for the teaching profession; Thirdly, the particularity of teacher education has been overlooked, and the discussion of teacher

education students and other professional college students together only reveals their commonalities, with insufficient specificity. This study focuses on college students majoring in Chinese language and literature education and is based on relevant theories of career planning. On the one hand, it is beneficial to enrich research on career planning for college students, and on the other hand, it has certain theoretical reference significance for the construction of a distinctive career planning education system for Chinese language and literature education majors.

2. Practical significance

This study conducted a survey on the status of career planning for Chinese language and literature teacher education majors at Zhaoqing University, summarized and organized the specific manifestations of career planning in this major, analyzed the existing problems and their causes, and proposed corresponding countermeasures and suggestions. This not only has practical guidance significance for further guiding Chinese language and literature teacher training students to establish awareness of self-education, lifelong development, and career planning, so as to accurately position their career development direction, formulate and implement career goal plans earlier, but also provides reference for creating a good employment environment and atmosphere for teacher training colleges of the same type and level.

Scope of the Study

This thesis focuses on the current students majoring in Chinese Language and Literature (Normal) at Zhaoqing University. The average number of students in each grade is about 250, and the total number of students in the four grades is about 1000.

This survey was conducted through a combination of questionnaires and interviews and was distributed to students majoring in Chinese Language and Literature at Zhaoqing University. A stratified sampling method was used to ensure a balanced distribution of samples across different grades. After collecting the questionnaire, 12 students were randomly selected for interviews.

Definition of Terms

The following terms are defined because they are specifically used in this study:

1. Career

At present, the concept of career still includes two types: narrow and broad. The narrow definition of 'career' is related to the narrow definition of 'occupation', which refers to the 'work' or 'work experience' that a person engages in. Zhang De pointed out in his book "Human Resource Development and Management" that "career" is the entire process in which a person's work, activities and experiences are connected in chronological order from the beginning of their first job. The broad concept of career is closer to "career", which encompasses all personal experiences in life, work, emotions, and social interactions, connecting various roles played by individuals in different situations and occasions.

American psychologist Edgar H.schin also divided it into two types: external career refers to the combination and change process of factors such as working hours, work location, work content, salary and benefits when engaging in a profession, and presents obvious stage characteristics, belonging to objective professions; internal career refers to the combination and change of personal knowledge, concepts, experience psychology, abilities and other factors when engaging in a profession, without obvious stage characteristics, belonging to subjective professions.

This study adopts Donald super's definition of "career", which means that career is the combination of an individual's career and life, a continuous evolution direction of various forms in life, and a form of self-development that is integrated into work and constantly manifested. It is mainly divided into five stages: growth period (0-14 years old), exploration period (15-24 years old) (Super, 1980), establishment period (25-44 years old), stable period (45-d65 years old), and decline period (65 years old until death). College students majoring in Chinese language and literature education are in the exploratory stage of their personal career, and the main task of this stage is to

gradually determine their career preferences and create employment opportunities for them.

2.Career Planning for College Students

College students are in the stage of receiving school education. Although they engage in various social practices such as part-time jobs, volunteer activities, and entrepreneurial practices, they have not yet fully entered the workplace, and their personal needs have not yet conflicted with organizational needs (Super, 1957). Therefore, from a subjective perspective, college students' career planning is a personal career planning process. It is a planning process in which college students establish their career direction, goals, and development path through their own and external environment understanding and develop plans to achieve their goals (Zhong, 2016).

College students can start their career planning from various aspects (Jin, 2007; Super, 1973). It generally involves academic planning, including major selection and learning of knowledge and skills, as well as social practice. Another classification divides the content of college students' career planning into learning and training, professional skills development, interpersonal communication, corporate culture integration, and other aspects. Meanwhile, influenced by the length of education and training plan, the career planning time range for college students is usually between 3-5 years, which belongs to the short to medium term planning.

The career planning of Chinese language and literature majors in this study is essentially a form of career planning for college students, with the same basic content and form as career planning for college students. But the difference between this major and general college students' career planning is that it focuses on teacher education, and most students will plan their careers around the teaching profession or education industry. However, in the current tense employment situation, some teacher education students' career planning is aimed at both teaching and non-teaching professions.

In summary, the career planning of Chinese language and literature teacher education majors pointed out by this research institute refers to the process of exploring career goals during university through learning and life practice, continuously

understanding and evaluating oneself, and formulating and implementing plan schemes in stages. During this process, feedback on the implementation effect of the plan is continuously evaluated, and strategies such as interpersonal communication, self-improvement, supervision and management are flexibly used to continuously select and adjust the original career goals until graduation and employment.

3.Chinese Language and Literature Teacher Training Program

As one of the majors in Chinese language and literature, the Chinese Language and Literature major cultivates both non teacher training and teacher training directions. The teacher training direction mainly trains Chinese language teachers in primary and secondary schools, aiming to provide professional talents with profound Chinese language and literature literacy and educational teaching abilities for society. This direction not only requires students to have a solid foundation in Chinese language and literature, including knowledge of ancient literature, modern literature, linguistics, and other aspects, but also cultivates students' humanistic literacy and aesthetic ability. Through studying poetry, songs, contemporary literature, folk literature, and other fields, it helps students to deeply understand the essence of Chinese culture, inherit and promote excellent traditional Chinese culture.

At the same time, this direction also places special emphasis on cultivating students' educational and teaching abilities, offering teacher education courses, mainly including educational theory courses such as pedagogy, Chinese language curriculum and teaching theory, educational psychology, and family education, as well as teaching practice courses such as educational internships, educational studies, and educational internships.

4.Student majoring in Chinese Language and Literature at Zhaoqing University

Zhaoqing College is in Zhaoqing City, Guangdong Province, China. It is a public full-time ordinary university with the authority to award master's degrees, and teacher education majors are its top professional disciplines. The Chinese Language and Literature major has a high-quality and specialized teaching staff. The teaching staff includes both professors and associate professors with profound academic

achievements, as well as young teachers full of vitality and innovative spirit. They have rich teaching experience and profound academic background and can provide students with high-quality teaching and guidance. In terms of teaching facilities, Zhaoqing College has equipped advanced teaching equipment and abundant teaching resources for the Chinese Language and Literature major. The library has abundant resources of Chinese language and literature books and journals, providing students with a good learning environment and conditions. At the same time, the school also has modern teaching facilities such as multimedia classrooms and micro classrooms, providing strong support for teachers' teaching and students' learning.

The average number of students majoring in Chinese Language and Literature at Zhaoqing University is about 250 per grade, with a total of about 1000 students in four grades. The age range is from 18 to 22 years old, and they all enter university through the college entrance examination. I will receive systematic Chinese language and literature education and teacher training during my four years of university study, with the aim of cultivating a solid foundation in Chinese language and literature, mastering the basic methods and skills of middle school Chinese language teaching, having good reading, expression, writing abilities, preliminary teaching research abilities, and certain class management abilities. After graduation, I will be qualified as a middle school Chinese language teacher capable of teaching and managing middle school Chinese language.

CHAPTER II
LITERATURE REVIEW

This paper investigates the career planning strategies of Chinese literature teacher training students, and this chapter covers the following aspects of their research:

Background of Chinese Language and Literature Teacher Education Students

The Importance of Career Planning for Students majoring in Chinese Language and Literature Education

Strategies for Career Planning of Chinese Language and Literature Teacher Education Students

Variables of this study

Framework

Relevant theoretical research

Background of Chinese Language and Literature Teacher Education Students

Chinese is the most widely spoken language in China and the most widely used as a first language in the world. In 1923, the Ministry of Education of the Republic of China decided to develop modern Chinese standards based on the grammar of the north and the pronunciation of Beijing Mandarin. After the establishment of the People's Republic of China in 1949, the previous standards were continued to be used and continuously improved and popularized. Chinese students have gone through a process of learning Chinese language from elementary school to high school(China., 2022a, 2022b; Wen, 2016), gradually deepening from easy to difficult, with the aim of cultivating students' language ability, literary literacy, and aesthetic ability. In this process, students not only master basic skills such as Chinese character writing, language expression, and writing techniques, but also improve their cultural literacy and aesthetic ability through extensive reading and in-depth literary appreciation. Choosing to major in Chinese language education during their university years means that they have a strong

interest in Chinese language. During their four years in college, they need to possess the following abilities.

Firstly, it is necessary to have a solid foundation in Chinese language, which includes a keen perception, understanding, and application ability of language and writing. They should be familiar with the evolution of Chinese language and writing, master basic grammar rules and rhetorical devices, and have good writing and oral expression abilities.

It is necessary to delve into the professional knowledge of Chinese language and literature, including ancient Chinese, modern Chinese, literary history, literary theory, literary criticism, and other aspects. They need to understand the development of Chinese literature, be familiar with classic literary works, master literary theory and critical methods, to be able to independently analyze and appreciate literary works.

As teacher trainees, they also need to receive systematic education theory and practical training. This includes the study of courses such as education, psychology, and Chinese language teaching methods, as well as practical activities such as educational internships and apprenticeships. Through these courses and practices, they can master the basic principles and methods of education and teaching, understand students' psychological characteristics and learn patterns, and cultivate their teaching and class management abilities.

Chinese language and literature normal students will also study some courses with normal characteristics, such as educational psychology, Chinese language teaching methods, etc. These courses aim to help them better understand students' psychological characteristics and learning needs, master scientific teaching methods and techniques, and improve teaching effectiveness.

The practical stage plays an important role in the learning of Chinese language and literature teachers. Through educational internships, educational apprenticeships, teaching competitions, and other activities, they can apply the

theoretical knowledge they have learned to practical teaching, test their learning outcomes, and improve their teaching abilities and levels.

In addition to the subject foundation, professional knowledge, educational theory and practice mentioned above, Chinese language and literature teacher candidates need to possess good personal qualities and a strong interest. They should possess high cultural literacy and aesthetic ability and have a deep understanding and unique insights into literary works. At the same time, they also need to have good communication skills and teamwork spirit to better communicate and interact with students and colleagues in future educational and teaching work.

The Importance of Career Planning for Students majoring in Chinese Language and Literature Education

The importance of career planning for students majoring in Chinese language and literature education is reflected in multiple aspects, which not only concerns their personal growth and development, but also has a profound impact on their future employment and social contributions. The following is a detailed explanation of its importance:

Clearly define career goals. Career planning can help students clearly recognize their career interests, abilities, and goals, and thus make targeted choices for future employment directions. Through planning, students can have a clearer understanding of what kind of educator they want to become, such as a high school teacher focused on Chinese language teaching or a cultural worker dedicated to cultural inheritance and promotion (Locke, 2002).

Enhance professional skills. Career planning can guide students to engage in targeted learning and improvement based on the abilities required for their target career. For example, for students who want to become Chinese language teachers, they can improve their teaching skills and class management abilities by studying courses such as education and psychology, as well as participating in teaching practices, educational internships, and other activities.

Enhance employment competitiveness. Students who plan their careers in advance are often able to more accurately showcase their strengths and characteristics when seeking employment, thereby increasing their chances of being hired by employers. Meanwhile, the practical work experience accumulated through internships, part-time jobs, and other means can also help students stand out in the job search process (Bandura, 1995, 2012).

Promote personal growth. Career planning is a continuous process of self-exploration and self-challenge, which can help students discover their potential and shortcomings, thereby continuously motivating themselves to grow and improve. In this process, students can not only enhance their professional competence, but also develop good communication skills, teamwork spirit, and problem-solving abilities.

Adapt to industry changes. With the continuous development and transformation of the education industry, students majoring in Chinese language and literature education need to constantly update their knowledge and skills to adapt to new teaching needs. Through career planning, students can more sensitively capture the dynamics and trends of the industry and adjust their development direction and learning plan in a timely manner (Savickas, 2012).

Realize personal value. Through career planning, students can have a clearer understanding of their professional mission and social responsibility, thereby achieving personal value while also making greater contributions to society. For example, becoming an excellent Chinese language teacher can not only impart knowledge, but also cultivate students' literary literacy and humanistic feelings, and cultivate more thoughtful and cultured talents for society.

In summary, career planning for students majoring in Chinese language and literature education is of great significance for clarifying career goals, improving professional skills, enhancing employment competitiveness, promoting personal growth, adapting to industry changes, and realizing personal value. Therefore, it is recommended that students actively develop and implement their own career plans during their school years, laying a solid foundation for their future career development.

Strategies for Career Planning of Chinese Language and Literature Teacher Education Students

1. Clarify career positioning (Holland, 1997)

In the field of education:

Chinese language teacher: Teach courses such as Chinese language and literature, linguistics, and literary appreciation in primary and secondary schools, universities, or language training institutions.

Educational institution management: such as academic directors, subject supervisors, etc., responsible for developing teaching plans, enrollment work, teacher training, etc.

Educational research: Participate in the formulation of educational policies, research on educational reforms, etc., and can engage in related work in educational research institutions, government departments, universities, and other places.

News Publishing and Media:

Editor: Serving as an editor in publishing houses, magazines, newspapers, and other places, responsible for editing, proofreading literary works, and planning publications.

Reporter: Engaged in news reporting, writing, and other work in news organizations, television stations, radio stations, and other places.

Advertising Planning: Serving as an advertising planner, copywriter, and other positions in advertising agencies, marketing departments, etc., utilizing literary literacy and language expression skills to design and write attractive advertising slogans.

New media operation: With the rise of new media, more graduates choose to enter new fields such as Internet content operation and new media operation.

Cultural industry:

Film and television screenwriters: participate in script creation, textual work in film and television projects, etc.

Cultural activity planning: Participate in the organization, planning, and implementation of cultural a

Civil servants and administrative management ：

The Chinese Language and Literature major is a popular choice for civil service exams, and there are numerous positions available for this major every year.

Other ：

Secretarial and administrative personnel: Serving as secretaries, administrative personnel, and other positions in enterprises and institutions, handling trivial matters in daily work, require knowledge of official document writing.

Translation and International Communication: Serve as a translator or interpreter in situations where translation between Chinese and foreign languages is required, such as international organizations, foreign enterprises, translation companies, etc.

2. Develop implementation steps

Short term goals (during university) ：

Strive to learn professional knowledge and improve overall quality. Participate in various literary clubs and competitions to enhance practical skills. Utilize holidays for internships or part-time jobs to accumulate work experience. Obtain relevant certificates such as teacher qualification certificate and Mandarin certificate.

Mid-term goal (3-5 years after graduation):

Enter a company or educational institution with potential for development and engage in work related to Chinese language and literature. Continuously learn and improve professional skills and expand network resources in the workplace. Choose appropriate courses or training based on personal interests and development.

Long term goals (5-10 years and above):

Achieve certain achievements in the field of education or cultural media. Become a senior practitioner in the cultural industry or achieve certain accomplishments in the field of education. Expand international perspectives, understand the dynamics of

international Chinese language and literature, and contribute to promoting Chinese culture to the world (Locke, 2002; Super, 1980).

3. Evaluation and Adjustment

Regular evaluation: Regularly evaluate one's career plan, adjust and improve it based on actual situations and personal development needs. Flexible response: If encountering new opportunities or challenges, maintain an open attitude and respond flexibly (Krumboltz, 1979).

4. Enhance competitiveness

Deepen professional knowledge: Deeply study Chinese language and literature professional knowledge to improve academic level. Expand language proficiency: Learn foreign languages (such as English, French, etc.) to improve cross-cultural communication skills. Enhance comprehensive quality: Actively participate in various practical activities and competitions to exercise one's comprehensive quality and competitiveness.

In summary, students majoring in Chinese language and literature education should clarify their career positioning, develop implementation steps, conduct regular evaluations and adjustments, and continuously enhance their competitiveness when formulating employment and career plans. Through reasonable planning and effort, brilliant achievements can be made in the field of Chinese language and literature.

Variables of this Study

1.The independent variables include.

Self-awareness: To recognize one's own personality, abilities, temperament, and values through scientific measurement methods or evaluations from others (Super, 1980).

Career planning awareness: Students' level of importance and understanding of career planning may affect their initiative and effectiveness in planning(Super, 1980).

Family background and social relationships: A student's family background and parents' occupation may affect the direction and opportunities of their career planning.

2.The dependent variables include.

Career exploration: Understanding the employment environment and current career status through various media.

Target Plan: Have you discussed career goals with others, gradually clarified career goals, and made corresponding plans.

Supervision and management: Whether career planning can be implemented and adjusted based on specific circumstances for long-term implementation.

Self-improvement: Can one continuously learn professional knowledge for career development?

Interpersonal relationships: Is it possible to purposefully make friends with people who are helpful for career development? This study designs questionnaires and interview questions based on these variables later.

TABLE 1 Framework

Independent variables	Dependent Variables
Self-awareness	Career exploration
	Target Plan
Career planning awareness	Supervision and management
	Self-improvement
Family background and social relationships	Interpersonal relationships

Related research Theories

1. International Career Research Theory

In the early 20th century, some developed countries abroad, such as the United States, the United Kingdom, Canada, Japan, the former Soviet Union, etc., extensively conducted career planning education. Western career guidance has undergone a series of conceptual transformations and models over the past century, gradually evolving into a shift towards psychological development.

In the first stage (1908-1942), Parsons proposed the theory of career guidance and pointed out the characteristic factors of Parsons and Williamson in the basic mode. Professor Parsons first proposed the rhetoric of "career guidance" in 1909, known as the "guidance school".

The second stage (1942-1951), the era of emphasizing personal development - the proposal of Rogers' visitor centered therapy, marked the maturity of the humanistic theoretical school, and promoted the shift of the focus of vocational guidance from developing vocational quality testing techniques to vocational counseling methods and techniques, and the transformation of vocational guidance concepts to vocational counseling concepts.

The third stage (1951-1971), the formation era of career counseling - the establishment of Ginsburg and Saper's career development theory. Created a new concept that 'career development is a process that is consistent with one's physical and mental development'. And in 1951, he published the book "Career Choice", which conducted in-depth research on the process and issues of career choice for minors, dividing career development into the stages of fantasy, experimentation, and reality.

Career Planning has already accumulated many familiar practices and experiences in many developed countries and has gained attention from the country and the public. It has achieved good practice and popularization in both theory and implementation methods.

2. Matching theory with a focus on matching people and events

Matching theory focuses on exploring career choice behavior from the perspective of individual intrinsic factors and attaches great importance to the role of individual abilities, traits, needs, interests, and other factors in career development. This theory can be divided into two categories. One is the trait theory that emphasizes the matching of personal traits with professional traits, represented by trait factor theory and typological theory; Another type of theory emphasizes individual intrinsic motivation, represented by personality theory and psychological motivation theory.

Parsons' trait factor theory holds that people have differences in abilities, knowledge and skills, personality, and other aspects, and different professions have different requirements for people. People always intentionally or unintentionally choose careers that match their needs, motivations, values, and talents. In the process of choosing a career, based on evaluating personal situations and analyzing career needs, comparing subjective and objective conditions, and then selecting a career that matches personal traits with career needs. In his book "Choosing a Vocation," he elaborates on three main factors involved in the process of choosing a career: "Firstly, a clear understanding of oneself, including personality, abilities, interests, limitations, and other traits; secondly, an understanding of the necessary conditions and knowledge for various professions, as well as the advantages they possess in different job positions; thirdly, a balance between the two (Parsons, 1909).

Holland's typology originated from the personality type theory in personality psychology. In his theory, the following basic principles were proposed: firstly, career choice is an extension and manifestation of an individual's personality; Secondly, an individual's interest group is known as their personality group; Thirdly, people within the same professional group have similar personalities, so they will have similar ways of responding to many situations and problems, resulting in similar interpersonal environments; Fourthly, people can be classified into six personality types, and an individual's personality belongs to one of them. The environment in which a person operates can also be classified into these six types. The adaptation and

correspondence between an individual's personality and environment are the foundation of career satisfaction, career stability, and career achievement (Holland, 1997).

Roe's personality theory was proposed in the early 1960s. She combined her experience in clinical psychology with research results on certain traits of various outstanding figures, and constructed her personality theory by integrating psychoanalytic theory, Maslow's hierarchy of needs theory, and others. This theory emphasizes that career choice is the process by which individuals satisfy their psychological needs, and the nature and satisfaction of individual psychological needs are influenced by the interaction of genetic and environmental factors (Roe, 1956).

The theory of psychological motivation was proposed by Bordin et al. in the 1960s and is still under continuous development. This theory combines the advantages of psychoanalysis, trait factors theory, and the party centered approach, emphasizing the important role of dynamic factors such as internal motivation and needs in individuals' career choices (Bordin, 1990).

Bordin's theory of psychological motivation and personality theory share similarities, both believing that an individual's early family environment can have a profound impact on their future career choices. However, the limitation of this theory is that it overly emphasizes the role of individual intrinsic factors in career choices, while ignoring factors such as the social environment in which individuals are situated and places too much emphasis on the influence of early personal experiences on career development.

3.Donald Super's "Career Development Theory"

As the culmination of early Western career development theories, Donald Super combined psychology, sociology, career development, and other theories through multiple revisions and improvements. From career development stage theory to role theory, he gradually took career development theory to a new height and drew a horizontal and vertical career rainbow diagram.

In the theory of career development stages, "career" remains the core of individual development discussed by Schubert, who believes that work and career are

the core of personality integration for most people. However, unlike the early stages of career development theory, Schubert expanded it from three stages to five stages, namely: growth stage (0-14 years old), exploration stage (15-24 years old), establishment stage (25-44 years old), maintenance stage (45-64 years old), and resignation stage (after 65 years old). Normal university students are currently in the exploration stage, and the main task of this stage is to conduct self-exploration, role exploration, and career exploration in school life and social practice.

In the book "Scientific Career and Career Development" published in 1957 (Super, 1957), Schubert compiled 12 basic propositions that began to gradually increase in 1953 to further explain the process of career choice, introducing the concept of "exploration" from psychology. Self-Concept " It is believed that it is a preparatory state for individuals to gradually form their career concepts from adolescence to adulthood, and in this process, factors such as parental identification and social status, social career structure, development trends, as well as personal abilities, education, values, and interests intersect and influence individuals' career choices. Therefore, normal university students are in a transitional stage of self-concept formation. To successfully complete this stage, individuals need to engage in interpersonal communication through various channels, as well as improve their skills, abilities, and educational background.

In addition, under the influence of role theory, Schubert has deepened and expanded the concepts of "career" and "career", covering all the roles that individuals need to play at different stages and places in their lives - children, students, citizens, workers, spouses, parents, etc. As the stages transition and change, the weight of different roles will also change in turn. Individuals not only need to improve themselves but also adapt to different roles in the process of forming their self-concept (Super, 1980).

The research subject of this study, "Chinese language and literature teacher trainees," is currently in the second stage of Schubert's career development, the "exploration period" (15-24 years old), which is also the "trial" and "transition" stage

during the exploration period. At this stage, the theme of career planning for normal university students is "exploration and selection of careers", which involves gradually entering the job market or receiving professional training, as well as transitioning between roles such as children, students, citizens, and leisure workers, to achieve the formation and development of self-concept.

But students have different experiences before this stage, and then they will enter different life development trajectories. Therefore, from the perspective of career development theory, career planning is not only guided by employment goals, but also a summary of the past career of Chinese language and literature teacher education students and the starting point of their future career.

4.Mark L. Savickas' Theory of Career Construction

The proposer of career construction theory, Mark L. Savickas, was deeply influenced by Donald super's career development theory, emphasizing the lifelong and continuous nature of career, as well as the role of individual self in career choice and development. However, the difference between the two lies in the influence of Savickas' achievements in counseling psychology. Compared to career development theory, which uses social objective standards to measure the development stage of an individual's career, career construction theory has a more personalized perspective. Therefore, Savickas advocates that career counselors should be good at exploring the personal perspectives and life trajectories of visitors.

In Savickas' view, what kind of career people can or want to pursue and what kind of career they have depends on how they interpret and give meaning to the people and things around them. This process is highly subjective and private and is also influenced by various external factors such as career mobility and market demand. Therefore, the process of individual career choice is a process of continuous interaction and adjustment between internal self and external environment to achieve balance and adaptation, that is, the process of career construction.

Savickas divides career construction theory into three parts: "life themes" - major events that have occurred in your life.

Professional personality "- the needs, abilities, interests, values, etc. that you have reflected in advance in life," career adaptability "- how you balance work and self, individual and society. The three parts are interconnected and interconnected. Career adaptability "is the core of the entire career construction theory, which is a state of preparation for individuals to self-adjust when facing various work tasks and different role transitions. Moreover, because everyone's life experience and personality are different, the role of" life theme "and" professional personality "affects the formation and results of career adaptability from both internal and external aspects, resulting in differences in individual self-construction.

To further illustrate the connotation of career adaptability, Su Weikos divided it into three dynamics, four dimensions, and four dimensions. The three driving forces are summarized as ABCS: attitudes, beliefs, and competence. The four dimensions are career focus, career control, career curiosity and career confidence. Under the support of the three intrinsic driving forces, individuals' career adaptability is manifested in four dimensions and presents a progressive relationship: firstly, individuals begin to pay attention to the future trends of their interested careers and gradually strengthen their management and control of their abilities and abilities. At the same time, in the process of deeply exploring their own potential and designing future prospects, they continuously demonstrate sufficient curiosity towards the profession and constantly improve and strengthen their confidence (Savickas, 2005; Savickas, 2012).

Subsequently, Savix et al. proposed a career adaptation model for self-construction, which represents the four elements that individuals should possess to reach an adaptive state at each stage of their career: adaptive motivation, adaptive ability, adaptive behavior, and adaptive outcomes. Adaptive motivation is the internal driving force to achieve an adaptive state, and adaptive behavior and results are the internal and external manifestations of the adaptive state. Individuals with strong adaptive motivation are more likely to show an active and positive attitude and consciousness in adaptive behavior, actively adapt to the external environment, and adjust their goals and plans in a timely manner. The adaptive result may be obtaining

employment opportunities or a formal career. Adaptability plays a subjective driving role in this process, working together with adaptive motivation to drive the generation of adaptive behavior and outcomes.

According to the theory of career construction, we can understand that the essence of an individual's career is a process of self-construction by exerting their career adaptability. It is a process of stimulating adaptive motivation, enhancing adaptive ability, and promoting good adaptive behavior and outcomes. Career planning, on the other hand, is a manifestation of adaptive behavior, and the emergence of behavior requires attitude and conscious drive. To produce good results, behavior needs to be controlled and managed. Therefore, to understand the career planning of normal university students, it is not only necessary to consider their direct planning behavior performance, but also to integrate their internal career planning motivation, including career values, self-awareness, attention to career development, and other cognitive levels. In addition, it is also necessary to consider supervision, management, and other abilities of the planning process.

5.Social Learning Theory

Bandura proposed the new research paradigm of "social learning theory", which emphasizes the personality and behavior that individuals develop in specific learning experiences. Kmboltz introduced this concept into the field of career counseling with the aim of understanding the roles of social, genetic, and individual factors in individual decision-making processes and analyzing their influencing factors.

One is determined by genetics. Genes are a collection of many innate elements of a person, such as height, appearance, skin color, and even disability, which can extend or limit an individual's career choices and abilities. In addition, some people are born with talents in music, painting, sports, and so on. The higher a person's talent in a certain field, the greater their "plasticity" in that field.

The second is the impact caused by social factors. Many environmental factors can have an impact on an individual's career choices. Usually, factors such as society, economy, culture, and climate are not within the control of individuals. Kmboltz

et al. divided the specific reasons for the impact caused by social factors into four parts (namely social factors, educational factors, occupational factors, and academic experience) At the societal level. Many events that occur in society can have a significant impact on people's career choices. For example, technological progress, social organizations, social environment, and the supply-demand relationship of resources educational factors. It refers to the result of the combined effects of social and individual factors. The level of education of a person is influenced by factors such as family values, income, and education level, as well as school regulations, teacher resources, and teaching skills Occupational factors. In the job market for college graduates, there are many factors that are beyond their personal control but can greatly affect their career choices, such as work experience, master's degree certificates, skill certificates, etc., all of which can affect their job opportunities, as well as the nature and content of their future work. In addition, work remuneration and reputation vary depending on the different supply, demand, and cultural values. Can you find a specific and suitable job? You also need to have a sense of security and other needs Learning experience. It refers to a career tendency that individuals develop under the comprehensive influence of multiple educational experiences in the past. Kmboltz divides learning experiences into two categories: one is the individual's influence on the surrounding environment, and the other is the influence of the surrounding environment on the individual. A person may have many learning experiences in their lifetime, which will have an impact on their future career choices. Students face various problems every day, such as liking, confusion, and frustration. Due to the diversity of experiences, their learning experiences are also different from others (Krumboltz, 1979).

Thirdly, one must have a certain level of ability. This includes setting goals, categorizing values, inspiring inspiration, obtaining career information, identifying available careers, and making career choices. Genetic factors, environmental conditions, and learning experiences can all affect an individual's ability to do things. In Kmboltz's theory of occupational social learning, a person's preferences reflect the behaviors they have learned. If you do or see some positive feedback in your work, such

as identification, recognition, etc., then you will develop a preference for this job. On the contrary, if you do not receive feedback or are punished for your preferences, skills, or behavior, then your choices will become less important.

6. Research on Chinese related career paths

The guidance of students' career planning includes aspects such as physical health, medical care, sports, further education, employment, and assistance, helping students develop confidence and abilities in their career development.

The career planning education in Chinese Mainland started late and lagged the education advanced countries such as the United States. Starting from the reform and opening in the 1980s, the enrollment scale rapidly expanded, and the employment form of "two-way selection" began to attract the attention of educators and job seekers to career education. Experts and scholars have introduced the career education concepts and implementation experiences of advanced countries (regions) and put forward relevant suggestions based on national conditions. Cheng Sheming's "Life Development and Career Planning" and "Your Career - Career Development and Management" have become domestic works on career development and management (Cheng, 1999). Yao Yuqun's "Career Planning and Development" provides theoretical experience in career planning (Yao, 2001). Li Tinghai's "My Dreams, My Path" discusses the necessity of career planning, promotes career planning and management, and guides young job seekers to achieve their life ideals (Li, 2004). Therefore, we need to learn from the career planning education models and successful experiences of advanced countries (regions) and explore a career planning education path that is suitable for China's education situation and has Chinese characteristics.

7. Zhang Chuting's thoughts on the "Five Axioms of Education" and his philosophy of human studies

Zhang Chuting's educational philosophy is based on the local educational practice in China, serving as the foundation for the construction of his higher education ideological system and providing feasible ideas and plans for the development of higher education today. Zhang Chuting's theory of educational axioms revolves around the

concept of "comprehensive human development" and elucidates the five axioms that education should follow to achieve self-awareness, including the latent axiom, the causal axiom, the reflexive axiom, the aesthetic axiom, and the mediating axiom. Education here is not just about school education, anyone or any organization can be the subject or leader of education, either the educator or the educated. The process of career planning is essentially a process of self-education, in which normal university students are both educators and learners. Therefore, the ultimate goal of career planning for normal university students should be to serve self-realization and self-improvement, so they should consider who they are? Why plan? What is the direction of planning? How to plan? Only in this way can we provide the fundamental driving force for effective career planning (Zhang, 2016).

The latent axiom holds that humans are inherently endowed with natural forces, which are yet to be developed and have infinite possibilities for development. Therefore, education can and should exist, which is the foundation and prerequisite for humans to receive education; The Axiom of Motivation is prepared by the Axiom of Existence, which holds that human natural forces are not only yet to be developed but can also be developed. Because "only humans can independently look back on yesterday and move towards tomorrow", humans are "developable" and "active". It is precisely because of this that education has the possibility of implementation. The Axiom of Potential and the Axiom of Motivation, one refers to the possibility of human development, and the other is the motivation for development. The reflection and understanding of "who I am" and "what kind of person I want to become" are the prerequisites for normal university students to carry out career planning. Only by consciously paying attention to and developing their internal needs and motivations before planning can they have the potential motivation for career planning.

The reflexivity axiom holds that human activities are carried out through a "me-me relationship". In this relationship, people take their own activities as the object of thinking and consciousness, so that they can understand themselves, shape themselves, and develop themselves. This is human consciousness and the basic basis

for the development of education; The Axiom of Aesthetics holds that humans have an instinct to pursue beauty and will "construct themselves according to the laws of beauty." Therefore, humans also have a spiritual pursuit in their material pursuits, that is, all beautiful things. The process of career planning for college students in normal universities is also a manifestation of individual life activities, a reflection of the "virtual self", and an object of individual consciousness. It requires the individual to exert the role of reflexivity to drive behavioral consciousness and transform consciousness and ideas into practice. And this process should always follow the individual's pursuit of beauty, that is, a state of self-harmony, rather than seeking temporary utility or formal demands.

The Axiom of Intermediary holds that in the process of human reflexion, there are different forms of intermediaries involved, collectively referred to as the "educational environment". It can be both a "social" environment and a "campus" environment. The former has the obligation and responsibility to provide support and assistance for education with the goal of promoting healthy human development, while the latter should pay attention to the implicit effects of campus environment on students in different scenarios and guide them to understand and adapt to the environment. In the process of career planning for college students in normal universities, the education and guidance provided by the school, the resources and conditions created by society, and the support from families all have varying degrees of impact on them through environmental support.

Based on this theory, this study has gained an innovative understanding of the driving forces behind college students' career planning. According to the Axiom of Potential and the Axiom of Motivation, normal university students already have the potential for career development, which is hidden in their individual needs, interests, and motivations. It is the prerequisite and preparation for normal university students to carry out career planning; According to the principles of reflexivity and aesthetics, college students in normal universities need to have a process consciousness, that is, an understanding and grasp of the planning purpose and direction, in order to ensure

that the career planning process is interconnected and step-by-step; In addition, the planning process is complex and long-term. Individuals need to realize the importance of planning within a limited time and make timely planning actions, evaluate feedback in a timely manner, and promote sustainable planning. The planning support provided by the environment is essential. It provides external impetus for normal university students to explore the professional environment and reflect on their personal abilities.

CHAPTER III
RESEARCH METHODOLOGY

Research Design

This study is mixed methods research, mainly consisting of quantitative analysis and qualitative analysis (Creswell, 2014). Quantitative analysis is the collection of data through survey questionnaires and the use of mathematical and statistical methods for analysis. Qualitative analysis involves collecting and understanding non quantitative information through interviews. It is mainly completed in three steps.

Step 1: The study is based on a survey questionnaire and semi-structured interviews. The survey questionnaire consists of three parts: guidance, basic information, and personal career planning. In terms of interviews, this study constructed an interview outline based on relevant literature and predicted results from questionnaire surveys, mainly including three aspects: planning preparation, planning action capability, and planning management. The purpose of this step is to investigate and understand the expectations and plans of Chinese language and literature teacher training students for their future careers.

Step 2: Based on the survey questionnaire and interview results, analyze the potential problems and challenges that Chinese language and literature teacher training students may face in their career planning process.

Step 3: Based on the actual situation, visit experts, scholars, and relevant practitioners to summarize and propose feasible suggestions to promote the career planning ability and development of Chinese language and literature teacher training students.

This sequential design allows for a comprehensive understanding of the research problem by integrating quantitative and qualitative data (Tashakkori, 2010).

Participants

The target participants of this study are first to fourth year students majoring in Chinese Language and Literature Education at Zhaoqing University. The participants

are of similar ages, ranging from 18 to 22 years old. They are homogeneous in terms of age, race, education and cultural background, and admission screening methods.

Research Instruments

Questionnaire

Based on Donald super's views on career development stages and tasks, and Mark L. Savickas' views on individual career adaptability and self-construction(Savickas, 2005; Super, 1980), the author recognizes that although schools are providing advanced and comprehensive career planning education support to students as much as possible, the subjectivity of students plays a decisive role in their understanding, selection, and execution of their personal career. Therefore, this study chooses to develop the questionnaire from a student perspective characterized by humanism.

The survey questionnaire consists of three parts: guidance, basic information, and personal career planning. The personal career planning mainly consists of three major sections and seven dimensions, as follows:

1. The consciousness section includes (Jin, 2007; Zhong, 2016)

1.1 Self-awareness (Q9-Q13)

To understand one's personality, abilities, temperament, and values through scientific measurement methods or evaluations from others.

1.2 Career Planning Awareness (Q14-Q18)

Are you clear about your career development?

2. The action force section includes

2.1 Career Exploration (Q19-Q23)

Understand the employment environment and career status through various media.

2.2 Target Plan (Q24-Q28)

Have you discussed career goals with others, gradually clarified career goals, and made corresponding plans?

3. Strategy section

3.1 Supervision and Management (Q29-Q34)

Can career planning be implemented and adjusted based on specific circumstances for long-term implementation?

3.2 Self-improvement (Q35-Q39)

Can one continuously learn professional knowledge for career development?

3.3 Interpersonal Relationships (Q40-Q44)

Is it possible to purposefully make friends with people who are helpful for career development?

The questionnaire was developed to ensure content validity by aligning items with established theoretical constructs (DeVellis, 2017).

A Semi-Structured Interview

Randomly select twelve students for structured interviews. This study constructed an interview outline based on relevant literature and questionnaire survey predictions, which mainly includes three aspects: planning preparation, planning action, and planning management. The specific contents are as follows:

1. Planning preparation

1.1 Have you ever done systematic planning for something in your learning life?

1.2 When did you start preparing for employment?

1.3 Do you know about career planning? Through which channels did you learn about it?

2. Planning Action Force

2.1 Have you developed a detailed career planning plan?

2.2 What are the contents and steps involved in your career planning plan? How relevant is it to the major you are studying?

2.3 Have you sought guidance and assistance from your teacher on career planning plans?

2.4 Has your career planning plan been executed according to plan? How effective is the execution?

2.5 What difficulties did you encounter during the implementation of your career planning plan? Has it been resolved?

3. Planning and Management

3.1 How often do you communicate and interact with your parents in your daily life? How have parents provided advice on career planning? Do you accept it?

3.2 What types of career planning education have you received from schools? Has the support you need been provided? How satisfied is it? If not, how did you independently obtain other support?

3.3 Do you have the willingness or action to participate in social practice? What is the purpose of participation? Have you prepared or participated by any means? What are the benefits of career development during the participation process?

The interview transcripts were analyzed using thematic analysis to identify, analyze, and report patterns within the data (Braun, 2006).

Data Collection

The questionnaire was administered in four grades and 30 classes, with a total of 320 surveys distributed, and the data collection procedure is as follows ：

1. Correspondence was sent to the counselors of the Chinese language and literature education major in the four grades, requesting permission to collect data, and a strat sampling method was adopted, with 80 questionnaires collected in each grade to ensure an even distribution of samples in each grade.

2. The questionnaire distribution is organized by the college counselor and collected in real time.

3. All raw data generated from questionnaires are entered, filtered, and encoded in a unified format, and finally analyzed using statistical analysis programs to determine the results of each research question.

4. Finally, draw conclusions after data collection and analysis are completed.

Data Analysis

This study was mixed methods research. The data on this research were collected with a questionnaire which was analyzed to find the frequency (f), mean score (x), standard deviations (SD), percentage (%), ANOVA and a t-test by using the Statistical Package for Social Sciences (SPSS/PC) program (Pallant, 2020).

1. The demographic data of the participants was reported in the form of a percentage (%).

2. A five-point Likert scale was used to score the levels of the participants used in terms of their Career planning ability (Likert, 1932). It is a scale used in a questionnaire to specify the level, based on the criteria of Likert as follows:

TABLE 2: Five-point Likert scale

Scale	Used level	Mean Range
1	Always	4.21-5.00
2	Usually	3.41-4.20
3	Occasionally	2.61-3.40
4	Seldom	1.81-2.60
5	Never	1.00-1.80

3. Research question one: Do Chinese language and literature majors have career planning for each grade? For this question, the statistical procedure employed to examine the usage of CSs were frequency (f), percentage (%), mean score (x), and standard deviation (SD).

4. Research question two: Is there a significant difference in career planning among Chinese language and literature teacher training students in each grade? The statistical procedure used to analyze the data in this question was ANOVA, which was used to compare the means of more than three variables.

5. Research question three: What other factors contribute to significant differences in career planning among students majoring in Chinese language and literature education? The statistical procedures used to analyze the data in this question was a t-test. The t-test was used to compare the means of the OCSs used between two variables.

6. The semi-structured interview was analyzed by some techniques of content analysis.

Expert and Scholar Interviews

Based on the current situation and development trend of the Chinese Language and Literature major at Zhaoqing University, a series of specific and targeted suggestions are proposed. These suggestions cover multiple aspects such as curriculum design, teaching methods, faculty strength, practical teaching, and student ability development, aiming to further enhance the quality of education in this major and the comprehensive competitiveness of students.

To ensure the professionalism and effectiveness of the consultation, it is necessary to carefully screen the consulting subjects. Prioritize the following groups of people:

Professors and associate professors from the School of Literature at Zhaoqing University: They are familiar with the actual situation of the school and the current development status of the Chinese language and literature major and can provide valuable opinions on the pertinence and applicability of suggestions.

Senior practitioners in the education industry: They understand the current trends and needs in the education industry and can provide useful advice for practicality and foresight.

Firstly, let experts and scholars understand the background and content of the article to better understand and evaluate the proposed suggestions. Consultation is conducted through the following methods:

Email consultation: Send consultation materials and questions to experts and scholars and request their opinions and suggestions.

Telephone interview: Communicate with experts and scholars over the phone, directly asking for their opinions and views on the suggestions.

Face to face consultation: engage in face-to-face communication with experts and scholars to discuss in depth the feasibility and improvement direction of suggestions.

After receiving feedback from experts and scholars, it is necessary to carefully organize and analyze their opinions and suggestions, integrate them into the suggestions, and further improve and optimize the content of the suggestions.

Based on feedback from experts and scholars, make necessary modifications and adjustments to the suggestions to ensure their feasibility and professionalism. Finally, the revised suggestions will be confirmed by experts and scholars to ensure that both parties reach a consensus on the content of the suggestions.

CHAPTER IV
RESULTS OF THE STUDY

This chapter introduces the data collection results related to the research question.

The questionnaire had a reliability coefficient of 0.915 after standardization, indicating that the overall credibility of the questionnaire was excellent. In terms of validity, all the commonality values corresponding to the research items were higher than 0.4, indicating that there was a strong correlation between the research items and the factors.

The first part of this chapter introduces the demographic data of the participants.

The second part is descriptive statistical analysis, which analyzes from seven dimensions: self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships. Answered research question 1 "How do Chinese language and literature major students perform in career planning?" and research question 2 "Are there significant differences in career planning among Chinese language and literature teacher education major students in each grade?"

The third part is a difference analysis, answering research question 3 "What other factors make Chinese language and literature teacher education major students have significant differences in career planning?" This study also conducted a rational analysis of the significant differences that occurred.

The fourth part is a semi-structured interview analysis, which combines the questionnaire to analyze from seven dimensions: self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships.

The summary of this chapter is at the end.

Demographic Data

The first part of the questionnaire aims to collect demographic data on gender, grade level, whether one has served as a student leader, whether they have part-time work experience, planned occupation type, long-term living area, and parents' education level. All information is presented in the form of frequency and percentage of participants, as follows:

TABLE 3: Demographic Characteristics of Participants

n=320

Project	Category	Frequent and continuous	Percentage
Gender	Male	138	43.12%
	Female	182	56.88%
	Total	320	100%
Grade	Freshman	80	25%
	Sophomore	80	25%
	Junior year	80	25%
	Senior Four	80	25%
	Total	320	100%
Formerly or currently a student cadre	Correct	51	15.94%
	Deny	269	84.06%
	Total	320	100%
Do you have any part-time work experience	Have	86	26.88%
	Not have	234	73.12%
	Total	320	100%
Plan to pursue a career type	Teacher	188	58.75%
	Non teacher	132	41.25%
	Total	320	100%

Project	Category	Frequent and continuous	Percentage
Long-term living areas	Town	214	66.88%
	Rural area	106	33.12%
	Total	320	100%
Father's educational level	Elementary school and below	38	11.88%
	Junior high school	154	48.13%
	High school or vocational school	88	27.50%
	Diploma or undergraduate	38	11.88%
	Master's degree or above	2	0.61%
	Total	320	100%
Mother's educational level	Elementary school and below	39	12.19%
	Junior high school	118	36.88%
	High school or vocational school	121	37.81%
	Diploma or undergraduate	38	11.88%
	Master's degree or above	4	1.24%
	Total	320	100%

According to Table 1, a total of 320 participants participated in this study. The participants in the study included 138 male students (43.12%) and 182 female students (56.88%), which is close to the common gender structure of teacher education majors in universities. Using stratified sampling method, the number of students in grades one to four is evenly distributed, with 80 students in each grade. Only 15.94% of students have experience as cadres, and 26.88% have part-time work experience. 58.75% plan to pursue a career as a teacher, which meets the training objectives of the teacher education profession, but 41.25% still choose a non-teaching profession. Urban students account for 66.88%, significantly higher than rural students (33.12%). Urban students can be exposed to career information earlier, have richer family resources (Bourdieu, 2018), and their career planning may be more proactive or diverse. Parents

have similar levels of education, mainly concentrated in junior high school, high school, or vocational school.

Descriptive Statistics

The manifestation of career planning awareness among students majoring in Chinese language and literature education.

This article explores the expression of career planning awareness among students majoring in Chinese language and literature education from two aspects: self-awareness and understanding of career planning.

TABLE 4: Descriptive statistics (Self-awareness)

n=320

Name	Mean	SD
I will use some scientific measurement tools to understand my personality, abilities, temperament, and values.	3.875	1.022
I understand my personality, abilities, temperament, and values through the opinions of my friends or classmates.	3.678	1.059
I am very familiar with the career path that suits me.	4.050	0.939
My analysis of my own strengths and weaknesses is objective and comprehensive enough.	3.978	1.012
I am aware of my professional values, such as sense of achievement, independence, teamwork, etc.	3.778	1.046
Self-awareness	3.872	0.804

Overall, the mean is 3.872 (close to the "relatively consistent" level), the standard deviation is 0.804 (low degree of dispersion).

Specifically, in terms of "I am very familiar with the career direction that suits me", the average score is 4.05 (with the highest score in seven dimensions). 73.4% of students choose "quite suitable" or "very suitable", but 14.2% of students still choose

"basically suitable" or below, indicating that a small number of students still have ambiguity about their career direction. In terms of "using scientific measurement tools to understand oneself": the mean is 3.875, but the standard deviation is 1.022 (the largest among the seven dimensions), reflecting a clear differentiation of student groups: from a real-life perspective, some students rely on tools such as MBTI, while others have never used professional assessments. External evaluation dependence (getting to know oneself through the opinions of friends or classmates): The mean is 3.678, with over half of the students getting to know themselves through feedback from others. This may be related to the cultural environment where teacher trainees focus on collective evaluation, but excessive dependence may lead to self-awareness bias.

Some students have not been exposed to scientific assessments and only rely on subjective feelings or evaluations from others to position themselves. Hidden "passive choice" risks under high average values, such as choosing a teaching profession due to family influence but lacking deep identification (Savickas, 2005).

TABLE 5: Descriptive statistics (Career Planning Awareness)

n=320

Name	Mean	SD
I believe that regardless of whether I become an education worker in the future, I should make a good career plan.	3.622	1.187
I will actively learn relevant knowledge about career planning.	3.478	1.180
I will proactively apply knowledge related to career planning to arrange my college life.	3.766	1.174
I believe that career planning should run through the entire university stage.	3.697	1.163
I am aware of the professional skills and core competencies required for the teaching profession.	3.550	1.171
Career Planning Awareness	3.623	0.977

Overall performance: mean 3.623 (lowest in seven dimensions), standard deviation 0.977 (significant divergence of opinions).

The necessity of planning (regardless of whether I become an educator in the future, I should do a good job in career planning): The average is 3.622, but "very suitable" only accounts for 28.1%, and over 40% of students believe that planning is "unrelated to whether or not to become a teacher", reflecting a utilitarian tendency.

In terms of "actively learning relevant knowledge about career planning", the average is 3.478 (the lowest in the entire exam), with only a small portion of students actively learning career planning knowledge, and most relying on sporadic lectures at school.

Professional competence cognition (Question 10): The average is 3.55, reflecting that some students do not understand the core skills that teachers need, such as "curriculum design" and "educational psychology". Some students even equate "Mandarin certificate" with professional competence.

The reality is that cognition and action are disconnected: students recognize the value of planning but lack concrete actions (such as learning and practice). Lack of characteristics in teacher education: The planning content is generalized and does not take into account the characteristics of Chinese language and literature majors (such as teaching ancient poetry and literature, cultural dissemination) (Locke, 2002).

Next are the Performance of Career Planning and Action Ability of Students majoring in Chinese Language and Literature Education. Regarding the action ability of students majoring in Chinese language and literature education, this study explores it from two aspects: career exploration and goal planning.

TABLE 6: Descriptive statistics (Career Exploration)

n=320

Name	Mean	SD
I will use various media such as books, newspapers, and the internet to explore the current professional environment.	4.028	0.938
I often examine my current career status through visits or social practice.	3.859	1.039
I often discuss with my seniors, classmates, or friends about choosing career development goals.	4.197	0.948
I have actively participated in online/offline industry sharing sessions related to my profession.	4.113	0.953
I have compared the salary and development opportunities between teaching and non-teaching professions.	3.947	1.017
Career Exploration	4.029	0.790

Overall performance: mean 4.029 (highest in seven dimensions), standard deviation 0.79 (strong consistency). Specifical analysis: The information channels are diversified, and most students obtain information through "online media" and "peer discussions", but they rely more on fragmented information (such as short videos).

In terms of practical participation, the average is relatively high. In combination with reality, universities arrange more practical participation, and students can indeed delve into school practice.

In terms of career comparison depth, the average is 3.947. Students are concerned about salary but have insufficient understanding of implicit factors such as "career development cycle" and "work pressure".

Realistic problem: Exploring formalism: Actively acting but lacking depth, such as attending sharing sessions only for "listening" rather than "asking questions and interacting". Idealization of the teaching profession: Neglecting the challenges of the

teaching position (such as the pressure of new curriculum reform and communication between home and school) when compared to non- teaching professions (Krumboltz, 1979).

TABLE 7: Descriptive statistics (Target Plan)

n=320

Name	Mean	SD
I have determined my future career goals.	3.791	1.061
I have developed a step-by-step plan based on my career goals.	3.591	1.079
I have divided the target plan into three stages: short-term, medium-term, and long-term.	3.988	1.029
My career goals are closely related to my major (teacher education direction).	3.888	1.041
My career plan considers my family's financial situation or geographical factors.	3.688	1.081
Target Plan	3.789	0.833

Overall performance: mean 3.789, standard deviation 0.833.

In terms of "developing a plan with clear steps based on career goals", the average is 3.988, but "clear steps" are mostly focused on certification (such as the teaching qualification exam schedule), lacking substantive goals such as "improving teaching ability".

In terms of the close correlation between career goals and the major (teacher education direction), the average score is 3.591. The proportion of students who have a strong correlation between career goals and teacher education majors is not high, and some students plan to switch to the media after taking the postgraduate entrance examination for literature majors.

In terms of the "goal plan divided into three stages: short-term, medium-term, and long-term", the average is 3.688. Students are good at setting "short-term goals" (such as semester GPA), but "long-term goals" (such as 10-year career vision) are hollow.

Realistic problem: utilitarianism of goals: with "civil service examination" and "further education" as the endpoints, neglecting the sustainability of careers. Ambiguous identity of teacher education: Some students only see their major as a "springboard" and do not consider teacher education as a future employment direction, nor do they consider how to leverage their professional advantages (such as traditional cultural dissemination) (Super, 1980).

The Performance of Career Planning Strategies for Students majoring in Chinese Language and Literature Education. This article explores the implementation of career planning strategies for students majoring in Chinese language and literature education from three aspects: supervision and management, self-improvement, and interpersonal relationships.

TABLE 8: Descriptive statistics (Supervision and Management)

n=320

Name	Mean	SD
I will regularly check the achievement of my predetermined career goals.	4.013	0.973
I will document the key milestones and achievements during the execution of my career plan.	3.772	1.027
I will revise and adjust my career development plan according to changes in the situation.	4.131	0.951
When the plan is blocked, I actively seek solutions instead of giving up	3.934	1.013
I will regularly evaluate the implementation process of my career development plan and make decisions to maintain or improve it.	4.097	0.967
I regularly communicate with my counselor or mentor about the progress of my career planning.	3.856	1.038
Supervision and Management	3.967	0.761

Overall performance: mean 3.967, standard deviation 0.761.

In terms of "revising and adjusting career development plans" and "evaluating the implementation process of career development plans and making decisions to maintain or improve them", the mean values are 4.131 and 4.097, respectively, indicating that students are good at coping with changes.

In terms of recording and feedback, the mean values are 3.772 and 3.856, which are average. If you want to have better employment, you still need to learn how to record and provide timely feedback to your supervisor.

Resilience performance (when the plan is blocked, I actively seek solutions instead of giving up): average 3.934, but "actively solving" is mostly limited to seeking help from peers and may lack professional psychological counseling or career counseling intervention. In fact, students have not fully utilized the school's career counseling center.

TABLE 9: Descriptive statistics (Self-improvement)

n=320

Name	Mean	SD
I focus on improving general skills such as communication skills and office software operation.	3.738	1.068
I have obtained relevant certificates for my target profession, such as Mandarin proficiency and psychological counseling.	3.538	1.085
I will actively participate in skills training, knowledge lectures, and other activities that are beneficial for career development.	3.922	1.016
I am working hard to learn Chinese language and literature knowledge and improve my relevant literacy.	3.838	1.038
I often participate in social practice or club activities to improve my overall quality.	3.641	1.128
Self-improvement	3.735	0.851

Overall performance: mean 3.735, standard deviation 0.851, self-improvement still needs improvement.

Certificate driven (obtained relevant certificates for the target profession): average 3.922, significant "certification fever" (such as Mandarin and psychological counseling), students are more active in certification.

In terms of "general skill improvement", the average score is 3.538, which is not high. Students do not attach enough importance to the improvement of "office software", making it difficult to form a core competitiveness in the workplace.

In terms of participating in social practice, the average is 3.641. In real life, activities mainly focus on "teaching support" and "club management", lacking innovation (such as establishing interest classes in traditional Chinese culture and developing cultural and creative products).

TABLE 10: Descriptive statistics (Interpersonal Relationships)

n=320

Name	Mean	SD
I have met some teachers who are helpful in finding jobs.	3.669	1.140
I value establishing long-term connections with professional course teachers to obtain career guidance.	3.478	1.172
I have made some friends who are useful for career development.	3.847	1.088
I usually take the initiative to socialize with friends and classmates who are useful for my career development.	3.769	1.098
I took the initiative to seek professional experience from senior students who are already employed.	3.578	1.128
Interpersonal Relationships	3.668	0.919

Overall performance: mean 3.668 (second lowest), standard deviation 0.919 (significant divergence).

Teacher student interaction (establishing long-term contact with professional course teachers to obtain career guidance): The average is 3.478, with only a small number of students maintaining regular contact with professional course teachers, mainly due to "fear of authority" (and "not knowing how to seek help").

The mean values of "making friends who are useful for career development" and "interacting with friends and classmates who are useful for one's own career development" are 3.847 and 3.769, respectively. Students prefer "horizontal connections" (classmates, friends), but there is serious homogenization of resources (such as sharing educational materials and lacking industry diversity).

Experience inheritance (seeking professional experience from employed senior students): The average is 3.578, and students often seek advice from senior students on "exam taking skills" rather than "professional values" or "educational sentiment".

Realistic problem: Resource circle solidification: Interpersonal networks are limited to the teacher education ecosystem, lacking cross-industry connections. Ceremonial teacher-student interaction: Communication content mostly revolves around course assignments, with rare in-depth exchanges on career development.

Difference Analysis

TABLE 11: T-test analysis results (Gender)

n=320

	Gender (Mean ± standard deviation)		t	p
	Male (n=138)	female (n=182)		
Self-awareness	3.583 ± 0.810	4.091 ± 0.729	-5.808	0.000***
Career Planning Awareness	3.242 ± 0.927	3.911 ± 0.916	-6.428	0.000***
Career Exploration	3.964 ± 0.804	4.078 ± 0.777	-1.277	0.203
Target Plan	3.668 ± 0.883	3.880 ± 0.783	-2.234	0.026*
Supervision and Management	3.850 ± 0.843	4.056 ± 0.681	-2.343	0.020*
Self-improvement	3.709 ± 0.893	3.755 ± 0.820	-0.475	0.635
Interpersonal Relationships	3.522 ± 0.975	3.779 ± 0.860	-2.459	0.014*

*p<0.05 **p<0.01 ***p<0.001

Using t-test (also known as independent sample t-test) to study gender: for differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships, as shown in the table above, different samples did not show significant

differences in career exploration and self-improvement (p>0.05), indicating that there was no difference in career exploration and self-improvement among different samples.

Different samples showed significant differences (p<0.05) in self-awareness, career planning cognition, goal planning, supervision and management, and interpersonal relationships. This means that different samples have significant differences in self-awareness, career planning cognition, goal planning, supervision and management, and interpersonal relationships. The specific issues are as follows:

Different samples showed a significance level of 0.001 for self-awareness (t=-5.808, p=0.000 * * *), and the specific comparison of mean scores showed that the comparison of group mean scores with significant differences was "female>male". Different samples showed a significance level of 0.001 in terms of career planning cognition (t=-6.428, p=0.000 * * *), and the specific comparison of mean scores showed that the comparison of group mean scores with significant differences was "female>male". Different samples showed a significance level of 0.05 for the target plan (t=-2.234, p=0.026 *), and the specific comparison of mean values showed that the comparison of group mean scores with significant differences was "female>male". Different samples showed a significance level of 0.05 for supervision and management (t=-2.343, p=0.020 *), and the specific comparison of mean values showed that the comparison of group mean scores with significant differences was "female>male". Different samples showed a significance level of 0.05 for interpersonal relationships (t=-2.459, p=0.014 *), and the specific comparison of mean values showed that the comparison of group mean scores with significant differences was "female>male".

This indicates that traditional gender expectations reinforce women's traits in planning and interpersonal sensitivity. In terms of the influence of professional traits in teacher education, the detailed planning and interpersonal communication skills required for the teaching profession are more in line with the socialization characteristics of women. However, in terms of balanced development of abilities, there are gender equality characteristics in areas that require active exploration (career exploration) and universal abilities (self-improvement) (Eagly, 2013).

TABLE 12: T-test analysis results (Student leader)

n=320

	Have you ever served as a student leader? (Mean ± standard deviation)		t	p
	Yes (n=51)	No (n=269)		
Self-awareness	4.016 ± 0.696	3.845 ± 0.821	1.561	0.119
Career Planning Awareness	3.757 ± 0.933	3.597 ± 0.985	1.111	0.267
Career Exploration	4.149 ± 0.616	4.006 ± 0.818	1.437	0.152
Target Plan	3.922 ± 0.848	3.764 ± 0.829	1.225	0.222
Supervision and Management	4.000 ± 0.719	3.961 ± 0.770	0.351	0.725
Self-improvement	3.718 ± 0.878	3.738 ± 0.848	-0.155	0.877
Interpersonal Relationships	3.776 ± 0.892	3.648 ± 0.924	0.940	0.348

*p<0.05 **p<0.01 ***p<0.001

Using t-test (also known as independent sample t-test) to investigate the differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships among students who served as student cadres during their university years. As shown in the table above, different samples did not show significant differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships (p>0.05), indicating that there were no differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, or interpersonal relationships among different samples,

TABLE 13: T-test analysis results (Part-time work experience)

n=320

	Have you had any part-time work experience? (Mean ± standard deviation)		t	p
	Yes (n=86)	No (n=234)		
Self-awareness	3.786 ± 0.796	3.903 ± 0.806	-1.165	0.245
Career Planning Awareness	3.730 ± 0.941	3.583 ± 0.989	1.224	0.222
Career Exploration	4.047 ± 0.775	4.022 ± 0.797	0.247	0.805
Target Plan	3.840 ± 0.784	3.770 ± 0.851	0.686	0.493
Supervision and Management	4.031 ± 0.741	3.944 ± 0.768	0.925	0.356
Self-improvement	3.844 ± 0.809	3.695 ± 0.865	1.436	0.152
Interpersonal Relationships	3.628 ± 0.939	3.683 ± 0.913	-0.468	0.640

*p<0.05 **p<0.01 ***p<0.001

Using t-test (also known as independent sample t-test) to investigate the differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships among students who have had part-time work experience during their university years. As shown in the table above, different samples did not show significant differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships (p>0.05), indicating that there were no differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, or interpersonal relationships among different samples,

TABLE 14: T-test analysis results (The type of career planned to pursue)

n=320

	The type of career planned to pursue after graduation. (Mean ± standard deviation)		t	p
	Teacher (n=188)	Non teacher (n=132)		
Self-awareness	3.859 ± 0.821	3.891 ± 0.781	-0.357	0.721
Career Planning Awareness	3.686 ± 1.015	3.532 ± 0.916	1.419	0.157
Career Exploration	4.065 ± 0.811	3.977 ± 0.758	0.988	0.324
Target Plan	3.790 ± 0.872	3.786 ± 0.776	0.044	0.965
Supervision and Management	4.035 ± 0.749	3.871 ± 0.771	1.889	0.060
Self-improvement	3.718 ± 0.834	3.759 ± 0.878	-0.420	0.675
Interpersonal Relationships	3.729 ± 0.943	3.582 ± 0.880	1.427	0.155

*p<0.05 **p<0.01 ***p<0.001

Using t-test (also known as independent sample t-test) to investigate the differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships among the types of occupations you plan to engage in after graduation. As shown in the table above, different samples did not show significant differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships ($p>0.05$), indicating that there were no differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, or interpersonal relationships among different samples,

TABLE 15: T-test analysis results (Long-term living areas)

n=320

	Long-term living areas (Mean ± standard deviation)		t	p
	Town (n=214)	Rural area (n=106)		
Self-awareness	3.903 ± 0.818	3.809 ± 0.775	0.996	0.320
Career Planning Awareness	3.574 ± 1.006	3.721 ± 0.912	-1.310	0.191
Career Exploration	4.025 ± 0.786	4.036 ± 0.801	-0.112	0.911
Target Plan	3.797 ± 0.846	3.772 ± 0.809	0.261	0.794
Supervision and Management	3.914 ± 0.774	4.074 ± 0.725	-1.811	0.071
Self-improvement	3.671 ± 0.857	3.864 ± 0.830	-1.938	0.054
Interpersonal Relationships	3.649 ± 0.959	3.708 ± 0.835	-0.565	0.572

*p<0.05 **p<0.01 ***p<0.001

Using t-test (also known as independent sample t-test) to study the differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships in the region where you have been living for a long time. From the table above, it can be seen that different samples do not show significant differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships (p>0.05), indicating that there are no differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, or interpersonal relationships among different samples.

In practical terms, there is no significant gap between urban and rural areas in China, and the development of rural areas in some regions is even better than that of urban areas. Overall, the impact of urban/rural areas on students is not significant.

TABLE 16: T-test analysis results (Grade)

n=320

	Grade (Mean ± standard deviation)				t	p
	Freshman (n=80)	Sophomore (n=80)	Junior year (n=80)	Senior Four (n=80)		
Self-awareness	3.813 ± 0.868	3.760 ± 0.854	4.020 ± 0.652	3.895 ± 0.816	1.598	0.190
Career Planning Awareness	3.595 ± 1.116	3.545 ± 0.976	3.858 ± 0.874	3.492 ± 0.902	2.229	0.085
Career Exploration	3.828 ± 0.879	3.960 ± 0.860	4.280 ± 0.619	4.047 ± 0.716	4.813	0.003**
Target Plan	3.783 ± 0.800	3.817 ± 0.843	3.815 ± 0.825	3.740 ± 0.875	0.150	0.930
Supervision and Management	3.910 ± 0.775	3.875 ± 0.864	4.179 ± 0.580	3.904 ± 0.770	2.841	0.038*
Self-improvement	3.690 ± 0.932	3.650 ± 0.932	3.805 ± 0.680	3.795 ± 0.842	0.651	0.583
Interpersonal Relationships	3.680 ± 0.999	3.615 ± 0.952	3.832 ± 0.761	3.545 ± 0.938	1.431	0.234

*p<0.05 **p<0.01 ***p<0.001

Using one-way analysis of variance (ANOVA) to study the differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships among your grade level, it can be seen from the table above that different samples did not show significant differences in self-awareness, career planning cognition, goal planning, self-improvement, and interpersonal relationships ($p>0.05$), indicating that there were no differences in self-awareness, career planning cognition, goal planning, self-improvement, or interpersonal relationships among different samples,

Different samples showed significant differences in occupational exploration and supervision management ($p<0.05$), indicating that there are significant differences in occupational exploration and supervision management among different samples. The specific issues are as follows:

Different samples showed a significant level of 0.01 for career exploration ($F=4.813$, $p=0.003$ *), and the specific comparison of the mean values showed that the comparison results of group mean scores with significant differences were "junior>senior>sophomore>freshman". Different samples showed a significance level of 0.05 for supervision and management ($F=2.841$, $p=0.038$ *), and the specific comparison of mean values showed that the comparison results of group mean scores with significant differences were "junior>freshman>senior>sophomore".

Based on research question 2 "Are there significant differences in career planning among Chinese language and literature teacher education students in each grade?", the peak phenomenon in the third year is due to the pressure of educational internships (usually in the second semester of the third year), teacher qualification exam preparation, postgraduate entrance examination or employment decisions, which encourage active collection of career information and industry research. The phenomenon of decline in senior year, although facing graduation but scoring lower than junior year, is related to the preliminary determination of career direction (such as postgraduate students focusing on preparing for exams and employment students concentrating on job hunting), and the exploration behavior is relatively reduced. Lower

grade students are passive, with freshmen and sophomores still in a period of professional adaptation, and their career exploration relies heavily on classroom teaching, resulting in weak autonomy. Verified the "exploratory stage" feature of Super's career development theory (Super, 1980).

Different samples showed a significance level of 0.05 for supervision and management (F=2.841, p=0.038 *), and the specific comparison of mean values showed that the comparison results of group mean scores with significant differences were "junior>freshman>senior>sophomore".

Based on research question 2 "Are there significant differences in career planning among Chinese language and literature teacher education students in each grade?", the peak of self-discipline in the third year is directly related to the concretization of career goals (such as preparation plans and internship goals), reflecting self-management driven by goals. The phenomenon of a sophomore low point may be in a "target gap period", with no guidance for new students' enrollment and no pressure to graduate, which can easily lead to planning inertia. The decline in execution ability during the senior year may reflect the adjustment of plans under real pressure (such as failing the postgraduate entrance examination and transitioning to employment), or the impact of graduation affairs on time management. This confirms the positive correlation between goal clarity and execution in Goal Setting Theory.

Post-hoc Multiple Comparison Analysis (Grade)

This analysis was conducted based on grade level (freshman to senior year) and included multiple post-hoc comparisons of variables such as self-perception and career planning. The results are summarized by variable categories as follows:

1. Self-awareness

Among the pairwise comparisons between different grades, only the "sophomore vs. junior year" (difference -0.26, p = 0.041*) showed a significant difference (P < 0.05), indicating that the mean self-perception of sophomores was significantly lower than that of juniors. For the other grade combinations, P > 0.05, no statistically significant differences were observed.

In-depth Analysis: Junior's experience in-depth professional courses, educational internships, and the concretization of their career goals, which promotes reflection on their abilities and career compatibility, leading to a clearer self-image. Sophomores are in the middle of their professional studies and have not yet faced pressing career pressures, resulting in less motivation for self-exploration, which aligns with the "early exploration" phase of career development theory.

2. Career Planning Awareness

A significant difference was found between sophomores and seniors (difference 0.365, p = 0.018*), with sophomores having significantly higher mean career planning perceptions than seniors. Other combinations, such as freshmen and juniors (difference -0.263, p = 0.088) and sophomores and juniors (difference 0.052, p = 0.733), showed no significant differences (P > 0.05).

In-depth analysis: Lower-level students, due to their distance from employment, hold idealistic views of career planning. As seniors approach graduation, they face real challenges such as job competition and the pressure of preparing for postgraduate entrance exams, which may shake their confidence in their plans. This reflects a shift in planning perceptions from "theoretical" to "realistic."

3. Career Exploration

Significant differences were found across multiple year groups:

"Freshman vs. Junior" (difference -0.452, p = 0.000***), "Freshman vs. Senior" (difference -0.22, p = 0.074): The mean career exploration of freshmen was significantly lower than that of juniors and seniors (the difference in juniors was highly significant).

"Sophomore vs. Junior" (difference -0.32, p = 0.010**), "Sophomore vs. Senior" (difference -0.088, p = 0.476): The mean career exploration of sophomores was significantly lower than that of juniors. P values > 0.05 for the other groups showed no significant differences.

In-depth Analysis: The peak of career exploration in the junior year is directly driven by external events such as the start of internships, preparation for the

teaching qualification exam, and employment/graduate entrance exam decisions, confirming the "contextual triggering" mechanism of the Super Theory exploration period. Due to the passive nature of lower grades, freshmen and sophomores rely on passive classroom input and lack social resources and practical channels for active exploration.

4. Target Plan

All pairwise comparisons of all grades showed no significant differences with p values greater than 0.05, indicating that students across grades performed similarly on the Goal Planning dimension.

5. Supervision and Management

Significant differences were observed across multiple groups:

Freshman vs. Sophomore (difference 0.269, p = 0.025*) and Freshman vs. Junior (difference 0.304, p = 0.011*): Freshmen had significantly lower mean supervision and management scores than both sophomores and juniors.

Sophomore vs. Senior (difference -0.279, p = 0.022*) and Junior vs. Senior (difference -0.205, p = 0.080): Sophomores had significantly higher mean supervision and management scores than seniors. For the remaining groups, p values greater than 0.05 indicated no significant differences. In-depth analysis: While sophomores exhibit a higher "false sense of self-discipline" than freshmen and seniors, combined with a slump in career exploration, this may reflect superficial self-discipline (e.g., attending classes on time) rather than deep, goal-driven management. Seniors experience a breakdown in execution: Graduation commitments squeeze planning time, coupled with uncertainty surrounding job hunting and postgraduate entrance exams, leading to constant adjustments and even abandonment of plans, reflecting the negative impact of delayed feedback on execution in goal-setting theory.

6. Self-Improvement

The p-values for all pairwise comparisons of all grades were >0.05, indicating no significant differences, indicating no statistically significant differences in self-improvement performance across grades.

7. Interpersonal Relationships

A significant difference was found between juniors and seniors (difference 0.288, p = 0.048*), with juniors' average interpersonal relationships significantly higher than seniors. For other grade combinations, p-values >0.05 showed no significant differences. In-depth analysis shows that the relationship network expands in the third year: internships with front-line teachers and the exchange of postgraduate entrance examination/employment information prompt students to actively expand their network; the relationship shrinks in the fourth year: job competition leads to information blocking among peers, and the postgraduate entrance examination group enters a closed preparation state, reflecting the erosion of collaborative awareness by professional pressure.

TABLE 17: T-test analysis results (Father's educational level)

n=320

	Father's educational level (Mean ± standard deviation)					t	p
	Elementary school and below (n=38)	Junior high school (n=154)	High school or vocational school (n=88)	College or undergraduate degree (n=38)	Master's degree or above (n=2)		
Self-awareness	3.563 ± 1.022	3.912 ± 0.818	3.918 ± 0.743	3.874 ± 0.568	4.600 ± 0.000	2.003	0.094
Career Planning Awareness	3.389 ± 1.082	3.610 ± 1.021	3.605 ± 0.897	3.895 ± 0.814	4.600 ± 0.566	1.810	0.127
Career Exploration	3.889 ± 0.858	4.043 ± 0.786	4.055 ± 0.747	4.058 ± 0.852	3.900 ± 0.990	0.354	0.841
Target Plan	3.742 ± 0.885	3.809 ± 0.852	3.732 ± 0.807	3.874 ± 0.765	4.000 ± 1.414	0.284	0.888
Supervision and Management	3.912 ± 0.796	3.921 ± 0.780	4.025 ± 0.649	4.101 ± 0.893	3.500 ± 0.471	0.796	0.528
Self-improvement	3.368 ± 1.045	3.727 ± 0.835	3.889 ± 0.761	3.789 ± 0.803	3.500 ± 1.556	2.609	0.036*
Interpersonal Relationships	3.184 ± 0.918	3.809 ± 0.829	3.614 ± 1.011	3.700 ± 0.909	3.800 ± 1.131	3.766	0.005*

*p<0.05 **p<0.01 ***p<0.001

Using one-way analysis of variance (ANOVA) to investigate the differences in your father's education level on self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships, it can be seen from the table above that different samples

did not show significant differences in self-awareness, career planning cognition, career exploration, goal planning, and supervision and management ($p>0.05$), indicating that there were no differences in self-awareness, career planning cognition, career exploration, goal planning, or supervision and management among different samples,

Different samples showed significant differences in self-improvement and interpersonal relationships ($p<0.05$), indicating that there are significant differences in self-improvement and interpersonal relationships among different samples. The specific details are as follows:

Different samples showed a significance level of 0.05 for self-improvement ($F=2.609$, $p=0.036$ *), and the specific comparison of mean scores showed that the groups with significant differences in mean scores were "high school or vocational school>college or undergraduate>junior high school>master's degree and above>elementary school and below". Different samples showed significant differences in interpersonal relationships at the 0.01 level ($F=3.766$, $p=0.005$ * *), and the specific comparison of the mean values showed that the groups with significant differences in mean scores were "junior high school>master's degree or above>college or undergraduate>high school or vocational school>elementary school or below".

Specifically, in terms of self-improvement, high school/vocational school scored the highest, indicating that the father's unique "skill anxiety" as a technical worker class drives continuous learning. The education level is sufficient to provide method guidance without excessive intervention, and the vocational education background strengthens the practice-oriented concept of self-improvement. Highly educated fathers (with a master's degree or above) may have lower scores, which may lead to a "resource substitution effect" - the abundance of family resources reduces self-motivation, academic families focus more on professional further education rather than comprehensive quality improvement, and high achievement pressure leads to "learned helplessness". The lowest scores in primary school and below indicate that this type of father lacks cultural capital, limits their development perspective, and lacks effective learning methods guidance.

In terms of interpersonal relationships, the peak of the junior high school group, blue collar/individual households need to expand social relationships to maintain their livelihoods, intergenerational professional experience to transmit social skills (such as customer relationship maintenance in business operations), and the lack of a "safety net" forces the development of proactive social skills. The highly educated group is second best, with professional compensation for academic social networks, parental demonstration of high-level interpersonal communication models, and intergenerational transmission effects of social capital. The disadvantage of the primary school group, the solidification of social circles that restrict the development of communication skills, and the lack of cross class communication experience accumulation (Bourdieu, 2018; Lin, 2002).

Post hoc multiple comparison analysis (Father's educational level)

Post hoc multiple comparisons were conducted on seven indicators, including self-perception, based on the father's educational level:

1.Self-awareness

Significant differences were found between those with primary school education or below and those with junior high school education ($p = 0.017 < 0.05$). The mean value for the junior high school group (3.912) was higher than that for those with primary school education or below (3.563), with a difference of -0.349, indicating that those with a junior high school education performed relatively better in self-perception.

2.Career Planning Awareness

Significant differences were found between those with primary school education or below and those with high school or technical secondary school education ($p = 0.023 < 0.05$), and between those with primary school education or below and those with junior college or undergraduate education ($p = 0.024 < 0.05$). The mean values for those with high school or technical secondary school education and those with junior college or undergraduate education were higher than those with primary school education or below, reflecting that career planning perceptions improve

with educational background. Although the p value of 0.057 for those with primary school education or less and those with a master's degree or higher is close to the critical value and not yet significant, the mean difference (-1.211) is significant, suggesting that those with a master's degree or higher may have better career planning awareness.

3.Career Exploration

Significant differences were found between those with primary school education or less and those with junior high school education ($p = 0.000 < 0.01$), those with primary school education or less and those with high school or technical secondary school education ($p = 0.003 < 0.01$), and those with primary school education or less and those with a junior college or undergraduate degree ($p = 0.013 < 0.05$). The mean value was higher for those with a junior high school education or higher, indicating that educational background significantly influences career exploration ability, with higher educational attainment associated with better career exploration performance.

4.Target Plan

Significant differences were found between those with elementary school education and below and those with junior high school education ($p = 0.019 < 0.05$), those with elementary school education and below and those with high school or technical secondary school education ($p = 0.002 < 0.01$), and those with elementary school education and below and those with junior college or undergraduate education ($p = 0.030 < 0.05$). The average value was higher for those with junior high school education and above, indicating that goal planning ability gradually improves with increasing educational background.

5.Supervision and Management

No significant differences were found between groups with different educational backgrounds (all p values > 0.05). This may indicate that this dimension is less influenced by educational background or more influenced by other factors (such as personal habits and environment).

6.Self-Improvement

Significant differences were found between those with elementary school or less and junior high school ($p = 0.019 < 0.05$), between those with elementary school or less and senior high school or technical secondary school ($p = 0.002 < 0.01$), and between those with elementary school or less and junior college or undergraduate education ($p = 0.030 < 0.05$). The average value was higher for those with junior high school or higher education, indicating that educational background promotes self-improvement awareness and actions, with higher educational attainment associated with better self-improvement performance.

7. Interpersonal Relationships

Significant differences were found between those with elementary school or less and junior high school ($p = 0.000 < 0.01$), between those with elementary school or less and senior high school or technical secondary school ($p = 0.015 < 0.05$), and between those with elementary school or less and junior college or undergraduate education ($p = 0.013 < 0.05$). The average value was higher for those with junior high school or higher education, indicating that educational background broadens social cognition and skills, contributing to improved interpersonal skills.

TABLE 18: T-test analysis results (Mother's educational level)

n=320

	Mother's educational level (Mean ± standard deviation)					t	p
	Elementary school and below (n=39)	Junior high school (n=118)	High school or vocational school (n=121)	College or undergraduate degree (n=38)	Master's degree or above (n=4)		
Self-awareness	3.610 ± 0.969	3.902 ± 0.806	3.896 ± 0.810	3.958 ± 0.556	4.000 ± 0.589	1.238	0.295
Career Planning Awareness	3.482 ± 1.103	3.578 ± 0.989	3.628 ± 0.984	3.905 ± 0.705	3.450 ± 1.310	1.092	0.361
Career Exploration	3.805 ± 0.916	4.093 ± 0.762	4.025 ± 0.770	3.995 ± 0.797	4.750 ± 0.191	1.850	0.119
Target Plan	3.821 ± 0.806	3.771 ± 0.886	3.755 ± 0.828	3.932 ± 0.722	3.650 ± 0.790	0.380	0.823
Supervision and Management	3.799 ± 0.761	3.941 ± 0.760	4.001 ± 0.731	4.175 ± 0.769	3.375 ± 1.265	1.911	0.108
Self-improvement	3.708 ± 0.935	3.698 ± 0.796	3.739 ± 0.897	3.895 ± 0.651	3.450 ± 1.836	0.509	0.729
Interpersonal Relationships	3.626 ± 0.948	3.727 ± 0.828	3.585 ± 1.009	3.832 ± 0.795	3.300 ± 1.465	0.849	0.495

Using one-way analysis of variance (ANOVA) to investigate the differences in your mother's education level on self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships, as shown in the table above: different samples did not show significant differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, and interpersonal relationships ($p>0.05$), indicating that there were no differences in self-awareness, career planning cognition, career exploration, goal planning, supervision and management, self-improvement, or interpersonal relationships among different samples.

Post hoc multiple comparison analysis (Mother's educational level)

Post hoc multiple comparisons were conducted on seven indicators, including self-perception, by maternal education level (primary school or below, junior high school, etc.). The results are as follows:

1. Self-awareness

Among different educational background groups, only a few combinations, such as those with primary school or below and those with junior high school, high school, or technical secondary school, showed a trend of difference. However, the p-values were all > 0.05, indicating no statistically significant differences. This suggests that educational background has a weak influence on the "self-perception" dimension, and that factors other than education (such as life experience and family environment) have a greater influence on the formation of individual self-perception.

2. Career Planning Perception

The p-values for all educational background combinations were generally > 0.05, indicating no significant differences. It is speculated that career planning perceptions are less directly influenced by educational background and may be more closely related to career experience and social environment. Further analysis based on practical scenarios is needed.

3.Career Exploration

Significant differences were found between those with elementary school or less and those with junior high school ($p = 0.049 < 0.05$), and between those with elementary school or less and those with high school or technical secondary school ($p = 0.023 < 0.05$). The mean values for those with junior high school or high school or technical secondary school education were higher. This suggests that increasing educational background (to junior high school or above) can promote career exploration awareness and action, helping individuals to more proactively explore their career direction.

4.Target Plan

Significant differences were found between those with elementary school or less and those with a master's degree or above ($p = 0.029 < 0.05$). The mean values for those with a master's degree or above were higher. This suggests that individuals with higher educational backgrounds perform better in systematic and long-term goal planning, and that the depth of their education influences the development of their goal planning abilities.

5.Supervision and Management

Significant differences were found between those with a college or bachelor's degree and those with a master's degree or above ($p = 0.045 < 0.05$). The mean values for those with a master's degree or above were higher. This suggests that individuals with higher educational backgrounds have greater advantages in self-monitoring and process management, and that the impact of educational background on this dimension becomes increasingly apparent with increasing educational attainment.

6.Self-Improvement

There was a significant difference between those with elementary school education or below and those with high school or technical secondary school education ($p = 0.040 < 0.05$), with the high school or technical secondary school group having a higher mean. This suggests that with advancement in educational background

(to high school or technical secondary school), individuals' awareness and motivation for self-improvement increase, and the role of education in promoting self-development becomes more prominent.

7.Interpersonal Relationships

The p-values for all educational background combinations were all > 0.05, indicating no significant differences. This suggests that interpersonal skills are less directly influenced by educational background and are more closely related to factors such as individual personality and social practices. The impact of education on interpersonal skills requires further research within the social context.

Semi-structured Interview

The data from the interview were analyzed by content analysis. Thematic analysis of the interview transcripts revealed several core tensions between cognition and practice, which are interpreted through the lens of career construction theory (Savickas, 2005), which posits that career development is a subjective process of adapting to and solving vocational challenges. The results from interviewing some students in the Bachelor of Students majoring in Chinese Language and Literature Education supported the results from the questionnaires. Next, we will analyze the interview content based on the seven dimensions of the questionnaire, including self-awareness, career planning awareness, Career exploration, Target Plan, supervision and management, Self-improvement, and Interpersonal Relationships.

1. Self-awareness: tool dependence and blurred values

Students generally believe in "understanding career directions", but their understanding of "career values" and "understanding oneself through others' evaluations" is weak.

Interview case:

Senior student A: "Career tests show that I am suitable for secondary education, but during my internship, I found that I enjoy the interactive atmosphere of primary school classrooms more. This contradiction makes me question whether my career choice is based on real interests or labels based on test results?"

Freshman student B: "The counselor used the MBTI test to help us analyze our personalities, and the results showed that I am suitable to be a teacher, but I am more interested in literary creation. I feel forced to attend teacher training courses every day now."

Contradiction analysis:

This contradiction between standardized assessment results and personal internship experience highlights the subjective process of 'vocational personality' formation, a core concept in career construction theory (Savickas, 2005) where individuals must synthesize external information with internal experiences to form a stable self-concept.

The conflict between standardiz(Bandura, 1995)ed tools and personalized needs: Combined with questionnaire analysis, students rely on tools such as career tests and evaluations from others to form career cognition, but these tools cannot capture individual complexity. For example, the low score of the question "I am clear about my career values" reflects that students have not clarified core values such as "sense of achievement" and "independence", leading to a lack of internal anchor points in career choices.

The imbalance between social labels and self-exploration: The identity of teacher trainees is assumed to be "teacher reserves", and students give up diverse career interests due to family or social pressures (such as literary creation of freshman B), resulting in a mismatch between career planning and personal potential.

2. Career planning awareness: conceptual identification and action inertia.

Students acknowledge the necessity of career planning but lack the ability to actively learn and apply it.

Interview case:

Third year student C: "In career class, the teacher repeatedly emphasizes' specific goals', but how to break down 'becoming an excellent teacher' into an annual plan? There are no cases or templates, and the final assignment is all empty talk."

Second year student D: "I know teachers need information technology teaching skills, but the school only teaches basic PPT operations, and the advanced courses on MOOCs are too difficult. I gave up after two days of self-study."

Contradiction analysis:

The disconnect between theoretical indoctrination and practical guidance: The course content remains at the conceptual level, lacking actionable methodology, reflected in the questionnaire. In the question "I am aware of the professional skills and core competencies required for the teaching profession," the average score is only 3.550, and students are unable to translate "teachers need psychological counseling abilities" into concrete actions (such as taking elective psychology courses).

Resource dispersion and lack of support: Students attempt to learn independently, but due to the school's failure to integrate resources (such as providing customized learning paths), they give up halfway (as in the case of sophomore student D).

3. Career Exploration: Information Overload and Experience Shortage

Students are enthusiastic about discussing career information but lack on-site visits and social practice.

Interview case:

Senior student E: "I have joined multiple teacher recruitment groups and receive a lot of information every day, but I have never been to a rural school. It wasn't until I started teaching that I realized the challenges faced by grassroots teachers were far beyond imagination - limited resources and difficult communication with parents, which were not mentioned in the group."

Third year student F: "The online education summit invited many famous teachers, but after listening, I still don't know how to design a class that attracts students. If I could attend the class on site, or even give a trial lecture, the gains would be much greater."

Contradiction analysis:

The disconnect between indirect information and real-life scenarios: Combining questionnaires, students obtain occupational information through social media, but its applicability has not been verified through practice. For example, the volunteer teaching experience of senior student E subverted their online cognition and highlighted the limitations of indirect experience.

Lack of formalization and deep participation in activities: Online sharing sessions lack interaction and follow-up guidance, and students only passively receive information and fail to translate it into action (such as the needs of junior student F).

4. Target Plan: Complete Form and Fuzzy Path

Students can develop plans but lack professional relevance and stage refinement.

Interview case:

Senior student G: "My goal is to become a high school Chinese teacher, and my plan includes' improving literary literacy 'and obtaining a teacher qualification certificate.' But how can I transform the poetry appreciation ability in the 'Ancient Literature' course into teaching design? No one has ever provided guidance."

Freshman student H: "The counselor requires that the goals be divided into short-term, medium-term, and long-term. I wrote 'Adapting to the environment in freshman year, taking the exam in sophomore year, interning in junior year, and seeking employment in senior year', but what are the specific tasks for each stage? For example, how do you balance professional courses and teaching materials review in sophomore year? I have no clue."

Contradiction analysis:

The disconnect between career goals and professional learning: Based on questionnaire analysis, the connection between professional courses and professional abilities is not reflected in student plans. For example, senior student G failed to translate ancient literary knowledge into teaching skills, resulting in a hollow goal.

The ambiguity and execution difficulties of stage goals: The phased plan lacks specific action guidelines, and students are trapped in the dilemma of "knowing what to do but not knowing how to do it" (such as the confusion of freshman H).

5. Supervision and management: flexible adjustment and feedback on deficiencies

Students can adjust their plans but lack records and external feedback.

Interview case:

Third year student I: "After failing the teaching interview, I increased the simulation practice time but did not analyze the specific points lost. The second interview still showed stiffness in the 'classroom interaction' section, and the root cause of the problem has not been resolved."

Second year student J: "I have never communicated with my supervisor about the progress of my plan. I always feel that my problems are too simple, such as' how to balance club activities and learning ', and I am afraid of being criticized by my teacher for poor time management."

Contradiction analysis:

The lack of surface adjustment and deep reflection: Combined with the questionnaire, students pay attention to plan modifications, but there is a lack of systematic recording and analysis of the execution process, resulting in improvements being superficial (such as the repeated mistakes of junior student I).

Barriers to teacher-student interaction and resource waste: The school has not established low threshold counseling channels, and students are unable to effectively utilize mentor resources due to psychological pressure or information asymmetry (such as the case of sophomore student J).

6. Self-improvement: certificate orientation and ability imbalance

Students value certification but overlook general skills and practical experience.

Interview case:

Senior student G: "I took the psychological counselor exam, but during my internship, I was still at a loss when facing students' psychological problems. The certificate course only teaches theory, not how to communicate with children."

Freshman student L: "I joined the debate club to earn credits, but I have never reflected on how to apply logical thinking in debates to teaching. Club activities are completely disconnected from professional abilities."

Contradiction analysis:

The disconnect between certificates and abilities: Combining questionnaires, students equate certification with ability improvement but lack training in practical application of skills. For example, senior student G's theoretical knowledge cannot be transformed into practical abilities. The utilitarian tendency of social practice: Students participate in activities only to complete tasks, without actively linking practice with career development (such as the case of freshman L).

7. Interpersonal Relationships: Peer Dependence and Professional Alienation

Students rely on peer communication and neglect seeking guidance from teachers and industry peers.

Interview case:

K, a sophomore student, said, "I studied teaching materials with my roommate, shared key points with each other, but no one discussed 'how to deal with unexpected situations in class'. These questions can only be searched online by oneself, and the answers are varied. The more one reads, the more confused they become."

Third year student I: "The senior said, 'internship as early as possible', but how to find internship opportunities specifically? The positions provided by schools are mostly administrative assistants, unrelated to teaching. I want to contact in-service teachers for consultation, but I don't know how to speak up."

Contradiction analysis:

Fragmentation and limitations of peer information: Based on the questionnaire, most of the information obtained by students through peers is exam

taking skills, lacking in-depth career guidance (mean 3.478 for question 33). For example, the confusion of sophomore student K reflects the superficiality of peer support.

Insufficient integration of industry resources: Based on the questionnaire, the school has not established a regular cooperation platform with primary and secondary schools, making it difficult for students to access frontline teachers, resulting in a mismatch between professional cognition and actual needs (such as the dilemma faced by junior student I).

8.Summary of semi-structured interviews

The interview reflected a lot of information, and in summary, the interviews depict students actively yet struggle fully constructing their careers. The core tensions they face—between tools and identity, knowledge and action, certificates and competence—exemplify the adaptive challenges central to the career construction process (Savickas, 2005). Furthermore, these struggles are exacerbated by misalignments within the ecological systems (Bronfenbrenner, 1979) that are meant to support their development. Students rely on indirect information to formulate plans but lack practical verification and dynamic adjustment. Structural deficiencies in the support system: formalized school curriculum, lack of family participation, and weak industry connections. The structural deficiencies identified—disconnected curriculum, lack of familial involvement, and weak industry ties—can be understood through an ecological systems perspective (Bronfenbrenner, 1979), which emphasizes that individual development is shaped by multiple interacting environmental systems. The utilitarian tendency of motivation: oriented towards verification and employment rate, neglecting the cultivation of professional values and comprehensive abilities.

Summary of this chapter

Summarize the content of this chapter based on the research question.

1. How do Chinese language and literature majors perform in their career planning?

Based on a survey and interviews with 320 renowned teachers and students from Zhaoqing University, the overall characteristics of career planning are as follows: questionnaire reliability (Cronbach's alpha=0.915) and validity (commonality>0.4) are good, and there is a significant positive correlation between each dimension (Pearson coefficient 0.229-0.386), indicating the multidimensional linkage of planning ability. However, there is a disconnect between cognition and practice, with students generally recognizing the importance of planning (such as a mean of 4.029 for career exploration), but lacking in action (a mean of 3.623 for career planning cognition). Relying on assessment tools (such as MBTI) and peer information, lacking in-depth practical verification (such as neglecting implicit challenges in career comparison). Utilitarian tendency: oriented towards certification (such as teaching qualifications, psychological counseling) and short-term goals (such as civil service examination), neglecting professional values (such as sense of achievement, independence) and long-term ability development. Insufficient resource utilization: weak teacher-student interaction (average 3.478), lack of industry connections, resulting in fragmented planning information (such as relying on online information)

This “disconnect between cognition and practice” resonates with the concept of ‘career adaptability’ in Savickas's (2005) theory. Students demonstrate concern (cognition) but lack the confidence and control (action) to effectively implement their plans, indicating an underdeveloped adaptive readiness (Savickas, 2005).

2. Is there a significant difference in career planning among Chinese language and literature teacher training students in each grade?

Through analysis of variance, it was found that there are grade differences between career exploration and supervisory management. In terms of career exploration, third year students are most active due to internship and exam preparation pressure (average 4.280), while fourth year students have reduced exploration due to goal fixation (such as postgraduate entrance examination and job search) (average 4.047), and lower grades passively rely on classroom guidance. In terms of supervision and management, the third year has the strongest self-discipline (average 4.179), while

the second year has the lowest execution ability due to the "target gap period" (average 3.875). There was no significant grade difference in other dimensions (such as self-awareness and interpersonal relationships), indicating that the improvement of planning ability relies more on external events (such as internship initiation) rather than systematic education guidance.

The peak of exploration and self-management in the junior year, driven by external pressures like internships and exams, strongly validates the ”exploration” stage tasks described in Super's life-span, life-space theory (Super, 1980). The decline in the senior year further illustrates that exploration is not linear but is contextually triggered by impending transitions.

3. What other factors contribute to significant differences in career planning among students majoring in Chinese language and literature education?

Gender differences are significant: women score higher in five dimensions including self-awareness and goal planning ($p<0.05$), reflecting the reinforcing effect of traditional gender roles on planning detail and interpersonal sensitivity. Family background influence: Father's education level affects self-improvement (best in high school/vocational school families) and interpersonal relationships (best in junior high school families), reflecting the skill anxiety of technical worker families and the social experience transmission effect of blue-collar families. There is no significant impact of factors such as urban-rural differences and the experiences of student cadres, indicating that the differences mainly stem from individual cognition and socio-cultural factors (such as gender and family capital).

The significant influences of gender and father's educational level highlight the role of social and cultural capital (Bourdieu, 2018) in career planning. Gendered socialization patterns (Eagly, 2013) shape planning behaviors, while familial capital provides both resources and constraints that structure students' opportunities for self-improvement and network building.

Collectively, these findings not only map the current state of career planning among normal university students but also demonstrate the powerful explanatory value

of integrating developmental (Super, 1980), constructivist (Savickas, 2005), and sociological (Bourdieu, 2018; Eagly, 2013) theories in understanding their vocational journey.

CHAPTER V
CONCLUSION AND DISCUSSION

This chapter summarizes the career development status of students majoring in Chinese Language and Literature at Zhaoqing University. Drawing on valuable input from experts and scholars, it proposes several recommendations and measures to address the current career development status of these students, fulfilling the first and second objectives of the dissertation. Following this, the dissertation discusses the research summary considering relevant theory and research. Furthermore, this study provides insights and recommendations for teachers. Due to the limitations of this study, suggestions for further research are also provided.

Summary of the Research 1

This study targeted freshmen through seniors majoring in Chinese Language and Literature at Zhaoqing University. Participants were of similar age, ranging from 18 to 22. Through questionnaires and semi-structured interviews, we systematically analyzed the status, differences, and influencing factors of their career planning. Regarding the first research objective, "to survey Chinese Language and Literature students about their future career expectations and plans, and to analyze the challenges and problems they may face in their career planning," we found the following:

1. Overall performance of career planning

Advantages: Active career exploration, students actively obtain career information through multiple channels (online, peer discussions) (average 4.029), and high practical participation (such as educational internships). The short-term goals are clear, and most students can make phased plans (such as certificate examination, postgraduate entrance examination), and have certain adaptability (adjust the test preparation strategy after the failure of teaching resources).

Shortcoming: Lack of connection between cognition and practice: Although students generally recognize the importance of planning, their ability to take action is weak (Lent, 1994; Savickas, 2005). For example, relying on assessment tools (such as

MBTI) to form career directions, but ignoring real interests and values (conflicting career choices of student A in the interview); The planning content is generalized and lacks deep integration with professional abilities (such as senior student G's inability to transform ancient literary knowledge into teaching skills). The utilitarian tendency is significant, with a focus on "certification fever" and "employment rate", neglecting professional values (such as sense of achievement and educational sentiment) and long-term ability development (such as general skills and innovative practices). Inefficient resource utilization, formalized teacher-student interaction (average 3.478), and lack of industry connections have led to fragmented planning information (such as relying on online information), resulting in a failure to form systematic support (Weber, 2002).

2. Stage characteristics of grade differences

The third year is a key turning point: the peak of career exploration. Due to practical pressures such as educational internships and preparation for teaching materials exams, the exploration behavior of third year students is the most active (average 4.280), but most of them are passive responses (such as blindly increasing practice time in interviews with student I). The passivity under the appearance of self-discipline: Third year students scored the highest in supervision and management (average 4.179), but their adjustment behavior lacks deep reflection (such as not analyzing the root cause of score loss in teaching interviews), reflecting the "pseudo self-discipline" driven by external pressure.

Low grade planning vacuum: Freshman and sophomore students rely on classroom guidance, but their planning awareness is weak (such as student B passively accepting teacher training courses), and their participation in activities is utilitarian (such as student L joining clubs only for credits).

Fixed goals for senior students: Due to the pressure of taking postgraduate entrance exams or seeking employment, the exploratory behavior of senior students decreases (average 4.047), their planning tends to be conservative (such as focusing on civil service exams), and their flexibility decreases.

3. Core influencing factors of differences

Differences in gender role reinforcement planning: Women are significantly better than men in five dimensions, including self-awareness and goal planning ($p<0.05$), which is related to the traits of "meticulous planning" and "interpersonal sensitivity" in traditional gender socialization. For example, girls are more inclined to record the progress of their plans (such as student N actively contacting teachers), while boys focus on short-term goals (such as student K only focusing on certification).

Implicit shaping of family background: Technical worker family (father's high school/vocational school): Children have the highest self-improvement scores but are prone to falling into a "certificate and ability disconnect" (such as student K obtaining a psychological counselor certificate but unable to cope with actual psychological problems).

Blue collar family (father's junior high school): Outstanding interpersonal network expansion ability (such as student M accumulating connections through part-time work), reflecting the social advantage of intergenerational experience transmission. Intergenerational transmission of cultural capital: Children from highly educated families (father with a master's degree or above) have weaker self-motivation due to the "resource substitution effect"; Children from families with low educational backgrounds (fathers in elementary school or below) are limited by narrow perspectives and have lower planning abilities.

Summary of core contradictions. The conflict between instrumental rationality and value rationality: Students rely on standardized tools (assessments, online information) to develop plans, but neglect the exploration of intrinsic values and interests, resulting in passive and superficial career choices. Structural deficiencies in the support system: formalized course content (such as lack of practical cases), ritualistic teacher-student interaction (centered around assignments rather than career development), insufficient integration of industry resources, exacerbating planning isolation (Bronfenbrenner, 1979). The imbalance between short-term utilitarianism and long-term development: Taking certification and civil service examination as the

endpoint, neglecting the integration of professional sustainability (such as teaching ability and innovative thinking) and professional traits (such as traditional cultural dissemination), and weakening professional competitiveness.

Summary of Research 2

Based on the above research findings, and in line with research goal two, "To promote career planning and development among students majoring in Chinese Language and Literature through interviews with experts, scholars, and practitioners based on practical experience," the authors specifically interviewed professors, practitioners, and employed alumni of the discipline at Zhaoqing University, gaining valuable insights.

They believe that guiding Chinese Language and Literature students in effective career planning requires a shift in their own career planning mindset and fostering self-reflection. Furthermore, environmental institutions should continuously improve career planning education and guidance systems. Considering these insights, this study proposes the following recommendations:

1.Changing the mindset of career planning

1.1 Pay attention to social needs and attach importance to the connection between academics and careers.

Chinese language and literature normal university students should recognize and strengthen the connection between their studies and careers. They should not only learn knowledge, but also apply it, based on solid basic skills and theoretical knowledge. They should actively pay attention to the history and innovative achievements of their target profession and industry, meet industry insiders, and understand future development trends. In addition, only in groups and social relationships can people find a sense of belonging and value; Personal career goals are vital, so Chinese language and literature normal university students should actively respond to and keep up with the core literacy requirements of society for young people and professionals in the new era, actively examine social needs, and closely integrate self-development with social progress.

1.2 Strengthen self-management and enhance career adaptability (Savickas, 2012).

The ways of self-management usually include a series of activities such as self-awareness, self-planning, self-organization, self-control, and self-monitoring. The objects of management mainly involve goals, time, skills, psychology, and other aspects. In terms of goal management, it is important to start reflexive thinking such as "who am I" and "what do I want" as early as possible to explore and understand oneself, and establish goals based on personal interests; In terms of time management, dividing the overall goal into stage goals and arranging annual, monthly, weekly, and even more specific plans based on stage goals can help improve time utilization and facilitate temporary adjustments; In terms of skill management, based on the achievement of stage goals, prepare to strengthen the depth and breadth of skill learning, not just at the level of exams and certifications.

2. Stimulate career planning ability

2.1 Maintain a positive attitude and improve planning vitality and creativity.

Under the trend of integration, although the employment advantage of Chinese language and literature normal university students has weakened to a certain extent, we should also see an optimistic trend in it. For example, Chinese language and literature normal university students not only have professional studies, but also systematically receive and absorb theories and practical cases related to education and psychology, which enables them to more accurately grasp human psychological dynamics in their work and interpersonal relationships. Secondly, in an environment where teacher education is the core and moral education is the lofty ideal, Chinese language and literature normal university students have a new outlook on life and values advocated in the new era. Therefore, it is necessary to learn to recognize one's unique advantages, maintain a positive attitude, enhance the vitality of career development, and consciously care about future career development. In addition to optimism, it is also necessary to always maintain sensitivity to society, enhance the creativity of career

planning, update traditional ways of thinking and action for career development, and stimulate the reflexive ability of career planning.

2.2 Reflect in practice and cultivate internal drive for planning.

Bartney believes that the essence of higher education is not only to acquire knowledge, but also a process for students to achieve "liberation" on their own, which requires the power of self-objectification.

Specifically, whether in the first or second classroom, Chinese language and literature normal school students should use internal or external language forms, and communicate with the logic of "Why should I study this course/participate in this activity?" - "What is its main content? How does it relate to me?" - "What is my status in it? Why?" - "How to obtain information beyond what this course/activity provides". Combining their own experience to understand and internalize, rather than "passing-by" learning, can stimulate the internal motivation for career planning.3. Improve the education and guidance system for career planning.

3. Improve career planning education and guidance system

3.1 Constructing an "experiential" career planning course teaching model.

First, teachers need to establish a "student-centered" teaching concept, widely collect and understand the career development content that Chinese language and literature normal university students are most concerned about, discover the problems therein, empathize with students, and truly let students "experience", "discover" and "reflect"; secondly, teachers must improve their generative teaching ability, increase students' classroom participation, learn to grasp classroom dynamics, and gradually inspire and guide students' thinking about career planning during activities; finally, experiential teaching, as a widely advocated teaching concept and model, needs to be flexibly combined with specific career planning course content, and should be organically used according to the characteristics of different course modules and course objectives.

3.2 Build a gender-differentiated career planning guidance system.

Research data shows that gender differences primarily manifest in the following areas: girls significantly outperform boys in self-awareness, goal planning, and interpersonal relationships, but their career options are limited; boys, on the other hand, struggle with weak systematic planning.

To improve boys' structured abilities, career goals are broken down into three dimensions: subject knowledge, teaching skills, and management skills. These goals are aligned with the tasks of the Chinese Language and Literature major. For example, in terms of subject knowledge, students are required to complete a weekly analysis report on a real-world Chinese ancient poetry or prose passage (e.g., an analysis of the emotional themes of "Yueyang Tower Inscription"). During their teaching internships, boys are required to submit a "3+1" portfolio demonstrating their abilities: three videos of their teaching and one improvement report based on student feedback. Locke's goal-setting theory suggests that concrete tasks improve performance (Locke, 2002). This approach transforms abstract career goals into quantifiable Chinese language teaching behaviors. A career diversity development program for female students aims to transform their teaching skills into cross-disciplinary, applied skills. For example, teaching poetry appreciation has been transformed into cultural planning, with commentaries and interactive Q&A sessions on ancient poetry and prose for the Zhaoqing Song Dynasty City Wall. For example, classroom communication skills have been transformed into new media operations, with the creation of a short video storyboard for "The Life of Du Fu." Savickas's theory of career adaptability emphasizes the "curiosity-confidence" cycle as a driving force for career exploration (Journal of Vocational Behavior, 2005). This program unlocks the diverse potential of female students through cross-disciplinary tasks.

A safeguard mechanism has been established to prevent gender bias. Textbook content has been reviewed to remove suggestive statements (such as "females are suitable for secretarial work") and replace them with competency-oriented descriptions. In the "Chinese Language Teaching Theory" and "Cultural Event Planning"

courses, teams are formed with one male and two female students to jointly complete tasks specific to teaching (such as designing a campus activity plan for the "Dragon Boat Festival Poetry Festival"). Eagly's social role theory points out that collaborative tasks can weaken gender stereotypes (Eagly, 2013). The mixed group system enables both parties to reconstruct their ability cognition in Chinese teaching practice.

3.3 Combining ideological and political education with mental health education, build a "golden triangle" for career counseling.

In addition to improving the system and model, career planning education should also strive to address individual students. Research data shows that grade, gender differences, and parental education levels have a profound impact on students. Students are prone to psychological issues such as self-awareness, interpersonal relationships, and environmental adaptation. However, influenced by social culture and the level of modernization, most college students in China are reluctant to seek psychological counseling to address these issues. Therefore, within the current university student management system, career guidance counselors and counselors have a crucial role to play. They should leverage their respective strengths in caring for students' career development while also collaborating with and communicating with psychological counselors to integrate relevant career planning resources.

This requires career guidance counselors and counselors to focus on maintaining students' mental health and addressing psychological issues, focusing on individual development, integrating this with career planning education, and providing personalized career planning services for different students. This will help college students develop career planning decision-making, adaptability, and management skills early on. This will help them correctly understand themselves, position themselves appropriately, and actively navigate the environment to find the right direction in their career planning. Through self-control and self-management, they will learn to educate themselves, continuously surpass themselves through planning, and achieve their life goals.

3.4 Transformation of Family Cultural Capital: Bridging Intergenerational Differences

The family serves as a bridge between individuals and society. Education itself is irreplaceable, even in college. Family expectations, parenting styles, and the emotional atmosphere all influence young people's life goals and choices. Especially in today's increasingly dynamic market economy, the role of family education is becoming increasingly diverse and prominent.

Survey data show that parents' educational level has varying degrees of influence on students, with the father's educational level having a particularly significant impact. For families with low educational attainment, schools should establish alumni mentor alliances (including primary and secondary school teachers and cultural industry professionals), pairing students with similar backgrounds with mentors to guide their children in developing social networks and, through support, guide them in transforming their interpersonal strengths into career resources, embracing the network development mechanism outlined in Lin Nan's social capital theory (Lin, 2002). A "Family Career Guidance Manual" (including a career interview outline and a list of resource platforms) should also be developed to enhance the effectiveness of family support for children with low educational attainment. Parents should also encourage their children to develop career planning awareness and pay attention to the future career development environment as early as possible.

Discussion

1. Overall Career Planning Performance: The Disjuncture Between Cognition and Practice and Its Causes

The study found that students were most active (with the highest mean score) in the dimension of "career exploration," but relatively weak in the dimensions of "career planning cognition" and "interpersonal relationships" (particularly teacher-student interaction). This phenomenon of "high willingness to explore, low system cognition and resource utilization," as well as core issues revealed in the interviews, such as

"instrumental dependence," "utilitarianism," and "generalized planning," are not isolated phenomena but have profound theoretical and practical roots.

Evidence from Social Cognitive Career Theory (SCCT): SCCT emphasizes the central role of self-efficacy (confidence in one's own abilities), outcome expectancy (beliefs about the consequences of one's actions), and goal setting in career development (Lent, 1994). This study found that while students recognize the necessity of career planning (outcome expectations), their self-efficacy for "actively learning relevant knowledge" (learning experience within the SCCT) is low (mean score of 3.478, the lowest across all questionnaires). This results in goal setting (e.g., in the "goal plan" dimension) often becoming formalistic or utilitarian (e.g., focusing on research). Student C's confusion ("How do I break down 'becoming an excellent teacher' into an annual plan?") and student D's failed self-study experience during the interview reflect the disconnect between outcome expectations and learning experience/self-efficacy, hindering effective goal setting and implementation.

From the perspective of Career Construction Theory: (Savickas, 2005) emphasizes that individuals respond to career challenges through adaptability—including concern, control, curiosity, and confidence. The issues identified in this study, such as "disconnection between cognition and practice" and "formalized exploration," reflect students' limited adaptability in the dimensions of "control" (mastery of the planning process) and "curiosity" (active exploration of the deeper meaning of careers). For example, students rely on tools like the MBTI or fragmented online information (passive attention) but lack proactive verification and in-depth reflection (lack of curiosity). This can lead to conflicting career choices (Interviews with students A and B) or a lack of understanding of career challenges (Interview with student E).

The influence of Ecological Systems Theory: (Bronfenbrenner, 1979) emphasizes that individual development is embedded in an interconnected environmental system. This study found significant deficiencies in support from the school system: formalized curriculum content and a lack of practical guidance (microsystem); weak teacher-student interaction and ineffective feedback

(microsystem); and a lack of connections with industry (primary and secondary schools, cultural institutions) (external system). This directly contributes to students' feelings of isolation and fragmented information (reliance on peers and networks) when planning, confirming the critical role of environmental support systems in shaping individual career development capabilities.

The Tension Between Instrumental Rationality and Value Rationality (Weber, 2002): The "utilitarian tendency" (focused on certification and civil service exams) discovered in this study profoundly reflects the pressure Max Weber proposed on "instrumental rationality" (focusing on the effectiveness of means to achieve specific goals) to squeeze "value rationality" (focusing on the value and meaning of the behavior itself). Amidst increasing employment pressure, students are more inclined to pursue quantifiable, immediately tangible "instrumental" goals (such as certifications), while relatively neglecting the clarification of professional values (such as a sense of accomplishment, a passion for education, and independence) and the deep integration of professional traits (such as the cultural communication function of Chinese language and literature). The case studies of students K (disconnection between certification and ability) and L (utilitarian participation in activities) in the interviews exemplify this tension.

2. Grade Differences: Critical Turning Points and Reflections in Career Development Theory

The study found significant grade differences in the dimensions of "career exploration" and "supervision and management," with a "junior year peak" characteristic, clearly reflecting classic career development theory. Super's Life-Span/Life-Space Theory (Super, 1980) divides career development into stages: growth, exploration, establishment, maintenance, and decline. College students are in the critical "exploration period," whose substages include "crystallizing, specifying, and implementing choice." The peak in career exploration among juniors in this study coincided with the concentrated expression of the "specifying" and "implementing" stages, triggered by external key events (the start of an internship, preparation for the teaching qualification exam, and the decision to enter graduate school/employment),

consistent with the "situational trigger" mechanism described in Super's theory. The decline in seniors is related to a decrease in exploratory behavior after initial determination of a career direction (transitioning into the "establishment period").

Goal-Setting Theory (Locke, 2002) emphasize the role of clear and challenging goals in promoting motivation and performance. The peak in the "Supervision and Management" dimension for juniors, particularly the high scores in "Revising and Adjusting Plans" and "Evaluating the Implementation Process," reflects that when career goals become more specific and challenging due to events like internships and exam preparation, students' goal commitment and execution strength significantly increase. Conversely, the sophomore year's "goal gap" period leads to a low point in the "Supervision and Management" dimension, confirming the positive correlation between goal clarity and execution. The decline in execution in the senior year may be due to delayed feedback (e.g., unknown postgraduate entrance exam results) and the distraction caused by multiple graduation pressures, factors that hinder execution as discussed in goal-setting theory.

3. Other Influencing Factors: Gender Roles, Family Cultural Capital, and Intergenerational Transmission

Gender Differences and Social Role Theory: Research has found that women significantly outperform men in five dimensions: self-awareness, goal planning, supervision and management, interpersonal relationships, and career planning cognition. This strongly supports Eagly's Social Role Theory (Eagly, 2013). This theory posits that men and women are expected to play different roles in society (e.g., women are expected to be more relationship-oriented, meticulously planned, and caring). These role expectations are internalized through socialization into individual behavioral patterns and skills. The teacher education profession's inherent requirements for meticulous planning and interpersonal communication skills align more closely with traditional gender role expectations for women, potentially reinforcing women's performance in these areas. Men, on the other hand, do not appear to be at a disadvantage in the proactive and pioneering aspects of career exploration and the

more general self-improvement, potentially reflecting the positive aspects of societal expectations of men's proactive and enterprising roles, as well as the fact that these abilities are relatively unconstrained by specific roles.

Family Background and Cultural Capital Theory (Bourdieu, 2018) Cultural Capital Theory provides a key perspective for understanding the impact of fathers' education on their children's self-improvement and interpersonal relationships. The study found that:

Children of fathers with high school or technical secondary school education (the skilled worker class) scored highest in self-improvement. This may stem from the unique "skills anxiety" and emphasis on practical skills (a specific form of cultural capital) inherent in this class, which motivates their children to continue learning. Furthermore, their educational level is sufficient to provide effective methodological guidance (transferring cultural capital), but they generally refrain from excessive intervention (avoiding the "resource substitution effect").

Children of fathers with junior high school education (blue-collar/self-employed) scored highest in interpersonal relationships. The livelihoods of blue-collar/self-employed families often rely more heavily on social connections and interpersonal networks (a form of social capital). This lifestyle requires and transmits practical skills for developing social relationships and maintaining client/neighbor relationships (a specific form of cultural capital). Children subtly acquire and internalize these skills into strong proactive social skills. Parental professional experience is itself an important form of cultural capital transmission.

Children of fathers with elementary school education or less and those with a master's degree or higher performed relatively poorly in some dimensions. The former reflects the limitations of cultural capital on developmental perspectives and resource acquisition, while the latter may reflect the "resource substitution effect" (abundant family resources reduce the need for self-motivation) or "learned helplessness" under high achievement pressure. This highlights the complexity of the intergenerational transmission of cultural capital. It's not a simple linear relationship (higher education,

better) but rather influenced by the type and method of transmission. The relatively insignificant effect of maternal education may reflect the traditional role of fathers in the family (especially for their children's development) in the context of this study, where fathers are often viewed as the primary decision-maker and resource provider. This deserves further exploration.

Limitations of the Study

1.Career planning needs to strengthen the integration of practice and expertise.

Students' career planning should not be limited to knowledge accumulation and verification but should transform their professional abilities in Chinese language and literature (such as text analysis and cultural communication) into teaching skills or industry competitiveness through practice (such as educational internships and innovative projects).

2. Differentiated guidance on gender and family background.

Teachers need to pay attention to the impact of gender roles on planning (such as women paying more attention to detailed planning) and provide personalized support for students from different family backgrounds (such as students from technical worker families avoiding "certificate dependence", and blue-collar students strengthening their ability to integrate social resources).

3.The necessity of a systematic support system.

The optimization of career planning requires multi-party collaboration, including curriculum design, industry resource introduction, and home school linkage, rather than relying solely on student autonomy.

Recommendations for Further Studies

1.Optimize course design and promote 'experiential teaching'.

Case embedding: During "Career Planning", introduce professional development cases of frontline teachers and analyze their path from professional learning to career growth (such as how the teaching ability of ancient poetry and literature is transformed into classroom design).

Design practical tasks (such as simulating teacher recruitment interviews, writing career exploration reports) that require students to combine professional characteristics (such as designing lesson plans through the course "Ancient Literature").

2. Strengthen teacher-student interaction and provide personal guidance.

Regular career counseling: Set up fixed counseling times to provide specific advice for individual student issues such as career choice conflicts and skill gaps, rather than just general discussions.

Introduction to industry mentor: Invite primary and secondary school teachers, cultural institution practitioners to participate in the classroom, share real professional scenarios, and answer students' practical difficulties (such as how to deal with communication problems between home and school).

3.Integrate resources and build a collaborative network of "school home society."

Family school communication mechanism: Through parent teacher conferences or online platforms, convey scientific concepts of career planning to parents (such as avoiding excessive intervention or indulgence), and encourage parents to support their children's exploration of interests.

Social Practice Platform: Collaborate with local primary and secondary schools, cultural institutions, and establish regular internship bases to provide students with diverse career experience opportunities.

4.Pay attention to guiding students' psychology and values

Integrating ideological and mental health education: embedding value discussions (such as "educational sentiment and career choice") in career planning courses and using psychological assessment tools to help students identify career interests and sources of stress.

Limitations of the Study

This study was conducted on first year to senior year students majoring in Chinese Language and Literature at Zhaoqing University, a particular group of participants. The students at different universities may be unique. Therefore, the results

of this study cannot be generalized to other student groups in different regions, schools, and majors.

Recommendations for Further Studies

1. Expand the research sample and scope

Cross regional comparison: Select normal universities in different regions (such as developed cities in the east and underdeveloped areas in the central and western regions) to analyze the impact of regional economic and cultural differences on career planning.

Interdisciplinary intersection: Comparing the planning differences between Chinese language and literature and other teacher education majors (such as mathematics and English), exploring the correlation between professional characteristics and career paths.

2. Deepen the research on influencing factors

Refinement of family upbringing methods: Quantitative analysis of the impact of different parenting models (such as democratic and authoritarian) on planning ability and proposing targeted family intervention strategies.

Empirical study on the role of teachers: tracking the specific mechanism by which teacher guidance behaviors (such as career course design and personalized counseling) affect student planning outcomes.

3. Longitudinal tracking and effectiveness evaluation

Long term follow-up survey: Track the career development of the same group of students after graduation (such as 1 year, 5 years, 10 years) and evaluate the long-term impact of planning behavior on career achievement during college.

Intervention experiment design: Introduce new planning tools (such as AI career assessment system) in teaching and verify their effectiveness through a control group experiment.

4. Localization exploration of combining theory with practice

Localization model construction: Based on the Chinese social and cultural background (such as the "staffing fever" and "family oriented"), develop a career planning theoretical framework suitable for teacher trainees.

Policy linkage research: Exploring the guiding role of national education policies (such as the "double reduction" policy and public funded education for teacher trainees) in career planning and student coping strategies.

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APPENDIX

APPENDIX A

Questionnaires

Questionnaire

Dear classmate:

Thank you for filling out this questionnaire! This questionnaire is mainly used to investigate the current situation of career planning education for Chinese language and literature teacher training students. The questionnaire is divided into three parts: the first part contains your personal basic information; The second part is about your personal performance in career planning, as well as the influence of school and family in your career planning process. Please refer to the project description and make corresponding choices based on your actual situation. Please answer according to your actual situation, there is no right or wrong choice. We solemnly promise to strictly keep confidential all the information you fill in. Please rest assured and provide objective answers. Thank you very much for your cooperation and support! Wishing you a happy life!

Part I: Basic Information

1. Your gender:

☐ Male ☐ Female

2. Your grade:

☐ freshman ☐ sophomore ☐ junior ☐ senior

3. Have you served as a student leader during your university years?

☐ Yes ☐ No

4.Have you had any part-time work experience during your university years?

☐ Yes ☐ No

5.The type of profession you plan to pursue after graduation:

☐ Teacher ☐ Non teacher

6.Your long-term living area is in:

☐ Urban ☐ Rural

7.Your father's education level: ___

A Elementary school or below B Junior high school

C High school or vocational school D College or undergraduate degree

E Master's degree or above

8.Your mother's education level: ___

A Elementary school or below B Junior high school

C High school or vocational school D College or undergraduate degree

E Master's degree or above

Part II:Current Status of Personal Career Planning

Please select the corresponding option based on your actual situation and mark it with a "√" according to the following description.

Number	Title	Very inconsistent	Not quite in line	Basic compliance	More in line	Very suitable
9	I will use some scientific measurement tools to understand my personality, abilities, temperament, and values.					
10	I understand my personality, abilities, temperament, and values through the opinions of my friends or classmates.					
11	I am very familiar with the career path that suits me.					
12	My analysis of my own strengths and weaknesses is objective and comprehensive enough.					
13	I am aware of my professional values, such as sense of achievement, independence, teamwork, etc.					
14	I believe that regardless of whether I become an education worker in the future, I should make a good career plan.					

Number	Title	Very inconsistent	Not quite in line	Basic compliance	More in line	Very suitable
15	I will actively learn relevant knowledge about career planning.					
16	I will proactively apply knowledge related to career planning to arrange my college life.					
17	I believe that career planning should run through the entire university stage.					
18	I am aware of the professional skills and core competencies required for the teaching profession.					
19	I will use various media such as books, newspapers, and the internet to explore the current professional environment.					
20	I often examine my current career status through visits or social practice.					
21	I often discuss with my seniors, classmates, or friends about choosing career development goals.					
22	I have actively participated in online/offline industry sharing sessions related to my profession.					
23	I have compared the salary and development opportunities between teaching and non-teaching professions.					

Number	Title	Very inconsistent	Not quite in line	Basic compliance	More in line	Very suitable
24	I have determined my future career goals.					
25	I have developed a step-by-step plan based on my career goals.					
26	I have divided the target plan into three stages: short-term, medium-term, and long-term.					
27	My career goals are closely related to my major (teacher education direction).					
28	My career plan considers my family's financial situation or geographical factors.					
29	I will regularly check the achievement of my predetermined career goals.					
30	I will document the key milestones and achievements during the execution of my career plan.					
31	I will revise and adjust my career development plan according to changes in the situation.					
32	When the plan is blocked, I can actively seek solutions instead of giving up					
33	I will regularly evaluate the implementation process of my career development plan and make decisions to maintain or improve it.					

Number	Title	Very inconsistent	Not quite in line	Basic compliance	More in line	Very suitable
34	I regularly communicate with my counselor or mentor about the progress of my career planning.					
35	I focus on improving general skills such as communication skills and office software operation.					
36	I have obtained relevant certificates for my target profession, such as Mandarin proficiency and psychological counseling.					
37	I will actively participate in skills training, knowledge lectures, and other activities that are beneficial for career development.					
38	I am working hard to learn Chinese language and literature knowledge and improve my relevant literacy.					
39	I often participate in social practice or club activities to improve my overall quality.					
40	I have met some teachers who are helpful in finding jobs.					
41	I value establishing long-term connections with professional course teachers to obtain career guidance.					
42	I have made some friends who are useful for career development.					

Number	Title	Very inconsistent	Not quite in line	Basic compliance	More in line	Very suitable
43	I usually take the initiative to socialize with friends and classmates who are useful for my career development.					
44	I took the initiative to seek professional experience from senior students who are already employed.					

APPENDIX B

Interview Questions

Interview Questions

1. Have you ever done systematic planning for something in your studies or life?
2. When did you start preparing for employment?
3. Do you know about career planning? Through what channels did you learn?
4. Have you developed a detailed career planning plan?
5. What are the contents and steps involved in your career plan? What is the degree of relevance to the current major?
6. Have you sought guidance and assistance from your teacher regarding career planning plans?
7. Has your career planning plan been executed according to plan? How effective is the execution?
8. What difficulties did you encounter during the implementation of your career planning plan? Has it been resolved?
9. How often do you communicate and interact with your parents? How do parents have?

   provided advice on career planning? Do you accept it?
10. What types of career planning education have you received from schools? Has the support you need to be provided? How satisfied is it? If not, how did you independently obtain other support?
11. Do you have the willingness or action to participate in social practice? What is the purpose of participation? Are you planning to participate or have you participated by any means? What are the benefits of career planning during the participation process?

APPENDIX C

IOC Ratings of Questionnaire

IOC Ratings of Questionnaire

(The Ratings of Each Item by the Three Specialists)

Items No.	Expert 1 Rating	Expert 1 Rating	Expert 1 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	1	1	3	1	Accepted
9	1	1	1	3	1	Accepted
10	1	1	1	3	1	Accepted
11	1	1	1	3	1	Accepted
12	1	1	1	3	1	Accepted
13	1	1	1	3	1	Accepted
14	1	1	1	3	1	Accepted
15	1	1	1	3	1	Accepted

Items No.	Expert 1 Rating	Expert 1 Rating	Expert 1 Rating	Total	IOC	Remarks
16	1	1	1	3	1	Accepted
17	1	1	1	3	1	Accepted
18	1	1	1	3	1	Accepted
19	1	1	1	3	1	Accepted
20	1	1	1	3	1	Accepted
21	1	1	1	3	1	Accepted
22	1	1	1	3	1	Accepted
23	1	1	1	3	1	Accepted
24	1	1	1	3	1	Accepted
25	1	1	1	3	1	Accepted
26	1	1	1	3	1	Accepted
27	1	1	1	3	1	Accepted
28	1	1	1	3	1	Accepted
29	1	1	1	3	1	Accepted
30	1	1	1	3	1	Accepted
31	1	1	1	3	1	Accepted
32	1	1	1	3	1	Accepted

tems No.	Expert 1 Rating	Expert 1 Rating	Expert 1 Rating	Total	IOC	Remarks
33	1	1	1	3	1	Accepted
34	1	1	1	3	1	Accepted
35	1	1	1	3	1	Accepted
36	1	1	1	3	1	Accepted
37	1	1	1	3	1	Accepted
38	1	1	1	3	1	Accepted
39	1	1	1	3	1	Accepted
40	1	1	1	3	1	Accepted
41	1	1	1	3	1	Accepted
42	1	1	1	3	1	Accepted
43	1	1	1	3	1	Accepted
44	1	1	1	3	1	Accepted
Average	Accepted					

VITA