



Management of Employment Guidance according to the Need of Senior Students Skill at Media College of Haikou University of Economics

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Abstract

The objectives of this research were: 1) to study the management of employment guidance according to the need of senior students skill at Media College of Haikou University of Economics, 2) to compare the management of employment guidance according to the need of senior students skill at Media College of Haikou University of Economics based on gender and major, and 3) to propose the guidance for employment guidance to reach the need of senior students skill in the Media College of Haikou University of Economics based on the opinion of faculty member. The mixed-methods research was employed. The samples consisted of 171 student managers. The research instrument was a 5-rating scale questionnaire with validity (IOC values) between .67 - 1.00 and a reliability value of .931. The data were statistically analyzed using percentage, mean, standard deviation, t-test, One-way ANOVA, LSD, and content analysis.

The results of the research were: 1) the management of employment guidance as perceived by senior students' skill at Media College of Haikou University of Economics was at a high level in overall and aspects. The highest average was skill of communication, followed by skill of information technology, and skill of interview and skill of finding job in marketplace, and 2) the opinions of senior students skill on the management of employment guidance at Media College of Haikou University of Economics, classified by major in overall were statistically significant at .05 and .01 levels, except for the differential gender, no difference. Moreover, 3) administrators provide relevant opinions and suggestions on the adjustment in the management of

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employment senior students' skills.

Keyword: Employment Guidance, student skills, Media College of Haikou University of Economics

Introduction

In contemporary society, college graduates are a valuable asset for the country, and culture is the primary source of talent resources. With the popularization of higher education and the intensification of talent competition, the employment situation of college students is becoming increasingly severe. The increasing pressure on college students has become common, and many college graduates face tremendous employment pressure. To address the issues above and the reasons for the employment difficulties college students face, Haikou University of Economics provides employment guidance and career planning for students, enabling them to enhance their employment ability, master the basic knowledge of employment, possess the ability to obtain employment information and transmit and master employment skills. Relieve the employment pressure on college students. The employment of college students is a global issue related to social harmony and campus stability. Chinese scholar Liu and Gao (2019) presented that the difficulty of jobs for college students is closely related to the lack of employment guidance and education and the lack of competitiveness among students. Through guidance and education, comprehensively improve the employment competitiveness of college students and promote their achievement of high-quality employment.

According to Han (2023), in the study Exploration of the Path for College Counselors to Carry Out Employment Guidance for College Students, the theoretical framework of employment guidance consists of three key stages: guidance planning, guidance process, and guidance value. These stages help students understand future career trends through diverse forms of guidance, recognize their shortcomings, and develop appropriate remedial strategies. Furthermore, the process assists students in forming career perspectives that align with their qualifications and goals, encouraging

them to make informed and strategic career choices rather than impulsive decisions. By doing so, students are better equipped to improve their employability and success rate, enhance their overall competencies during internships, and enter society with a well-formed, realistic career outlook—ultimately laying a strong foundation for future employment success.

Also, Ma (2023) pointed out in his research on the current employment situation and difficulties faced by college students that the challenges and problems they face in their employment include: 1) The professional setting is disconnected from market demand. There is a particular imbalance between professional settings and the job market. The disconnect in talent cultivation leads to poor employment quality for college graduates, which is one of the reasons for the damage to their employment rights and interests. 2) Lack of professional employment guidance. During their time in school, students mainly study professional knowledge in textbooks and need more understanding of enterprises and society's actual development and changes. This has led to many students discovering differences between the work abilities required by enterprises and the knowledge learned in school after graduation, resulting in many students experiencing obvious maladaptation after graduation. Students will be more eager for employment guidance, hoping to have a more precise direction in the employment process through teachers' guidance. 3) There is an unstable employment mentality during the employment stage. Students will have expectations for their future employment and feel at ease through their abilities. However, some of the difficulties faced in the employment process are unexpected, which can lead to a sense of gap and negative psychology. Under unstable employment psychology, many students may experience long-term unemployment. 4) College students need more vital legal awareness. In daily life, there is relatively little exposure to relevant legal knowledge, and there needs to be more emphasis on the employment courses offered by schools. They need to understand what kind of employment rights they enjoy, and some students have their rights and interests infringed upon. They must also learn which legal means to protect their rights and interests. 5) Employers need to gain awareness of social responsibility. The growth rate of employment positions has always been unable

to catch up with the growth rate of the employed population, resulting in a significant imbalance between supply and demand in the labor market, and the supply-demand contradiction is becoming increasingly prominent. Job seekers are forced to be in a disadvantaged position, and companies treat college students as cheap labor for profit, exploiting their wages and welfare benefits without truly fulfilling their corporate social responsibilities.

According to the report on the evaluation of graduate training quality in recent years by Media College of Haikou University of Economics (2022), it was found that the trend of employment Rate Changes. It was decreasing according to data for the years 2017 (80%), 2018 (79%) and 2019 (78.7%). The pressure of employment competition is increasing, and it is becoming increasingly difficult for students to find jobs, resulting in a decrease in the college's employment rate. Many students are confused and anxious and must choose job positions that do not match their majors. The demand for employment guidance for students has increased.

In this article, the researcher would like to study the management of employment guidance according to the need of senior students at Media College of Haikou University of Economics. The research result will help the students develop career planning and guidance and lay a solid foundation for future career development. This can also provide valuable insights for other schools seeking employment guidance in student management.

Research Objectives

1. To study management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics.
2. To compare the management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics based on genders and majors.
3. To propose the guidance for employment guidance to reach the need of senior student skill in the Media College of Haikou University of Economics based on the opinion of faculty member.

Research Methodology

This study employed a Mixed-Methods approach focusing on senior students at the Media College of Haikou University of Economics. The quantitative phase involved distributing questionnaires via WeChat to investigate students' needs in employment guidance and career planning, while the qualitative phase consisted of interviews with nine faculty members to gather insights into strategies for addressing these needs. The research population comprised 300 senior students at the Media College, from which 171 were selected using simple random sampling. The final sample size was 169, based on the Krejcie and Morgan formula (Krejcie & Morgan, 1970, cited in Petchroj, 2019), along with nine faculty members from the Media College.

The research tool was a two-part survey questionnaire. The first part collected demographic information, specifically the gender and major of the students. The second part was a comprehensive questionnaire designed to explore students' employment intentions, skills, and needs, thereby providing insights into the importance of employment guidance and management. All items were measured on a five-point Likert-type scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"), ensuring consistency in capturing student perceptions. The questionnaire functioned as a rating scale in accordance with the Likert format.

Quantitative data were analyzed using descriptive statistics, including frequency, mean, and standard deviation, to summarize student responses. Inferential statistics were applied to test differences and relationships, including independent sample t-tests, one-way ANOVA, and the Least Significant Difference (LSD) post hoc test. Qualitative interview data were analyzed through thematic analysis to complement the quantitative findings and provide deeper insights into faculty members' perspectives.

Results

1. In accordance with the research objective, to study the management of employment guidance according to the needs of senior students' skills at the Media College of Haikou University of Economics the results are presented to illustrate faculty and student perspectives on employment guidance practices and their alignment with students'

skill requirements, as summarized in Table 1.

Table 1 Mean and standard deviation of the management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics in overall.

(n=171)

| Aspect | management of employment guidance | \bar{X} | S.D. | Level | Ranking |
|--------------|--------------------------------------|-------------|------------|-------------|---------|
| 1 | Communication skill | 4.40 | .40 | High | 1 |
| 2 | Information technology skill | 4.40 | .44 | High | 2 |
| 3 | Market place skill | 4.28 | .42 | High | 4 |
| 4 | Interview skill | 4.36 | .43 | High | 3 |
| Total | | 4.36 | .37 | High | |

From Table 1, it was founded that the total was a high level ($\bar{X}=4.36$, S.D.=.37). The highest mean of aspect was the communication skill. When considering each aspect, a high aspect was innovative vision ($\bar{X}= 4.40$, S.D. = .40), followed by information technology skill, interview skill, and Market place skill.

2. In line with the second research objective—to compare the management of employment guidance according to the needs of senior students' skills at the Media College of Haikou University of Economics based on gender and major—the findings are presented to highlight similarities and differences in perceptions across these demographic groups.

Table 2 Comparison of the management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics, classified by gender.

(n=171)

| Aspect | management of employment guidance | Gender | | | | t | Sig. |
|--------|---|-----------|------|-----------|------|---------|------|
| | | Male | | Female | | | |
| | | \bar{X} | S.D. | \bar{X} | S.D. | | |
| 1 | Communication skill | 4.37 | .49 | 4.41 | .34 | -.69 | .49 |
| 2 | Information technology skill | 4.29 | .56 | 4.46 | .33 | -2.21* | .03 |
| 3 | Market place skill | 4.18 | .44 | 4.34 | .39 | -2.56** | .01 |
| 4 | Interview skill | 4.23 | .48 | 4.44 | .37 | -3.18** | .00 |
| Total | | 4.27 | .43 | 4.41 | .32 | -2.53** | .01 |

*Statistically significant at level .05

**Statistically significant at level .01

From Table 2, it was found that there was a statistically significant overall difference at the .01 level between male and female students in their perceptions of employment guidance management. Female students reported higher mean scores than male students in the areas of information technology skill, marketplace skill, and interview skill. However, no significant difference was found in communication skill.

Table 3 Comparison of the management of employment guidance according to the need of senior student skill at Media College of Haikou University of Economics, classified by major.

(n=171)

| Aspect | Management of employment guidance | Major | | | | | | | | F | Sig. |
|--------|--|------------------------------------|------|------------|------|------------------------------------|------|------------|------|-------|------|
| | | Broad-casting and Television | | | | Broadcasting and Hosting Art | | | | | |
| | | Photo-graphy | | Journalism | | Journalism | | Journalism | | | |
| | | \bar{X} | S.D. | \bar{X} | S.D. | \bar{X} | S.D. | \bar{X} | S.D. | | |
| 1 | Communication skill | 4.36 | .45 | 4.38 | .37 | 4.39 | .39 | 4.50 | .38 | .916 | .43 |
| 2 | Information technology skill | 4.38 | .43 | 4.31 | .62 | 4.50 | .315 | 4.45 | .26 | 1.23 | .30 |
| 3 | Market place skill | 4.37 | .39 | 4.23 | .50 | 4.13 | .40 | 4.32 | .36 | 2.65* | .05 |
| 4 | Interview skill | 4.40 | .44 | 4.30 | .54 | 4.40 | .28 | 4.31 | .35 | .80 | .50 |
| Total | | 4.38 | .39 | 4.31 | .48 | 4.40 | .28 | 4.40 | .26 | .45 | .72 |

From Table 3, it was found that there was no statistically significant difference in overall. However, a statistically significant difference was found at the .05 level in the area of marketplace skill, indicating that students in different majors perceived employment guidance differently in this aspect.

3. In accordance with the third research objective—to propose guidance for employment management that meets the skill needs of senior students at the Media College of Haikou University of Economics based on the opinions of faculty members—the findings are presented to outline practical recommendations drawn from faculty perspectives.

From the interview, the opinions of faculty members about the management of employment guidance found that continuous learning and self-improvement are the keys to improving personal employability. Enhance skills by participating in

vocational qualification examination training or vocational skills training. Adhere to the principle of integrity and demonstrate good professionalism.

Discussion

1. The study found that the overall management of employment guidance at the Media College of Haikou University of Economics was rated at a high level. Among the four aspects, communication skill ranked the highest, followed by information technology skill, interview skill, and marketplace skill. The findings revealed that communication skill was rated as the most important aspect of employment guidance management. This result highlights the central role communication plays in job-seeking, particularly in interviews and workplace integration. Strong communication abilities not only increase interview performance but also foster self-confidence, enhance self-expression, and promote long-term career development. These skills enable job seekers to effectively present their strengths, build trust with employers, and navigate diverse communication scenarios. Such findings align with Wang and Yang (2021), who emphasized that communication and expression skills are critical for college students' learning, growth, and long-term professional success.

1.1 Senior Students' Views on Communication Skill. Senior students rated highly the importance of demonstrating appropriate behavior, manners, and communication styles in professional contexts, such as interviews and networking. This may be because effective communication significantly improves success in job searches, whether during interviews, HR interactions, or online applications. Liang et al. (2024) supported this view, noting that interpersonal communication skills ensure accurate exchange of information and form the foundation for establishing professional relationships.

1.2 Senior students' views on the Information technology skill in employment guidance. The study also showed that students valued information technology skills, especially the ability to use online platforms to access recruitment opportunities. Given that online recruitment has become a dominant job-searching method, digital proficiency is critical to improving both the efficiency and quality of

employment searches. Consistent with Zhang and Wang (2019), smart employment platforms that integrate big data and digital technologies allow institutions to provide accurate and timely job market information, thereby supporting informed student decision-making.

1.3 Senior students' view on marketplace skill according to the employment guidance. Marketplace skills, though rated lower than communication and IT skills, were still considered vital. Senior students emphasized the importance of participating in government-organized job fairs and gaining practical employability skills. As Wang (2023) noted, institutions should integrate classroom learning with internships and employability training, including resume writing, job search planning, and professional development activities. Such initiatives can bridge the gap between academic preparation and labor market expectations.

1.4 Senior students' view of Interview skill on the employment guidance. Interview skills were also identified as a critical component of employment guidance. Students highlighted the importance of thorough preparation, understanding job descriptions, maintaining professional appearance, and demonstrating adaptability and confidence. These findings support Tao (2024), who argued that recruiters evaluate candidates holistically, considering both technical competence and psychological readiness. Thus, strengthening interview skills contributes not only to immediate job placement but also to long-term career resilience.

2. The results of comparing the management of employment guidance according to the needs of senior students' skills at the Media College of Haikou University of Economics based on gender and major—the findings are discussed as follows.

2.1 The comparison of the gender found that a statistically significant difference at the .01 level between male and female students in their perceptions of employment guidance management. Female students reported higher mean scores in information technology skills, marketplace skills, and interview skills, while no significant difference was observed in communication skills. This suggests that female students place greater emphasis on preparation, particularly in developing technological and

interview-related competencies that enhance self-confidence and presentation ability—factors crucial in the job application process. This aligns with Tao (2024), who emphasized that modern job interviews assess self-confidence, adaptability, and psychological readiness, and with Wang and Yang (2021), who found that female students actively prioritize practicing technological and presentation skills.

2.2 The comparison of academic major showed no statistically significant overall difference across majors in perceptions of employment guidance management. However, a significant difference at the .05 level was found in marketplace skills. This indicates that students from different majors perceive employment guidance differently in this area, likely due to variations in learning opportunities. For example, Journalism or Broadcasting and Hosting Art students are more frequently exposed to practical training in market analysis, audience engagement, and work presentation, which better equips them to understand labor market dynamics. This finding supports Liang et al. (2024), who argued that hands-on training and industry-relevant content play a critical role in shaping students' career readiness and perceptions of labor market expectations across disciplines.

3. In accordance with the third research objective, which aimed to propose guidance for employment management that meets the skill needs of senior students at the Media College of Haikou University of Economics based on faculty opinions, the findings revealed three important directions. First, faculty members emphasized the importance of continuous learning and lifelong self-improvement as key strategies to enhance employability. This perspective is consistent with Suyitno et al. (2025), who argued that work-based learning and self-efficacy contribute significantly to the development of vocational identity and employability skills. Continuous engagement in learning activities enables students to adapt more effectively to the evolving labor market and enhances their confidence in professional settings. Second, participation in vocational qualification examinations and structured skill-based training was highlighted as an essential component of employment guidance. Such programs provide students with relevant competencies and align their abilities with the expectations of industry. Mustajab and Irawan (2023) reported that vocational training programs directly influence employment outcomes, demonstrating that structured and targeted training

improves students' readiness to enter the job market. This suggests that integrating professional certification and skill-development opportunities into the curriculum would increase graduates' competitiveness. Finally, faculty stressed the significance of integrity and professionalism as fundamental attributes for long-term career development. Beyond technical and cognitive abilities, ethical behavior and professional responsibility are seen as critical to gaining employer trust and sustaining success in the workplace. Gardiner (2024) emphasized that integrity fosters collaboration, accountability, and resilience, which are essential for professional growth. Faculty views therefore align with existing literature, affirming that professional values remain central to employability alongside technical expertise.

Recommendation

1. Suggestions for the application of the research results

1.1 Based on the research findings, several recommendations are proposed for improving the management of employment guidance for senior students at the Media College of Haikou University of Economics.

First, since marketplace skill was rated the lowest, it is recommended that the college strengthen opportunities for students to build connections with alumni, faculty members, and industry professionals through career fairs, networking events, and mentorship programs. Such initiatives can broaden students' exposure to labor market realities and enhance access to employment opportunities.

Second, as interview skill was identified as an area requiring improvement, efforts should focus on cultivating students' enthusiasm and professional demeanor during interviews. Training sessions that emphasize confident self-presentation, appropriate body language, and positive communication strategies can help students leave stronger impressions on potential employers.

Third, the relatively low rating of information technology skill suggests the need to enhance digital platforms that provide employment-related information. Improving the usability and functionality of online career services, while delivering more diversified and targeted resources, can support students in making informed decisions and strengthen their overall employability.

Finally, although communication skill received a higher evaluation compared to the other areas, there remains room for improvement, particularly in empathetic listening and effective dialogue. Programs that promote perspective-taking, active questioning, and professional expression during discussions can help students develop stronger interpersonal relationships, reduce misunderstandings, and enhance workplace readiness.

Together, these recommendations highlight the importance of providing holistic employment guidance that integrates professional networking, interview preparation, digital literacy, and communication competence, thereby enabling senior students to transition more effectively into the labor market.

1.2 Based on the comparison of employment guidance management across gender and major, the research findings suggest several implications for practical application. The results showed that female students reported higher mean scores than male students in the areas of information technology skills, marketplace skills, and interview skills, while no significant difference was found in communication skills. This implies that male students may require additional support in these specific areas. Therefore, it is recommended that the Media College of Haikou University of Economics design targeted interventions, such as specialized training workshops and mentoring programs, to strengthen male students' readiness in these skill domains. In terms of majors, although no significant overall difference was observed, a significant difference emerged in marketplace skills, with Journalism and Broadcasting students demonstrating stronger competencies due to greater exposure to practical and industry-related learning opportunities. This highlights the need for cross-disciplinary integration of marketplace-oriented training. For example, Photography students, who exhibited relatively lower marketplace skills, could benefit from structured exposure to industry networking, project pitching, and labor market simulations. This aligns with Liang et al. (2024), who emphasized the role of practical, hands-on experiences in shaping students' perceptions of labor market expectations and enhancing employability across academic disciplines.

1.3 The findings from faculty members' opinions emphasize that continuous learning, self-improvement, vocational training, integrity, and professionalism are

essential elements in preparing senior students for employment. To apply these results effectively, the Media College of Haikou University of Economics should consider the following practical strategies:

1.3.1 Integration of Continuous Learning Programs. The College should embed structured lifelong learning activities within the curriculum, such as short courses, seminars, and certification programs, to encourage students to pursue ongoing professional growth. This could include flexible learning modules that focus on both technical and soft skills relevant to the media industry.

1.3.2 Strengthening Vocational and Skills-Based Training. Since faculty members highlighted the importance of vocational qualification examination training, the College should partner with industry organizations to provide specialized workshops and hands-on training. Such initiatives will enhance students' readiness for employment and align their skills with current market demands

1.3.3 Embedding Integrity and Professionalism in Education. To cultivate strong ethical standards and professionalism, the College should implement mentorship programs where faculty and industry experts guide students in workplace behavior, ethical decision-making, and professional etiquette. This aligns with research indicating that values-driven education significantly improves students' employability and long-term career success

2. Suggestions for future research

2.1 Should examine the long-term impact of employment guidance on graduates' career success, to identify whether the guidance provided during college truly supports employability and sustainable career development.

2.2 Should explore employment guidance management across different universities and cultural contexts to identify gaps, best practices, and adaptable strategies for diverse educational and labor market environments.

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