

The Efficacy and Pathways of Ideological and Political Education in Promoting High-Quality Employment for College Students

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Abstract: *Against the backdrop of the popularization of higher education and the transformation of the job market, the issue of college students' employment has shifted from a focus on quantity to an emphasis on quality. As the core field for cultivating individual values and subjective consciousness, ideological and political education has an inherent connection with high-quality employment that urgently requires systematic explanation. This study begins with the mechanism of value internalization and career orientation alignment to reveal the profound shaping effect of ideological and political education on the benchmark of career choice. It then analyzes the motivational transformation between subjective consciousness and career planning, as well as the cultivation logic of psychological capital and employment resilience, thereby clarifying the functions of ideological and political education in activating autonomy and enhancing resilience. Furthermore, this study interprets the functional positioning of ideological and political education from three dimensions: the reconstruction of cognitive frameworks, the response to developmental needs, and the generation of social responsibility. On this basis, it proposes three constructive pathways: the immersive integration of the curriculum system, the nurturing creation of a cultural atmosphere, and the synergistic promotion between individuals and groups. The research indicates that ideological and political education provides inherent support for high-quality employment through the systematic cultivation of value cognition, subjective self-awareness, and psychological resources.*

Keywords: *Ideological and Political Education; High-Quality Employment; Value Internalization; Subjective Consciousness; Psychological Capital*

Introduction

High-quality employment for college students is not only a core issue of individual career development but also an important indicator of the quality of talent cultivation in higher education. Against the backdrop of the coexistence of structural adjustments in the current job market and the diversification of individual career expectations, how to transcend the instrumental orientation of traditional career guidance and respond to college students' employment needs from a deeper value dimension has become a common concern in both academic and practical fields. Ideological and political education, with its function of cultivating individual values, subjective consciousness, and developmental motivation, provides a unique theoretical perspective for understanding the formation mechanism of high-quality employment. Existing studies have mostly focused on the technical aspects of career guidance or the macro-level value of ideological and political education, but few have deeply explored the internal correlation mechanism and operational pathways between the two. Furthermore, the process-oriented explanation of how ideological and political education specifically contributes to the improvement of employment quality remains insufficient. Therefore, this study attempts to construct an analytical framework for ideological and political education in promoting high-quality employment for college students. It presents a systematic discussion from three levels: efficacy examination, functional analysis, and pathway construction, aiming to reveal the deep value of ideological and political education in the employment field and to provide an academic reference for deepening relevant theoretical research.

1. The Efficacy Examination of Ideological and Political Education in Enabling High-Quality Employment

1.1 The Alignment Mechanism of Value Internalization and Career Orientation

The core mechanism through which ideological and political education influences an individual's career orientation is reflected in the reshaping of career choice benchmarks by the internalization process of values. When an individual receives the value system transmitted by ideological and political education, he or she does not simply accept it passively but undergoes a complex psychological process that transforms external norms into internal identification. This process enables abstract value concepts to gradually precipitate into the individual's deep cognitive schema, thereby becoming his or her internal yardstick for evaluating career meaning and measuring job value. When the individual faces multiple career choices, this internalized value structure performs a directional function, guiding him or her to identify the most compatible career field among numerous possibilities, thus achieving a deep unity between value identification and career orientation.

The establishment of this alignment relationship transcends the career choice logic based solely on material returns or social prestige. Through the mechanism of value internalization, ideological and political education prompts the individual to introduce considerations of higher-level needs, such as self-actualization and social contribution, into career decision-making. The resulting career orientation possesses stronger internal stability and sustainability, enabling it to effectively resist the cognitive shocks brought about by changes in the external environment. In this process, value internalization not only provides the individual with a coordinate reference for career choice but also constructs a meaningful connection between the individual and the professional world, thereby elevating employment behavior from a mere means of livelihood to an important pathway for the realization of individual value.

1.2 The Motivational Transformation of Subjective Consciousness and Career Planning

Ideological and political education has unique functional value in stimulating an individual's subjective consciousness, and its essence lies in promoting the individual's transformation from a passive recipient of employment behavior to an active constructor of career development. Through continuous value guidance and meaning endowment, ideological and political education helps the individual establish a clear awareness of his or her own developmental potential, making him or her realize that career choice is not only a process of responding to the external environment but also an important field for realizing self-worth and manifesting subjective power. The awakening of this subjective consciousness constitutes the internal prerequisite for the individual to engage in career planning and provides sustained psychological motivation for his or her subsequent autonomous exploration and decision-making.

In the process of transforming subjective consciousness into the driving force for career planning, ideological and political education plays a key mediating role. It connects macro value orientations with the individual's specific developmental needs, prompting the individual to shift from the passive state of "needing employment" to the active consideration of "how to achieve high-quality employment." This transformation is reflected in the individual's gradual establishment of a clear sense of goal, sense of path, and sense of reflection in career planning, enabling him or her to formulate a career blueprint that aligns with his or her own developmental aspirations based on a comprehensive assessment of personal characteristics and the external environment. The resulting career planning possesses stronger autonomy and adaptability, allowing the individual to maintain a clear development direction and sustained action capability in a dynamically changing employment environment.

1.3 The Cultivation Logic of Psychological Capital and Employment Resilience

The cultivation of an individual's psychological capital by ideological and political education constitutes a deep dimension of its effectiveness in the employment field. Psychological capital, as a positive psychological state formed during an individual's development, contains core elements such as self-efficacy, hope, optimism, and resilience, and serves as an important internal resource affecting the individual's ability to cope with employment challenges. Through meaning endowment and value support, ideological and political education provides a spiritual guarantee for the accumulation of the individual's psychological capital. When the individual faces employment pressure and uncertainty, his or her internalized values can be transformed into psychological energy that supports him or her to

continue moving forward, enabling him or her to maintain confidence in his or her own abilities and expectations for future development even in difficult situations^[1].

Employment resilience, as an important characteristic of high-quality employment, is closely linked to the meaning system constructed by ideological and political education. Resilience is not only reflected in an individual's ability to recover after encountering setbacks but also in his or her ability to maintain developmental stability and persistently pursue growth in adverse circumstances. By helping the individual establish a value perspective that transcends immediate gains and losses, ideological and political education enables him or her to view the twists and challenges in career development with a longer-term vision. This transcendental value perspective allows the individual to maintain psychological stability and developmental continuity in the employment process. Even under unfavorable external conditions, he or she can still adjust strategies and accumulate strength based on internal value guidance, ultimately achieving the goals of career development.

2. Functional Analysis of Ideological and Political Education from the Perspective of High-Quality Employment

2.1 The Reconstruction of Cognitive Frameworks and the Screening of Employment Information

The core function of ideological and political education in shaping an individual's employment cognition is reflected in the systematic reconstruction of the information processing framework. In an employment environment characterized by highly saturated information supply, the information faced by an individual is not only vast in quantity but also contains diverse and mixed value orientations. By providing a stable value reference system, ideological and political education helps the individual establish internal standards for screening, categorizing, and evaluating employment information. This reconstruction of the cognitive framework enables the individual to transcend the interference of superficial information when confronted with massive employment data, allowing him or her to focus on the core information dimensions that match his or her own development positioning, thereby enhancing the relevance and effectiveness of information processing.

Based on the reconstructed cognitive framework, the individual's ability to screen employment information demonstrates a qualitative improvement. Screening no longer remains at the superficial level of judging the authenticity or timeliness of information but delves into a comprehensive assessment of the value orientations and development prospects embedded within the information. The value perspective provided by ideological and political education enables the individual to distinguish multiple dimensions—such as short-term benefits versus long-term development, and personal returns versus social contributions—during the information screening process, thereby forming a more multidimensional information evaluation system. This deep-level screening capability effectively reduces employment choice deviations caused by information misjudgment and provides a cognitive guarantee for the individual to make employment decisions that align with his or her own value positioning and long-term development.

2.2 The Response to Growth Needs and the Support for Career Development

The function of ideological and political education in responding to an individual's growth needs is reflected in its expansion and deepening of the connotation of career development. In the process of career development, an individual not only faces surface-level needs such as skill improvement and job adaptation but also possesses deeper growth needs, including self-actualization, the acquisition of meaning, and value identification. By constructing a meaningful connection between the individual and the professional world, ideological and political education incorporates these deeper needs into the core issues of career development, so that career development is no longer narrowed down to a process of job promotion and salary increase but becomes an important vehicle for the individual's holistic growth.

In the process of supporting career development, ideological and political education plays a continuous role in value guidance. An individual's career development often goes through multiple stages, each of which may present challenges such as directional choices, role transitions, and the maintenance of motivation. The value coordinate system provided by ideological and political education offers a stable reference for the individual to address various challenges at different developmental stages. This support is not only reflected in directional guidance at critical junctures but also in the sustained nourishment of the individual's internal motivation throughout long-term

development. When the individual encounters confusion or bottlenecks in the process of career development, his or her internalized values can be transformed into internal resources for reorienting himself or herself and adjusting development strategies, thereby ensuring the continuity and stability of the career development process^[2].

2.3 The Generation of Social Responsibility and the Construction of Professional Ethics

The function of ideological and political education in cultivating social responsibility is reflected in its deep shaping of the individual's understanding of the relationship between himself or herself and the professional world. Social responsibility is not an externally imposed moral requirement but a value identification that naturally emerges from the individual's comprehension of the interdependent relationship between himself or herself and the external world. By guiding the individual to transcend the self-centered cognitive limitation, ideological and political education makes him or her realize that any professional behavior is embedded in a broader network of social relationships, and that his or her career choices and professional performance inevitably have a continuous impact on others and society. The establishment of this relational cognition provides the cognitive foundation for the generation of social responsibility.

The construction of professional ethics is a concrete manifestation of social responsibility in the professional field, and its formation process requires the transformation of values into behavioral norms. Ideological and political education plays a key role in this transformation process, as it helps the individual concretize abstract social responsibility into judgment criteria and action guidelines for professional behavior. When the individual faces complex situations in professional practice, this internalized professional ethics can provide him or her with a decision-making basis that transcends utilitarian calculations, enabling him or her to make appropriate behavioral choices based on an understanding of the essence of the profession and an identification with social responsibility, rather than on a mere consideration of interests. The professional ethics thus formed possess inherent binding force and lasting stability, becoming value norms that continuously function throughout the individual's career.

3. Path Construction for Optimizing the Efficacy of Ideological and Political Education

3.1 The Immersive Integration Design of the Curriculum System

In exploring the paths for optimizing the efficacy of ideological and political education, the construction of the curriculum system constitutes a foundational support, with its core lying in achieving an immersive integration of value guidance and knowledge transmission. Traditional curriculum design often places value guidance content and professional career guidance content in relatively independent modules. This separated arrangement leads to a superficial penetration of value factors in the process of cultivating employability, making it difficult to reach the learner's deep cognitive schemas and value judgments. The immersive integration design advocates breaking the mechanical division of curriculum content and embedding the cultivation of value concepts into the internal structure of various course modules, such as career cognition, ability training, and decision-making methods. Through the structured reorganization of course objectives and the organic integration of teaching content, value elements are no longer externally added independent units but become the internal thread running through the entire curriculum, achieving natural presentation and continuous penetration in the process of knowledge transmission and skill training^[3].

The effectiveness of this integration design is built upon the foundation of a deep reconstruction of the curriculum form, which involves systematic adjustments in the arrangement of teaching content and teaching methods. Immersive integration requires the design of issue scenarios with value tension in the teaching process, so that learners can engage in value weighing and judgment when facing complex professional issues. It also requires the introduction of typical cases that reflect diverse career choices, prompting learners to identify the value orientations behind different career options through case analysis. Furthermore, it requires the organization of simulated decision-making that demands comprehensive judgment, allowing learners to experience the impact of value concepts on the decision-making process in situational simulations. The curriculum system thus becomes a dynamic field where value concepts and professional knowledge activate and generate each other mutually. While acquiring employment-related knowledge, learners also experience simultaneous improvement in their value judgment ability, depth of career cognition, and breadth of development perspective,

thereby achieving the overall optimization of the curriculum's educational function.

3.2 The Cultivating Mechanism of Cultural Atmosphere Construction

Cultural atmosphere, as an implicit educational force, plays an irreplaceable role in optimizing the efficacy of ideological and political education that the curriculum system cannot substitute. The core of the cultivating mechanism of cultural atmosphere construction lies in building a cultural environment that can continuously influence an individual's value cognition and behavioral orientation. The construction of such an environment does not rely on direct preaching or discipline but forms a perceptual field with clear value orientation through various carriers, such as spatial arrangement, symbolic presentation, ritual activities, and cultural products. As an individual continuously encounters these cultural elements in daily life and learning activities, his or her value concepts are subtly nurtured and cultivated, gradually forming cognitive tendencies and behavioral habits that align with the requirements of high-quality employment^[4].

The key to the functioning of the cultivating mechanism lies in the fact that the value penetration of the cultural atmosphere needs to reach an intensity and density sufficient to influence the individual's deep cognition. This requires the formation of a multi-dimensional, multi-level, and continuous cultural immersion network. A single or occasional cultural activity is unlikely to produce a sustained effect; only through the synergistic action of multiple carriers can value orientation truly be internalized as the individual's conscious identification. Such a network can include a visual identification system that embodies professional spirit, reinforcing value cognition through the repeated presentation of symbols; narrative texts that convey professional value concepts, triggering emotional resonance through the power of stories; display spaces that highlight professional role models, providing references through the exemplary function of models; and communication fields centered on career development issues, deepening understanding through the interactive generation of discourse. When an individual is placed in such a cultural atmosphere, the value information he or she receives is no longer isolated cognitive fragments but a mutually reinforcing and mutually validating system of meaning, thereby enhancing the educational efficacy of ideological and political education as a whole^[5].

3.3 The Synergistic Promotion of Individual Growth and Group Interaction

The synergistic promotion of individual growth and group interaction constitutes an important pathway dimension for optimizing the efficacy of ideological and political education. The formation of an individual's value concepts and the cultivation of career development abilities cannot be separated from either the in-depth understanding of one's own characteristics or the interaction with and reference to others. The role of ideological and political education in this process is reflected in the construction of a supportive structure that enables mutual reinforcement between individual self-awareness and group influence. By organizing individuals with similar developmental needs into learning communities or growth groups, the individual can not only receive feedback and inspiration from others in group interactions but also deepen his or her understanding of personal value orientations and development positioning through the process of expressing himself or herself and responding to others^[6].

The establishment of this synergistic promotion mechanism requires transcending the traditional individualized guidance model and forming an educational network connected by interactive relationships, in which individual growth and group development support and enhance each other. In group interactions, the individual's growth process transforms from closed self-exploration to open mutual construction. The individual obtains material for reflection and reference by observing peers' career choices and growth paths, deepens his or her understanding of personal value judgments when responding to peers' confusions and challenges, and forms richer cognitive perspectives through group discussions on common issues. At the same time, the value consensus and behavioral norms formed within the group continuously guide and constrain the individual in turn. This two-way constructive relationship shifts the mode of action of ideological and political education from one-way imposition to multi-directional generation, achieving an overall improvement in educational efficacy through the dynamic process of interaction.

Conclusion

This study has constructed a systematic framework encompassing mechanism analysis, functional

interpretation, and pathway construction around the efficacy and pathways of ideological and political education in promoting high-quality employment for college students. At the efficacy level, the study shows that ideological and political education reshapes an individual's career orientation through the mechanism of value internalization, promotes the transformation of career planning from passivity to initiative through the stimulation of subjective consciousness, and cultivates psychological capital and employment resilience through meaning endowment. These three elements together constitute the core mechanism by which ideological and political education enables high-quality employment. At the functional level, ideological and political education presents three functions from the perspective of high-quality employment: the reconstruction of cognitive frameworks, the response to growth needs, and the generation of social responsibility. These functions act on the individual's information screening ability, the depth of career development, and the construction of professional ethics, respectively, thereby expanding the theoretical explanatory boundaries of the employment issue. At the pathway level, the immersive integration design of the curriculum system, the cultivating mechanism of cultural atmosphere construction, and the synergistic promotion of individual growth and group interaction constitute three key dimensions for optimizing the efficacy of ideological and political education, providing a structural reference for the translation of theory into practice. Future research may further deepen comparative analyses of the mechanisms of ideological and political education in different types of universities and different professional fields, explore the moderating effects of individual difference factors in the relationship between value internalization and employment quality, and pay attention to new forms and new pathways of the integration of ideological and political education and career guidance in the digital context, in order to continuously promote the theoretical deepening and thematic expansion of research in this field.

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