

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

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Abstract: With the spread of higher education and changes in the job market, the focus of the problem of college students' employment has shifted from how many are employed to how well they are employed. Ideological and political education lays the foundation for nurturing people's values and sense of self; therefore, it is closely related to high-quality employment, and a systematic explanation of this relationship is urgently needed. First, how do value internalisation and career-orientation alignment work together to form the standard for career selection under the influence of ideological and political education needs to be determined. Next, we will explore the reasons for the change in proactive behaviour from individual awareness to career planning, study the formation logic of psychological capital and resilience in employment, and determine how ideological and political education can promote autonomy and strengthen resilience. The three functions of ideological and political education are to organise the cognitive system, meet the demands of development and nurture a sense of social responsibility. Therefore, the three positive ways to achieve this are the full integration of the curriculum system, the cultivation and creation of a cultural atmosphere, and joint promotion by individuals and groups. Based on the above research, ideological and political education can improve the quality of employment by cultivating people's values and beliefs, sense of identity, etc., in an all-encompassing way.

Keywords: Ideological and Political Education; High-quality employment; Internalisation of values; Subjective consciousness; Psychological capital

Introduction

Good jobs for college students are necessary for the development of their lives, and they are also good signs of the quality of talent education at the higher education level. With the changes in the job market now and the increasing diversity of career aspirations for young people, many people have begun to wonder whether the traditional model of career guidance needs to be reformed; at the same time, there is also growing demand from college students themselves for guidance that values more than just practical help. Ideological and political education can help people form good values, develop a sense of social responsibility and a positive attitude towards life, and thus be better prepared for high-quality employment. Most of the previous research has focused on the technical aspects of career guidance or the macro-level values of ideological and political education, but few have examined in detail the internal correlation mechanism and operating path of the latter. We do not know how exactly ideological and political education helps to improve the quality of employment in a process-oriented manner. Therefore, this paper will build an analysis system for ideological and political education in promoting high-quality employment for college students. It has the following three parts: Efficacy test, Functional analysis and Pathway construction, etc. This paper hopes to reveal the rich values of ideological and political education in the employment sector and offer a reference for further theoretical study.

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

1.1 The Alignment Mechanism of Value Internalisation and Career Orientation

The main way ideological and political education affects a person's choice of career is by changing

the standards for selecting a job through the process of value internalisation. After being exposed to the system of values spread by ideological and political education, people do not passively accept it; rather, they internalise it and form their own values. Therefore, the general idea of value takes the form of an internal system of cognition in a person that provides an internal standard for judging the importance of a career and sets the value of a job. Given the numerous career options, this internalised value structure can be employed as an internal compass to help people select a job that is more in line with their values among all the choices, thereby achieving congruence between values and career goals.

The formation of this alignment relationship is not for the sake of money or fame in life. Through the process of value internalisation, ideological and political education can inspire people to think about higher-order needs in life, such as self-actualisation and social responsibility, when choosing a career path. The resulting career orientation will be relatively stable and long-lasting, so it will have the ability to deal with the cognitive shock caused by changes in the external environment better. At this time, value internalisation provides an external reference for career choice and also creates a sense of purpose for life in the professional world; thus, people's motivation to work has shifted from only making a living to pursuing the realisation of their own values.

1.2 The Motivational Transformation of Subjective Consciousness and Career Planning

Ideological and political education has the particular function of stirring up changes in people's consciousness and aims to enable them to become active builders of their own careers rather than passive objects of employment policies. By continuously providing value guidance and a sense of purpose, ideological and political education can help individuals know their own direction in life more clearly, feel that career choices are not merely reactions to changes in society, but also opportunities to reach a certain level of self-worth and exercise one's will. The outer form of this subjective consciousness is a kind of inner state that can guide one's planning of life and provide continuous psychological support during the period of free exploration and decision-making in later life.

At the same time, in the process of turning subjective consciousness into the motivation for career planning, ideological and political education is also required. It can connect the general direction of values with the specific development needs of people to motivate them to change from a passive state of "needing a job" to an active pursuit of "how to achieve high-quality employment". As a result, a general sense of purpose has gradually appeared, and a feeling of direction and self-awareness in one's career planning has been achieved; therefore, after an all-round assessment of one's own qualities and the external environment, a suitable career plan in line with hopes for development can be formulated. The resulting career plan will have more autonomy and flexibility, and I will be able to continue doing well in the face of changes in my work circumstances.

1.3 The Cultivation Logic of Psychological Capital and Employment Resilience

One of the reasons for the good effect of ideological and political education in the workplace is the development of a person's psychological capital. Psychological capital is a positive psychological state that has been developed in a person's life, and it includes factors such as self-efficacy, hope, optimism and resilience; therefore, it can help individuals deal with problems in life. Give people a reason to live and some values to live by, and they will be more mentally strong. In the face of job insecurity and other pressures at work, one's inner values can offer a source of motivation to face these difficulties bravely and maintain a positive attitude in life, believing that good results will be achieved in the future^[1].

Employment resilience is a quality of good jobs, and the system of values for this is also provided by ideological and political education. Resilience is also a person's ability to cope with problems; at the same time, it is one's capacity to remain stable during the period of development and continuously improve in difficult times. Help the person form a value system that is not based on short-term gains and losses, and then ideological and political education can help them see the ups and downs of their career from a longer-term perspective. The reasons above can help promote the mental and all-round development of young children in their school years. Even in the face of adverse external circumstances, one can adjust their plans and draw strength from their inner values to achieve the goal 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 first goal of ideological and political education in shaping people's views on work is to organise the entire system of information processing. Given that there are many sources of information in the current employment environment, a person will be exposed to a large number of all kinds of information with different values. Build a stable value-reference system, and then, through ideological and political education, empower the people to set their own criteria for filtering, sorting and evaluating job postings. This reconstruction of the cognitive framework can help people ignore the noise of superficial information in the face of a large amount of employment data and focus on the essential features that are more relevant to their own development stage; thus, the processing of information will be more concentrated and effective.

Based on the reconstructed cognitive framework, the quality of people's ability to filter job postings has risen. Screening is no longer only about determining whether the information is genuine and up-to-date; now, all sorts of values and development prospects in the information are also considered. The value orientation provided by ideological and political education helps people weigh all kinds of factors in determining whether something is worth believing; that is, it helps them decide whether a certain idea aligns with their long-term goals and benefits society. First, it can help to reduce the employment-choice deviation caused by a lack of information and provide a cognitive guarantee for people to make job-selection decisions in line with their own values and long-term goals.

2.2 The Response to Growth Needs and Support for Career Development

To meet the demands of all-round development, the purpose of ideological and political education is to expand and deepen the contents of career education. In the course of their careers, people not only need to learn new skills and adapt to changes in their work, but also have higher-level demands such as self-actualisation, a sense of purpose and value, etc. By establishing a meaningful link between individuals and the professional world, ideological and political education can incorporate these deeper needs into the main problems of career development; thus, career development will no longer be limited to the process of job promotion and salary increases but will become an indispensable way for people to achieve all-round growth.

To help people develop in their careers, ideological and political education will continue to offer values for life. Generally speaking, the course of a person's life and work has several stages, and at different times, they will encounter problems such as choosing a direction or changing roles. The value coordinate system offered by ideological and political education can help people solve all sorts of problems in different situations of life. Support is given in the form of direction at important times and continuous care for one's inner wish to live well over the course of one's life. When people are lost or face bottlenecks in their careers at this time, they can draw on their inner values as a source of motivation to guide themselves and revise their development plans, thus keeping the momentum and stability of their careers^[2].

2.3 The Origin of Social Responsibility and the Establishment of Professional Ethics

The goal of ideological and political education in cultivating social responsibility is to help people learn to be responsible members of society by strengthening their sense of duty to the country. Social responsibility is not an external moral standard; rather, it is a system of values that naturally arises from one's consciousness of the relationship between oneself and society. By leading the individual beyond the cognitive limit of self-centredness, ideological and political education can help them realize that all professional behaviour is situated in a large network of social relations, and that their choices in terms of career and professional performance will inevitably have continuous impacts on others and society. Therefore, the foundation of the relationship cognition is provided for the appearance of social responsibility.

Construction of professional ethics is a specific type of social responsibility in the professional sphere, and the formation process of this ethics requires turning values into behavioural norms. Ideological and political education will also help promote the all-round development of students at this time and enable them to grasp the idea of social responsibility. When faced with a difficult situation in

professional practice, internalized professional ethics can offer a basis for decision-making that is not solely utilitarian calculation; thus, one can make appropriate behavioural choices in light of an understanding of the essence of the profession and a sense of social responsibility, rather than only according to personal interests. Therefore, professional ethics have gained the force of law and will continue to be values for people in their daily lives.

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

3.1 The Immersive Integration Design of the Curriculum System

In the process of researching how to improve the effectiveness of ideological and political education, building a curriculum system has provided a necessary foundation, and now we hope to achieve the deep integration of value guidance and knowledge inheritance. The old way of organising classes is to have a separate time for values and career guidance. The division above will probably only present the factors of value in the cultivation of employability superficially and fail to reach the deep cognitive structure and value system of the learners. The Design for Immersive Integration is to break down the mechanical division of curriculum content and to embed the cultivation of value concepts in the internal structure of all course modules, such as career cognition, ability training and decision-making. Set goals for the courses and integrate them well with the teaching content so that values are no longer added separately but become an internal thread of the whole curriculum, thus being presented naturally and continuously penetrated during the transmission of knowledge and training of skills^[3].

The first problem in the integration Design is that the basic construction of the curriculum form has not been reformed, so no changes can be made to the arrangement of teaching content and teaching methods. The design of issue scenarios in immersive teaching should have a sense of value conflict, and then students can weigh the different values and make choices in their studies. Add some typical cases from various occupations so that students can learn about the different values people place on their work through case studies. Organise all kinds of group problem-solving activities that require all members to think together and feel how their values are applied in real life. Therefore, the curriculum system is changing, and values and professional knowledge are now interacting with each other and promoting development. Besides learning about jobs at school, students are also beginning to form a sense of values, deepen their understanding of work, broaden the scope of life plans, and improve all-round development.

3.2 The Cultivation Mechanism of Cultural Atmosphere Construction

A good cultural environment can help spread the spirit of learning and moral education, and it can also be used to support ideological and political education. At the foundation of the cultivation mechanism for creating a cultural atmosphere is the construction of a cultural environment that can continuously influence people's values and behaviour. The creation of such an environment should not be the result of direct preaching or discipline, but rather the construction of a perceptual field for clear values through all kinds of carriers, such as spatial arrangement, symbolic representation, ritual activities, cultural products, etc. As people are often exposed to such cultural elements in their daily lives and studies, their values will be gradually formed and nurtured, leading to the development of cognitive tendencies and behavioural habits that meet the demands of high-quality employment^[4].

The primary reason for employing a cultivating mechanism is that a certain depth and concentration of the value of the cultural atmosphere need to be achieved to move people's hearts. Therefore, a whole-network of cultural activities at all levels needs to be built. A single or occasional cultural activity will not have a lasting effect; only through the joint action of many carriers can values be truly absorbed and become part of a person's conscious identity. An all-network professional visual recognition system will be established, and Cognition will spread professional values and emotions through all sorts of symbols and story texts; spaces for professional role models and exemplary functions will be created, areas for communication on career development issues will be set up, and interaction and deep learning will be promoted through discourse generation. In such a cultural environment, the values people have been taught are no longer isolated items of knowledge but have formed an interconnected system of meaning that supports and affirms itself; thus, the general educational effect of ideological and political education is enhanced^[5].

3.3 Synergistic Promotion of Individual Development and Group Interaction

To improve the impact of ideological and political education, we need to promote the all-round development of the people and their relationships with others at the same time. In order to form values and cultivate career development ability, one needs to know oneself better and understand how to interact with others and be influenced by them. At this time, the goal of ideological and political education is to build a support system that can help promote the mutual strengthening of self-awareness and group influence among the people. By organising individuals with similar developmental needs into learning communities or growth groups, one can receive feedback and inspiration from others through group interaction, deepen one's own understanding of values and developmental position, and learn how to express oneself and respond to others in the process of interaction^[6].

The construction of this joint promotion mechanism should move away from the old model of individual guidance and build an educational network based on interaction, so that the development of individuals and groups is mutually supportive and beneficial. Group interaction is now more about being open to others than about being introverted. Individually, one can learn about the career choices and development paths of peers to obtain materials for reflection and reference, strengthen one's own values in response to the confusions and difficulties experienced by others, and gain various cognitive insights from group discussions on common issues. At the same time, the value consensus and behaviour norms of the group also affect and restrict the individual. Through this two-way construction, ideological and political education has moved away from the old model of one-way transmission and is now being carried out in all directions; thus, through continuous interaction, all-round improvement of educational effects has been achieved.

Conclusion

This paper has built a general framework to study the reasons for the effect of ideological and political education on improving the quality of college students' employment, and has also explored how to achieve this end. In terms of effect, this study has found that ideological and political education can change people's career aspirations by instilling values; it can promote a shift in career planning from passive to active by boosting a sense of control over one's life; and it can help build psychological capital and employment resilience through a sense of purpose. The three above are the necessary conditions for the high-quality employment promoted by ideological and political education. The three functions of ideological and political education at the level of functions for high-quality employment are the reconstruction of cognitive frameworks, the response to growth needs and the generation of social responsibility. The above functions are related to people's ability to filter information, the scope of career development and the cultivation of professional ethics; thus, they expand the theoretical scope of explanation for the employment issue. At the level of the pathway, the three main contents to improve the effectiveness of ideological and political education are: the design of immersive integration in the curriculum system at the pathway level, the cultivation mechanism for creating a culture of class, and the synergistic promotion of individual growth and group interaction; together they provide a structural foundation for implementing theory in practice. Future research can examine in more detail how ideological and political education is carried out at different types of universities and in various professional fields, investigate the moderating effect of individual difference factors on the relationship between value internalisation and employment quality, pay attention to new forms and new paths for integrating ideological and political education with career guidance in the digital era, and continue to promote the theoretical development and thematic expansion of research in this area.

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