

DEVELOPING STRATEGIC MANAGEMENT GUIDANCE FOR JOB HUNTING
FOR STUDENTS MAJORING IN FOOD INSPECTION
AT BEIHAI VOCATIONAL COLLEGE, CHINA

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Abstract

In the context of facing the ever-changing skill demands and workplace adaptability challenges in the food inspection industry, this study aims to develop a comprehensive employment strategy management guide for food inspection students of Beihai Vocational College, differentiating from previous studies; we focus more on the integration of practical skills and the enhancement of occupational adaptability, aiming at providing students with a holistic development combining theoretical and practical operation, and promoting occupational growth Pathway. The objectives of this research were: 1) To investigate the problems and needs of job hunting for students majoring in food inspection. 2) To developing strategic management guidance for job hunting for students majoring food inspection. The sample included 213 students and 21 teachers participated in career guidance for food testing students. The five point rating scale was used to evaluate the respondents' problems and needs in educational management. The data and information collected were analyzed, interpreted, and presented in terms of frequency, percentage, mean, and standard deviation. The research results of this study were as follows: 1) the problem and needs of job hunting for students majoring in food inspection were rated at the “Highest” level, and 2) the developed strategic management guidance for job hunting for students majoring food inspection composed of 3 units; namely, 2.1) Gap between theoretical knowledge and the demands of real work: students perceive a significant discrepancy between the theoretical knowledge that they acquire in school and the actual work that they expect to encounter in the job market. 2.2) Uncertainty in career planning: students expressed uncertainty about their future career plans, and the lack of clarity may prevent them from making informed decisions about career paths. 2.3) Lack of awareness of the impact of national policies: students' lack of understanding of how federal policies affecting employment suggests that the curriculum needs to include more content on food regulatory affairs and policy implications. By analyzing the survey results, this study reveals gaps between educational content and industry needs. It proposes targeted improvements to prepare students better to face the real-world challenges of the food inspection industry.

Keywords: Strategic Management Guidelines, Guidance, Job Hunting, Food Inspection

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Introduction

With the needs of China's economic development and the continuous improvement of the education system, higher vocational colleges, and universities have become increasingly important and influential in China's education system. As a key channel for training applied technical talents, higher vocational colleges aim to deliver high-quality technical talents to society. However, even though higher vocational colleges provide students with a wealth of professional knowledge and practical skills training, many students in higher vocational colleges are confused and inadequate when facing employment challenges and career development, highlighting the urgent need for career guidance, especially today when still affected by the COVID-19 epidemic (Ren, 2021). According to the China Urban Monthly Survey Unemployment Rate June 2021-2023 and China Monthly Survey Urban Youth Unemployment Rate June 2021-2023 released by STATISTA, youth unemployment has recently become a growing problem in China. Youth unemployment fluctuates throughout the year and usually peaks in July, when the largest number of graduates enter the job market.

The youth unemployment rate rose from 13.9 percent in July 2019 to 16.8 percent in July 2020 and 19.9 percent in July 2022 (Textor, 2023), and the surveyed unemployment rate for adolescents aged 16 to 24 in China's cities and towns stood at 21.3 percent in June 2023, up from 20.8 percent in May 2023 (Textor, 2023). This is largely due to difficult economic conditions and the increasing number of university graduates who are often unable to fulfill more practical needs. This reflects the severity of the current job market in China. Firstly, the complexity and severity of China's current job market make it imperative for higher education colleges to provide support in the form of career guidance. China's job market is extremely competitive, and job seekers face numerous challenges and pressures. With the expansion of colleges and universities and the increasing number of graduates, the competition for job seekers has become more and more intense, among which higher vocational students are no exception. Data from China's Ministry of Education (MOE) show that in 2022, there will be 4.26 million ordinary undergraduate graduates, 3.38 million higher vocational specialists (Ministry of Education, 2022), and 770,000 master's degree and doctoral graduates (Ministry of Education, 2022).

At the same time, the diversity of employment positions and the uncertainty of industry prospects make job seekers feel troubled. Against this background, higher vocational colleges should provide students with targeted career guidance to help them clarify their employment direction, set career goals, and provide the necessary employment skills and job search strategies to adapt to the changing job search environment. Secondly, the characteristics of students in higher vocational colleges determine the importance of career guidance. Compared with students in ordinary undergraduate colleges, students in higher vocational colleges have obvious characteristics and needs. These students usually have practical skills and practical experience, pay more attention to practicality and vocational, and put more emphasis on the ability to adapt to the job market. However, at the same time, they often have deficiencies in self-knowledge, career planning, and employment literacy, and lack comprehensive career development planning

and accurate employment orientation.

Therefore, higher vocational colleges should pay attention to the characteristics and needs of students and implement career guidance in a targeted manner, helping students to clarify their career goals, understand the development trend of the industry, and provide practical vocational skills training and employment advice. The importance of career guidance is not only reflected in the development of individual students but also involves the development of higher vocational colleges and the progress of society. As an important stage in the training of applied talents, the training objectives of higher vocational colleges are not only limited to the provision of professional knowledge and practical skills but should also focus on the career planning and development of students. Through career guidance, higher vocational colleges can help students clarify their career goals, cultivate their professionalism and innovation ability, and enhance their competitiveness in employment. At the same time, employment guidance can also enhance the social influence and brand image of higher vocational colleges, promote in-depth cooperation between colleges and enterprises and industries, promote the combination of industry, academia, and research, and cultivate more high-quality technical talents for social and economic development.

However, the current employment guidance of higher vocational colleges still faces some challenges and problems. On the one hand, the curriculum and teaching content of employment guidance courses are relatively weak, failing to effectively cultivate students' career planning abilities. On the other hand, teachers' professional knowledge and guidance ability in career guidance need to be improved. In addition, the students' main position and participation in career guidance need to be further strengthened.

To solve these problems, higher vocational colleges need to strengthen the research and practice of career guidance, formulate effective countermeasures, and improve the quality and effectiveness of education. In conclusion, employment guidance in higher vocational colleges is particularly important in the current employment environment and student characteristics. By providing students with targeted employment planning guidance and employment skills training, higher vocational colleges can help students clarify their career goals, enhance their employment competitiveness, and deliver more high-quality technical talents to society. Therefore, higher vocational colleges need to strengthen the research and practice of employment guidance and formulate corresponding countermeasures to enhance students' career development ability and employment quality and promote the progress and development of higher vocational education.

Research Objectives

1. To investigate the needs and problems of job hunting for students majoring in food inspection.
2. To develop strategic management guidance for job hunting for students majoring food inspection.

Research Method

Population and Samples

Population

To further study and understand the current job hunting situation of food majors in Beihai Vocational College, especially the existing problems, the author chose teaching teachers and graduating students of Beihai Vocational College for research. The population in this research project, Beihai Vocational College, was used as a case study. This research project was divided into two groups, namely, 1) 213 students participated in guidance for job hunting in 2023 and 2) 21 teachers teaching guidance for job hunting.

Sample

The sample groups in this research project were divided into two groups; namely, 1) 139 students who participated in guidance for job hunting learning in 2023 and 2) 20 teachers who participated in guidance for job hunting teaching in 2023 of Beihai Vocational College. The sample groups were derived from the Taro Yamane formula (Yamane, 1967).

Research Instrument

To investigate the needs and problems of job hunting for students majoring in food inspection.

To develop strategic management guidance for job hunting for students majoring in food inspection.

There are 2 parts of the questionnaire, namely, 1) General Information and 2) Needs of job hunting for students majoring in food inspection. This questionnaire was established to improve the employment status of students majoring in food testing at Beihai Vocational College.

For this part, the three specialists evaluated the questionnaire for the Index of Congruence scores (IOC scores). Each question in the questionnaire evaluated with the range of IOC 0.67 to 1.00 was employed meeting for this research.

Data Collection

For this research project, the researcher collected the data and information from the sample groups. The sample groups were informed of the data collection purposes and made an appointment. The researcher submitted a letter of permission to the school director to ask permission to collect the data and information from the sample group at Beihai Vocational College.

Data Analysis

The Data and information collected were analyzed, interpreted, and then presented in terms of frequency count, percentage, mean (\bar{x}), and standard deviation (S.D.). The Five Point Likert Rating Scale was used to evaluate the respondents' needs And Problems in educational management.

The criteria and defined the range of the mean scores (Srisa-ard, 2002, p. 103) as the following:

4.51-5.00 = the highest level of problems and needs

3.51-4.50 = the high level of problems and needs

2.51-3.50 = the moderate level of problems and needs

1.51-2.50 = the low level of problems and needs

1.00-1.50 = the lowest level of problems and needs

Conclusions

The demographics of the student sample group (N=139) showed a relatively balanced gender distribution with a slight majority of females (53.24%). The predominant age group was 20-22 years (89.21%), typical of the undergraduate cohort. Notably, only a small number of students (34.53%) reported practical experience at the university, indicating a potential gap in opportunities for practical application in the curriculum. The percentage of students (17.99%) who never had practical experience emphasizes this finding.

Concerning leadership experience, a small percentage of the sample (17.99%) had been student leaders. This low percentage may reflect limited leadership opportunities or a possible lack of student interest or confidence in pursuing such roles.

Most participants were involved in student organizations (71.94%), indicating high involvement outside the formal curriculum. This high level of involvement may be related to developing soft skills and socialization opportunities, which are valuable in a professional setting.

Finally, 37.41% of the students had obtained a professional qualification, which may reflect the value placed on professional qualifications at their stage of education or in their respective fields of study. The relatively high percentage of students without professional credentials (62.59%) may indicate that such credentials were not incorporated into their academic programs or that they may have continued to pursue them after graduation.

In the study context, these findings provide insight into students' preparation for the workforce, the effectiveness of schools in delivering practical and leadership experiences, and the value of formal professional credentials in students' chosen fields.

The teachers' sample group, in the group of faculty members with a sample size of 20, the gender distribution showed equal proportions, with 50% males and 50% females. The age distribution shows that the most significant number of faculty members are located in the age group of 31 to 40 years, with a percentage of 45%, followed by the age group of 41 to 50 years, with a rate of 35%, the age group of 21 to 30 years with a percentage of 15%, and the smallest percentage of faculty members aged 51 years and above with a rate of 5%.

Regarding educational background, half of the faculty members held a bachelor's degree at 50%, 35% had a master's degree, and 15% held a doctoral one.

The distribution of titles showed the highest number of faculty members as lecturers with 55%, assistant professors accounted for 22.4%, lecturers 13.8%, associate professors 21.4%, and full professors accounted for 23.3%.

In terms of teaching experience, most of the faculty members (40%) had 3 to 5 years of teaching experience. In addition, 25% of the faculty members had 6 to 10 years and more than

10 years of teaching experience, while the smallest percentage, 10%, had less than two years of teaching experience.

Needs of job hunting for students majoring in food inspection of students

Alignment of Practical Experience with Job Requirements: Current Status: The mean score for perceived alignment of practical experience with job requirements was 3.47 (S.D. = 1.08), indicating a moderate level of alignment.

Desired State: The higher mean score of 4.42 (S.D. = 0.97) for Desired State indicates that individuals strongly believe that practical experience should be closely aligned with job requirements. Gap: A gap of 0.96 means a significant difference between functional experience consistency and the desired state.

Job Search Confidence: Current Status: The mean score of job search confidence is 3.58 (S.D. = 1.12), reflecting a moderate level of personal confidence. Desired Status: The mean score for Desired Confidence is 4.24 (S.D. = 0.96), indicating that individuals need more confidence when searching for a job. Gap: A gap of 0.66 suggests that there is a difference between the current confidence level and the desired confidence level.

Theoretical Knowledge and Practical Work: Current Status: The mean score of 3.94 (S.D. = 0.32) indicates that individuals perceive a small gap between theoretical knowledge and practical work. Desired Status: Expected Alignment had a higher mean score of 4.51 (S.D. = 0.97), indicating a desire for closer alignment between education and job demands. Gap: The gap of 1.04 is the largest of all items, meaning that individuals believe significant differences must be addressed.

Curriculum Industry Alignment: Current Status: The mean score for alignment of the school's curriculum with industry standards was 3.63 (S.D. = 1.04), indicating that individuals believe the curriculum is moderately aligned. Expectation Status: the mean score for Expectation is 4.21 (S.D. = 0.88), which implies a high degree of expectation alignment. Gap: A gap of 0.58 indicates that the alignment of the curriculum with industry needs moderate improvement.

The data suggests that while individuals are moderately prepared for employment, they recognize essential areas that need to be strengthened, particularly in the practical experiences provided by educational programs and the alignment of theoretical knowledge with actual workplace needs. These insights can help structure career guidance for food inspection students to address identified gaps and improve their employability in their respective fields.

Exploring additional items related to job readiness continues with the sample size remaining at 139 respondents. The self-assessment means for each item (\bar{X}) is the same as the mean value in the ideal state (\bar{X}) compared, and the gap (Gap) between the two was calculated.

Regarding team communication skills, the self-assessed mean value of the respondents was 3.55, which is a gap of 0.92 compared to the ideal mean value of 4.47. Regarding the ability to remain calm in dealing with stressful and frustrating situations, the self-assessed mean of the respondents was 3.70 and the ideal mean was 4.27, with a gap of 0.58. Regarding having a clear vision of future career planning, the self-assessed mean was 3.63, and there was a gap of 0.98 compared to the ideal mean of 4.61, indicating that the respondents' confidence in career

planning needs to be improved.

Respondents showed a higher confidence level in interviews with a self-assessment mean of 3.73 and a gap of 0.46 compared to the ideal mean of 4.19, the smallest gap among the items assessed. For a clear understanding of self-assessed strengths and weaknesses, respondents had a self-assessed mean of 3.65, compared to the ideal mean of 4.46, a gap of 0.80.

For resume attractiveness, salary negotiation skills, interview confidence, confidence in professional skills and knowledge, understanding of effective communication with employers, and confidence in practical experience in a specific field (e.g., food testing), respondents had self-assessed means of 3.53, 3.65, 3.60, 3.63, 3.66, and 3.80, respectively, while the ideal means were 4.22, 4.59, respectively, 4.27, 4.49, 4.26 and 4.58 respectively. The gaps of 0.68, 0.94, 0.67, 0.85, 0.60, and 0.78 for these items show a gap between the respondents' perceptions of themselves and their ideals in these areas.

Regarding the ability to collaborate in the workplace, the self-assessment mean was 3.60, a gap of 0.85 compared to the ideal mean of 4.46.

Overall, this series of assessment items reveals gaps between respondents and the ideal state in several employment-related skills and confidence areas. The data on these gaps provide essential feedback for structuring career guidance for food inspection students, pointing to areas that may need to be strengthened regarding student career preparation.

The self-assessment for employability skills is summarized by the 139 respondents' perceptions of their theoretical knowledge in food testing, perceived opportunities in the study industry, understanding of the impact of national policies on employment, and perceived prospects for a career in food testing.

Data from Item 17 showed that the mean value of respondents' self-assessment of their theoretical knowledge in food testing was 3.66, which showed a small gap (0.53) compared to the ideal mean value of 4.19. This means that most of the respondents feel that they are close to the perfect level in terms of theoretical knowledge, but there is still room for improvement.

In item 18, the mean value of respondents' assessment of opportunities to learn the industry while in school is 3.54, which shows a large gap (0.95) compared to the ideal mean value of 4.49. This may point to the fact that respondents believe that the industry learning opportunities provided by the school are inadequate and need to be increased further.

The results of item 19 showed that the self-assessed mean of respondents' knowledge of the impact of national policies on employment was 3.61, compared to the ideal mean of 4.59, with a gap of 0.98, which suggests that respondents believe there is more room for improvement in their knowledge of understanding national policies.

Finally, in item 20, the self-assessed mean value of respondents' knowledge of their career prospects in food testing was 3.58, and the ideal mean value was 4.45, with a gap of 0.87. This indicates that respondents felt a certain degree of inadequacy in their knowledge of their career prospects.

Taken together, these data indicate a gap between the respondents' self-assessment of

their employability skills in the field of food testing and their ideal status, particularly in terms of learning opportunities in the industry and understanding the impact of national policies. This information can guide the development of a career guidance manual to enhance students' industry knowledge and policy understanding to help better prepare them for future employment opportunities.

Needs of job hunting for students majoring in food inspection of teachers

A job readiness guidance survey that compares 20 teachers' self-assessments and ideal expectations for seven items.

The self-assessed mean of 3.50 for teachers' knowledge of the actual needs of the food testing industry was lower than the ideal mean of 4.30, indicating a 0.80 gap in teachers' perception of their student's knowledge of the needs of the industry.

The self-assessment mean of 3.50 for teachers' perception that they have ample opportunities to establish effective communication with students is a 0.90 gap compared to the ideal mean of 4.40. This may reflect teachers' belief that there is room for further improvement in student communication.

In the area of student interview performance, the teachers' self-assessment mean was 3.95, with a gap of 0.60 compared to the ideal mean of 4.55, which is the smallest gap among the seven items, indicating that teachers perceive students to be relatively close to the perfect situation in terms of interview performance.

Teachers' self-assessment means for evaluating students' practical work experience was 3.70, with a 0.55 gap relative to the ideal mean of 4.25. As for the quality of students' job search materials (e.g., resumes and cover letters), the teachers' self-assessment mean was 3.70, and there was a gap of 0.65 compared to the ideal mean of 4.35.

Teachers' self-assessed mean for students' understanding of professional ethics and industry morals was 3.45, compared to the ideal mean of 4.40, with a gap of 0.95, indicating that teachers perceived more room for improvement in students' understanding.

Finally, the self-rated mean of teachers' assessment of students' familiarity with industry-related organizations and associations was 3.90, a gap of 0.90 compared to the ideal mean of 4.80, which may point to the teachers' belief that students need to learn more about organizations and associations related to their future careers.

Overall, this survey reflects faculty perceptions that there are some gaps between students' self-assessments and the ideal in various areas of career readiness, particularly in understanding the actual needs of the industry, professional ethics and industry morals, and knowledge of industry-related organizations. These gaps point to areas needing attention and improvement in developing career guidance manuals to better prepare students for future employment.

A survey of teachers that included a comparison of 20 teachers' self-assessments of their students' self-assessments and desired expectations in employability skills. The survey covered a

number of dimensions, such as building industry relationships, workplace confidence and self-esteem, information retrieval skills, problem-solving in the job search process, job search skills, self-evaluation and self-marketing skills, self-marketing skills, and the ability to address cultural differences in the workplace.

For students' ability to build relationships in the industry, the teachers' self-assessment mean was 3.80, a 0.90 difference from the ideal mean of 4.70, indicating that the teachers believe there is room for improvement in building relationships in the industry.

In the area of workplace confidence and self-esteem, the teachers' self-assessment mean was 3.40, which is lower than the ideal mean of 4.35, with a gap of 0.95, which may point to the teachers' belief that the students need to be more confident to cope with the challenges of the workplace.

The students' self-assessed mean value of information retrieval skills was 3.40, a 0.65 gap compared to the ideal mean value of 4.05. As for the ability to solve problems in the job search process, the self-assessed mean was 4.00, which is a gap of 0.70 compared to the ideal mean of 4.70.

Regarding job search skills, including interviewing skills and career planning, the teacher-rated self-assessment mean was 4.10, with a gap of 0.50 compared to the ideal mean of 4.60. This indicates that the teachers perceived the students as closer to the perfect level in this area. Students received a self-assessment mean of 3.65 for self-evaluation and self-marketing skills, a gap of 0.45 compared to the ideal mean of 4.10.

In the area of self-marketing skills, teachers gave a self-assessment mean of 3.85 with a gap of 0.50 compared to the ideal mean of 4.35, while in the area of addressing cultural differences encountered in the workplace, the self-assessment mean was 3.80 with a gap of 0.40 compared to the ideal mean of 4.20.

Overall, this survey shows that teachers perceive students to have some gaps from the ideal in several employability skills, especially in building industry relationships and workplace confidence and self-esteem, which are more significant. This data points education providers to areas that may need to be strengthened in vocational education and student development programs to better equip students for the future job market.

Comparing self-assessments and ideal expectations from 20 faculty members regarding students' career planning. This survey examined students' clarity of their career plans, the support they received when they encountered difficulties during their job search, their ability to make career choices with confidence and certainty, their knowledge of the latest trends and growth opportunities in their industry, and the extent to which their career goals were aligned with reality.

The self-assessment means of 3.75 for teachers' perceptions of students' career planning direction is a 1.00 gap from the ideal mean of 4.75, the most significant gap of the items listed, indicating that teachers believe there is more room for improvement in determining students' career planning direction.

Regarding the support and guidance students receive when they encounter difficulties in

the job search process, the teachers' self-assessed mean was 3.40, a gap of 0.80 compared to the ideal mean of 4.20.

Teachers' self-assessment mean of 3.85 for evaluating students' confidence and certainty in their career choices was 0.50 compared to the ideal mean of 4.35, the smallest gap in the program, indicating that teachers perceive students to be closer to the perfect level in this area.

In the area of keeping up with the latest trends and opportunities in the industry, the teachers' self-assessment mean was 3.40, which is a gap of 1.20 compared to the ideal mean of 4.60, indicating that the teachers believe that there is significant room for improvement in terms of keeping their students informed about the dynamics of the industry.

Finally, the self-assessed mean of teachers' perception of aligning students' career goals and aspirations with reality was 3.70, a gap of 0.65 compared to the ideal mean of 4.35.

These data reflect teachers' perceptions of gaps in students' career planning and preparation, particularly regarding clarity of career plans and knowledge of industry trends. These suggest that education providers may need to focus more on helping students clarify their career goals and increase their awareness of industry dynamics in their career guidance services.

Discussion

In this section, we begin by reviewing and explaining this study's purpose and findings, then by exploring its differences from other scholars' studies and ultimately discussing the implications of these findings for solving practical problems and for practice in related fields.

The main purpose of this study was to investigate the employment needs and problems of food inspection students and provide appropriate guidance for managing employment strategies. By surveying the students, we identified several key issues essential for developing effective employment strategies. One of the notable findings was that students generally perceived a large gap between the theoretical knowledge they learned in school and the actual job requirements. This finding reveals a disconnect between educational programs and industry practices and underscores the need to integrate practical experiences so that students are better equipped to meet industry demands.

In addition, students' uncertainty about their career plans is a concern. This uncertainty may affect their ability to make career choices. Enhanced career guidance services, mentorship programs, and structured career planning are essential. These measures will help students develop clearer career goals and increase their confidence in their future career paths.

Another important finding was students' lack of knowledge about national policies and their impact on employment. This suggests incorporating more content on food regulatory issues and policy implications into course design. Increasing students' awareness of these important areas will not only help them better understand industry dynamics. Still, it will also be critical to ensuring their success in employment in the food inspection field.

Based on faculty surveys of student career readiness, we found significant differences in faculty and student perceptions of career readiness. Faculty perceived significant gaps in students' understanding of the latest trends and industry developments, revealing a lack of understanding

of industry dynamics and career opportunities. Therefore, there is an urgent need to incorporate current industry trends into education and training programs. Faculty should adopt proactive strategies to ensure students can keep pace with the ever-changing food inspection industry.

Faculty also noted a lack of clarity in students' career plans, which echoed students' self-perceived uncertainty and re-emphasized the need for better career guidance and planning. Providing more career counseling services, structured mentoring programs, and opportunities to interact with industry professionals could help students become more aware of their career goals and paths.

Finally, faculty concerns about student ethics in the food inspection field were a key point. This highlights the importance of incorporating ethics training into educational programs. Ensuring that students have a strong foundation in ethical practices is key to preparing them for their future careers. Through this type of training, students acquire the necessary technical skills and excel in ethical and professional responsibilities.

To summarize, there is much room for improvement in career guidance for food inspection students at Beihai Vocational College. The gap between students and labor market needs can be effectively narrowed by focusing on key areas such as strategic management and educational quality improvement. Addressing these issues will improve students' employability and ensure that they have the skills, access to information, and ethical standards to meet the dynamic demands of the food inspection industry. Through these efforts, Beihai Vocational College is expected to produce more qualified, adaptable, and competitive food inspection graduates.

This paper first explores the purpose and conclusions of this study through an in-depth comparative analysis of the strategic management guidance for the employment of food inspection students in the Beihai Vocational College. The findings reveal gaps between students' theoretical knowledge and job demands, uncertainty about future career planning, and a lack of understanding of national policies affecting employment. These findings are closely related to the relevant studies in the literature review.

In the literature review section, several research papers were covered in various areas, such as mentoring, strategic management, SWOT analysis, PDCA cycle, and food inspection. For example, Miniclier (1957, pp. 65-68) emphasized the utility of mentoring in the educational process, while Bilgin et al. (2022, p. 29) emphasized the importance of help-seeking in the personal development process. In strategic management, Dobson (2009, pp. 1-228) describes the importance of this process in adapting to market changes. In the field of food inspection, Fung et al. (2018, pp. 88-95) emphasized the importance of food safety as a basic human right.

This comparative analysis validates the theory's practicality. It helps us better understand the specific needs and challenges regarding career guidance for food inspection students at Beihai Vocational College. This lays the foundation for more targeted and practical strategic employment management guidance recommendations. Through these efforts, we can better pave the way for students' future career development, help them better adapt to the ever-changing needs of the labor market, and ultimately become both competent and ethically responsible food inspection

professionals.

In response to the significant gap that students feel exists between their theoretical knowledge and the demands of the real workplace, we can clarify that educational programs need to pay more attention to integrating hands-on experience. This is not only key to solving the problems students encounter in the job market but also an important aspect of improving the quality and adaptability of education. For example, increased internships, hands-on training programs that simulate work environments, and collaborations with industry experts will equip students with greater hands-on skills and adaptability to work environments before graduation.

Students' uncertainty about their future careers the uncertainty of students' career planning reflects the inadequacy of the existing education system in career planning guidance. It is, therefore, particularly important to strengthen career guidance services, mentorship programs, and structured career planning. These measures can help students clearly understand their career interests and goals and enhance their confidence in and preparation for their future career paths. For example, offering career planning courses, inviting industry experts to give career guidance talks, and providing career counseling services are all effective ways to improve students' career planning skills.

The third important finding is students' lack of awareness of how national policies affect employment. This suggests that more content on food regulatory affairs and policy implications should be included in the curriculum. In the food inspection industry, understanding policies and regulations is critical to ensuring food safety. Therefore, incorporating such content into the curriculum will help students better understand the dynamics of the industry and will also provide them with a solid foundation for their future careers. This also means educational institutions must establish closer links with industry and government departments to ensure that course content is up-to-date and relevant.

In addressing these key issues, we see significant room for improvement in the career guidance of food-testing students at Beihai Vocational College. Through targeted strategic management and educational quality improvement, the employability of graduates can be significantly improved so that they not only possess the necessary technical skills but also excel in information acquisition, ethical foundations, and adaptation to the dynamic needs of the industry.

To summarize, the findings of these studies provide not only a clear direction for improvement for Beihai Vocational College but also valuable references for other educational institutions, especially in specialized areas such as food inspection. They emphasize the importance of combining theory and practice, career planning guidance, and policy education, which is crucial to cultivating high-quality human resources adapted to the future labor market. We can expect to produce more well-rounded, adaptable, and competitive food inspection graduates through such efforts.

Suggestion

The main points of this paper are:

1. In terms of practical guidance. First, considering that studies have shown a clear gap between students' theoretical knowledge and the demands of the real world of work, the author recommends that educational institutions work closely with industrial enterprises. Such collaboration can be achieved by increasing internships and practical training opportunities and integrating practical experience into curriculum design, which will help students better understand and adapt to the future professional environment and significantly improve their career competitiveness. Further, to address students' uncertainty in career planning, the author strongly recommends that educational institutions strengthen career guidance and counseling services. Initiatives such as organizing career planning seminars and establishing a mentorship system can help students plan their careers more clearly. In addition, as students do not have a sufficient understanding of national policies and industry regulations, educational institutions should strengthen this aspect in their courses. This understanding is crucial to the food inspection profession and helps students make more informed career decisions. At the same time, given the concerns about the ethical level of students in the food inspection field, educational institutions need to strengthen the development of ethical and responsible awareness. This can be achieved by incorporating education on ethics and professional responsibility into the curriculum and by organizing relevant seminars and lectures to ensure that students graduate with the moral and ethical foundation needed in the field. In addition, encouraging the participation of industry experts in curriculum design and teaching enables students to have direct access to the latest developments and practices in the industry. Such interaction helps keep the educational content up-to-date and ensures that what students learn is in line with the needs of the industry. Given the continuous development and changes in the industry, the author also recommends that educational institutions and industry organizations provide opportunities for continuing education and lifelong learning. This will help existing practitioners keep their knowledge and skills up-to-date and provide avenues for students to continue their development after graduation. It is further suggested that to enhance public awareness of food safety and quality, the author recommends raising public awareness of these issues through the media, social events, and public lectures. Such efforts can help shape a more responsible and informed consumer base while also increasing awareness and respect for the food inspection profession. By implementing these recommendations, we can not only improve the employability of food inspection students but also contribute to a safer, more effective, and responsible food regulatory system, which is important for protecting public health, improving food safety standards, and promoting society's overall well-being.

2. Regarding future research, the current study reveals a gap between theoretical teaching and industry needs. Therefore, future research could explore how to more effectively combine theoretical teaching and practical practice and how to better adapt to the changing and evolving needs of the food inspection industry. This may include examining how to improve the

effectiveness of practical teaching through modern educational techniques and methods and ensuring that the educational content aligns with the latest developments in the industry.

3. Regarding social impact, in view of the importance of food safety to public health, it is recommended that social organizations and non-government organizations (NGOs) should actively participate in education and publicity on food safety to raise public awareness and concern on food safety issues. At the same time, citizens are encouraged to participate in food safety regulations to raise awareness of food safety in the whole society. These efforts will help raise public awareness of food safety and promote the importance of food safety standards among governments and enterprises, thereby contributing to a safer and healthier food supply chain.

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