

MANAGEMENT STRATEGIES TO PROMOTE SUSTAINABLE
DEVELOPMENT EMPLOYABILITY OF HIGHER VOCATIONAL
COLLEGE STUDENTS

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Thesis Title Management Strategies to Promote the Sustainable Development
Employability Among Students of Higher Vocational College

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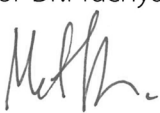
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ABSTRACT

The objectives of this research were 1) To study the current situation, expected situation and factors influencing to promote sustainable employability development of higher vocational college students, and 2) To develop management strategies to promote sustainable development employability of higher vocational college students, and 3) To evaluate adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students. This research was mix method. The research sample was 10 higher vocational colleges, with a total of 384 students, including 192 science students and 192 liberal arts students, through random sampling; a total of 12 respondents were interviewed, and 12 focus group discussion experts and 5 strategy evaluation experts were invited, who have been engaged in vocational education for more than 10 years. The research instruments included 1) questionnaires, 2) interview, 3) strategies, 4) evaluation form. The statistics to analyze the data were percentages, mean, stand deviations, Modified Priority needs Index; (PNImodified) and content analysis.

The results showed that: 1) The current status and expectations of sustainable development employability of higher vocational college students include 1. Career development learning, 2. Experience (work and life), 3. Degree subject knowledge,

understanding and skills, 4. Emotional intelligence, 5. Generic skills, 6. self-confidence, 7. self-efficacy, and 8. sustainable developments. These 8 aspects reflect the current status and expectations of sustainable development employability. Personal processes, Environmental processes (family, school, society), Behavioral processes, and sustainable development are the key factors to promote students' sustainable development employability. 2) The strategies for sustainable development of higher vocational college students include vision, mission, goals, and 28 strategies and measures. There are 14 strategies obtained through interviews, including 3 in personal processes, 7 in Environmental processes, 2 in Behavioral processes, and 2 in sustainable development. There are 14 strategies obtained through the TOWS matrix. 3) The adaptability evaluation results of the strategies are at a high level.

Keywords: Strategies, Sustainable Employability Development, Higher Vocational Colleges.

ชื่อเรื่อง	กลยุทธ์การบริหารจัดการเพื่อส่งเสริมการพัฒนาทักษะการมีงานทำอย่างยั่งยืนของนักศึกษาวิทยาลัยอาชีวศึกษาชั้นสูง
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บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้ ได้แก่ 1. เพื่อศึกษาสถานการณ์ปัจจุบัน สถานการณ์ที่คาดหวัง และปัจจัยที่ส่งผลต่อการส่งเสริมการพัฒนาทักษะการมีงานทำอย่างยั่งยืนของนักศึกษาวิทยาลัยอาชีวศึกษาชั้นสูง 2. เพื่อพัฒนากลยุทธ์การบริหารจัดการเพื่อส่งเสริมการพัฒนาทักษะการมีงานทำอย่างยั่งยืนของนักศึกษาวิทยาลัยอาชีวศึกษาชั้นสูง และ 3. เพื่อประเมินความสามารถในการปรับใช้และความเป็นไปได้ของกลยุทธ์การบริหารจัดการดังกล่าว การวิจัยนี้เป็นการวิจัยแบบผสมผสาน กลุ่มตัวอย่างในการวิจัย ได้แก่ วิทยาลัยอาชีวศึกษา 10 แห่ง โดยมีนักศึกษา 384 คน แบ่งเป็นนักศึกษาสายวิทยาศาสตร์ 192 คน และนักศึกษาสายศิลปศาสตร์ 192 คน ผ่านการสุ่มตัวอย่าง นอกจากนี้ยังมีการสัมภาษณ์ผู้ตอบแบบสอบถามจำนวน 12 คน การสนทนากลุ่มผู้เชี่ยวชาญจำนวน 12 คน และการเชิญผู้เชี่ยวชาญด้านการประเมินกลยุทธ์จำนวน 5 คน ซึ่งล้วนมีประสบการณ์ในด้านการศึกษาสายอาชีพมากกว่า 10 ปี เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์ แผนกลยุทธ์ แบบฟอร์มการประเมินสถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ดัชนีความจำเป็น (Modified Priority Needs Index; PNImodified) และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า สถานการณ์ปัจจุบันและความคาดหวังเกี่ยวกับการพัฒนาทักษะการมีงานทำอย่างยั่งยืนของนักศึกษาวิทยาลัยอาชีวศึกษาชั้นสูง ประกอบด้วย 8 ด้าน ได้แก่ การเรียนรู้เพื่อพัฒนาวิชาชีพ ประสบการณ์ (การทำงานและชีวิต) ความรู้ ความเข้าใจ และทักษะในสาขาวิชาที่ศึกษา ความฉลาดทางอารมณ์ ทักษะทั่วไปความมั่นใจในตนเอง ความสามารถในตนเอง (Self-efficacy) การพัฒนาอย่างยั่งยืน ปัจจัยสำคัญที่ช่วยส่งเสริมการพัฒนาทักษะการมีงานทำอย่างยั่งยืน ได้แก่ กระบวนการส่วนบุคคล กระบวนการสิ่งแวดล้อม (ครอบครัว โรงเรียน สังคม กระบวนการพฤติกรรม และการพัฒนาอย่างยั่งยืนกลยุทธ์เพื่อส่งเสริมการพัฒนาทักษะการมีงานทำอย่างยั่งยืนของนักศึกษาวิทยาลัย

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คำสำคัญ: กลยุทธ์, การพัฒนาทักษะการปฏิบัติงานทำอย่างยั่งยืน, วิทยาลัยอาชีวศึกษา

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Huang Zhang Hua

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Chapter 1

Introduction

Rationale

Education is widely regarded as the most important tool for a country's socio-economic development. It catalyzes the improvement of productivity and promotes technological progress (Pal, 2023). From the development history and reality of the economies and societies of countries worldwide, education is an important source of power for social and economic development and one of the key factors for a country to achieve modernization. The development of education, especially higher education, can provide society with all kinds of professional talents, which is conducive to improving social labor productivity and promoting economic growth and social progress. Historically, 21% to 40% of the growth of the US national income between 1929 and 1957 was attributed to investment in education to increase the stock of human capital; the rapid development of education was one of the important reasons for the sustained rapid growth of the Japanese economy from the 1950s to the 1960s (Zhao Qiucheng, 2000). Higher education significantly affects employability by providing students with basic skills and abilities in the labor market. Research has emphasized the importance of career guidance programs in higher education, showing that there is a positive correlation between autonomy support in education and the development of students' employability (Van der Baan et al., 2024).

On October 14, 2004, the CPC Central Committee and the State Council recently issued the "Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students" (hereinafter referred to as the "Opinions"). The "Opinions" emphasize that college students are a valuable talent resource, the hope of the nation, and the motherland's future. Among them, in Article 26: Party committees and governments at all levels should create a good

environment for educating people in colleges and universities. The "Opinions" mentioned that conditions should be created, and conveniences should be provided for college students' professional internships and social practices. The employment of college graduates should be regarded as an important part of employment work, and we should always pay attention to it, improve the employment market mechanism for graduates, improve the employment service system for graduates, and implement various support policies for graduates to start their own businesses and flexible employment. Employment is the foundation of people's livelihood and the foundation of a harmonious society. The employment of college students is related to the lives and future of millions of graduates every year and is also related to the stability and harmony of society. It is imperative to put the employment of college graduates at the top of the employment work (Li li, 2011). The employment of college students has always been an important issue of concern to all sectors of society and has a far-reaching impact on social stability.

The concept of employability first appeared in the United Kingdom in the early twentieth century and was first proposed by British economist Beveridge in 1909. He believed that employability, or "employability," refers to an individual's ability to obtain and maintain a job. Employability is a multifaceted concept that is crucial in labor market policies and educational institutions around the world. It encompasses an individual's skills, attributes, and work preparation, shaping their value to an organization (McQuaid & Lindsay, 2005). The employability of college students refers to "the ability of college graduates to realize their employment ideals, meet social needs, and discover their own value in social life through the learning of knowledge and the development of comprehensive qualities during their school years (Zheng xiaoming, 2002). The current purpose of education for college students to improve their employability is only to find a job, and the sustainable development of college students in the future is not considered much. Sustainable employability (SE) refers to the ability of an individual to maintain a job for a long time by acquiring the necessary skills and resources. Research has emphasized the key components of the SE model, including training, work-life balance, health

management, diversity, motivation, and positive working relationships (EU-OSHA, 2017). In the context of global economic integration, sustainable development plays a vital role in promoting social responsibility (SE) by focusing on employee well-being and health, ultimately improving productivity and the ability to create value. Inadequate college education will affect the sustainable development of college students, mainly reflected in the emphasis on test scores, the neglect of quality improvement, more preaching, and less guidance, which makes college students lack thinking about how to develop themselves, and even less action (Luo cuizhi, 2009).

At present, colleges and universities have certain problems in the process of cultivating college students' Sustainable employability (SE). 1. Not enough attention is paid to the sustainable development ability of college students. The core of education is to cultivate people and cultivate people with a sense of sustainable development. This is the most direct manifestation of education facing modernization, the world, and the future. College students should have a sense of sustainable development to adapt to the new century economy and the needs of social development (Zhang, 2008). Research indicates that educational institutions frequently fail to integrate sustainability into their curricula effectively, which limits students' understanding and engagement with sustainable development principles (Baron et al., 2024). Liu Wei emphasizes the necessity for universities to adopt comprehensive strategies that not only educate but also empower students to become active participants in sustainability efforts (Liu, 2024). Furthermore, Gosselin, David et al. highlight that students' awareness and skills related to sustainability are often insufficient, suggesting a gap between educational objectives and actual student competencies (Gosselin et al., 2013); 2. focus on the dissemination of academic knowledge and despise the cultivation of practical abilities. Research indicates that many vocational programs prioritize classroom instruction, which can lead to a disconnect between what students learn and the skills required in the workforce. For instance, one study highlights that graduates frequently lack hands-on experience, making them less competitive in job markets that demand practical competencies (Li, 2024). Additionally, another analysis suggests that the curriculum

in vocational education tends to be outdated, failing to align with current industry needs, which further exacerbates the issue of employability (Miao, 2023) (Pan & Chan, 2023).

Furthermore, the lack of collaboration between educational institutions and industries limits opportunities for students to engage in real-world applications of their learning (Wang et al., 2023). Addressing these gaps requires a shift towards integrating practical training within vocational programs to better prepare students for employment challenges (Kovalchuk et al., 2022); 3. Failure to inspire students to improve their employability and self-consciousness. Many college students are confused when they enter college and have no clear goals for their college goals. I have not made detailed considerations and plans about what kind of job I will do after graduation and what kind of job I can do (Zhu, 2023). Kercher et al. highlight that students frequently underestimate their competencies, leading to diminished motivation to engage in employability-enhancing activities (Kercher et al., 2024). Pabilando emphasizes the importance of mentorship and guidance in fostering a proactive attitude toward career development, suggesting that students may remain passive in their employability efforts (Pabilando & Sabonsolin, 2023). Marais points out that educational institutions often do not adequately integrate employability skills into the curriculum, leaving students ill-prepared to navigate the job market (Maya Puspitasari et al., 2024). Chang's research indicates that self-reflection and feedback mechanisms are crucial for students to recognize their strengths and areas for improvement, yet these are often overlooked (Hong, 2024). Finally, Xiaoli discusses the role of experiential learning in bridging the gap between academic knowledge and practical skills, which is essential for boosting students' confidence in their employability (Guo, 2012).

This study aims to explore strategies to improve the sustainable employability of higher vocational students to address the above gaps. This study is based on the Career EDGE model. College students' employability is evaluated from eight dimensions: career development learning, work and life experience, degree subject knowledge and skills, emotional intelligence, general skills, self-efficacy, self-

confidence, and sustainable development. Through SWOT PEST analysis, this study finds out the key factors affecting the employability of higher vocational students and proposes feasible strategies for the unique needs of higher vocational students. These strategies include incorporating practical training into the curriculum, strengthening school-enterprise cooperation, and cultivating students' self-efficacy and career-planning ability.

In summary, improving the education and management strategies to promote the employability of college students can have a certain inspirational effect on the educational philosophy and talent training model of colleges and universities, and promote the employability of college students, enabling college students to improve their social adaptability, enhance their employment psychological quality, improve their innovative thinking ability, and improve their communication and cooperation skills. At the same time, it points out the direction for the reform of higher education to meet market talent needs and provides a reference strategy template for colleges and universities to cultivate students' employability.

Research Questions

1. What were the current situation, expected situations and factors influencing to promote sustainable employability development of higher vocational college students?
2. What were the management strategies to promote sustainable development employability of higher vocational college students?
3. What were the levels of adaptability and feasibility of management strategies to promote sustainable development employability of higher vocational college students?

Objectives

1. To study the current situation, expected situation, and factors influencing to promote sustainable employability development of higher vocational college students.

2. To develop management strategies to promote sustainable development employability of higher vocational college students.

3. To evaluate adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students.

Scope of the Research

This research was into 3 stages:

The first stage: Studying the current situation, expected situation and factors influencing to promote sustainable employability development of higher vocational college students

The second stage: Developing management strategies to promote sustainable development employability of higher vocational college students.

The third stage: Evaluating adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students.

The details as follows:

The first stage: Studying the current situation, expected situation, and factors influencing to promote sustainable employability development of higher vocational college students.

Population and the Sample Group

Population

Data from the Guangdong Provincial Department of Education shows that in 2024, Guangdong Province had 93 higher vocational colleges. Based on the

researcher's actual situation, schools located in the surrounding and central areas of Guangdong were selected from ten higher vocational colleges and 151511 students.

The Sample Group

The sample group was based on the Krejcie and Morgans Table (1970). The sample consists of 384 students, including 192 science students and 192 liberal arts students. Random sampling was used to study the current situation and expected improvement of the sustainable development of employability of students in higher vocational colleges through questionnaire survey.

The second stage: Developing management strategies to promote sustainable development employability of higher vocational college students.

Target Group

A focus group of 12 experts. I will invite 12 experts to a focus group discussion. Experts from schools and enterprises, requirements (1) more than 10 years of work experience, (2) with a senior title or senior leadership.

The third stage: Evaluating adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students.

Target Group

Assessment of 5 Expert. Invite 5 teachers with senior professional titles and leaders who hold senior positions in schools to evaluate the adaptability and feasibility of strategies to promote the sustainable development of employability of students in higher vocational colleges. Requirements (1) more than 15 years of work experience, (2) with a senior title or senior leadership.

The variable

Independent variable

The strategies to promote sustainable development employability of higher vocational college students include personal factors, environmental factors, behavioral factors and sustainable development factors.

Dependent variable

The adaptability and feasibility of strategies to promote sustainable development employability of higher vocational college students.

Contents

1. Adopt SWOT, PEST, Analysis, TOWS matrix and other methods to formulate strategies.

2. Based on the CareerEDGE model (Pool & Sewell. 2007), the components of the sustainable development employability of higher vocational college students are analyzed, which are: career development learning, experience (work and life), degree subject knowledge understanding and skills, emotional intelligence, general skills, self-efficacy, self-confidence, and sustainable development, a total of 8 parts; based on the Social Cognitive Theory (Bandura. 1986), the influencing factors affecting the sustainable development employability of higher vocational college students are analyzed, a total of 4 aspects, namely Personal Processes factors, Behavioral Processes factors, Environmental factors and Sustainable Development factors.

3. Evaluating adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students.

Time

The research period spanned from February to August 2024 and was divided into the following stages:

The first three chapters of the proposal were submitted and defended in January 2024.

Between May and June 2024, research questionnaires and literature materials were utilized to understand the current situation and expectations of domestic and foreign universities in terms of education management, laws and regulations, curriculum, etc., with the aim of improving the employability of college students.

From July to October 2024, strategies to enhance the employability of university students were researched and developed, and experts and teachers were invited to assess the practicability and feasibility of these strategies.

The research results were summarized, and the paper was completed, which was published in December 2024.

Advantages

1. For schools, we can expand the reform and innovation ideas of education management in colleges and universities and promote the education management of colleges and universities' employment guidance for college students.

2. For teachers, teachers and business leaders can participate in formulating and understand the benefits of employment ability education and management strategies for college students in higher vocational colleges in Guangdong Province, which will help improve teachers' teaching ideas.

3. For students, improve employability through education management strategies.

Definition of Terms

Management strategies refer to the systematic actions or plans taken to achieve a certain goal under specific environmental conditions. Simply put, it sets goals through internal and external environmental factors and plans how to achieve them. The elements of management strategy typically include a vision, which defines the desired future state of the organization; a Mission, outlining its purpose and values; and Goals, to provide measurable goals. The relationship between mission, vision, goals, strategy, measures, and management strategy is critical to the coherence and effectiveness of an organization. Together, these elements guide the organization toward its desired future state while ensuring consistency across all levels.

Sustainable development is a broad concept involving three dimensions: environment, economy, and society. Its purpose is to meet the needs of the present without compromising the needs of future generations. It is not only a global goal but also a specific practice for every individual, organization, and country. Sustainable development is the coexistence and harmonious development of

people, society, and nature. This article will combine sustainable development with SDGs Goal 1: No Poverty, Goal 4: Quality Education, and Goal 8: Decent Work and Economic Growth. These goals are directly related to employability because the improvement of employability can improve the quality of work, thereby reducing poverty, promoting economic growth and more educational opportunities, and ultimately promoting the sustainable development of the social economy and individuals.

Employability refers to an individual's ability to obtain employment opportunities in the labor market, adapt to the work environment, cope with career changes, and achieve career development. It includes not only personal knowledge, skills, and experience, but also personal behavior and attitude in job search, career development and maintenance of working relationships, and employability of students in Higher vocational colleges is the goal of employment during their studies, college students in Higher vocational colleges receive training from colleges and universities and acquire general or basic abilities through the training process of professional learning, professional practice and social practice, so as to improve the employability of college students. That is, the purpose of professional ability, practical ability, career planning ability, emotional intelligence ability, and practical ability is to help higher vocational students successfully obtain employment opportunities.

Higher vocational college students: students receiving education at Higher vocational colleges. The characteristics of students in higher vocational colleges are that they are highly practical, but have weak learning initiative, poor learning foundation, and unclear goals.

Research Framework

The research framework will consider various factors, including personal qualities, environmental factors, behavioral factors, and sustainable development factors. By studying the current situation and expected situation of employability,

formulating strategies, and evaluating the applicability and feasibility of the strategies, we can finally come up with strategies to promote the sustainable development employability of higher vocational college students.

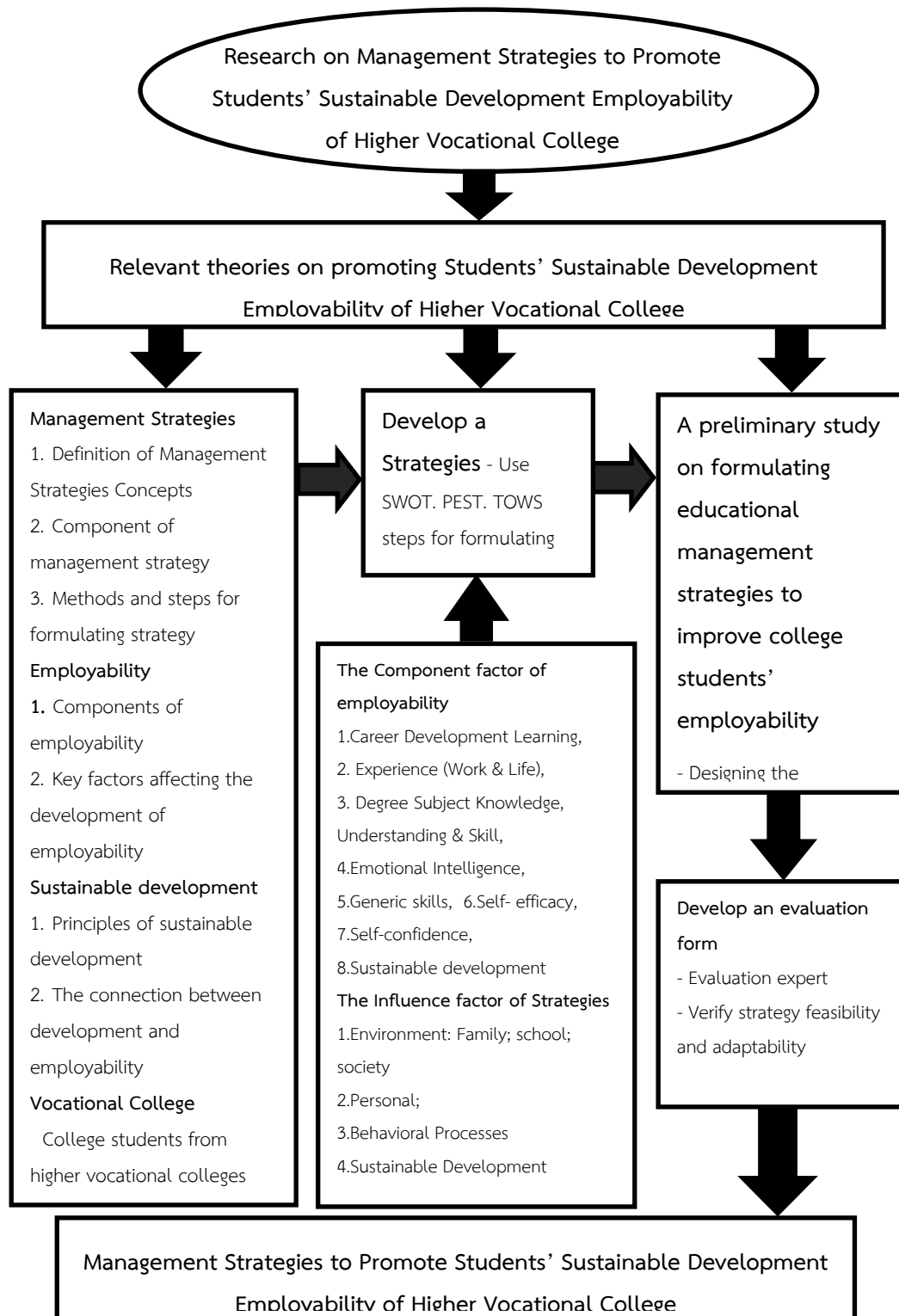


Figure 1.1 Research Framework

Chapter 2

Literature Review

Relevant literature was retrieved through the online database, and combined with the purpose of this study, the literature was classified, sorted, and analyzed on management strategies, sustainable development, employability, higher vocational college students, and other related contents. The research results are as follows:

1. Management Strategies
2. Sustainable Development
3. Employability
4. Higher Vocational College
5. Related research

Management Strategies

Management strategies were essential frameworks that guided organizations in achieving their long-term objectives through systematic decision-making and resource allocation. Scholars defined management strategies as a blend of art and science involving the formulation, implementation, and evaluation of cross-functional decisions that aligned with organizational goals.

Definition of Management Strategies Concepts

"Guan Zi·Seven Laws" stated that if one did not even know the strategy yet wished to accomplish great deeds, it was like traveling on water without a boat, which was very dangerous. The so-called "strategy" meant that strategic management played an important role in determining the direction of development and the effectiveness of achieving goals. In Western management literature, the word "strategy" originated from the Greek word (Strategos), which means "the art of generals," which is the method of using military forces. Therefore, strategy could be interpreted as tactics, strategies, policies, etc. Later, the word "strategy" was introduced into management science. Many scholars have different views on the definition of management strategies, as follows:

Chandler (1962) Strategy is defined as a method of designing an organization's long-term goals and decisions, as well as the actions and asset allocation needed to achieve these goals.

H. Igor Ansoff & Edward J. McDonnell (1990) strategic management constitutes a systematic approach to managing changes, comprising positioning the organization through strategy and planning, real-time strategic response through the management of problems, and the systematic management of resistance during strategy implementation.

Stephen J. Porth (2002) believes that strategic management is definable as a cross-process of formulation, implementation, and evaluation of the decisions that enable organizations to define and achieve their mission and ultimately create value.

Bhalla et al. (2009) strategic management formation, by its nature, is not a single, easily identified activity. It is a highly contested concept: there are widely divergent views in the strategy literature about what constitutes strategy-making's key dimensions. The two problems are linked.

Colin S. Gray (2016) differentiates "strategy" - which he argues is a permanent theoretical construct with an unchanging nature - from "strategies" that change in character (versus nature) and must be adaptive to contextual elements such as geography, technology, and specific adversaries.

To summarize, management strategy refers to the systematic actions or plans taken to achieve a certain goal under specific environmental conditions. Simply put, it sets goals through internal and external environmental factors and plans how to achieve them.

Component of management strategy

Porter (1998) believes strategic management emerged as part of strategic planning, which is now regarded as one of its main instruments. It was incorporated into strategic management, which united planning and management in the same process. Strategic management is defined as a cross-process of formulation, implementation, and evaluation of the decisions that enable organizations to define and achieve their mission and ultimately create value.

Robert S. Kaplan & David P. Norton (2020) described the components of strategy as follows:

1) Vision and Mission: The fundamental statements that define the organization's purpose and long-term aspirations. Vision provides a future-oriented view of the organization's goals, while the mission defines its current role and objectives.

2) Strategic Objectives: The organization aims to achieve specific goals within a certain timeframe. These objectives translate the vision and mission into actionable targets that guide strategic planning and decision-making.

3) Strategy Map: A visual representation that outlines the organization's strategy, showing how different objectives and activities are linked to achieve the overall goals. Strategy maps help to communicate the strategy clearly across the organization.

4) Balanced Scorecard: A performance measurement framework that tracks the organization's progress towards its strategic objectives. The balanced scorecard includes financial and non-financial metrics, providing a comprehensive view of the organization's performance.

5) Strategic Initiatives: The specific projects or programs that are undertaken to achieve the strategic objectives. Strategic initiatives involve allocating resources and managing change to ensure that the strategy is implemented effectively.

Barrozo et al. (2021) the study identified the components of management strategies as Planning, Risk Analysis, Organizing, Performing, Evaluating, and Realigning, collectively referred to as the PROPER strategy. This strategy predicts financial performance, commitment to customer satisfaction, and competitive business performance.

Mawardi & Mawardi (2023) Management strategy is the art and science of drafting, implementing, and evaluating cross-functional decisions that can enable a company to achieve its target. Management strategy is the process of defining the organization's objectives, developing policies and plans to achieve these targets, and allocating resources to implement policies and plans to organizational objectives.

The management strategy combines the activities of a business's various functional parts to achieve organizational goals.

Hans Corsten. et al. (2023) the core goal of strategic management is to ensure the survival and success of the enterprise, which is achieved through systematic decision-making and resource allocation. It includes goal planning, strategy formulation, strategy evaluation and selection, strategy implementation, and the final control stage.

Zainul arifin & Agus Zaenul Fitri (2023) strategic management is a series of management decisions and actions (planning, organizing, actuating, controlling) implemented by all organizational components to achieve the desired organizational goals. Strategic management includes at least three things: strategy formulation (strategy formulating), strategy implementation (strategy implementing), and strategy evaluation/control (strategy evaluating). In strategy formulation there are five main steps of strategy formulation, namely 1) mission formulation, 2) external environment analysis, 3) internal organizational analysis, 4) formulation of specific objectives, and 5) strategy determination.

Management strategic components are essential elements that guide an organization toward achieving its long-term goals. These typically include vision, which defines the organization's desired future state; mission, which outlines its purpose and values; and goals, which provide measurable targets. The relationship between mission, vision, goals, strategies, and measures is crucial for organizational coherence and effectiveness. These elements collectively guide an organization toward its desired future state while ensuring alignment across various levels.

Table 2.1 Component of Management Strategy

	Porter (1998)	Robert S. Kaplan & David P. Norton (2020)	Barrozo et al. (2021)	Mawardi & Mawardi (2023)	Zainul arifin & Agus Zaenul Fitri (2023)	Hans Corsten. et al. (2023)
Mission	√	√				
Vision	√	√				
Goals	√	√	√	√	√	√
Strategies	√	√			√	√
Measures					√	√
Strategy Map		√				
Balanced		√				
Scorecard						
Implementation and Evaluation			√	√	√	√

The theory of management strategies

Many management strategies theories include SWOT analysis, positioning theory, resource-based theory, core competence theory, and dynamic capability theory.

Weihrich (1982) proposed the SWOT analysis method, which is a method that can analyze and study the actual situation of a unit more objectively and accurately. The four English letters of SWOT stand for Strength, Weakness, Opportunity, and Threat. SWOT can be divided into two parts: the first part is SW, which is mainly used to analyze internal conditions; the second part is OT, which is primarily used to analyze external conditions. Construct a SWOT matrix by sorting the various factors obtained from the survey according to their priority or degree of impact. After completing the analysis of environmental factors and the construction of the SWOT matrix, a corresponding action plan can be formulated. The basic idea of formulating strategies is to give full play to strengths, overcome weaknesses, take advantage of

opportunities, and resolve threats; consider the past, base yourself on the present, and focus on the future. Using the comprehensive system analysis method, the various environmental factors that are arranged and considered are matched and combined to derive a series of options for the company's future development.

Birger Wernerfelt (1984) proposed the source-based theory, which believed that an enterprise is a collection of various resources and regarded enterprise growth as the result of the enterprise's overall planning and coordination of its own resources and management functions. This theory has a new understanding of enterprise growth. It believes that the driving force for enterprise growth is using its own production resources to form production services. It considers that enterprise growth is based on the unique strength of the enterprise as an individual (usually the services generated by the enterprise mobilizing its own resources) rather than the equilibrium forces of the market. The resource-based theory establishes an analytical framework of "enterprise resources-enterprise capabilities-enterprise growth." The resource-based theory first assumes that the resources of enterprises are heterogeneous and that the resources owned by different enterprises are different. Even two enterprises in the same industry will be affected by the resources and capabilities they mastered when they were founded, their development processes, and their operations. Different resources are accumulated based on different judgments about the future.

Prahalad & Hamel (1990) proposed the core competency theory. An enterprise's core competency is a unique ability formed in its long-term business activities that is difficult to imitate by competitors. This ability can bring competitive advantages, and continued development to the enterprise. The formation of core capabilities requires enterprises to accumulate, update, and strengthen continuously and to pursue excellence in innovation and development continuously.

Teece et al. (1997) proposed the dynamic capabilities theory, which mainly examines how enterprises generate a new capability by integrating, constructing, and reconfiguring internal and external resources and capabilities to adapt to rapidly changing environments. This theory assumes that companies with high dynamic

capabilities have more advantages than companies with low dynamic capabilities. The purpose of this theory is to explain how companies use dynamic capabilities to create and maintain competitive advantages over other companies in the process of responding to and creating the environment.

Costa (2008) proposed the PEST analysis method, which is a method used by strategic consultants to help companies review their external macro-environment. It refers to the analysis of the macro environment, which is also called the general environment and refers to various macro forces that affect all industries and enterprises. To analyze macro-environmental factors, different industries and enterprises will have different specific analysis content according to their own characteristics and operating needs, but generally, they should deal with political, economic, social, and technical factors. Four major categories of external environmental factors affecting enterprises are analyzed.

In summary, different strategic theories have applicable scenarios and conditions. You need to choose the appropriate theory or use it in combination according to your situation. This article uses the SWOT and PEST methods to formulate management strategies.

SWOT, PEST analysis

The concept and steps of SWOT

The concept of SWOT

SWOT analysis is a strategic planning tool used to evaluate an organization's internal strengths and weaknesses and external opportunities and threats. This method is widely used across sectors to inform decision-making and strategy formulation. The process typically involves several key steps that guide participants through a structured assessment of relevant factors. The following are some of the experiences of different scholars in using this method.

Moghaddaszadehet et al. (2015) SWOT analysis involves identifying an organization's Strengths, Weaknesses, Opportunities, and Threats. The steps include defining a mission, preparing Internal and External Factor Evaluation matrices, and

creating the SWOT matrix to formulate strategies based on these evaluations.

Taherdoost & Madanchian (2021) SWOT analysis evaluates internal strengths and weaknesses alongside external opportunities and threats. Key steps include defining objectives, analyzing the business environment, identifying strengths and weaknesses, categorizing opportunities and threats, prioritizing elements, and developing strategies to address challenges.

Sharath et al. (2023) SWOT Analysis evaluates Strengths, Weaknesses, Opportunities, and Threats in organizations or projects. It serves as a strategic planning tool to assess internal and external factors, aiding in resource management and strategy formulation to achieve specific goals within a timeframe.

Ivanenko et al. (2024) SWOT analysis is a strategic planning tool that identifies a company's internal strengths and weaknesses, as well as external opportunities and threats, facilitating a comprehensive understanding of its position and guiding strategic decision-making for sustainable growth and resilience.

The steps of SWOT analysis

Budiman et al. (2018) the steps to develop a strategy through SWOT analysis include conducting a SWOT analysis, weighting SWOT questions, summarizing internal and external factors, and creating a SWOT matrix to develop an appropriate strategy. This article analyzes the strategy through the following 9 steps. As follows:

Step 1 Identify Internal Factors (Strengths and Weaknesses)

Step 2 Identify External Factors (Opportunities and Threats)

Step 3 Giving the Internal Factors Questionnaire to the internal stakeholders

Step 4 Giving the External Factors Questionnaire to the external stakeholders

Step 5 Creating IFAS and EFAS analysis

Step 6 Creating SWOT Matrix Diagram Analysis

Step 7 Develop Chosen Strategy Mix within SWOT

Step 8 Develop Programs and Activities within the strategy

Step 9 Develop Key Performance Indicator (KPI)

Susanto et al. (2019) SWOT analysis compares the factors of external opportunities (opportunities) and threats (threats) with internal factors strengths

(strengths) and weaknesses (weaknesses). To conduct an in-depth analysis of SWOT, firstly, external and internal factors should be considered as important components of SWOT and analyzed, as follows:

First, external and internal environment analysis

a. External factors

This external factor influences the formation of opportunities and threats (O and T). Where this factor concerns the conditions that occur outside the organization that influence organizational decision-making, this factor covers the industrial and macro environment, economy, politics, law, technology, population, and socio-cultural environment.

b. Internal factors

This internal factor affects the formation of strengths and weaknesses (S and W). Where this factor concerns the conditions that occur in the organization, this also influences the formation of organizational decision making. These internal factors cover all kinds of functional management: marketing, finance, operations, human resources, research and development, management information systems, and organizational culture.

Second, use the SWOT matrix to compile organizational strategic factors. This matrix can clearly describe how the organization's external opportunities and threats can be adjusted according to its strengths and weaknesses. This matrix can produce 4 groups of possible strategic alternatives.

a. SO Strategy (Strength-Opportunities)

This strategy is based on the mindset of the organization, namely by utilizing all the power to seize and take advantage of the greatest opportunities.

b. ST Strategy (Strengths-Threats)

It is a strategy to use the strength of the organization to overcome threats.

c. WO Strategy (Weaknesses-Opportunities)

This strategy is implemented based on utilization opportunities that exist in a way that minimizes existing weaknesses.

d. WT Strategy (Weaknesses-Threats)

This strategy is based on defensive activities and seeks to minimize existing weaknesses and avoid threats.

Taherdoost & Madanchian (2021) the following steps are considered as the main steps to run a SWOT analysis in a different business:

- (1) Find the objectives of carrying out a SWOT analysis.
- (2) Investigate situations of the business, industry and market.
- (3) Identify strengths of your business and list them.
- (4) Realize the weaknesses of your business as well as your industry and categorize them.
- (5) Identify potential opportunities and perspectives of your industry and classify them.
- (6) List and organize potential threats to your business.
- (7) Find priorities from the SWOT elements and analyze them.
- (8) Develop a strategy that best addresses the issues and challenges of your internal and external environment.

Grčić & Picek (2022) develop a SWOT Matrix: Create a matrix combining internal and external factors. This visual representation aids in identifying strategic options, such as SO (Strengths-Opportunities) strategies for aggressive growth or WO (Weaknesses-Opportunities) strategies for improvement.

Prabawati et al. (2024) conduct a SWOT Analysis; identify and list the organization's strengths, weaknesses, opportunities, and threats. This can involve qualitative methods such as interviews and questionnaires with stakeholders. Strategic management includes environmental assessment & strategy development. strategic management is often referred to as strategic planning, or long-term; the formulation process deals with the development of missions, goals, strategies, and policies, so the formulation of the strategy must analyze strategic factors, namely strengths, weaknesses, opportunities, and threats in the current situation. The SWOT factors are as follows:

1. Strength is the internal situation of the organization in the form of competence/capability/resources owned by the organization that can be controlled and used as an alternative to deal with weaknesses and threats.

2. Weaknesses are internal organizational situations that are not going well or resources that are needed by the organization but are not owned by the organization and are difficult to use to deal with opportunities and threats.

3. Opportunities are external environmental factors that have the potential to generate profits.

4. Threats (threats) are external environmental factors that are negative and have the potential to cause difficulties.



Figure 2.1 SWOT analysis

(Source: Prabawati et al., 256)

Tang Dynasty Zhang Xuan's, 723)

The concept and steps of PEST analysis

The concept of PEST analysis

The PEST analysis is a strategic tool used to evaluate the external macro-

environmental factors affecting an organization. It encompasses Political, Economic, Social, and Technological dimensions, providing insights that are crucial for decision-making, particularly in international markets and public sector strategies. This analysis helps organizations adapt to changing environments and formulate effective strategies.

Kolomiets et al. (2019) PEST analysis in education management identifies Political, Economic, Social, and Technological factors influencing educational institutions. It helps universities understand external environments affecting their international activities, guiding strategic planning and decision-making for effective internationalization and development.

Nam-Gyeong & Gim (2022) PEST analysis in education management involves examining Political, Economic, Social, and Technological factors to identify strengths and weaknesses. In the context of primary school garden education, it helps extract strategic insights for the effective implementation and development of educational programs.

H. Zhang (2023) the PEST analysis model evaluates the political, economic, social, and technological environments that affect strategy formulation. It is crucial for public sector strategic decision-making, requiring pre- and post-evaluations to enhance its effectiveness and adapt to complex macro conditions.

Wang & Hou (2023) PEST analysis in education management involves examining Political, economic, social, and technological factors affecting the education sector. It helps identify opportunities and challenges and guides strategic development, particularly in vocational education, as demonstrated in the analysis of Sichuan Province's macro environment.

C. Zhang (2024) PEST analysis is a strategic framework that evaluates a business's external environment through four dimensions: Political, economic, Social, and Technological factors. As demonstrated in the Bondent oral digital platform study, it helps organizations understand market dynamics and informs their development strategies.

PEST analysis is a basic tool for strategic external environment analysis. It grasps the overall macro-environment through political, economic, social, and

technological perspectives or four aspects of factor analysis and evaluates the impact of these factors on the company's strategic goals and strategy formulation.

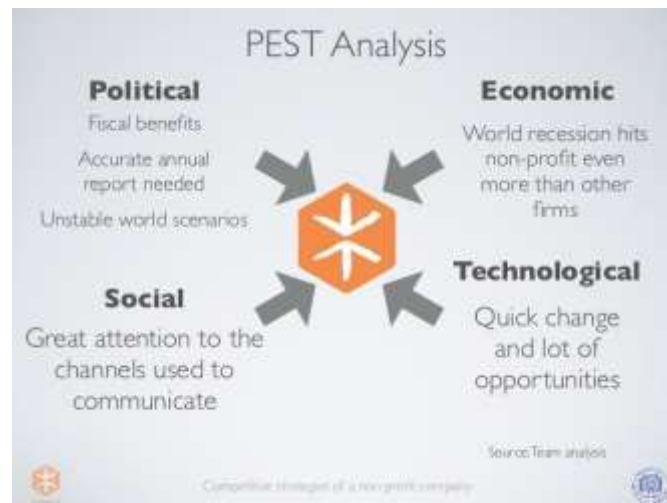


Figure 2.2 PEST analysis

(Source: C. Zhang, 154)

Political: This dimension mainly considers the possible impact of government policies, laws and regulations on the employability of college students. For example, preferential policies for employment and entrepreneurship, policies for college student aid, labor laws, etc. may directly or indirectly affect college students' employment.

Economic: This dimension mainly analyzes the possible impact of factors such as economic development level and economic growth rate on college students' employment. For example, economic prosperity or recession will have a significant impact on college students' employment.

Social: This dimension mainly examines the possible impact of factors such as social culture, population structure, education level, and social skills on college students' employability. For example, a harmonious and inclusive social environment helps college students form positive, correct and healthy values.

Technological: This dimension mainly analyzes the possible impact of factors such as scientific and technological progress and technological innovation on college students' employability. For example, through the Internet, college students can easily obtain a large amount of information and knowledge. Technology makes learning more convenient and efficient, such as improving skills and knowledge through online courses, distance education and learning applications.

The steps to use PEST analysis in strategy creation

As mentioned above, PEST analysis is a strategic tool used to evaluate external macro-environmental factors that affect an organization. When using PEST to formulate a strategy, there are three steps: 1. External environment analysis, 2. Strategy formulation combined with SWOT tools, 3. Using the TOWS Matrix to develop strategy, details as follows:

1. External environment analysis

Artyukhov (2020) the first step in educational management through PESTEL analysis is indeed to identify and analyze external factors. This analysis informs the development of effective strategies for enhancing educational quality and ensuring financial stability within higher education institutions.

Bogomolova & Maruschak (2022) the paper emphasizes that the first step in educational management through PEST analysis is to identify and analyze external factors affecting the autonomous pre-school institution, which helps in understanding the environment and anticipating potential risks and opportunities for development.

Andrew Gillespie (2024) the first step of PEST analysis involves identifying external factors in the Political, Economic, Social, and Technological categories. This helps managers understand macro-external influences that can impact business operations, decision-making, and strategic planning in a constantly changing environment.

2. Strategy formulation combined with SWOT tools.

Zhao et al. (2019) PEST-embedded SWOT analysis integrates external factors (Political, Economic, Social, and Technological) with internal strengths and weaknesses to formulate comprehensive strategies for China's e-commerce industry,

enabling a nuanced understanding of development opportunities and challenges in a competitive environment.

H. Li & Ai (2023) this paper establishes a SWOT-PEST model to analyze the development of e-sports in China. This paper combines politics and economy (PE), society and technology (ST), strengths and opportunities (SO), weaknesses and threats (WT) to intuitively present strengths and weaknesses and propose targeted strategies to promote high-quality development while addressing existing challenges and threats.

Huang (2024) the SWOT- PEST analysis framework is adopted to integrate the internal and external factors related to China and conduct a systematic examination in a unified structure. This methodological approach allows for an exhaustive analysis of China's e-commerce landscape, with a particular focus on identifying strategies to promote the development of cross-border e-commerce in China. Through this dual analytical perspective, the strengths, weaknesses, opportunities and threats of China's cross-border e-commerce industry are studied, linking the macro-environmental analysis with the specific industry context to develop strategies to promote the growth of this industry.

R. Li (2023) this article contains a SWOT analysis and a PEST analysis of TikTok Chinese. The PEST analysis contains an analysis of the political, economic, social, and technological factors that affect the business, and the SWOT analysis contains strengths, weaknesses, opportunities, and threats to help the company's top management make strategic decisions.

3. Using the TOWS Matrix to develop strategy

The TOWS analysis method is also known as the inverted SWOT analysis method. Its analysis order is exactly the opposite of the SWOT analysis method. First, it analyzes the market opportunities and risks, and then analyzes the strengths and weaknesses of the company.

Zi et al. (2008) to implement and monitor the chosen TOWS strategy, clear plans, budgets and procedures should be developed, a management system for regular evaluation should be established, logistics technology should be integrated,

and regional cooperation should be ensured. Through regular objective evaluation, the strategy can be adjusted according to performance and environmental changes.

Dandage et al. (2019) the paper discusses how to use the TOWS matrix to develop international project risk management strategies, based on the prioritization of risk categories. The study highlights the role of the TOWS matrix in identifying key success factors and strategic directions and in the decision-making process, showing how the TOWS matrix can be used to identify and exploit an organization's strengths and opportunities while addressing weaknesses and threats. To implement and monitor a TOWS strategy, clearly define internal strengths and external threats, establish measurable objectives, assign responsibilities, and regularly review progress through feedback from project professionals, ensuring adaptability to changing circumstances in international project risk management.

Dewanto (2022) the TOWS matrix analysis process needs to be systematic. Through investigation, internal strengths and weaknesses are collected, and then corresponding to the opportunities and threats in the external environment, forming a matrix form, formulating strategies, and thus generating four sets of alternative strategies. This approach facilitates brainstorming and strategic planning for organizations like BP. Tapera. In the context of BP. Tapera, the TOWS Matrix facilitated the identification of 12 strategic initiatives, enabling the organization to align its mission and objectives with operational realities.

Maity et al. (2023) the core of TOWS analysis is to identify and list the internal strengths and weaknesses of the research object, while paying attention to external opportunities and threats to form an organic combination. Strategies are formulated to enhance the implementation and sustainability of agricultural photovoltaic systems by matching strengths with opportunities (SO strategy), using opportunities to make up for weaknesses (WO strategy), using strengths to deal with threats (ST strategy) and mitigating weaknesses to deal with threats (WT strategy).

Pasaribu et al. (2023) the TOWS matrix develops strategies by matching external opportunities and threats with internal strengths and weaknesses. Correctly understand and apply the four quadrants of the TOWS matrix. Strengths and

Opportunities (SO): Leverage strengths to maximize opportunities. Enterprises should give full play to their own advantages and seize opportunities in the external environment to achieve rapid development. Strengths and Threats (ST): Leverage strengths to reduce threats. Enterprises can use their own advantages to resist external threats and reduce risks. Weaknesses and Opportunities (WO): Reduce weaknesses to develop opportunities. Enterprises should make improvements to their own weaknesses while taking advantage of opportunities in the external environment to enhance their competitiveness. Weaknesses and Threats (WT): Avoid threats by reducing weaknesses. Enterprises should focus on solving their own weaknesses while avoiding threats in the external environment to ensure stable operations. The main strategies derived from TOWS include enhancing service responsiveness, improving product quality, expanding online channels, and cooperating with business partners to develop new products.

In summary, the above literature provides a framework for the application of the TOWS matrix in strategic planning, including how to identify external factors and evaluate internal factors: comprehensive analysis covers all relevant strengths, weaknesses, opportunities and threats. How to make strategic choices: combine internal and external factors to create strategic choices, use strengths, overcome weaknesses, seize opportunities and respond to threats, prioritize identified strategies, and implement and monitor strategies: establish measurable goals and conduct regular evaluations.

Table 2.2 TOWS Matrix Analysis

	Strengths	Weaknesses
Opportunities	SO Maxi - Maxi Strategies	WO Mini - Maxi Strategies
Threats	ST Maxi - Mini Strategies	WT Mini - Mini Strategies

There are four different types of SWOT analysis combinations: Strengths-Opportunities (SO), Weaknesses-Opportunities (WO), Strengths-Threats (ST), and Weaknesses-Threats (WT).

Advantage-Opportunity (SO) strategy is a strategy to develop internal advantages and take advantage of external opportunities. It is an ideal strategic model. This strategy can be adopted when there are advantages in specific aspects and the external environment provides favorable opportunities for the development of such advantages.

The Weakness-Opportunity (WO) strategy is a strategy that uses external opportunities to make up for internal weaknesses, thereby changing disadvantages to gain advantages. When there are external opportunities, but some internal weaknesses prevent the opportunity from being utilized, measures can be taken to overcome these weaknesses first.

Strength-Threat (ST) strategy refers to using one's own strengths to avoid or mitigate the impact of external threats.

Weakness-Threat (WT) strategy is a defensive technique aimed at reducing internal weaknesses and avoiding external environmental threats.

Steps for formulating strategy

The views of various scholars on the strategy steps are as follows.

Andrews et al. (2009) the paper emphasizes that strategy formulation involves long-term planning, stakeholder consultation, and participation, addressing environmental opportunities and threats while considering organizational strengths and weaknesses. It highlights the importance of top management's involvement and the social-political nature of the process.

Elbanna et al. (2020) emphasized the three core responsibilities of strategy development: determining the vision, direction, and goals of the organization; aligning the organization; and enhancing execution. Achieving integration between long-term strategy and operational performance is critical to effective strategy development and implementation.

Bulkina et al. (2022) scholars define strategy formulation steps as including competition analysis, goal determination, training, cultural considerations, decision-making, and strategic choice. Key concepts identified are strategic decisions, strategic goals, strategic alternatives, and strategic instrumentation, essential for effective strategy development.

Risdarwanto et al. (2023) the paper outlines five main steps for strategy formulation: 1) mission formulation, 2) external environment analysis, 3) internal organizational analysis, 4) formulation of specific objectives, and 5) strategy determination, essential for achieving organizational goals.

In summary, from the perspectives of the above scholars, we can see that strategy formulation is a multifaceted process involving several key steps. These steps are essential to aligning the goals of an organization with its operations and external environment. The strategy formulation steps of this article are shown in Figure 2.3.

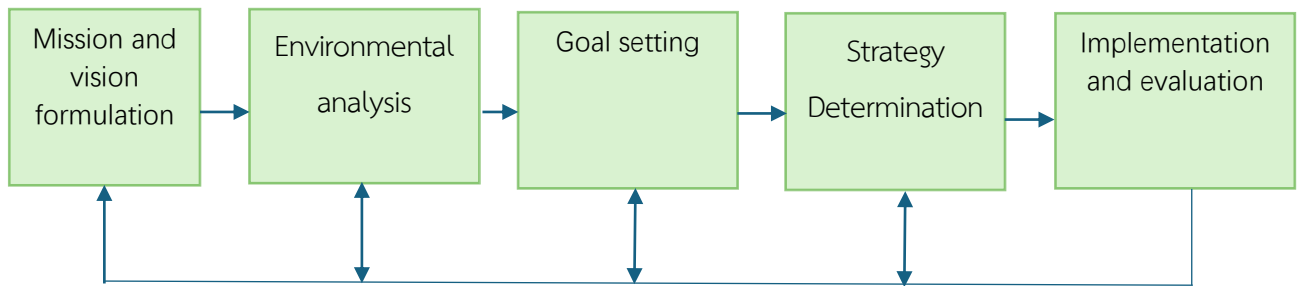


Figure 2.3 Management strategy steps

(Source: Risdarwanto et al. 170)



Figure 2.4 Mission and vision template. (Source: GSE: Global Service in Education)

(Source: Bulkina et al. 158)

Mission and vision formulation: Establishing a clear mission and vision statement that defines the organization's purpose and direction (Arif et al., 2023). Strategic vision is an important step in the strategic management process and is the core value of the organization. It provides a clear direction and goal for the organization and helps all members understand the long-term goals of the organization.



Figure 2.5 Vision & mission statement. (Source: bmc blogs, 2020)
(Source: Arif et al., 162)

Environmental Analysis: Conducting a thorough analysis of both external and internal environments to identify opportunities, threats, strengths, and weaknesses. Environmental analysis is an integral part of developing a strategic vision. It provides organizations with the insights and information they need to develop and implement effective strategies. Through environmental analysis, organizations can better position themselves, grasp the future direction, and develop more precise and targeted strategies to achieve their vision. This article uses SWOT and PEST analysis to analyze the environment. For details, see Figure 2.1: SWOT analysis and Figure 2.2: PEST analysis.

Goal setting: Formulating specific, measurable objectives that guide the strategic direction. Setting goals is a core component of strategic planning, which not only helps to achieve the strategic vision but also ensures that the organization remains relevant and successful in a competitive and changing environment.

Strategy Determination: Choosing appropriate strategies based on the analysis and objectives, which may include planning, positioning, or resource-based approaches. In the process of formulating strategy, the determination of strategy is the core link. It is the key step to transform the organization's vision into actual results. It ensures that the organization can move towards the established goals in a purposeful and planned manner.

Sustainable Development

To achieve sustainable development of employability of students in higher vocational colleges, educational administrators are required to have a clear vision and mission, know the strengths and weaknesses of students, and formulate feasible goals and plans, to promote the sustainable development of students' employability.

Definition of sustainable development

More and more scholars have also studied sustainable development. Their main views are as follows.

World Commission on Environment and Development (WCED) (1987) published a report entitled "Our Common Future". The document came to be known as the "Brundtland Report" after the Commission's chairwoman, Gro Harlem Brundtland. It developed guiding principles for sustainable development, which is generally understood today. The Brundtland Report stated that critical global environmental problems were primarily the result of the enormous poverty of the South and the non-sustainable patterns of consumption and production in the North. It called for a strategy that united development and the environment – described by the now-common term sustainable development. Sustainable development is defined as follows: Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. In 1989, the report was debated in the UN General Assembly, which decided to organize a UN Conference on Environment and Development.

International Union for Conservation of Nature, United Nations Environment Program, World Wildlife Fund (1991) Improve the quality of human life without exceeding the ability to maintain ecosystem conservation.

Wang Jin (1999) sustainable development refers to improving the quality of life without exceeding the carrying capacity of supporting ecosystems. It involves balancing economic development, environmental protection and social well-being, aiming to meet the needs of the present while ensuring that future generations can enjoy the same or better quality of life and resources.

Ye Wenhui & Ning Miao (2005) continuously improve the quality of life of the population and the carrying capacity of the environment, meet the needs of the present generation without compromising the ability of future generations to meet their needs, and satisfy the populations of one region or one country without harming the populations of other regions or countries. development of capabilities to meet their needs.

The 2030 Agenda for Sustainable Development Preamble (2015) the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing – in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Parodi & Tamm (2018) personal sustainability is concerned with the human, individual, inner, psychological and perceptual patterns, thoughts, emotions, habits, subjective body and self-concept, which are closely related to unsustainability or sustainability. Personal sustainability explores the ability to live in a sustainable way. It includes a qualitative view of a person's inner condition, the internal conditions that shape their life experience, their perceptions and their scope of action.

In summary, sustainable development is a broad concept involving three dimensions: environment, economy, and society. Its purpose is to meet the needs of the present without compromising the needs of future generations. It is not only a global goal but also a specific practice for every individual, every organization, and every country. Sustainable development is the coexistence and harmonious development of people, society, and nature. This article will combine sustainable development with SDGs Goal 1: No Poverty, Goal 4: Quality Education, and Goal 8: Decent Work and Economic Growth. These goals are directly related to employability because the improvement of employability can improve the quality of work, thereby

reducing poverty, promoting economic growth and more educational opportunities, and ultimately promoting the sustainable development of the social economy and individuals.

The connection between sustainable development and employability

Sustainable development and employment capacity are mutually reinforced. Their goals are to promote sustained and effective social development, continuously improve the quality of employment, fully meet workers' employment development needs, and achieve harmonious development of labor and population, economy, society, resources, and environment in sustainable development. This relationship is evident in various studies that highlight the importance of sustainability-focused education in improving job prospects and career outcomes.

van der Klink et al. (2016) sustainable employability means that, throughout their working lives, workers can achieve tangible opportunities in the form of a set of capabilities. They also enjoy the necessary conditions that allow them to make a valuable contribution through their work, now and in the future, while safeguarding their health and welfare. This requires, on the one hand, a work context that facilitates this for them and on the other, the attitude and motivation to exploit these opportunities.

Fleuren et al. (2016) argue that SE means "an individual's ability to function in work and the labor market, or their 'employability', without being negatively affected, and preferably positively affected, by the individual's employment over time".

Parodi & Tamm (2018) Personal sustainability is concerned with the human being, the personal, intrapersonal, mental and perception patterns, thoughts, emotions, habits, the subjective body and self-conception that are closely related to unsustainable or sustainable development. Personal sustainability explores the ability to live in a way that is sustainable for oneself and surroundings. It includes a qualitative view of the inner situation of a person, the inner conditions shaping their lived experiences, their perception and their scope of actions.

Sum up, the sustainable development employability in this article refers to the ability of individuals to not only achieve employment in the ever-changing labor market,

but also to maintain employment for a long time and adapt to changes in the future labor market. This ability requires individuals to continuously develop themselves to cope with various challenges that may be encountered in their careers. The relationship between sustainability and employability in this paper can be shown in Figure 2.6.

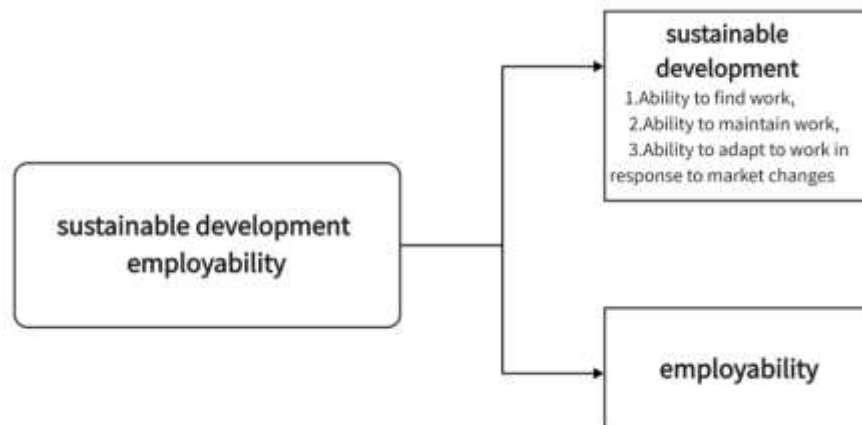


Figure 2.6 Sustainable development employability model

(Source: Fleuren et al., 162)

Factors affecting sustainable development

The factors affecting sustainable development employability can be analyzed from multiple levels, including individual, organizational and social. Different scholars have different views, as follows:

Brouwers et al. (2015) sustainable employability can be defined as the ability of employees to participate in present and future work while maintaining good health and well-being and the conditions necessary to achieve this. While research on healthy occupations has focused solely on the mental and physical state of employees, sustainable employability requires a supportive work environment and employees with the attitudes and motivation to explore and develop their abilities. To meet these requirements, the Vitality Scan was developed. The current Vitality Scan is based on theoretical models and expertise on person-job fit, job capabilities and worker health, which are grouped into four main categories: health, engagement, motivation and capability.

Fleuren et al. (2016) nine indicators collected at different stages of working life (i.e. health status, work ability, recovery needs, fatigue, job satisfaction, motivation, employability, skills gaps and performance) are considered to reflect this ability to maintain sustainable employment.

Meerman et al. (2022) on the organizational conversion level, important themes were cultural aspects, power relations, shortage of personnel and policies for self-management. On the work conversion level, social contacts, communication and workload, tasks and schedules were identified. Social contacts were described as a work value, but also conditional for achieving other work values. On the personal conversion level, experienced work stress, motivation and the ability to achieve values informally within the company.

Vuuren et al. (2023) our findings confirm the relevance of adopting a P-E fit perspective on sustainable employability, and of considering the possible role of age in the relationships under study. We found that both individual (Person) and work-related (Environment) factors, and under certain circumstances in interaction with one another, influence the employees' sustainable employability. Our study shows that employees' commitment, and the learning climate that an organization offers to them are both important for the employees' career potential. Moreover, only when the employees are older or less committed to their careers does the interaction between age and career commitment with organizational learning climate have an additional effect.

Gürbüz et al. (2024) the current three-wave study had three main objectives. First, we aimed to investigate whether SE is associated with long-term work outcomes. We focused on job satisfaction and task performance because these two work outcomes have a significant impact on organizational performance and employee well-being. Second, we aimed to reveal the psychological pathways between SE and work outcomes. More specifically, integrating the SE model with job demands, we investigated whether job engagement (referring to the high levels of vitality, dedication, and focus experienced by employees at work) mediates the relationship between SE and both task performance and job satisfaction. We proposed to use job engagement as a mediating variable because according to the

JD-R theory, job engagement is an important motivational pathway, also known as the motivational process, between job resources (e.g., supportive supervision, autonomy, skill variety) and desirable work outcomes (e.g., task performance).

After a careful review and in-depth analysis of the research results of the above scholars, we can extract and summarize their core views, which cover several key areas of higher education in cultivating students' sustainable employability, as shown in Table 2.3.

Table 2.3 Factors affecting sustainable development

Research Scholar	Factors affecting
Brouwersl (2015)	health, involvement, motivation, and competence
Fleuren et al (2016)	health status, workability, recovery needs, fatigue, job satisfaction, motivation, employability, skills gaps and performance
Gürbüz et al (2024)	health, productivity, valuable work, and a long-term perspective cultural aspects, power relations, shortage of personnel and
Meerman J (2022)	policies for self-management; social contacts, communication and workload, tasks and schedules were identified; work stress, motivation and the ability to achieve values
Vuuren TV (2023)	job satisfaction, task performance and job engagement

Through the literature research of the above scholars, the factors affecting sustainable development employability in this paper are health status, employability, job satisfaction and ability to realize value.

Employability

Employability is a common concern for individuals, educational institutions, and policymakers. Improving employability can not only help individuals achieve career development but also promote social and economic development and stability.

Definition of employability

British scholar Beveridge first proposed the concept of employability. Many scholars have also put forward different views. Although the research perspectives are different, they all define the employability of workers with labor ability. The main points are as follows:

Hillage & Pollard (1999) the International Labor Organization (ILO) proposed a definition of employability in 1954, emphasizing the ability of an individual to obtain and maintain employment and the ability to remain attractive in the labor market. The Australian Council for Educational Research believes that employability is not just about going to work, but also about making progress in an organization, realizing personal potential, and contributing to achieving the organization's strategic goals. The former Department of Education and Employment of the United Kingdom pointed out that employability is the ability of an individual to obtain and maintain an existing job and is a potential for self-realization. This potential is fully utilized in the labor market to obtain employment. The Conference Board of Canada (CBC) defines employability as the ability of individuals to meet the changing needs of employers and clients and to realize their ambitions and potential in the labor market. The Confederation of British (CBI) Industry highlights that employability is the characteristics and abilities that individuals need to meet the changing needs of employers and clients.

Fugate et al. (2004) believe that employability is a multi-dimensional, proactive ability to adapt to work, which enables employees to identify and understand career opportunities.

Sanders & De Grip (2004) proposed that employability is an individual's ability and willingness to proactively respond to changes by anticipating changes in tasks and work environments and remain attractive in the labor market.

Yorke (2005) believe that employability is the ability to adapt to employment positions, including personal qualities, core skills, creativity and problem-solving abilities, and is in line with the attributes and skills required by employers.

To sum up, foreign definitions of employability can generally be divided into the following two categories. First, employability is based on basic personal attributes

and is self-satisfaction and stimulation of potential. The second is to satisfy the employability of employers, mainly including basic characteristics and competencies. The third is employability based on skills. Based on the above literature, I believe that employability is the ability of an individual to obtain and maintain a job, and to continuously adapt to changes in the work environment and content during the work process.

The theoretical bases of employability

Many scholars have put forward many theoretical bases for the employability of college students, as follows:

Humanistic theory

Humanism emerged in the United States in the 1950s and 1960s and developed rapidly in the 1970s and 1980s. It is the most important theoretical cornerstone of the current practice of vocational education in Western countries and is also the basic development trend of the theoretical selection of higher vocational education in China. The main representative figures are Rogers and Maslow.

Maslow (1943) human needs are composed of five levels from low to high: physiology, safety, belonging and love, respect, and self-actualization. When low-level needs are satisfied, high-level needs arise and become the driving force for people to continue to work hard. When the needs of higher vocational students are met, they will have higher requirements, requiring their own employability to not only satisfy themselves, but also meet the requirements of society and enterprises, until the most successful employment reaches self-realization.

Zechuan & Kan (2024) Carl Rogers proposed the concept of "whole person", highlighted the status of students, emphasized the meaningful free learning concept and student-centered teaching concept, and advocated students' self-learning, self-creation, and self-realization. Just like in higher vocational colleges, "teachers should play a facilitative role and establish a teacher-student relationship of "sincerity, understanding and trust." Teachers and students should treat each other honestly, have equal dialogue, and communicate democratically to establish a harmonious teacher-student relationship. Student-student relationship. Only a harmonious

teacher-student relationship is in line with the educational law of mutual teaching and learning, so that the learning interest and passion of higher vocational students can be stimulated, imagination and creativity can be unleashed, and students' personalities can be respected and developed. Secondly, for higher vocational students' The most important thing for students is the correct attitude towards life and excellent technical skills, which need to be acquired through daily teaching activities and teaching practice. Only by acquiring methods in practice and gaining interest in methods can the ultimate improvement of skills and personality be achieved. Shaping, as Rogers said, the teaching process is more important than the teaching results, and the teaching process can complete the shaping of people. Finally, for higher vocational colleges, in order to enable students to apply their knowledge and adapt to the development of future society, they should pay attention to students' practical ability and The cultivation of innovation ability focuses on the interaction of "campus and park", not only introducing the community into the school, but also allowing students to enter the community, using community life as the second classroom for students, and guiding students to grow healthily in different situational experiences. School education Teaching is linked to social requirements, which is also in line with Rogers' educational philosophy of "social man". When interest in learning is stimulated, personality is well shaped.

Career theory

Parsons (1908) is regarded as the founder of the vocational guidance movement. He developed the 'talent matching' approach which was subsequently developed into the trait and factor theory of occupational choice within the evolving discipline of differential psychology. Parsons' core concept was that of 'matching'. He suggested that occupational choice occurs when people have achieved: First, an accurate understanding of their individual traits (e.g. personal abilities, aptitudes, interests, etc.) second, a knowledge of jobs and the labor market, and third, made a rational and objective judgement about the relationship between these two groups of facts.

Holland (1966, 1973, 1985, 1992) developed an occupational classification system that categorizes personalities and environments into six model types:

realistic, investigative, artistic, social, enterprising and conventional. His ideas still fall broadly within the matching tradition established by Parsons (1908), since he proposed: first, that each of his six personality types are related to need and individuals can be categorized in one (or more) of these types; second, that work environments can also be classified in this way; third that vocational choice involves individuals searching for work environments that are congruent with their personality type.

Developmental theories

Developmental theories encompass a range of frameworks that explain the processes of human growth and change across various stages of life. These theories are crucial for understanding cognitive, social, and emotional development. The following sections outline key developmental theories and their implications.

Eli Ginzberg (1951) proposed three life stages which broadly corresponded with chronological age. First came the fantasy stage which lasted up until eleven years old; second, the tentative stage, lasting from ages eleven to seventeen, with the three substages of interest, capacity and value; third, the realistic stage, which lasted from age seventeen onwards, with substages of exploration, crystallization and specification.

Donald E. Super (1960) thought Ginzberg's work had weaknesses, one of which was the failure to consider the very significant existing body of information about educational and vocational development (Osipov & Fitzgerald, 1996, p.111). Super (1957) and Super et al. (1961) extended Ginzberg's three life stages to five (with slightly different sub-stages), arguing that occupational preferences and competencies, individual's life situations (and hence their self-concepts) all change with time and experience. He also developed the concept of vocational maturity, which may or may not correspond to chronological age. Super (1957) extended Ginzberg's three life stages to five, with slightly different substages. He also developed the concept of vocational maturity, which may or may not correspond to chronological age. Super's five stages were: growth, which lasted from birth to fourteen; exploration lasting from age fifteen to twenty four with the substages of crystallization, specification and implementation; establishment from twenty five to forty four, with substages of stabilization, consolidation and advancing; maintenance from forty five to sixty four, with substages of holding, updating and innovating;

finally the fifth stage of decline from age sixty five onwards, with substages decelerating, retirement planning and retirement living.

social cognition theory

Social cognition theory is one of the important theories in social psychology. It is a theory used to explain the social learning process, focusing mainly on cognitive factors such as people's beliefs, memories, expectations, motivations, and self-reinforcement.

Bandura (1986) this theory aims to explore the dynamic mutual determination relationship between environment, people and behavior. It regards environmental factors, behavior and human subjective factors as theoretical entities that are independent of each other but interact with each other and thus support each other. As shown below.

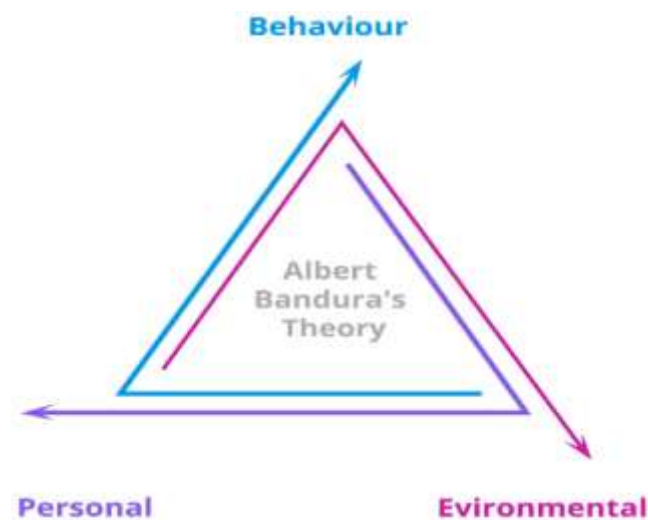


Figure 2.7 Social cognitive theory model

(Source: Donald E. Super, 169)

In summary, humanistic theory clarifies the overall norms for cultivating the employability of higher vocational students and points out the direction for achieving the training goals of higher vocational education; career theory provides a methodological basis for the career choice and employment guidance of highervocational students, so that the goal of cultivating the employability of higher vocational students can be achieved; development theory provides higher vocational students with a powerful tool to understand and plan their careers, helping them to

make wise choices in the ever-changing labor market; social cognitive theory provides a rich theoretical basis and practical guidance for the study of employability, which helps to more comprehensively understand and improve the employability of individuals. Each theory has different characteristics. Based on social cognitive theory and combined with sustainable development factors, this paper obtains a chart of factors affecting sustainable development employability, as shown in Figure 2.8.

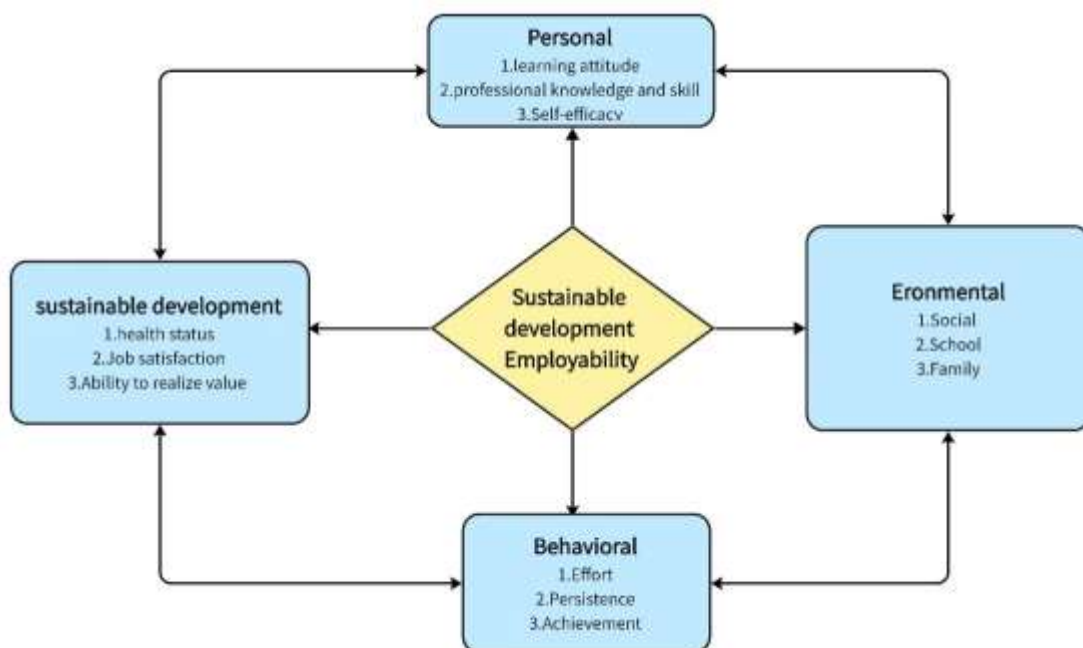


Figure 2.8 Factor affecting sustainable development employability

(Source: Bandura, 175)

Components of the Employability

Based on relevant research on employability and its components, domestic and foreign scholars have proposed various employability structural models. Among them, foreign scholars have proposed the USEM model and CareerEDGE model, and domestic scholars and institutions have proposed the nine-dimensional career adaptability model and the general employability model. Among them, the CareerEDGE model is particularly representative and has been widely recognized by academia and enterprises. In 2007, the Employability Research Center of the

University of Central Lancashire in the UK transformed the USEM model based on the USEM model to form a new employability model - the CareerEDGE model. The first level of the model includes the five basic elements of career Development, experience, expertise, skills, and emotional intelligence. These five basic elements are closely related and integrated with each other. Based on these five elements, continuous summary, cognition, judgment, and feedback are the second-level elements of employability formed through the subject's self-reflection and external evaluation: self-efficacy, self-esteem, and self-confidence. Self-efficacy, self-esteem and self-confidence have a direct impact on the formation and improvement of individual employability.

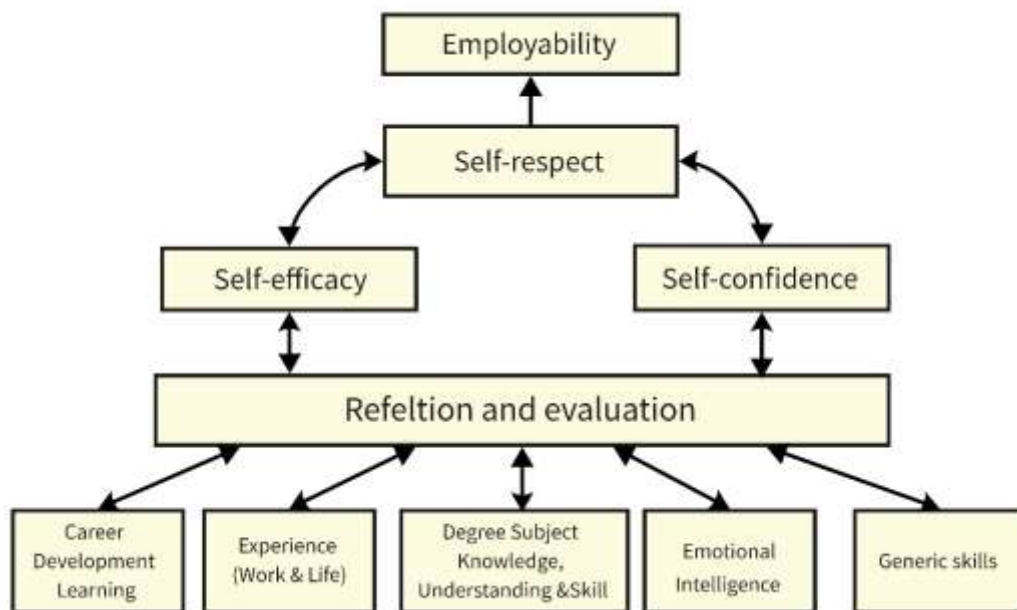


Figure 2.9 Components of CareerEDGE employability model

(Source: Donald E. Super 213)

This research uses the CareerEDGE model when studying the current situation of employability. Employability consists of the following eight factors. 1. Career Development Learning, 2. Experience (Work & Life), 3. Degree Subject Knowledge, Understanding & Skill, 4. Emotional Intelligence, 5. Generic skills, 6. reflection and

evaluation, 7. Self-efficacy ,8. self-confidence, 9 Self-respec. As shown in Table 2.5, reflection and evaluation includes: 1. Career development learning, 2. Experience (work and life), 3. Degree subject knowledge, understanding and skills, 4. Emotional intelligence, 5. Generic skills; Self-respect includes self-efficacy and self-confidence. Therefore, to facilitate the subsequent investigation of the current situation of employability questionnaire, the researchers designed the questionnaire from 1. Career development learning, 2. Experience (work and life), 3. Degree subject knowledge, understanding and skills, 4. Emotional intelligence, 5. Generic skills, 6 self-confidence, 7 self-efficacy.

Key factors affecting employability formulation.

The research analyzes and refines the literature, concepts, and theories related to factors affecting the employability of higher vocational students. The research literature includes Wang Yarong, Xu Miaomiao, (2011), Xu Huan, (2016), Wu Xiaoyan, (2019), Chen Siqi et al, (2020), Wang Lei, (2021). Zhou Hui, Wang Yibin, (2020)

The research results are as follows:

Table 2.4 Factors affecting college students' employability

Impact on College Students' Employmentability Factor	Author	Wang Lei (2021)	Xu Huancai (2016)	Wang Yarong, Xu Miaomiao (2011)	Wu Xiaoyan (2019)	Chen Siqi et al. (2020)	Zhou Hui, Wang Yibin (2020)	Frequency
Gender		√					√	2
Family Economic Situation		√			√		√	3
Parental Relationship			√	√		√		3
Government Policy		√		√	√	√	√	5
School Policy		√		√	√	√	√	5
Career Planning		√		√		√		3

Table 2.4 (Continued)

Impact on College Students' Employmentability Factor	Author	Wang Lei (2021)	Xu Huancai (2016)	Wang Yarong, Xu Miaomiao (2011)	Wu Xiaoyan (2019)	Chen Siqi et al. (2020)	Zhou Hui, Wang Yibin (2020)	Frequency
Employment Courses Served as a Student Leader		√	√	√	√	√	√	6
Professional Abilities Learned		√	√	√	√	√	√	6
Social Experience		√	√			√		3
Practical Ability		√	√	√	√	√		5
Stress Tolerance			√	√		√		3
Communication Skills			√	√		√		3
Teamwork			√	√		√	√	4
Emotional Control				√		√		2
Motivation to Learn		√		√	√	√	√	5
Learning Target				√	√	√	√	4
Self-Reflection		√	√				√	3
Teaching Methods		√	√	√	√	√	√	6

According to the table, the researchers searched the literature and summarized the factors that affect employability. As shown in Table 2.1, it is found that there are many factors that affect employability. Here, combined with social cognitive theory, the factors that affect college students' employability are divided into personal factors, behavioral factors and external environmental factors. We selected the 7 factors that have the greatest impact on college students' employability. External environmental factors: 1) family, 2) school, 3) society; Persona

factors: 4) personal learning attitude, 5) personal professional knowledge and skills; behavior factors: self-efficacy, observational learning, reflection and adjustment behavior.

Higher Vocational College students

Definition of Higher Vocational College

Vocational college students, that is, students of higher vocational education institutions, have some unique characteristics and features, which affect their study and employment to a certain extent. The following is an overview of some of the main characteristics of vocational college students by scholars:

Xie Na (2015) higher vocational colleges are mainly aimed at cultivating technical talents. They are to cultivate a group of talents with university knowledge and certain professional technologies and skills based on complete secondary education.

Zhou Zewei & Wang Feifei (2020) as an important part of the higher education system, Higher vocational colleges have always assumed important functions in talent cultivation. In response to the plan of the Ministry of Education of China to build a modern vocational education system, junior college education focuses on training High technical application talents.

To sum up, Higher vocational colleges, part of China's higher education, not only have the main goal of cultivating technical talents, but also cultivate students with good professional qualities.

Definition of higher vocational college students

Higher vocational college students: Students educated at higher vocational colleges.

Characteristics of students in higher vocational colleges

Cheng Yan (2013) the characteristics of students in higher vocational colleges are 1. low educational level and poor self-control ability; 2. weak learning initiative and no good study habits; 3. poor self-care ability and lack of team spirit; 4. low comprehensive quality and lack of team spirit. Social responsibility.

Xuan Jie (2014) education in higher vocational colleges is an important link in national higher education. The structure of students in higher vocational colleges is relatively complex and they receive different educational backgrounds. Therefore, higher vocational colleges must improve education management. Take students as the starting point, fully consider students' characteristics, and promote students' all-round development.

Zhang Ye (2018) the student source structure of higher vocational colleges is complex, the levels are greatly different, the learning foundation is weak, the learning efficiency is low, most students have improper learning attitudes, and there is an inferiority complex, which directly affects the quality of students' learning and career educational effect. Taking the learning characteristics of students in higher vocational colleges as the entry point and starting point, the following measures are given to achieve "improving the comprehensive quality of students in higher vocational colleges." 1. Purpose to deepen the school-enterprise cooperation model, 2. Improve the quality of the teaching team, 3. Pay attention to practical teaching content, 4. Establish correct learning goals, 5. Optimize innovative teaching work.

Xie Dan (2019) the construction purpose of higher vocational colleges is to provide professional technical talents to the country, which provides more ways for the country's modernization and industrialization construction. Limited by the examination-oriented education and teaching methods, the professional and cultural knowledge of students in higher vocational colleges needs to be improved. Therefore, higher vocational colleges attach great importance to practical teaching models in terms of teaching methods and approaches.

To sum up, the characteristics of students in higher vocational colleges are that they are highly practical, but have weak learning initiative, poor learning foundation, and unclear goals.

Related Research

The following is a literature review of relevant strategies to promote the employability of college students:

Chen Qian (2016) as an employment channel, college students' part-time job can not only reduce students' financial pressure, but also during the part-time process, college students can accumulate social experience, enhance their employability, and improve social practice skills.

Deng Yanfan (2020) according to statistics from the social science website, there are not a few college graduates starting their own businesses after graduation, and they have shown a trend of growth for many years. This shows that entrepreneurship education plays a certain role in the employment of college students.

Chen Siyuan (2022) colleges and universities are the first person responsible for cultivating college students' employability. To cultivate students who learn to do things, education must be based on ability. When setting up courses, the needs of enterprises should be summarized, the key points of training should be organized, and the teaching objectives and course content should relate to the current economic development and social status quo. In classroom teaching, more suitable cases should be selected so that students can find solutions in the cases.

Liu Fan (2022) strategies for colleges and universities to cultivate college students' employability in the new era can increase employment by enhancing employment and entrepreneurship awareness, strengthening employment and entrepreneurship guidance, optimizing college students' employment and entrepreneurship programs, opening employment and entrepreneurship training simulation bases, and establishing college students' employment and entrepreneurship platforms. Entrepreneurship support is provided in many aspects.

Yuan Yan (2022) in recent years, the number of college graduates in my country has reached record highs, and the employment situation has become increasingly severe. Employment pressure has become a source of psychological stress for college students that cannot be ignored. Affected by the combined effects of economic downturn and the COVID-19 epidemic, the employment situation of college graduates is complex and severe. The reasons for the difficulty in finding employment for college students are: 1. The number of graduates is increasing year

by year, and market supply exceeds demand; 2. Under the background of the COVID-19 epidemic, employment is difficult; 3. Psychological quality is fragile and prone to withdrawal behavior; 4. Unreasonable employment concepts, leading to employment difficulties; 5. Schools There is not enough support for unemployed students. Improve employment coping strategies, 1. Strengthen the top-level design of employment and entrepreneurship work, 2. Guide students to establish correct employment concepts, 3. Carry out in-depth mental health education, 4. Conduct targeted employment and entrepreneurship guidance education, 5) Schools, families and society must form Join forces to build a strong support system.

Liu Jiaqi (2022) innovation and entrepreneurship education helps to improve students' employability and cultivate students' innovative spirit. In the innovation and entrepreneurship education system, theoretical teaching is the foundation. Only by ensuring the quality of theoretical teaching can we provide theoretical guidance for practical teaching and practical activities. Practical teaching and practical activities are important components of the innovation and entrepreneurship education system. Only through practical teaching and practical activities can students achieve the combination of theory and knowledge, deepen their understanding of theory, continuously improve their employability under the guidance of scientific theories, and create their own value in the workplace in the future. Favorable conditions.

He Wei (2023) entrepreneurship education course is an important course in today's college education. It is related to students' employment and entrepreneurship abilities and their ability to adapt to social market development, and directly affects students' future.

Yang Jinlei (2023) employment issues are related to the growth of college students and affect the harmonious and stable development of society. Employment guidance courses in colleges and universities provide guidance and education from the perspective of improving college students' concepts, cognition, and abilities. By carrying out employment guidance education and organizing students to learn about the employment situation and policies, industry development prospects, etc., it can help college students deeply understand the current employment

environment, national development plans, etc., and formulate career development goals and objectives based on their own interests, specialties, professional advantages, etc. Planning, employment with a scientific view of employment; through employment guidance courses, students can also recognize their own strengths and weaknesses and formulate scientific and feasible career plans based on the actual situation.

In summary, Employability was a common concern of individuals, educational institutions, and policymakers. It was not only related to personal career development, but also an important part of social and economic development. The formulation of management strategies to promote the sustainable development of students in higher vocational colleges and improve employability was achieved through the following aspects:

1. Establishing vision and mission

Individuals needed to clarify their career goals and development direction, educational institutions should have taken the mission of cultivating high-quality talents that meet market demand, and policymakers should have formulated long-term plans that were conducive to employment and career development.

2. Environmental analysis

SWOT analysis was used to identify the strengths, weaknesses, opportunities, and threats of individuals, educational institutions, and social environments, and PEST analysis helped understand the impact of political, economic, social, and technological environments on employability.

3. Goal setting

Based on the results of environmental analysis, individuals should have set clear career development goals, educational institutions needed to set training goals, and policymakers should have set specific goals for achieving high-quality employment.

4. Strategic decision-making

Based on the analysis results, corresponding strategies were formulated. Individuals may have needed to improve specific skills or knowledge, educational

institutions may have needed to adjust their curriculum, and policymakers may have needed to introduce new employment policy support.

5. Implementation and evaluation

Strategies were put into practice and the results were evaluated regularly. Institutions could improve their employability through internships and project participation, educational institutions could optimize teaching through education quality assessment, and policymakers could adjust policies through policy effect evaluation.

Combining SWOT-PEST analysis with the concept of sustainable development, improving employability required careful consideration of personal development, educational adaptability, and policy support while paying attention to environmental, social, and economic sustainability. Through this comprehensive approach, the sustainable development employability of students in higher vocational colleges could be effectively improved.

Chapter 3

Research Methodology

Management strategies to promote sustainable development employability of higher vocational college students, the research was carried out through the following three stages:

The first stage: Studying the current situation, expected situation and factors influencing to promote sustainable development employability of higher vocational college students.

The second stage: Developing management strategies to promote sustainable development employability of higher vocational college students.

The third stage: Evaluating management strategies to promote sustainable development employability of higher vocational college students.

The details of the research methodology were as follows:

The first stage: Studying the current situation, expected situation and factors influencing to promote sustainable employability development of higher vocational college students.

Studying the current situation, and expected situation that promote sustainable development employability of higher vocational colleges students had details as:

The population / Sample Group

The Population

Data from the Guangdong Provincial Department of Education shows that in 2024, Guangdong Province had 93 higher vocational colleges. Based on the researcher's actual situation, schools located in the surrounding and central areas of Guangdong were selected from ten higher vocational colleges and 151511 students.

The Sample Group

The first stage is the questionnaire survey stage. The researcher determined sample size with Krejcie and Morgans Table (1970). The sample consists of 384 students, including 192 science students and 192 liberal arts students. Random sampling was used to study the current situation and expected improvement of the sustainable development employability of students in higher vocational colleges through questionnaire survey. 12 experts were teachers and administrators from various universities. The selection criteria of the 12 experts:

1. They have worked in higher education for more than 10 years,
2. They have a graduate degree or higher.

The Population and samples were as follows Table 3.1.

Table 3.1 Sampling distribution of questionnaire survey and interview

NO.	School name	City	Population	Sample group	interview Sample group
1	Shanwei Institute of Technology	ShanWei	10039	26	1
2	HeYuan Polytechnic	HeYuan	17725	45	2
3	JieYang Polytechnic	JieYang	7433	19	1
4	QingYuan Polytechnic	QingYuan	16414	43	1
5	LuoDing Polytechnic	YunFu	12000	31	1
6	YangJiang Polytechnic	YangJiang	11100	27	1
7	MaoMing Polytechnic	MaoMing	16000	40	1
8	HuiZhou Econmics And Polytechnic College	HuiZhou	9800	26	1
9	GuangZhou Institute of Technology	GuangZhou	24000	60	1
10	ShenZhen Polytechnic University	ShenZhen	27000	67	2
Totol			151511	384	12

Research Instruments

1. Questionnaire

This questionnaire was designed for vocational college students to review. It was divided into 3-part 59 sub-assessment items.

Part I: Information on the identity of students.

Part II: Questionnaire of current situation and expected situation about employability development of students in higher vocational colleges. following eight factors: (1) Career Development Learning; (2) Experience (Work & Life); (3) Degree Subject Knowledge, Understanding & Skill; (4) Emotional Intelligence; (5) Generic skills; (6) Self- efficacy; (7) Self-confidence; (8) Sustainable development.

The instrument, which proposes the employability development of higher vocational college students, required the respondents to determine the degree to which each statement reflecting the components of effectiveness. Each statement was to measure on a 5-point Likert's scale (1932): 5 =highest level, 4 = high level, 3 = moderate level, 2 = low level, and 1 = lowest level.

The higher the score of the scale, the higher the level of sustainable development employability of vocational college students. In terms of measuring items, the proposed sustainable employability of vocational college students is considered from the average score of the answers of eight perceived levels. The average score was calculated using the evaluation standard of Best (1977), and the score range and mean value of the sustainable development employability scale of students in higher vocational colleges were divided into five cognitive levels. Therefore, based on the range of scores and the mean value of the measurements of the Sustainability Employability Scale for Higher Education Students, the Sustainability Employability Scale for Higher Education Students was categorized into five cognitive levels.

For the interpretation criteria to classify the mean score, the researcher used the measurement criteria according to the concept of Best (Best, 1997). Mean scores were 1.00-1.49, 1.50-2.49, 2.50-3.49, 3.50-4.49, 4.5-5.00's level. For the calculation

of the current condition and expected condition, the Priority Needs Index Modified (PNI Modified) is used, with the following calculation.

formula:

$$\text{PNI modified} = (I - D) / D$$

I (Important) mean the actual/current state of being. D (Degree of success) means the condition that should be. $\text{PNI modified} = (I - D) / D$

Part III: Questionnaire of factors influencing the employability development of higher vocational college students. following four factors: (1) Environment, (2) Personal Processes, (3) Behavioral Processes, and (4) Sustainable Development.

The process of constructing a questionnaire

Step 1: The current situation, expected situation, and factors influencing college students' employability in Guangdong Province were studied by reviewing literature and designing questionnaires and interviews.

Step 2: The questionnaire was sent to the thesis advisor, and the content of the questionnaire was reviewed and modified based on their suggestions.

Step 3: Five experts tested the objective consistency index (IOC) of the questionnaire. The index of target consistency (IOC) ranged from 0.67 to 1.00.

Step 4: The questionnaire was modified based on expert advice.

Step 5: The questionnaire was sent to 384 students for a questionnaire survey. Collect the questionnaires and statistically analyze the scores of Questionnaire I. According to the scores, the employability of college students in higher vocational colleges can be divided into highest levels, high level, moderate level, low level and lowest level.

It could be seen from this that the current situation of employability of college students in Guangdong higher vocational colleges was analyzed.

2. Interview

1) Based on the Career EDGE employability model, formulate an interview outline.

2) The respondents selected 12 experts from 10 colleges to conduct one-on-one interviews through online video.

3) Interview candidates who meet the requirements will be screened and invited by the researcher. Interviewer conditions: Interviewer conditions: 1) the teachers had worked at Vocational College for more than 10 years. 2) have a master's degree.

4) Conduct interviews. The researcher invited 12 people to be interviewed and gave them an interview outline.

5) Interview data analysis. After the interview, organize the interview content.

Quality of Research Instrument

The quality of the questionnaire and interview form was assessed by content validity and reliability. For content validity, it was checked by 5 experts and analyzed by item-objective consistency (IOC).

Reliability of Questionnaire

The results of a reliability analysis of research instruments, specifically focusing on variable reliability correlation. In the case handling summary, it is noted that all 384 cases were effective, with no exclusions, representing 100% of the dataset. This suggests that the entire sample was used for the analysis. In the reliability statistics section, the Cronbach's Alpha coefficient is reported as 0.963, both for the unstandardized and standardized items. This indicates a very high level of internal consistency among the variables in the instrument. The analysis was conducted on 60 items, meaning that all these items contributed to the calculation of Cronbach's Alpha. With a value of 0.963, the instrument is deemed highly reliable for assessing the variables in question.

Data collection

The researcher collected data according to the type and procedure of the research instrument as detailed below:

1. Questionnaire

The content validity of this research questionnaire was relatively examined by 5 experts to check the correctness and appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental

items were passively checked, validated, and lastly finalized based on the experts' recommendations as to the results of Item-Object Congruence (IOC).

1) The researchers had applied to the Faculty of Education for permission to continue the research and carried out the research in accordance with the guiding procedures and research plan during April 5th to May 5th, 2024.

2) The sample was directly informed of the content scope and research objectives and received an official permission letter from the university to the administrator, allowing them to conduct and collect data from instructors in accordance with the approval letter issued by the relevant authorities during May 5th to June 5th, 2024.

3) After the administrator's permission was processed and confirmed, Researchers and instructors or college and university coordinators agreed to distribute questionnaires online and onsite at the same time. The questionnaire was attached with the research guidelines, standards, participation information form and research project summary of each response part. Questionnaires are sent through We-chat, Internet, mail, etc., during June 5th to June 30th, 2024.

4) The questionnaire was completed within 5 weeks. The time for data collection was one and a half months from July 1th to August 10th, 2024.

2. Interview

1) Summarize the analysis results of the "Questionnaire on the Current Situation and Influencing Factors of Sustainable Development Employability of Students in Higher Vocational Colleges" and formulate an interview outline.

2) Respondents selected vocational and technical Colleges in structured interviews with on-campus experts; they are the administrators and teachers. They have a master's degree or above and have worked in higher vocational colleges for more than 10 years.

3) Interview candidates who meet the requirements will be screened and invited by the researcher.

4) Conduct interviews. The researcher invited 12 people to be interviewed and gave them an interview outline.

5) Interview data analysis. After the interview, organize the interview content.

Data Analysis

The data analysis in this study involved analyzing the data through packaging programs, as follows:

1. Questionnaire data

Step 1: The personal information of the respondents was analyzed for frequency and percentage, classified by gender, grade, and subject classification.

Step 2: The present situation and influencing factors of sustainable development and employability of higher vocational college students were analyzed by means of mean and standard deviation.

2. Interview content data

Content analysis was conducted on structured interviews regarding strategies to promote sustainable employability among higher vocational college students.

The second stage: Developing management strategies to promote sustainable development employability among higher vocational college students.

Target Group

A focus group of 12 experts was conducted. I invited 12 experts to a focus group discussion. The experts, from schools and enterprises, were selected based on the requirements: (1) more than 10 years of work experience, (2) holding a senior title or being in a senior leadership position.

Research Instruments

Content synthesis form

1. Summarize the analysis results of the questionnaire and interviews and formulate an outline of questions for the focus group discussion.

2. Send the focus group discussion questions to the thesis advisor, and review and revise the discussion questions according to the advisor's suggestions.

Data Collection

The researcher collected data based on the type of research instrument and procedures, with details as follows:

1. The focus group membership requirements were specified for experts and business managers at different colleges. The requirements were: (1) more than 10 years of working experience; (2) holding a senior title or a senior leadership position.
2. The researchers screened and invited qualified personnel.
3. Online focus groups were conducted, and discussion outlines were posted.

Data Analysis

Content Analysis

1. The results of the focus group discussion were analyzed.
2. The contents of the focus group were discussed, and the SWOT and PEST analysis were combined to formulate a draft strategy aimed at promoting the sustainable development of vocational college students' employability.

The third stage: Evaluating management strategies to promote sustainable development employability among higher vocational college students.

Target Group

Assessment by 5 Experts: 5 teachers with senior professional titles and leaders who held senior positions in schools were invited to evaluate the applicability and feasibility of strategies to promote the sustainable development of employability of students in higher vocational colleges. The requirements for the selection were (1) more than 15 years of work experience, (2) holding a senior title or being in a senior leadership position.

Research Instruments

Evaluation form

Based on the results of questionnaire survey and interview form, combined with the results of focus discussion content analysis, this paper puts forward strategies to improve the sustainable employability of vocational college students,

designs an evaluation form for the implementation of the strategies, and invites evaluation experts to evaluate the adaptability and feasibility of the strategies.

4.50 - 5.00 = Highest level

3.50 - 4.49 = High level

2.50 - 3.49 = moderate level

1.50 - 2.49 = Low levels

1.00 - 1.49 = lowest level

Data Collection

The researchers send the evaluation results to the experts via email for their detailed review. Subsequently, the feedback information was collected in parallel within the specified time, ensuring the efficiency and timeliness of the evaluation process and providing timely data support for subsequent decision-making.

Data Analysis

Used means and standard deviation analysis to evaluate the adaptability and feasibility of strategies to promote the sustainable development of employability of students in higher vocational colleges.

Summary

The research was mixed methodology design which was comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of 3 stages:

The first stage: Studying the current situation, expected situation and factors influencing to promote sustainable employability development of higher vocational college students.

The second stage: Developing management strategies to promote sustainable development employability among higher vocational college students.

The third stage: Evaluating management strategies to promote sustainable development employability among higher vocational college students.

The first stage serves as the evidence base for the first objective. The second stage serves as the evidence for the second objective. The third stage serves as the evidence for the third objective.

The conclusion of research methodology was as below:

The first stage: Studying the current situation and expected situation to promote sustainable employability development of higher vocational college students.						
Research Objectives	Research method	Target Group	Instruments	Data Collection	Data Analysis	
To study the current situation, expected situation and factors influencing to promote sustainable employability development of higher vocational college students	Through questionnaire survey and interview, this paper studies the status quo and influencing factors of college students' employability for sustainable	1. - 400 students - 12 interviewee	1. Questionnaire 2. Interview form	- Wechat, - Internet, - mail	- Descriptive analysis of the questionnaire was carried out Reliability analysis, validity analysis, correlation analysis Content analysis	
Results	Information about current situation and expected situation and problem of the sustainable development employability of students in higher vocational colleges.					
The second stage: Developing management strategies to promote sustainable development employability among higher vocational college students.						
Research Objectives	Research Method	Target Group	Instruments	Data Collection	Data Analysis	
To develop management strategies to promote sustainable development employability of higher vocational college students	Online conference survey method	A focus group of 12 experts	Content synthesis form	Email or Wechat Focusgroup discussion	Content Analysis	
Results	Strategies to promote sustainable development employability among higher vocational college students					

The third stage: Evaluating management strategies to promote sustainable development employability among higher vocational college students.					
Research Objectives	Research Method	Target Group	Instruments	Data Collection	Data Analysis
To evaluate management strategies to promote sustainable development employability of higher vocational college students	Expert survey method	5 experts	- Evaluation form	Requirement letter Email, Wechat	Content Analysis - Mean, S.D.
Results	The level in adaptability and feasibility of the strategies for sustainable development of sustainable development employability of students				

Figure 3.1 Research steps

Chapter 4

Results of Analysis

According to the research objectives of management strategies to promote student's sustainable development employability of higher vocational college students, it is required 1) to study the current situation, expected situations and factors influencing to promote sustainable employability development of higher vocational college students, 2) to develop management strategies to promote sustainable development employability of higher vocational college students, 3) to evaluate management strategies to promote sustainable development employability of higher vocational college students. The data analysis results are presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and abbreviations

n refers to sample

\bar{x} refers to average value

S.D. refers to standard deviation

PNI modified refers to the Priority Needs Index Modified

Presentation of data analysis

The presentation of data analysis of this study are as follows:

Stage 1: Results of studying the current situation, expected situation and factors influencing to promote sustainable employability development of higher vocational college students.

1. Analysis of personal information of the respondents is classified by gender, grade, and subject, and the data is provided in the form of percentage.

2. Analysis of the questionnaire information on the current situations and expected situations sustainable development employability of higher vocational students, and present the analysis results in the form of mean, standard deviation, PNI etc.

3. Analysis of the factors affecting the sustainable development employment ability of higher vocational students and give the analysis results in the form of mean, standard deviation, etc.

4. SWOT from Questionnaire

5. Analysis of the content of the strategic interview on promoting the sustainable development employment ability of students in higher vocational colleges.

5.1 Analysis of basic information of interviewees

5.2 Analysis of Interview Content

5.3 SWOT Analysis Interview Content

5.4 Pest Analysis the External Environment of Sustainable Development Employment Ability of College Students

Stage 2: Results of developing management strategies to promote sustainable development employability of higher vocational college students.

1. Formulate a draft of strategics to promote the sustainable development of employability of higher vocational students.

2. SWOT-PEST analysis results.

3. TOWS Matrix Analysis

4. Draft of management strategies to promote student's sustainable development employability of higher vocational college students

5. Focus Group Discussion on the draft management strategies to promote student's sustainable development employability of higher vocational college students.

Stage 3: Results of evaluating adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students.

1. Analysis of evaluating the adaptability and feasibility of the management strategies to promote student's sustainable development employability of higher vocational college students.

The details of the research methodology are as below:

Results of Data Analysis

The researcher analyzed the data in 3 parts follows:

Stage 1: Results of studying the current situation, expected situation and factors influencing to promote sustainable employability development of higher vocational college students.

1. Analysis of personal information of the respondents was classified by gender, grade, and subject, and the data is provided in the form of percentage.

Table 4.1 Analysis of personal information of the respondents

Personal Information		n	Percent
Gender	Male	227	58.75
	Female	157	41.25
	Total	384	100.00
Grade	First Grade	56	14.60
	Second Grade	78	20.30
	Third Grade	250	65.10
	Total	384	100.00
Subject classification	Science	192	50.00
	Liberal Arts	192	50.00
	Total	384	100.00

Table 4.1 showed that this study involved a total of 384 valid participants. Among the respondents, 227 were male students, accounting for 58.75%, and 157 were female students, accounting for 41.25%. There were 56 first grade, accounting for 14.60%, 78 second grade, accounting for 20.30%, and 250 third grade, accounting for 65.10%. There were 192 science students, accounting for 50.00%, and 192 liberal arts students, accounting for 50.00%. The overall distribution of the population surveyed in this questionnaire is uniform.

2. Analyze the questionnaire information on the current situations and expected situations sustainable development employability of higher vocational students, and present the analysis results in the form of mean, standard deviation, PNI etc.

Based on the Career EDGE model, the researchers designed a questionnaire to investigate eight aspects of students' abilities, including career development learning, experience (work and life), degree subject knowledge, understanding and skills, and emotional intelligence. The results are shown in Table 4.2.

Table 4.2 Analysis the current situations and expected situations of sustainable development employment ability of college students in higher vocational colleges

Sustainable development employability components	Current Situations(D)			Expected Situations(I)			PNI modified (I-D)/D	RANK
	\bar{X}	S.D.	level	\bar{X}	S.D.	level		
	Career Development Learning	2.16	0.50	low	4.85	0.23	highest	1.24
Experience (Work & Life)	3.52	0.29	high	4.75	0.26	highest	0.34	6
Degree Subject Knowledge, Understanding & Skill	3.94	0.36	high	4.96	0.31	highest	0.26	8

Table 4.2 (Continued)

Sustainable development employability components	Current Situations(D)			Expected Situations(I)			PNI modified (I-D)/D	RANK
	\bar{X}	S.D.	level	\bar{X}	S.D.	level		
	Emotional Intelligence	3.79	0.53	high	4.87	0.36	highest	0.28
Generic skills	3.62	0.35	high	4.95	0.21	highest	0.37	5
Self- efficacy	3.55	0.42	high	4.88	0.54	highest	0.38	4
self-confidence	3.49	0.31	moderate	4.89	0.36	highest	0.40	3
Sustainable development	3.38	0.39	moderate	4.92	0.45	highest	0.46	2
Total	3.41	0.39	moderate	4.88	0.34	highest	0.51	

Table 4.2 showed that, the current situation in sustainable development employability of the surveyed students which were from the mean of total eight aspects were at moderate level ($\bar{X}=3.41$, S.D.=0.39). From the average values of the eight dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: Degree Subject Knowledge, Understanding & Skill ($\bar{X}=3.94$, S.D.=0.36), Emotional Intelligence ($\bar{X}=3.79$, S.D.=0.47), Generic skills ($\bar{X}=3.62$, S.D.=0.35), Self-efficacy ($\bar{X}=3.55$, S.D.=0.42), Experience (Work & Life) ($\bar{X}=3.52$, S.D.=0.29), self-confidence ($\bar{X}=3.49$, S.D.=0.31), Sustainable development ($\bar{X}=3.38$, S.D.=0.39), Career Development Learning ($\bar{X}=2.16$, S.D.=0.50). The expected situation in sustainable development employability of the surveyed students which were from the mean of total eight aspects were at highest level ($\bar{X}=4.88$, S.D.=0.34). The mean of each level from highest to lowest were : Degree Subject Knowledge, Understanding & Skill ($\bar{X}=4.96$, S.D.=0.31), Generic skills ($\bar{X}=4.95$, S.D.=0.21), Sustainable development ($\bar{X}=4.92$, S.D.=0.45), self-confidence ($\bar{X}=4.89$, S.D.=0.36), Self-efficacy ($\bar{X}=4.88$, S.D.=0.54), Emotional Intelligence ($\bar{X}=4.87$, S.D.=0.36), Career Development Learning ($\bar{X}=4.85$,

S.D.=0.23), Experience (Work & Life) (\bar{x} =4.75, S.D.=0.26). The current situations and expected situations in the sustainable development of employment ability of college students had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=0.29), which was shown from highest to lowest as follows: Career Development learning (PNI=1.24), Sustainable development (PNI=0.46), self-confidence (PNI=0.40), Self- efficacy (PNI=0.38), Generic skills (PNI=0.37), Experience (Work & Life) (PNI=0.34), Emotional Intelligence (PNI=0.28), Degree Subject Knowledge and Understanding & Skill (PNI=0.26). It could describe that sustainable development of employment ability of college students of needs to improve in all eight aspects.

Table 4.3 Analysis results of current situations and expected situations of career development learning

Career Development Learning	Current Situations(D)			Expected Situations(I)			PNI modified (I-D)/D	RANK
	\bar{x}	S.D.	level	\bar{x}	S.D.	level		
1. Knowing own strengths and weaknesses	3.08	0.37	moderate	4.85	0.26	highest	0.57	3
2. Having specific plans for future career development.	2.12	0.45	low	4.75	0.22	highest	1.23	2
3. Making own plan and act	1.28	0.68	lowest	4.95	0.21	highest	2.86	1
Total	2.16	0.50	low	4.85	0.23	highest	1.24	

Table 4.3 showed that the current situations of the surveyed students in terms of career development learning is at a relatively low level (\bar{x} =2.16, S.D.=0.50). The following is the ranking of each level, from high to low: Knowing own strengths

and weaknesses ($\bar{X}=3.08$, S.D.=0.37), Having specific plans for future career development ($\bar{X}=2.12$, S.D.=0.45), Making own plan and act ($\bar{X}=1.28$, S.D.=0.68). The expected situation for promoting sustainable development employability of higher vocational college students in the Career Development Learning aspect of the surveyed students, which were from the mean of a total 3 aspects, was at the highest level ($\bar{X}=4.85$, S.D.=0.23). The following is the ranking of each level, from high to low: Making own plan and act ($\bar{X}=4.95$, S.D.=0.21), Knowing own strengths and weaknesses ($\bar{X}=4.85$, S.D.=0.26), Having specific plans for future career development ($\bar{X}=4.75$, S.D.=0.22). The current situations and expected situations for promoting sustainable development employability of higher vocational college students in the Career Development Learning aspect of the surveyed students, which were from the mean of total 3 aspects were at moderate level had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=1.24), which was shown from highest to lowest as follows: Making own plan and act (PNI=2.86), Having specific plans for future career development (PNI=1.23), Knowing own strengths and weaknesses (PNI=0.57).

Table 4.4 Analysis results of current situations and expected situations of Experience (Work & Life)

Experience (Work & Life)	Current Situations(D)			Expected Situations(I)			PNI modified (I-D)/D	RANK
	\bar{X}	S.D.	level	\bar{X}	S.D.	level		
1. Having experience as a leader	3.01	0.35	moderate	4.74	0.28	highest	0.57	1
2. Having academic qualifications	3.82	0.25	high	4.65	0.27	highest	0.21	3
3. Having social experience, such as part-time jobs, etc	3.74	0.28	high	4.86	0.22	highest	0.30	2
Total	3.52	0.29	high	4.75	0.26	highest	0.34	

Table 4.4 showed that, the current situation for promote sustainable development employability of higher vocational college students in Experience (Work & Life) aspect of the surveyed students which were from the mean of total 3 aspects were at high level ($\bar{x}=3.52$, S.D.=0.29). From the average values of the 3 dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: Having academic qualifications ($\bar{x}=3.82$, S.D.=0.25), Having social experience, such as part-time jobs, etc ($\bar{x}=3.74$, S.D.=0.28), Having experience as a leader ($\bar{x}=3.01$, S.D.=0.35). The expected situation for promote sustainable development employability of higher vocational college students in Experience (Work & Life) aspect of the surveyed students which were from the mean of total 3 aspects were at highest level ($\bar{x}=4.75$, S.D.=0.26). The following is the ranking of each level, from high to low: Having social experience, such as part-time jobs, etc ($\bar{x}=4.86$, S.D.=0.22), Having experience as a leader ($\bar{x}=4.74$, S.D.=0.28), Having academic qualifications ($\bar{x}=4.65$, S.D.=0.27). The current situations and expected situations for promote sustainable development employability of higher vocational college students in Experience (Work & Life) aspect of the surveyed students which were from the mean of total 3 aspects were at moderate level had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=0.34), which was shown from highest to lowest as follows: Having experience as a leader (PNI=0.57), Having social experience, such as part-time jobs, etc (PNI=0.30), Having academic qualifications (PNI=0.21). It could describe that sustainable development of employment ability of college students in Experience (Work & Life) aspect needs to improve in all 3 aspects.

Table 4.5 Analysis results of current situations and expected situations of Degree Subject Knowledge, Understanding and Skill

Degree Subject Knowledge, Understanding and Skill	Current Situations(D)			Expected Situations(I)			PNI modified (I-D)/D	RANK
	\bar{X}	S.D.	level	\bar{X}	S.D.	level		
1. Having understand of professional theoretical knowledge.	3.01	0.34	moderate	4.98	0.23	highest	0.65	1
2. Having professional practice skills	4.01	0.23	high	4.97	0.33	highest	0.23	2
3. Obtaining professional certificate	4.81	0.51	highest	4.96	0.39	highest	0.03	3
Total	3.94	0.36	high	4.96	0.31	highest	0.26	

Table 4.5 showed that, the current situation for promote sustainable development employability of higher vocational college students in degree subject knowledge, understanding and Skill aspect of the surveyed students which were from the mean of total 3 aspects were at high level ($\bar{X}=3.94$, S.D.=0.36). From the average values of the 3 dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: Obtaining professional certificate ($\bar{X}=4.81$, S.D.=0.51), Having professional practice skills ($\bar{X}=4.01$, S.D.=0.23), Having understand of professional theoretical knowledge ($\bar{X}=3.01$, S.D.=0.34). The expected situation for promote sustainable development employability of higher vocational college students in Degree Subject Knowledge, Understanding and Skill aspect of the surveyed students which were from the mean of total 3 aspects were at highest level ($\bar{X}=4.96$, S.D.=0.31). The following is the ranking of each level, from high to low: Having understand of professional theoretical knowledge ($\bar{X}=4.98$, S.D.=0.23), Having professional practice skills ($\bar{X}=4.97$, S.D.=0.33), Obtaining professional certificate ($\bar{X}=4.96$, S.D.=0.39). The current situations and

expected situations for promote sustainable development employability of higher vocational college students in degree subject knowledge, understanding and Skill aspect of the surveyed students which were from the mean of total 3 aspects were at moderate level had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=0.20), which was shown from highest to lowest as follows: Having understand of professional theoretical knowledge (PNI=0.40), Having professional practice skills (PNI=0.19), Obtaining professional certificate (PNI=0.03). It could describe that sustainable development of employment ability of college students in degree subject knowledge, understanding and Skill aspect needs to improve in all 3 aspects.

Table 4.6 Analysis results of current situations and expected situations of Emotional Intelligence

Emotional Intelligence	Current			Expected			PNI modified RANK	
	Situations(D)			Situations(I)				
	\bar{X}	S.D.	level	\bar{X}	S.D.	level	(I-D)/D	
1. Having ability to recognize, interpret, and regulate your own emotions.	3.86	0.53	high	4.88	0.38	highest	0.20	2
2. Having abilities that allow for better personal well-being and interpersonal relationships.	3.76	0.47	high	4.94	0.39	highest	0.24	1
3. Having understood those of other people	3.77	0.60	high	4.65	0.31	highest	0.19	3
Total	3.79	0.53	high	4.87	0.36	highest	0.22	

Table 4.6 showed that, the current situation for promote sustainable development employability of higher vocational college students in emotional intelligence aspect of the surveyed students which were from the mean of total 3 aspects were at high level ($\bar{x}=3.79$, S.D.=0.53). From the average values of the 3 dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: Having ability to recognize, interpret, and regulate your own emotions ($\bar{x}=3.86$, S.D.=0.53), Having understood those of other people ($\bar{x}=3.77$, S.D.=0.60), Having abilities that allow for better personal well-being and interpersonal relationships ($\bar{x}=3.76$, S.D.=0.47). The expected situation for promote sustainable development employability of higher vocational college students in emotional intelligence aspect of the surveyed students which were from the mean of total 3 aspects were at highest level ($\bar{x}=4.87$, S.D.=0.36). The following is the ranking of each level, from high to low: Having abilities that allow for better personal well-being and interpersonal relationships ($\bar{x}=4.94$, S.D.=0.39), Having ability to recognize, interpret, and regulate your own emotions ($\bar{x}=4.88$, S.D.=0.38), Having understood those of other people ($\bar{x}=4.65$, S.D.=0.31). The current situations and expected situations for promote sustainable development employability of higher vocational college students in emotional intelligence aspect of the surveyed students which were from the mean of total 3 aspects were at moderate level had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=0.22), which was shown from highest to lowest as follows: Having abilities that allow for better personal well-being and interpersonal relationships (PNI=0.24), having ability to recognize, interpret, and regulate your own emotions (PNI=0.20), Having understood those of other people (PNI=0.19). It could describe that sustainable development of employment ability of college students in emotional intelligence aspect needs to improve in all 3 aspects.

Table 4.7 Analysis results of current situations and expected situations of the Generic skills

Generic skills	Current			Expected			PNI modified RANK	
	Situations(D)			Situations(I)				
	\bar{X}	S.D.	level	\bar{X}	S.D.	level	(I-D)/D	
1. Having strong teamwork ability.	3.77	0.37	high	4.92	0.31	highest	0.31	4
2. Having a strong withstand pressure ability	3.69	0.41	high	4.93	0.41	highest	0.33	3
3. Having a strong learning ability.	2.86	0.33	moderate	4.96	0.26	highest	0.73	1
4. Having a strong adaptability	4.11	0.29	high	4.97	0.21	highest	0.21	5
5. Having a strong leadership ability	3.17	0.34	moderate	4.95	0.28	highest	0.56	2
Total	3.62	0.35	high	4.95	0.29	highest	0.37	

Table 4.7 showed that, the current situation for promote sustainable development employability of higher vocational college students in generic skills aspect of the surveyed students which were from the mean of total 5 aspects were at high level (\bar{X} =3.62, S.D.=0.35). From the average values of the 5 dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: Having a strong adaptability (\bar{X} =4.11, S.D.=0.29), Having strong teamwork ability (\bar{X} =3.77, S.D.=0.37), Having a strong withstand pressure ability (\bar{X} =3.69, S.D.=0.41), Having a strong leadership ability (\bar{X} =3.17, S.D.=0.34), Having a strong learning ability (\bar{X} =2.86, S.D.=0.33). The expected situation for promote sustainable development employability of higher vocational college students in generic skills aspect of the surveyed students which were from the mean of total 5 aspects were at highest level (\bar{X} =4.95, S.D.=0.29). The following

is the ranking of each level, from high to low: Having a strong adaptability ($\bar{x}=4.97$, S.D.=0.21), Having a strong learning ability ($\bar{x}=4.96$, S.D.=0.26), Having a strong leadership ability ($\bar{x}=4.95$, S.D.=0.28), Having a strong withstand pressure ability ($\bar{x}=4.93$, S.D.=0.41), Having strong teamwork ability ($\bar{x}=4.92$, S.D.=0.31). The current situations and expected situations for promote sustainable development employability of higher vocational college students in generic skills aspect of the surveyed students which were from the mean of total 5 aspects were at moderate level had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=0.37), which was shown from highest to lowest as follows: Having a strong learning ability (PNI=0.73), Having leadership ability a strong (PNI=0.56), Having a strong withstand pressure ability (PNI=0.33), Having strong teamwork ability (PNI=0.31), Having a strong adaptability (PNI=0.21). It could describe that sustainable development of employment ability of college students in generic skills aspect needs to improve in all 5 aspects.

Table 4.8 Analysis results of current situations and expected situations of self-efficacy

elf- efficacy	Current			Expected			PNI	
	Situations(D)			Situations(I)			modified RANK	
	\bar{x}	S.D.	level	\bar{x}	S.D.	level	(I-D)/D	
1. Having a strong observation ability	3.84	0.42	high	4.89	0.64	Highest	0.27	3
2. Having a strong analytical ability	3.77	0.36	high	4.88	0.45	highest	0.29	2
3. Having a strong psychological bearing capacity	3.06	0.50	moderate	4.87	0.54	highest	0.59	1
Total	3.55	0.42	high	4.88	0.54	highest	0.38	

Table 4.8 showed that, the current situation for promote sustainable development employability of higher vocational college students in self-efficacy aspect of the surveyed students which were from the mean of total 3 aspects were at high level ($\bar{x}=3.55$, S.D.=0.42). From the average values of the 3 dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: Having a strong observation ability ($\bar{x}=3.84$, S.D.=0.42), Having a strong analytical ability ($\bar{x}=3.77$, S.D.=0.36), Having a strong psychological bearing capacity ($\bar{x}=3.06$, S.D.=0.50). The expected situation for promote sustainable development employability of higher vocational college students in self-efficacy aspect of the surveyed students which were from the mean of total 3 aspects were at highest level ($\bar{x}=4.87$, S.D.=0.54). The following is the ranking of each level, from high to low: Having a strong observation ability ($\bar{x}=4.89$, S.D.=0.64), Having a strong analytical ability ($\bar{x}=4.88$, S.D.=0.45), Having a strong psychological bearing capacity ($\bar{x}=4.85$, S.D.=0.54). The current situations and expected situations for promote sustainable development employability of higher vocational college students in self-efficacy aspect of the surveyed students which were from the mean of total 3 aspects were at high level had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=0.38), which was shown from highest to lowest as follows: Having a strong psychological bearing capacity (PNI=0.59), Having a strong analytical ability (PNI=0.29), Having a strong observation ability (PNI=0.27). It could describe that sustainable development of employment ability of college students in self-efficacy aspect needs to improve in all 3 aspects.

Table 4.9 Analysis results of current situations and expected situations of self-confidence

Self-confidence	Current			Expected			PNI	
	Situations(D)			Situations(I)			modified	RANK
	\bar{x}	S.D.	level	\bar{x}	S.D.	level		
1. Having a strong positive attitude	3.09	0.29	moderate	4.91	0.38	highest	0.59	1
2. Having an act decisively	3.89	0.33	high	4.87	0.34	highest	0.21	2
Total	3.49	0.31	high	4.89	0.36	highest	0.40	

Table 4.9 showed that, the current situation for promote sustainable development employability of higher vocational college students in self-confidence aspect of the surveyed students which were from the mean of total 2 aspects were at high level (\bar{x} =3.49, S.D.=0.31). From the average values of the 2 dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: Having an act decisively (\bar{x} =389, S.D.=0.33), Having a strong positive attitude (\bar{x} =3.09, S.D.=0.29). The expected situation for promote sustainable development employability of higher vocational college students in self-confidence aspect of the surveyed students which were from the mean of total 2 aspects were at highest level (\bar{x} =4.89, S.D.=0.36). The following is the ranking of each level, from high to low: Having a strong positive attitude (\bar{x} =4.91, S.D.=0.38), Having an act decisively (\bar{x} =4.87, S.D.=0.34). The current situations and expected situations for promote sustainable development employability of higher vocational college students in self-confidence aspect of the surveyed students which were from the mean of total 2 aspects were at high level had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=0.40), which was shown from highest to lowest as follows: Having a strong positive attitude (PNI=0.59), Having an act decisively (PNI=0.21). It could describe that sustainable development of

employment ability of college students in self-confidence aspect needs to improve in 2 aspects.

Table 4.10 Analysis results of current situations and expected situations of sustainable development

Sustainable development	Current Situations(D)			Expected Situations(I)			PNI modified RANK (I-D)/D	
	\bar{X}	S.D.	level	\bar{X}	S.D.	level		
1. Having ability to maintain good working relationships with colleagues and supervisors	3.43	0.32	moderate	4.94	0.53	highest	0.31	4
2. Having Possess job-hunting skills	3.56	0.33	high	4.92	0.34	highest	0.28	6
3. Having ability to write resumes and cover letters	4.24	0.29	high	4.95	0.46	highest	0.15	7
4. Having ability to solve problems encountered at work	3.34	0.31	moderate	4.89	0.48	highest	0.32	3
5. Having able to accept and adapt to job changes	3.36	0.35	moderate	4.93	0.42	highest	0.39	2
6. Having ability to work across industries or fields	2.95	0.32	moderate	4.87	0.48	highest	0.40	1
7. Have good physical and mental health	3.37	0.32	moderate	4.91	0.45	highest	0.31	5
Total	3.38	0.31	moderate	4.92	0.45	highest	0.31	

Table 4.10 showed that, the current situation for promote sustainable development employability of higher vocational college students in sustainable development aspect of the surveyed students which were from the mean of total 7 aspects were at moderate level ($\bar{x}=3.38$, S.D.=0.31). From the average values of the 7 dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: Having ability to write resumes and cover letters ($\bar{x}=4.24$, S.D.=0.29), Having Possess job-hunting skills ($\bar{x}=3.56$, S.D.=0.33), Having ability to maintain good working relationships with colleagues and supervisors ($\bar{x}=3.43$, S.D.=0.32), Have good physical and mental health ($\bar{x}=3.37$, S.D.=0.32), Having able to accept and adapt to job changes ($\bar{x}=3.36$, S.D.=0.35), Having ability to solve problems encountered at work ($\bar{x}=3.34$, S.D.=0.31), Having ability to work across industries or fields ($\bar{x}=2.95$, S.D.=0.32). The expected situation for promote sustainable development employability of higher vocational college students in sustainable development aspect of the surveyed students which were from the mean of total 7 aspects were at highest level ($\bar{x}=4.92$, S.D.=0.45). The following is the ranking of each level, from high to low: Having ability to write resumes and cover letters ($\bar{x}=4.95$, S.D.=0.46), Having ability to maintain good working relationships with colleagues and supervisors ($\bar{x}=4.94$, S.D.=0.53), Having able to accept and adapt to job changes ($\bar{x}=4.93$, S.D.=0.42), Having Possess job-hunting skills ($\bar{x}=4.92$, S.D.=0.34), Have good physical and mental health ($\bar{x}=4.91$, S.D.=0.45), Having ability to solve problems encountered at work ($\bar{x}=4.89$, S.D.=0.48), Having ability to work across industries or fields ($\bar{x}=4.87$, S.D.=0.48). The current situations and expected situations for promote sustainable development employability of higher vocational college students in sustainable development aspect of the surveyed students which were from the mean of total 7 aspects were at moderate level had a gap of difference. It showed that employment ability of college students still needs development. These could be presented from the total PNI value (PNI=0.31), which was shown from highest to lowest as follows: Having ability to work across industries or fields (PNI=0.40), Having able to accept and adapt to job changes (PNI=0.39), Having ability to solve problems encountered at work

(PNI=0.32), Having ability to maintain good working relationships with colleagues and supervisors (PNI=0.31), Have good physical and mental health (PNI=0.31), Having Possess job-hunting skills (PNI=0.28), Having ability to write resumes and cover letters (PNI=0.15). It could describe that sustainable development of employment ability of college students in sustainable development aspect needs to improve in all 7 aspects.

3. Analysis of the factors affecting the sustainable development employment ability of higher vocational students and give the analysis results in the form of mean, standard deviation, etc.

Through careful data analysis, we have successfully identified the key factors that affect the sustainable development of vocational college students' employability. These factors include personal factors, environmental factors (school, family, society), behavioral process factors, sustainable development and other dimensions, and have been supported by detailed data through a series of questionnaires. The results are shown in Table 4.11.

Table 4.11 Analysis of the status of factors affecting the sustainable development employment ability of higher vocational college students

Factors influencing employability for sustainable development	\bar{x}	S.D.	level	Rank
Family Factors	3.38	0.49	Moderate Importance	6
School factors	4.26	0.52	High Importance	1
Social factors	3.70	0.42	High Importance	5
Personal Processes factors	4.01	0.49	High Importance	4
Behavioral Processes factors	4.05	0.54	High Importance	3
Sustainable Development factors	4.11	0.65	High Importance	2
Total	3.92	0.52	High Importance	

Table 4.11 showed that the surveyed students believe that among the factors that affect the sustainable development employability of higher vocational students, school factors are the most important ($\bar{x}=4.26$, S.D.=0.52), Sustainable Development factors are the second most important factor ($\bar{x}=4.11$, S.D.=0.65), Behavioral Processes factors are the third most important factor ($\bar{x}=4.05$, S.D.=0.54), personal factors are the fourth most important factor ($\bar{x}=4.01$, S.D.=0.49), social factors are the fifth most important factor ($\bar{x}=3.70$, S.D.=0.42), and family factors are the sixth most important factor ($\bar{x}=3.38$, S.D.=0.49). The following is an analysis of the influencing factors.

Table 4.12 Mean and standard deviation of the importance of family factors

Family Factors	\bar{x}	S.D.	level	Rank
1. Parents' education contributes to the formation of a good character	3.26	0.44	Moderate Importance	2
2. Family with harmonious improve children's self-esteem and self-confidence	4.01	0.43	High Importance	1
3. Families with high economic incomes are good for children's educational opportunities	2.89	0.58	Moderate Importance	3
Total	3.38	0.49	Moderate Importance	

Table 4.12 showed that family factors are at the moderate Importance level ($\bar{x}=3.38$, S.D.=0.49). From the research results, from high to low, "Family with harmonious improve children's self-esteem and self-confidence" score the high ($\bar{x}=4.01$, S.D.=0.43), "Parents' education contributes to the formation of a good character" score the medium ($\bar{x}=3.26$, S.D.=0.44), "Families with high economic incomes are good for children's educational opportunities" score the low ($\bar{x}=2.89$, S.D.=0.58).

Table 4.13 Mean and standard deviation of the importance of school factors

School factors	\bar{x}	S.D.	level	Rank
1. The professional course is rich in content, which is conducive to improving my knowledge	4.04	0.58	High Importance	7
2. Teachers can stimulate students' interest in learning through inspirational teaching	4.74	0.44	Highest Importance	2
3. The teacher has good teaching skills and theoretical research ability.	4.37	0.98	High Importance	4
4. The school can provide professional and perfect career guidance and consultation services.	4.78	0.44	Highest Importance	1
5. The school can release timely and comprehensive employment information.	3.66	0.44	High Importance	9
6. The school can arrange business visits and experience.	3.74	0.41	High Importance	8
7. The school can arrange internship or practical training	4.71	0.44	Highest Importance	3
8. The school can arrange enterprise employees to give lectures and lectures in the school	4.20	0.46	High Importance	5
9. The school has a good campus cultural environment	4.10	0.45	High Importance	6
Total	4.26	0.52	High Importance	

Table 4.13 showed that the school factor is at the high important level ($\bar{X}=4.26$, S.D.=0.52). From the research results, from high to low: "The school can provide professional and perfect career guidance and consultation services" score the high ($\bar{X}=4.78$, S.D.=0.44), "Teachers can stimulate students' interest in learning through inspirational teaching" score the high ($\bar{X}=4.74$, S.D.=0.44) , "The school can arrange internship or practical training" score the high ($\bar{X}=4.71$, S.D.=0.44), "The teacher has good teaching skills and theoretical research ability" score the high ($\bar{X}=4.37$, S.D.=0.98), "The school can arrange enterprise employees to give lectures and lectures in the school" score the high ($\bar{X}=4.20$, S.D.=0.46) , "The school has a good campus cultural environment" score the high ($\bar{X}=4.10$, S.D.=0.45), "The professional course is rich in content, which is conducive to improving my knowledge" score the high ($\bar{X}=4.04$, S.D.=0.58), "The school can arrange business visits and experience" score the high ($\bar{X}=3.74$, S.D.=0.41), "The school can release timely and comprehensive employment information. " Score the medium ($\bar{X}=3.66$, S.D.=0.44).

Table 4.14 Mean and standard deviation of the importance of social factors

Social factors	\bar{X}	S.D.	level	Rank
1. Relevant employment policies have been introduced to support graduates	3.74	0.44	High Importance	2
2. Create a good public opinion environment and eliminate discrimination against low educational qualifications	3.26	0.41	Moderate Importance	3
3. Provide social training	4.10	0.43	High Importance	1
Total	3.70	0.42	High Importance	

Table 4.14 showed that the social factors is at the medium Importance level ($\bar{x}=3.70$, S.D.=0.42). From the research results, from high to low, "Provide social training" scores the High ($\bar{x}=4.10$, S.D.=0.43), "Relevant employment policies have been introduced to support graduates" scores the medium ($\bar{x}=3.74$, S.D.=0.44), "Create a good public opinion environment and eliminate discrimination against low educational qualifications" scores the medium ($\bar{x}=3.26$, S.D.=0.41).

Table 4.15 Mean and standard deviation of the importance of personal Processes factors

Personal Processes Factors	\bar{x}	S.D.	level	Rank
1. I always finish the homework assigned by the teacher carefully	3.87	0.48	High Importance	5
2. I can always answer questions actively in class	4.33	0.61	High Importance	4
3. I won't skip class	3.49	0.44	Moderate Importance	6
4. I have a good academic record inb my professional knowledge	4.63	0.48	Highest Importance	1
Total	4.01	0.49	High Importance	

Table 4.14 showed that the personal processes factors is at the high important level ($\bar{x}=4.01$, S.D.=0.49). According to the research results, from high to low, they are: "I have a good academic record in my professional knowledge" scores the high ($\bar{x}=4.63$, S.D.=0.48), "I can always answer questions actively in class" score the high ($\bar{x}=4.33$, S.D.=0.61), " I always finish the homework assigned by the teacher carefully" score the high ($\bar{x}=3.87$, S.D.=0.48), "I won't skip class" score the medium ($\bar{x}=3.49$, S.D.=0.44).

Table 4.16 Mean and standard deviation of the importance of behavioral processes factors

Behavioral Processes factors	\bar{X}	S.D.	level	Rank
1. I always take an active part in various club activities.	3.67	0.58	High Importance	4
2. I will take an active part in social practice.	3.63	0.61	High Importance	5
3. I am good at persisting in completing something for a long time	4.22	0.64	High Importance	3
4. I generally feel a strong sense of self-efficacy when facing professional challenges	4.43	0.48	High Importance	1
5. I can often reflect on myself during the job search process and adjust my job search methods	4.31	0.39	High Importance	2
Total	4.05	0.54	High Importance	

Table 4.16 showed that the behavioral processes factors is at the high important level ($\bar{X}=4.01$, S.D.=0.54). According to the research results, from high to low, they are: "I generally feel a strong sense of self-efficacy when facing professional challenges" scores the high ($\bar{X}=4.43$, S.D.=0.48), "I can often reflect on myself during the job search process and adjust my job search methods" score the high ($\bar{X}=4.31$, S.D.=0.39), " I am good at persisting in completing something for a long time" score the high ($\bar{X}=4.22$, S.D.=0.64), "I always take an active part in various club activities" score the high ($\bar{X}=3.67$, S.D.=0.58), " I will take an active part in social practice." score the high ($\bar{X}=3.63$, S.D.=0.61).

Table 4.17 Mean and standard deviation of the importance of sustainable development factors

Sustainable Development factors	\bar{x}	S.D.	level	Rank
1. Job has a very good impact on my physical and mental health	3.65	0.88	High Importance	5
2. Being respected makes me feel satisfied at work	3.98	0.68	High Importance	4
3. Opportunities for advancement and career development at work make me feel satisfied with my job	4.45	0.66	High Importance	1
4. Being able to use my strengths and skills at work makes me feel fulfilled	4.21	0.55	High Importance	3
5. Ability to achieve personal goals and ambitions at work	4.31	0.49	High Importance	2
Total	4.11	0.65	High Importance	

Table 4.17 showed that the sustainable development factors is at the high important level ($\bar{x}=4.11$, S.D.=0.65). According to the research results, from high to low, they are: "Opportunities for advancement and career development at work make me feel satisfied with my job" scores the high ($\bar{x}=4.45$, S.D.=0.66), "Ability to achieve personal goals and ambitions at work" score the high ($\bar{x}=4.31$, S.D.=0.49), "Being able to use my strengths and skills at work makes me feel fulfilled" score the high ($\bar{x}=4.21$, S.D.=0.55), "Being respected makes me feel satisfied at work" score the high ($\bar{x}=3.98$, S.D.=0.68), " Job has a very good impact on my physical and mental health" score the high ($\bar{x}=3.65$, S.D.=0.88).

4. SWOT From all Questionnaire

From Table 4.3, Table 4.4, Table 4.5, Table 4.6, Table 4.7, Table 4.8, Table 4.9 and Table 4.10, the highest score in each item represents the student's strengths, as follows:

1. Knowing own strengths and weaknesses
2. Having academic qualifications
3. Obtaining professional certificate
4. Having ability to recognize, interpret, and regulate your own emotions.
5. Having abilities that allow for better personal well-being and interpersonal relationships.
6. Having a strong adaptability
7. Having strong teamwork ability.
8. Having a strong observation ability
9. Having an act decisively
10. Having ability to write resumes and cover letters

The lowest score in each item represents the student's weakness, as follows:

1. Making own plan and act
2. Having specific plans for future career development.
3. Having experience as a leader
4. Having understand of professional theoretical knowledge
5. Having a strong learning ability.
6. Having a strong leadership ability
7. Having a strong psychological bearing capacity
8. Having a strong positive attitude
9. Having ability to work across industries or fields
10. Having ability to solve problems encountered at work

In summary, through the questionnaire survey we can know that the strengths and weakness of college students' employability are mainly reflected in the following aspects. as shown in Table 4.18.

Table 4.18 Results of questionnaire survey analyzing the strengths and weaknesses of college students' employability

Questionnaire Analysis Strengths and Weaknesses Results	
Strengths	<ol style="list-style-type: none"> 1. Knowing own strengths and weaknesses 2. Having academic qualifications 3. Obtaining professional certificate 4. Having ability to recognize, interpret, and regulate your own emotions. 5. Having abilities that allow for better personal well-being and interpersonal relationships. 6. Having a strong adaptability 7. Having strong teamwork ability. 8. Having a strong observation ability 9. Having an act decisively 10. Having ability to write resumes and cover letters.
Weaknesses	<ul style="list-style-type: none"> Not making their own plan and act. Not having specific plans for future career development. Not having experience as a leader. Not having an understanding of professional theoretical knowledge. Not having a strong learning ability. Not having a strong leadership ability. Not having a strong psychological bearing capacity. Not having a strong positive attitude. Not having the ability to work across industries or fields. Not having the ability to solve problems encountered at work.

5. Analysis of the content of the strategic interview on promoting the sustainable development employment ability of students in higher vocational colleges.

5.1 Analysis of basic information of interviewees. The specific details are as follows.

During the interviews, the researchers conducted a detailed analysis of the participants' personal information to reveal their potential impact on the sustainable development of employability. The dimensions of the analysis included key indicators such as gender, years of work experience in university, educational background, and position. This data provides us with a comprehensive perspective to help us understand how different individual characteristics view sustainable development employability. The specific analysis results of the interviewees' personal information are shown in Table 4.19.

Table 4.19 Analysis of basic information of interviewees

Personal information		n	Percent (%)
Gender	Male	7	58.3
	Female	5	41.7
	Total	12	100
work experience in university (years)	≤15	3	25.0
	16-19	6	50.0
	≥20	3	25.0
	Total	12	100
Educational background	Master's degree	7	58.3
	Doctor's degree	5	41.7
	Total	12	100
Position	Educational Administrators	6	50,0
	Teacher	6	50.0
	Total	12	100

Table 4.19 showed that this study involved 12 interviewees, of which 7 were male, accounting for 58.3%, and 5 were female, accounting for 41.7%. Work experience in university, 3 people with less than or equal to 15 years, accounting for 25%, 6 people with 16-18 years, accounting for 50%, and 3 people with more than or equal to 20 years, accounting for 25.0%. Educational background, 7 people with master's degree, accounting for 58.3%, 5 people with Doctor's degree, accounting for 41.7%. Position, 6 people were educational administrators, accounting for 50.0%, and 6 people were teachers, accounting for 50.0%. The overall distribution of the population in this questionnaire survey is relatively even.

5.2 Analysis of interview content

The research team conducted 12 online face-to-face interviews, each of which was conducted one-on-one, and no one else could hear the conversation to ensure that the interviewee was not disturbed by other factors. The interview content is divided into two parts. One part is about the 12 experts' content analysis of the strategies to promote the sustainable development employment ability of higher vocational college students, see Table 4.20, and the other part is about the 12 experts' analysis of the advantages, disadvantages, opportunities and challenges of the various factors affecting the sustainable development employment ability of higher vocational college students, see Table 4.20 for content analysis.

Table 4.20 Analysis of interview content

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)	
Q1	Improving responsibility															
	1 Set clear short and long-term goals and regularly evaluate your progress.	√									√			2	16.7	
	2 Use time management tools and methods, such as to-do lists and calendars, to improve your self-management skills		√			√			√		√			4	33.3	
	Improving Participate in training and coaching															
	3 Attend professional training and coaching sessions to develop specific personality traits and skills.		√								√				2	16.7
	4 Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles.	√		√	√			√	√			√	√	√	8	66.7
	Improving professional knowledge and skills															
5 Make a study plan for each semester or even each week, depending on the course, to ensure that all important knowledge points are covered, and to set short - and long-term learning goals.		√	√	√			√		√	√	√	√		8	66.7	

Table 4.20 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)	
Q1	6 Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates.	√	√		√	√		√	√	√	√	√	√	10	83.3	
	Improving personal learning consciousness															
	7 Determine the meaning and goal of learning		√								√				2	16.7
	8 Learn how to make a study plan and take action		√	√	√	√	√	√					√	√	7	58.3
	9 Cultivate the concept of lifelong learning	√			√		√	√	√	√	√	√			8	66.7
Q2	Improving family finances															
	10 Scholarship application: Actively seek and apply for scholarships, bursaries and other funding opportunities.	√													1	8.33
	11 Without affecting their studies, they can take part-time jobs to reduce financial pressure.		√												1	8.33

Table 4.20 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)
Q2	12 Scholarship application: Actively seek and apply for scholarships, bursaries and other funding opportunities.							√						1	8.33
	Improving family culture and values														
	13 Communicate with your family and seek understanding								√					1	8.33
	14 Explore your career interests and values through your family											√		1	8.33
	Improving family atmosphere														
	15 Encourage family members to express their feelings and thoughts and listen to and respect the views of others	√		√	√		√		√		√	√		7	58.3
	16 The personal space should be respected					√		√		√			√	4	33.3
	17 Learn effective ways to resolve conflicts		√	√		√			√		√	√	√	7	58.3
	Improving family education														
	18 Develop self-management and decision-making skills by completing academic and life tasks independently.		√			√			√	√	√	√	√	7	58.3

Table 4.20 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)	
Q2	19 Participate in family decision-making and learn to take responsibility and solve problems.			√	√		√	√						4	33.3	
	Improving professional settings and curriculum system															
	20 Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly.	√		√	√	√	√	√	√	√	√				9	75.0
	21 Encourage interdisciplinary curriculum settings to cultivate students' comprehensive qualities and innovative abilities to adapt to the complex and changing job market.		√										√	√	3	25.0
	Improving practical teaching and internship links															
22 Establish cooperative relationships with enterprises to provide students with more internship opportunities, so that students can learn skills and accumulate experience in practice.		√							√		√			3	25.0	

Table 4.20 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)
	23 Build an on-campus training base to simulate a real working environment so that students can be exposed to actual work scenarios while in school.			√						√		√	√	4	33.3
	Improving campus culture and activities														
	24 The school invites entrepreneurs, industry experts, etc. to give lectures.		√	√		√	√	√	√		√			7	58.3
	25 Organize more campus activities to enhance students' social skills and teamwork.	√			√	√		√		√		√	√	7	58.3
	Improving the teaching staff and teaching quality														
Q3	26 Actively introduce excellent teachers with rich practical experience and teaching ability to improve the overall level of the teaching team.		√		√								√	3	25.0
	27 Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness.	√		√	√	√	√	√		√		√		8	66.7

Table 4.20 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)	
Q3	28 Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions.		√	√	√	√	√	√		√	√	√		9	75.0	
	Improving Education management															
	29 Establish a diversified student evaluation system to reflect the comprehensive quality of students more comprehensively.	√	√		√	√	√	√	√	√	√	√			10	83.3
	30 Improve transparency of education management, disclose education management information, and accept supervision	√	√	√	√	√	√	√	√	√	√	√			11	91.7
	31 Improve the functions of the career guidance center: for example, provide one-to-one career counseling services to help students develop career development plans.		√	√	√	√	√	√	√	√	√				9	75.0

Table 4.20 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)
Q4	36 Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality.	√		√	√	√	√	√	√					7	58.3
	37 Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.		√			√	√	√	√	√	√		√	8	66.7
Q5	Improving motivation and guidance														
	38 Establish an honor system to motivate students to study					√			√		√			3	25.0
	39 Courses and lectures are available. Invite successful people to share their stories and inspire students' inner motivation.	√		√	√	√	√	√	√					7	58.3

Table 4.20 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)	
Q5	40 Organize various challenging activities to allow students to exercise willpower and perseverance in challenges		√			√	√	√	√	√	√		√	8	66.7	
	Provide display platforms and opportunities															
	41 Regularly hold student achievement exhibitions to allow students to showcase their learning achievements and innovative works	√		√	√				√			√	√	√	√	66.7
	Improving physical and mental health															
	42 Have regular physical examinations, actively deal with stress.					√			√		√			3	25.0	
Q6	Improving job satisfaction															
	43 Achieve work-life balance	√		√	√	√	√	√	√					7	58.3	
	44 Continuously learn new knowledge and skills to improve your professionalism and competitiveness		√			√	√	√	√	√	√		√	8	66.7	

Table 4.20 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Interviewer 11	Interviewer 12	Frequency	Percentage (%)
Q6	Improve self-worth realization														
	45 Clarify personal positioning and goals		√	√	√	√	√	√	√	√	√		√	10	83.3
	46 Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability				√	√	√	√	√	√	√	√	√	9	75.0
	47 Maintain a positive attitude in the face of challenges and difficulties in work			√	√	√	√	√	√	√	√	√		9	75.0

Remark: Q1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors; Q2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor; Q3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school factors; Q4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve social factors; Q5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors; Q6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

5.3 SWOT Analysis Interview Content)

During the interview, in addition to providing strategic recommendations, the 12 experts analyzed the strengths, weaknesses, opportunities, and threats of various factors that affect higher vocational students' sustainable development employment capabilities. As shown in Table 4.21

Table 4.21 SWOT Analysis Interview Content

<ol style="list-style-type: none"> 1. Strong professional skills. 2. Strong adaptability 3. Strong communication skills 4. Young and energetic, with high work enthusiasm and motivation <p style="text-align: center;">S</p>	<ol style="list-style-type: none"> 1. Lack of practical work experience. 2. Unclear or missing career planning. 3. Lack of job search and interview skills 4. Insufficient strategies for coping with stress and frustration <p style="text-align: center;">W</p>
<p style="text-align: center;">O</p> <ol style="list-style-type: none"> 1. New career paths brought by technological innovation 2. Opportunities for lifelong learning and career development 3. The government has introduced a series of policies to encourage college students to start businesses and find employment, and provide financial and policy support 5. School-enterprise cooperation and industry connections 6. Provide internship and practice opportunities 	<p style="text-align: center;">T</p> <ol style="list-style-type: none"> 1. The job market for college students is highly competitive, and they need to improve themselves to stand out constantly 2. Economic instability may affect the job market and increase employment pressure for college students 3. Some companies have employment discrimination in the recruitment process, which affects the employment fairness of college students 4. Rapid technological changes may make some skills obsolete 5. Insufficient career guidance and career planning support

Table 4.21 (Continued)

7. Government employment policies and support	6. Intense competition in the job market
8. Social demand for skilled talents	7. Social prejudice and misunderstanding of certain professions
	8. Policy uncertainty

Combining Table 4.18 and Table 4.21, we conduct a SWOT analysis of the questionnaire and interviews.

Strengths of sustainable development employability of college students:

Personal capabilities and development:

Know your strengths and weaknesses: Self-awareness.

Have education: educational background.

Have professional certificates: Professional qualification certification.

Strong plasticity: Personal development potential.

Professional qualities and skills:

Strong professional skills: Technical or industry-specific skills.

Strong adaptability: Flexibility and the ability to adapt to change.

Strong communication skills: Information exchange and expression skills.

Strong teamwork skills: Collaboration and team spirit.

Strong observation skills: Insight and attention to detail.

Decisiveness: Decision-making and action.

Psychological and emotional intelligence:

Ability to identify, interpret and regulate one's own emotions: Emotional intelligence.

Ability to improve personal happiness and interpersonal relationships: Emotional management and interpersonal relationship handling.

Work attitude and motivation:

Young and energetic, high work enthusiasm and high motivation: Vitality and enthusiasm.

Ability to write resumes and cover letters: Career preparation and self-promotion skills.

Weaknesses of sustainable development employability of college students:

Career Planning and Development:

Unclear or missing career planning: This refers to the absence of a structured approach to one's professional goals and the steps required to achieve them.

Not having specific plans for future career development: Lack of clear, actionable goals for career advancement.

Professional Skills and Experience:

Lack of practical work experience: Insufficient hands-on experience in a professional setting.

Not having experience as a leader: Absence of opportunities to develop and demonstrate leadership skills.

Not having an understanding of professional theoretical knowledge: Deficiency in the theoretical foundations relevant to one's field.

Personal Abilities and Attributes:

Not having a strong learning ability: Weakness in acquiring new knowledge and skills.

Not having a strong leadership ability: Inadequacy in guiding and managing teams.

Not having a strong psychological bearing capacity: Inability to handle mental and emotional pressures.

Not having a strong positive attitude: Lack of optimism and proactive behavior in work situations.

Not having the ability to work across industries or fields: Limited flexibility and adaptability in various work environments.

Job Search and Interview Preparation:

Lack of job search and interview skills: Inefficiency in searching for job opportunities and performing well in interviews.

Stress Management and Problem-Solving:

Insufficient strategies for coping with stress and frustration: Inadequate coping mechanisms to deal with work-related stress and challenges.

Not having the ability to solve problems encountered at work: Inability to address and resolve work-related issues effectively.

Opportunities of sustainable development employability of college students:

1. New career paths brought by technological innovation
2. Opportunities for lifelong learning and career development
3. The government has introduced a series of policies to encourage college students to start businesses and find employment, and provide financial and policy support
4. School-enterprise cooperation and industry connections
5. Provide internship and practice opportunities
6. Government employment policies and support
7. Social demand for skilled talents

Threats of sustainable development employability of college students:

1. The job market for college students is highly competitive, and they need to improve themselves to stand out constantly
2. Economic instability may affect the job market and increase employment pressure for college students
3. Some companies have employment discrimination in the recruitment process, which affects the employment fairness of college students
4. Rapid technological changes may make some skills obsolete
5. Insufficient career guidance and career planning support
6. Intense competition in the job market
7. Social prejudice and misunderstanding of certain professions
8. Policy uncertainty

5.4 Pest Analysis of the External Environment of Sustainable Development Employment Ability of College Students

Use the PEST analysis method to analyze the politics, economy, society and technology of the external environment.

Opportunities in the external environment

P: The government provides employment policies and support to provide more employment and entrepreneurship opportunities for higher vocational students, such as employment subsidies, entrepreneurship support, tax reductions, etc., providing students with more employment and entrepreneurship opportunities.

E: The development of emerging industries provides new employment directions for higher vocational students, such as intelligent manufacturing, information technology, and new energy, has created an urgent need for talents with professional skills and innovative capabilities, providing new employment directions for students in higher vocational colleges.

S: Society's demand for talent is becoming increasingly diverse, focusing not only on academic background, but also on actual ability and comprehensive quality.

T: The rapid development of science and technology provides more learning and practice opportunities for higher vocational students, enhancing their employment competitiveness.

Threats in the external environment

P: Policy uncertainty and volatility may bring risks to the employment of higher vocational students. For example, policy adjustments may lead to changes in talent demand in certain industries or fields.

E: Economic fluctuations may affect the job market and increase the employment pressure of college students. Due to economic instability and the increasing number of college graduates, competition in the job market is becoming increasingly fierce.

S: Social prejudice and misunderstanding of certain professions may affect the employment confidence and opportunities of higher vocational students, which may affect the employment confidence and opportunities of students in higher vocational colleges.

T: Rapid technological changes: The rapid development of technology may cause some skills to become outdated quickly, requiring higher vocational students to constantly learn new knowledge and skills.

Stage 2: Results of developing management strategies to promote sustainable development employability of higher vocational college students.

1. Formulate a draft of strategies to promote the sustainable development of employability of higher vocational students.

Through the questionnaire survey on the employment ability of students in higher vocational colleges, it can be seen that the current employment ability of students in higher vocational colleges is in the following aspects: 1) Making own plans to achieve their career goal, 2) Having experience as a leader, 3) Having understanding of professional theoretical knowledge, 4) Having abilities that allow for better personal well-being and interpersonal relationships, 5) Having a strong learning ability, 6) Having a strong psychological bearing capacity, 7) Having a strong positive attitude. These abilities are the lowest, and targeted strategies must be proposed for these problems. Improving students' sustainable development employment ability in higher vocational colleges depends not only on the efforts of students themselves, but also on the support of external environments such as society, school, and family. Therefore, this study combines the results of questionnaire surveys and interview surveys and combines SWOT and PEST analysis methods to formulate a scientific and reasonable promotion strategy draft from the perspectives of society, school, family, and student personnel.

SWOT is an analysis method that analyzes the internal environment of an organization, summarizes its strengths and weaknesses; at the same time, analyzes the external environment of the organization, identifies opportunities and threats, and uses this as the basis for formulating strategies. When analyzing the external environment, I combined PEST, as shown in Figure 4.1

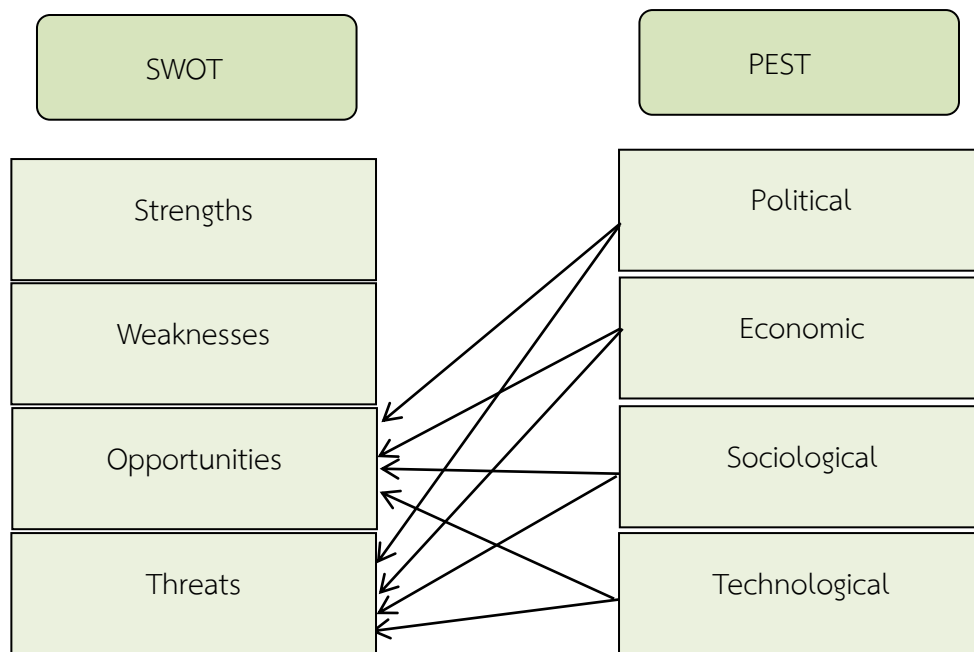


Figure 4.1 SWOT-PEST analysis

2. SWOT-PEST analysis results.

In the process of strategic planning, the researchers used the SWOT analysis tool to comprehensively identify and evaluate the strengths, weaknesses, opportunities, and threats within the organization. In order to gain a deeper understanding of the macro-context of the organization's operations, the researchers combined the PEST analysis method and conducted a detailed discussion of the political, economic, social, and technological factors of the external environment. Through this comprehensive analysis, the researchers were able to more accurately grasp the complexity and dynamics of the organization's environment, thereby providing a solid information foundation for strategic decision-making. The analysis results show in detail the current status and potential impact of the organization in various dimensions. These results are systematically organized and presented in Table 4.22

Table 4.22 SWOT-PEST analysis results from questionnaires and interviews

S	W
<p>Personal capabilities and development:</p> <ol style="list-style-type: none"> 1. Know your strengths and weaknesses. 2. Have education. 3. Have professional certificates. 4. Personal development potential. <p>Professional qualities and skills:</p> <ol style="list-style-type: none"> 1. Strong professional skills 2. Strong adaptability: Flexibility and the ability to adapt to change. 3. Strong communication skills: Information exchange and expression skills. 4. Strong teamwork skills: Collaboration and team spirit. 5. Strong observation skills: Insight and attention to detail. 6. Decisiveness: Decision-making and action. <p>Psychological and emotional intelligence:</p> <ol style="list-style-type: none"> 1. Ability to identify, interpret, and regulate one's own emotions. 2. Ability to improve personal happiness and interpersonal relationships. <p>Work attitude and motivation:</p> <ol style="list-style-type: none"> 1. Young and energetic, with high work enthusiasm and high motivation. 2. Ability to write resumes and cover letters: Career preparation and self-promotion skills. 	<p>Career Planning and Development:</p> <ol style="list-style-type: none"> 1. Unclear or missing career planning. <p>Professional Skills and Experience:</p> <ol style="list-style-type: none"> 1. Insufficient hands-on experience in a professional setting. 2. Absence of opportunities to develop and demonstrate leadership skills. 3. Not having an understanding of professional theoretical knowledge. <p>Personal Abilities and Attributes:</p> <ol style="list-style-type: none"> 1. Not having a strong learning ability. 2. Not having a strong leadership ability. 3. Not having a strong psychological bearing capacity. 4. Lack of optimism and proactive behavior in work situations. 5. Not having the ability to work across industries or fields. <p>Job Search and Interview Preparation:</p> <ol style="list-style-type: none"> 1. Lack of job search and interview skills. <p>Stress Management and Problem-Solving:</p> <ol style="list-style-type: none"> 1. Insufficient strategies for coping with stress and frustration: Inadequate coping mechanisms to deal with work-related stress and challenges. 2. Not having the ability to solve problems encountered at work: Inability to address and resolve work-related issues effectively.

Table 4.22 (Continued)

O	T
<p>Policy support (Policies):</p> <p>1. The government provides employment policies and support to provide more employment and entrepreneurship opportunities for higher vocational students.</p> <p>Economic development (Economic):</p> <p>2. The development of emerging industries provides new employment directions for higher vocational students.</p> <p>Social needs (Social):</p> <p>3. Society's demand for talents is diversified, focusing on academic background, practical ability, and comprehensive quality.</p> <p>Technological progress (Technological):</p> <p>4. The rapid development of science and technology provides more learning and practice opportunities for higher vocational students, enhancing their employment competitiveness.</p> <p>School-enterprise cooperation:</p> <p>5. Schools and enterprises cooperate to provide internships and practice opportunities to help students accumulate work experience.</p>	<p>Policy uncertainty (Policies):</p> <p>1. Policy uncertainty and volatility may bring risks to the employment of higher vocational students.</p> <p>Economic instability (Economic):</p> <p>2. Economic fluctuations may affect the job market and increase the employment pressure of college students.</p> <p>Social prejudice and misunderstanding (Social):</p> <p>3. Social prejudice and misunderstanding of certain professions may affect the employment confidence and opportunities of higher vocational students.</p> <p>Technological Development (Technological):</p> <p>4. Rapid technological changes: The rapid development of technology may cause some skills to become outdated quickly, requiring higher vocational students to constantly learn new knowledge and skills.</p> <p>Job Market Competition:</p> <p>5. There are many college graduates each year, and the job market is highly competitive.</p>

Table 4.22 (Continued)

O	T
<p>Personal development (Personal Development):</p> <p>6. Schools can help individuals cultivate the concept of lifelong learning and careerdevelopment opportunities to adapt to the ever-changing job market.</p>	<p>6. Employment discrimination: Some companies have employment discrimination in the recruitment process, which affects the fairness of college students' employment.</p> <p>Education and Career Guidance:</p> <p>7. Insufficient support for career guidance and career planning: College students do not receive enough support in career guidance and career planning.</p>

3. TOWS Matrix Analysis

Based on the previous SWOT-PEST analysis results, we use the TOWS matrix method to systematically match internal strengths and weaknesses with external opportunities and threats, thereby deriving a series of targeted strategies. The specific strategies are shown in Table 4.23.

Table 4.23 TOWS Matrix Analysis

	Strengths	Weaknesses
Opportunities	<p>SO (Leverage Advantages to Seize Opportunities) Strategy:</p> <p>1 Professional skill to connect with emerging industries: Use professional certificates and practical skills to actively adapt to the needs of emerging industries such as intelligent manufacturing, information technology, and new energy.</p> <p>2 Decisive action to seize policy opportunities: Use government policies to encourage employment, such as employment subsidies and entrepreneurship support, and take decisive action to use these resources to improve employment ability.</p> <p>3 Adaptability: Use strong adaptability to quickly learn new technologies and adapt to new processes to meet society's needs for diverse talents.</p> <p>4 Youthful vitality and work enthusiasm: Use youthful vitality and high work enthusiasm to actively participate in lifelong learning and career development opportunities and maintain a positive attitude towards career growth.</p>	<p>WO (Improve Weaknesses, Exploit Opportunities) Strategy</p> <p>1. Career planning and policy docking: Develop career planning, use the government's vocational education and skills training policies to improve career development capabilities.</p> <p>2. Lack of experience and school-enterprise cooperation: Accumulate work experience and leadership experience through school-enterprise cooperation and industry docking.</p> <p>3. Combination of theoretical learning and practice: Combined with internships and practical opportunities provided by the school, strengthen the combination of professional theoretical knowledge and practical skills.</p> <p>4. Positive attitude and lifelong learning: Cultivate a positive attitude, use lifelong learning opportunities, and</p>

Table 4.23 (Continued)

	Strengths	Weaknesses
	<p>5 Combination of writing ability and job search skills:</p> <p>Combined with the ability to write resumes and cover letters, improve job search and interview skills and increase the success rate of job search</p>	<p>improve cross-industry and cross-field work capabilities.</p>
Threats	<p>ST (Strengths-Minimize-Threats) Strategy:</p> <p>1. Professional development hedges policy risks.</p> <p>Reduce the impact of policy uncertainty on employment through continuous learning and skill improvement.</p> <p>2. Adapt to technology updates:</p> <p>Use the advantages of strong professional skills to adapt to the rapid development and upgrading of technology and avoid skills obsolescence.</p> <p>3. Facing competition with a positive attitude:</p> <p>Maintain a positive attitude and improve the ability to cope with the fierce competition in the job market.</p> <p>4. Improve job search skills:</p> <p>Use writing skills to strengthen job search and interview skills and reduce the threat of insufficient career guidance and career planning support.</p>	<p>WT (Reducing Weaknesses and Threats) Strategy:</p> <p>1. Aligning career planning with market demand:</p> <p>Developing career planning that meets market demand to reduce the impact of job market competition and policy uncertainty.</p> <p>2. Improving psychological endurance:</p> <p>Strengthening psychological endurance to cope with employment pressure and insufficient career guidance support.</p> <p>3. Cultivating cross-domain capabilities:</p> <p>Through participating in diverse learning and practice opportunities, cultivate cross-industry and cross-domain work capabilities to adapt to the challenges of rapid technological development.</p>

Based on the questionnaires and interviews, this study analyzed the above SWOT and PEST methods and proposed a draft strategy to improve the sustainable development employment ability of students in higher vocational colleges. These draft strategies are based on the results of the questionnaire survey and determine the items with the lowest average scores of each variable. These suggestions are also supported by the interview results and relevant literature. Draft strategy; including 4 Certain aspects, 11 major strategies and 20 measures.as shown in Table 4.24.

4. Draft of management strategies to promote sustainable development employability of higher vocational college students.

Table 4.24 Draft of management strategies to promote sustainable development employability of higher vocational college students

Aspects	Strategies	Measures
Personal	1. Improving Participate in training and coaching	1). Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles.
	2. Improving professional knowledge and skills	2). According to the professional curriculum, make learning plans for each semester or even every week to ensure that all important knowledge points are covered. At the same time, set short-term and long-term learning goals, such as mastering a core course and passing professional certification exams.
		3). In-depth study of professional knowledge, use libraries, online courses, professional forums and other resources to broaden knowledge horizons and deepen understanding of professional fields. At the same time, actively participate in class

Table 4.24 (Continued)

Aspects	Strategies	Measures
		discussions, ask teachers for difficult problems, and exchange learning experiences with classmates.
	3. Improving personal learning consciousness	4). Learn how to make a study plan and take action. 5). Cultivate the concept of lifelong learning for sustainable development.
Family	4. Improving family atmosphere	6). Create a harmonious family environment, encourage family members to express their feelings and thoughts and listen to and respect the views of others. 7). Learn effective ways to resolve conflicts so that small problems don't escalate into big ones.
	5. Improving family education	8). Develop self-management and decision-making skills by completing academic and life tasks independently.
	6. Improving professional settings and curriculum system	9). Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly.
School	7. Improving campus culture and activities	10). The school can also invite entrepreneurs, industry experts, etc. to give lectures and exchanges to help students understand industry development trends and market demand and enhance their industry insight. 11). The school should organize more campus activities to enhance students' social skills and teamwork.

Table 4.24 (Continued)

Aspects	Strategies	Measures
School	8. Improve the teaching staff and teaching quality	12). Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness.
		13). Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions.
	9. Improving Education management	14). Establish a diversified student evaluation system: more comprehensively reflect the comprehensive quality and ability level of students.
15). Improve the transparency of education management: accept supervision from students and society.		
Social	10. Enhance attention to social, economic and employment market trends	16). Improve the functions of the employment guidance center: such as providing one-on-one career consulting services.
		17). Pay attention to domestic and international economic situations, especially the development trends of industries related to the major you are studying, to adjust your employment direction and strategy in a timely manner.
		18). Understand the needs and changes of the job market through various recruitment websites, industry reports, corporate official websites and other channels, and prepare for employment.

Table 4.24 (Continued)

Aspects	Strategies	Measures
behavioral	11. Improving social training	19). Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality.
		20). Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.
	12. Improving Cultivate willpower and perseverance	21. Offer relevant courses and lectures. Invite successful people to share their stories of persistence and perseverance to inspire students' inner motivation 22. Organize various challenging activities to allow students to exercise willpower and perseverance in challenges
sustainable development	13. Provide display platforms and opportunities	23. Regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works
	14 Improving job satisfaction	24. Achieve work-life balance
		25. Continuously learn new knowledge and skills to improve your professionalism and competitiveness
	15 Improve self-worth realization	26. Clarify personal positioning and goals 27. Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability

Table 4.24 (Continued)

Aspects	Strategies	Measures
		28.Maintain a positive attitude in the face of challenges and difficulties in work
	16 Decisive action to seize policy opportunities	29.Use government policies to encourage employment, such as employment subsidies and entrepreneurship support, and take decisive action to use these resources to improve employment ability
SO	17.Adaptability	30.Use strong adaptability to quickly learn new technologies and adapt to new processes to meet society's needs for diverse talents.
	18 Youthful vitality and work enthusiasm	31.Use youthful vitality and high work enthusiasm to actively participate in lifelong learning and career development opportunities and maintain a positive attitude towards career growth.
	19 Career planning and policy docking	32.Develop career planning, use the government's vocational education and skills training policies to improve career development capabilities.
WO	20 Lack of school-enterprise cooperation	33.Accumulate work experience and leadership experience through school-enterprise cooperation and industry docking.
	21 Combination of theoretical learning and practice	34.Combined with internships and practical opportunities provided by the school, strengthen the combination of professional theoretical knowledge and practical skills.

Table 4.24 (Continued)

Aspects	Strategies	Measures
	22 Positive attitude and lifelong learning	35.Cultivate a positive attitude, use lifelong learning opportunities, and improve cross-industry and cross-field work capabilities.
ST	23 Professional development hedges policy risks	36.Reduce the impact of policy uncertainty on employment through continuous learning and skill improvement.
	24 Adapt to technology updates:	37.Use the advantages of strong professional skills to adapt to the rapid development and upgrading of technology and avoid skills obsolescence.
ST	25 Facing competition with a positive attitude	38.Maintain a positive attitude and improve the ability to cope with the fierce competition in the job market.
	26 improve job search skills	39.Use writing skills to strengthen job search and interview skills and reduce the threat of insufficient career guidance and career planning support.
WT	27 Aligning career planning with market demand	40.Developing career planning that meets market demand to reduce the impact of job market competition and policy uncertainty.
	28 Improving psychological endurance	41.Strengthening psychological endurance to cope with employment pressure and insufficient career guidance support
	29 Cultivating cross-domain	42.Through participating in diverse learning and practice opportunities, cultivate cross-industry and

Table 4.24 (Continued)

Aspects	Strategies	Measures
	capabilities	cross-domain work capabilities to adapt to the challenges of rapid technological development.

5. Focus Group Discussion on the draft management strategies to promote sustainable development employability of higher vocational college students.

12 experts from universities and enterprises were invited to participate in the discussion on the effectiveness of the draft Education Management Strategy in promoting the sustainable development of vocational students' employability. The group consisted of senior education experts, full-time teachers and middle and senior leaders of enterprises. Details are as follows.

This survey involved 12 experts in total: the gender distribution was 50% male (6 people) and 50% female (6 people). In terms of job distribution, full-time teachers accounted for 50% (6 people), senior experts mainly engaged in education management accounted for 33.4% (4 people), and middle and senior leaders of enterprises accounted for 16.6% (2 people). The evaluation of the draft strategy is mainly divided into four aspects, including personal strategy (1-3), family strategy (4-5), school strategy (6-9), social strategy (10-11), behavioral strategy (12-13), sustainable development strategy (14-15), and the TOWS matrix analysis resulted in SO strategy (16-18), WO strategy (19-22), ST strategy (23-26), and WT strategy (27-29). After the focus group discussion, the original draft strategy 7) Improving campus culture and activities and the corresponding measures 10 and 11 were deleted, the original draft strategy 10) Enhance attention to social, economic and employment market trends and the corresponding measures 17 and 18 were deleted, the measure 28 were deleted, and one new strategy were added: 12) Improve employment legal protection, and one new measure were added. Finally, the following strategies were obtained, as shown in Table 4.25.

Table 4.25 Management strategies to promote sustainable development employability of higher vocational college students

Aspects	Strategies	Measures
Personal	1. Improving Participate in training and coaching	1). Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles.
	2.Improving professional knowledge and skills	2). According to the professional curriculum, make learning plans for each semester or even every week to ensure that all important knowledge points are covered. At the same time, set short-term and long-term learning goals, such as mastering a core course and passing professional certification exams. 3). use libraries, online courses, professional forums and other resources to broaden knowledge horizons and deepen understanding of professional fields. At the same time, actively participate in class discussions, ask teachers for difficult problems, and exchange learning experiences with classmates.
	3.Improving personal learning consciousness	4). Learn how to make a study plan and take action. 5). Cultivate the concept of lifelong learning for sustainable development.

Table 4.25 (Continued)

Aspects	Strategies	Measures
Family	4.Improving family atmosphere	6). Create a harmonious family environment, encourage family members to express their feelings and thoughts and listen to and respect the views of others.
		7). Learn effective ways to resolve conflicts so that small problems don't escalate into big ones.
	5.Improving family education	8). Develop self-management and decision-making skills by completing academic and life tasks independently.
	6.Improving professional settings and curriculum system	9). Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly.
	School	7.Improve the teaching staff and teaching quality
8. Improving Education management		12). Establish a diversified student evaluation system: In addition to academic performance, attention should also be paid to students' practical ability, social responsibility and other

Table 4.25 (Continued)

Aspects	Strategies	Measures
		aspects to more comprehensively reflect students' comprehensive quality and ability level.
	8. Improving Education management	13). Improve transparency of education management: disclose education management information, including curriculum setting, teaching quality, employment situation, etc., and accept supervision from students and society.
		14). Improve the functions of the employment guidance center department: such as providing one-on-one career consulting services to help students develop career development plans and job search strategies.
	9.Improve legal protection of employment	15). Strengthen legal protection of college students' employment rights and interests and ensure fair employment
		16). Provide vocational skills training for different career stages and needs, to improve practical skills and professional quality.
Social	10. Improving social training	17). Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.
behavioral factors	11. Improving Cultivate willpower and	18). Offer relevant courses and lectures. Invite successful people to share their stories of persistence and perseverance to inspire

Table 4.25 (Continued)

Aspects	Strategies	Measures
	perseverance	students' inner motivation
behavioral factors		19). Organize various challenging activities to allow students to exercise willpower and perseverance in challenges
	12. Provide display platforms and opportunities	20). Regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works
sustainable development		21). Achieve work-life balance
	13. Improving job satisfaction	22). Continuously learn new knowledge and skills to improve your professionalism and competitiveness
	14. Improve self-worth realization	23). Clarify personal positioning and goals 24). Maintain a positive attitude in the face of challenges and difficulties in work
	15. Decisive action to seize policy opportunities	25). Use government policies to encourage employment, take decisive action to use these resources to improve employment ability
	16. Adaptability	26). Use strong adaptability to quickly learn new technologies and adapt to new processes to meet society's needs for diverse talents.
SO	17. Youthful vitality and work enthusiasm	27). Use youthful vitality and high work enthusiasm to actively participate in lifelong learning and career development opportunities and maintain a positive attitude towards career growth.

Table 4.25 (Continued)

Aspects	Strategies	Measures
WO	18.Career planning and policy docking	28). Develop career planning, use the government's vocational education and skills training policies to improve career development capabilities.
	19.Lack of experience and school-enterprise cooperation	29). Accumulate work experience and leadership experience through school-enterprise cooperation and industry docking.
	20.Combination of theoretical learning and practice	30). Combined with internships and practical opportunities provided by the school, strengthen the combination of professional theoretical knowledge and practical skills.
	21.Positive attitude and lifelong learning	31). Cultivate a positive attitude, use lifelong learning opportunities, and improve cross-industry and cross-field work capabilities.
ST	22.Professional development hedges policy risks	32). Reduce the impact of policy uncertainty on employment through continuous learning and skill improvement.
	23.Adapt to technology updates	33). Use the advantages of strong professional skills to adapt to the rapid development and upgrading of technology and avoid skills obsolescence.
	24.Facing competition with a positive attitude	34). Maintain a positive attitude and improve the ability to cope with the fierce competition in the job market.

Table 4.25 (Continued)

Aspects	Strategies	Measures
WT	25.Improve job search skills	35). Use writing skills to strengthen job search and interview skills and reduce the threat of insufficient career guidance and career planning support.
	26.Aligning career planning with market demand	36). Developing career planning that meets market demand to reduce the impact of job market competition and policy uncertainty.
	27.Improving psychological endurance	37). Strengthening psychological endurance to cope with employment pressure and insufficient career guidance support
	28.Cultivating cross-domain capabilities	38). Through participating in diverse learning and practice opportunities, cultivate cross-industry and cross-domain work capabilities to adapt to the challenges of rapid technological development.

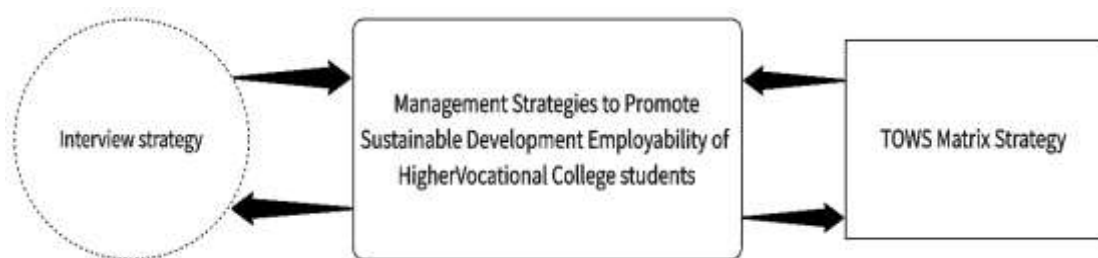


Figure 4.2 Management Strategies to Promote Sustainable Development Employability of Higher Vocational College students

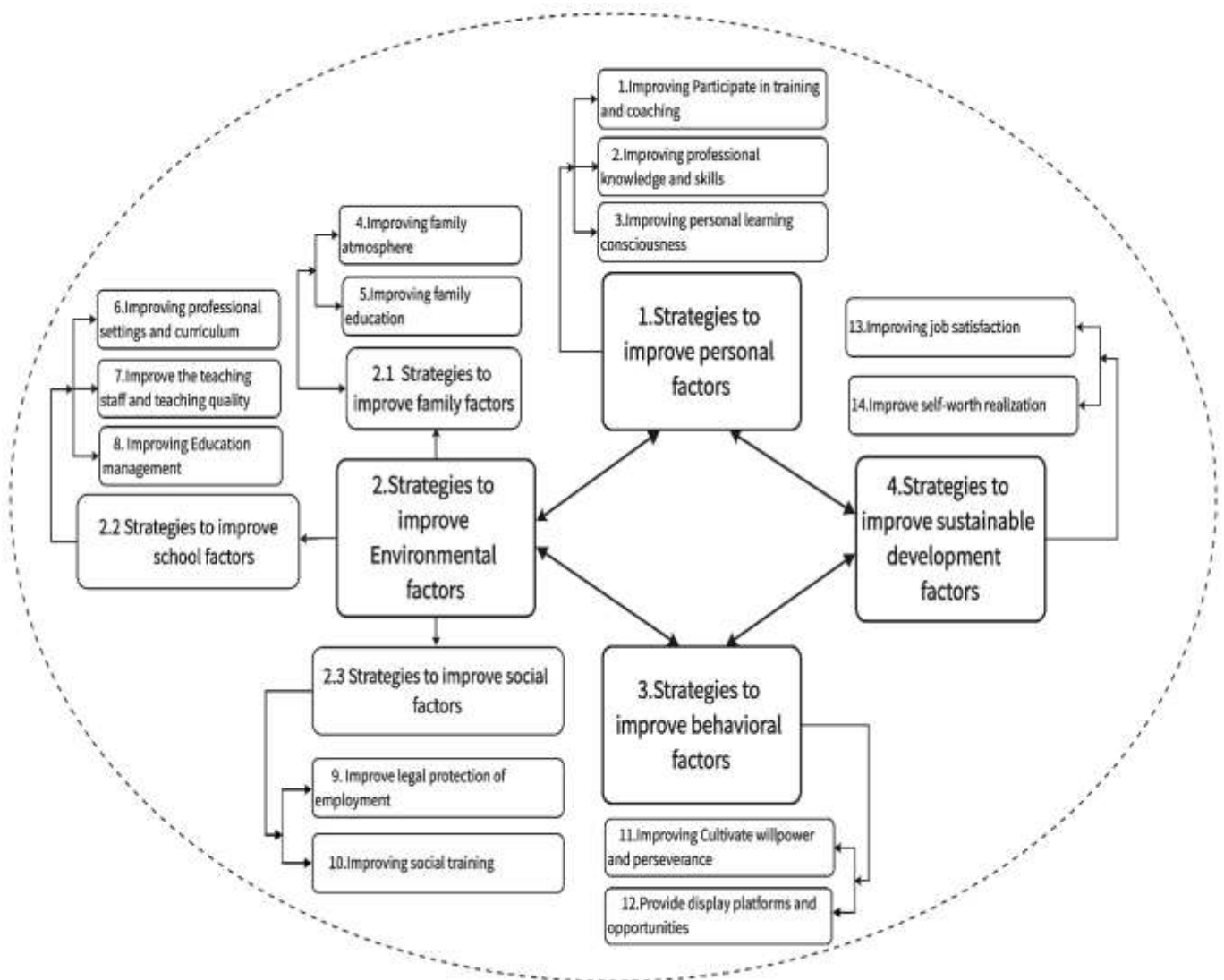


Figure 4.3 Interview strategy

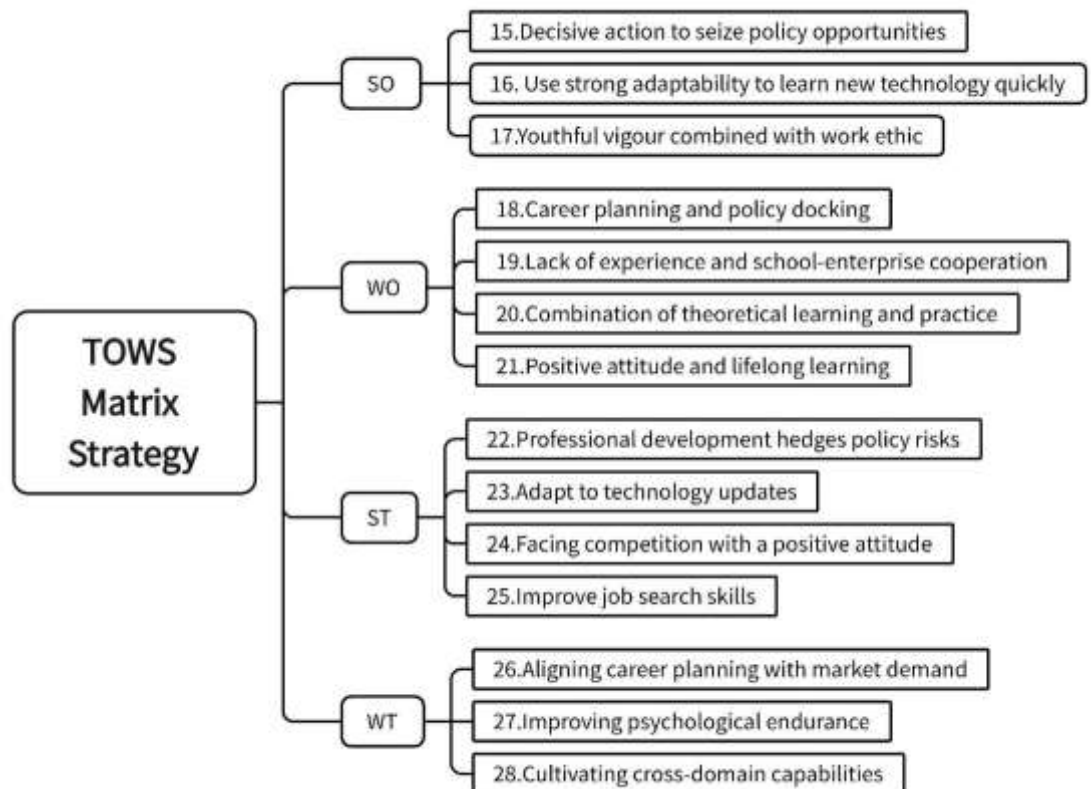


Figure 4.4 TOWS Matrix Strategy

Summarize, based on questionnaire surveys and interviews, this study used the above SWOT and PEST methods to analyze and proposed draft strategies to improve the sustainable development employability of higher vocational students. These draft strategies were determined based on the questionnaire survey results and the items with the lowest average scores of each variable. These suggestions were also supported by the interview results and relevant literature. Strategies: including 10 aspects, 14 main strategies, as shown in Table 4.26.

Table 4.26 Management strategies to promote sustainable development employability of higher vocational college students

NO.	Aspects	Numbers of strategies	Numbers of measures
1	Personal	3	5
2	Family	2	3
3	School	3	6
4	Social	2	3
5	behavioral factors	2	3
6	sustainable development	2	4
7	Leverage Advantages to Seize Opportunities Strategy	3	5
8	Improve Weaknesses, Exploit Opportunities Strategy	4	5
9	Strengths-Minimize-Threats Strategy	4	4
10	Reducing Weaknesses and Threats Strategy	3	3
Total	10 aspects	28	44

Based on the research, it will be necessary to explore the suitability and feasibility of these strategies in relation to the school's wishes, mission and goals. Here is a detailed methodology to consider.

1. Vision

With the promotion of sustainable employability as its core driving force, we cultivate talents who can adapt to the rapidly changing global job market and remain competitive in the changing work environment. This includes developing talents with a global perspective, intercultural communication skills, digital literacy, social responsibility and sustainable development awareness, as well as individuals with physical and mental health, critical thinking and problem-solving skills, lifelong learning awareness and capacity.

2. Mission

1) Professional competence: Master professional knowledge and skills to meet the needs of a specific industry.

2) Innovation capacity: Fostering innovative thinking and creativity to cope with new challenges in social and economic development.

3) Sustainable development ability: including humanistic literacy, social skills, independent learning, will quality and research spirit, so that students can adapt to the changes of positions, technology and times, and achieve self-improvement and transcendence.

3. Goals

1) Strengthen education policy development: Develop and implement education for sustainable development policies to ensure that educational content is aligned with the global Sustainable Development Goals (SDGs) and that students develop sustainable skills and knowledge.

2) Deepen the integration of industry and education: Cooperate with industry enterprises to establish practice bases and entrepreneurship training incubation bases, strengthen practical engineering scenario practice, and promote students' ability to solve large and complex engineering problems.

3) Enhance the whole society's innovation awareness and innovative thinking ability: advocate the culture of daring to explore and encourage innovation and increase the cultivation of innovative thinking ability of key groups such as social members, especially leading cadres and young college students.

4) Achieve high-quality and full employment: promote more employment opportunities, a more reasonable employment structure, a fairer employment environment, continued enhancement of employability, and steady improvement of employment security.

Stage 3: Results of evaluating adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students.

This section aims to evaluate the applicability and feasibility of the

implementation of employment competence management strategies to promote the sustainable development of higher vocational students. To this end, we invited 5 experts from Thailand to evaluate the adaptability and feasibility of the implementation of these strategies. The analysis results at this stage, were evaluated by an evaluation team consisting of 5 experts who have been engaged in educational administration in universities for more than 10 years and hold professional of associate professor or above (Table 4.27). They mainly used the form of a five-level scoring table, namely highest, high, average, low, and lowest. Each expert can only choose one level.

Table 4.27 List of strategies evaluation experts

NO.	Position
Expert 1	Ph.D. Curriculum and Instruction of Bansomdejchaopraya Rajabhat University.
Expert 2	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
Expert 3	Ph.D. Research and Curriculum Development of Industrial Technology College, King Mongkut's University of Technology North Bangkok
Expert 4	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
Expert 5	Ph.D. Educational Administration of Bansomdejchaopraya Rajabhat University

To build on the research, it would be beneficial to explore the fit and feasibility of the strategy with the organizational vision, mission, and goals. Exploring these questions could provide valuable insights into the strategic planning process and help refine the strategy to better fit the changing dance faculty leadership landscape.

Table 4.28 Analysis results of strategies evaluation for strategies of improving personal factors

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{x}	S.D.	level	\bar{x}	S.D.	level
Personal	1. Improving Participate in training and coaching	4.12	0.23	high	3.98	0.43	high
	2. Improving professional knowledge and skills	4.23	0.55	high	4.08	0.53	high
	3. Improving personal learning consciousness	4.77	0.32	highest	4.65	0.32	highest
Total		4.37	0.37	high	4.24	0.43	high

According to the data provided in Table 4.26, it can be seen that the average fitness of the strategy of improving personal factors for promoting the sustainable development employment ability of higher vocational college students is between 4.12 and 4.77, and the average fitness of feasible items is between 3.98 and 4.65, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.29 Analysis results of strategies evaluation for strategies of Improving family factors

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{x}	S.D.	level	\bar{x}	S.D.	level
Family	4. Improving the family atmosphere	3.53	0.56	high	3.76	0.67	high
	5. Improving family education	3.59	0.63	high	3.86	0.35	High
Total		3.56	0.60	high	3.81	0.51	high

According to the data provided in Table 4.27, it can be seen that the average fitness of the strategy of improving family factors for promoting the sustainable development employment ability of higher vocational college students is between 3.53 and 3.59, and the average fitness of feasible items is between 3.76 and 3.86, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.30 Analysis results of strategies evaluation for strategies of Improving School factors

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{x}	S.D.	level	\bar{x}	S.D.	level
School	6. Improving professional settings and curriculum system	4.66	0.34	highest	4.72	0.52	highest
	7. Improve the teaching staff and teaching quality	4.52	0.28	highest	4.63	0.44	highest
	8. Improving Education management	4.12	0.44	high	4.24	0.61	high
Total		4.43	0.35	high	4.53	0.52	highest

According to the data provided in Table 4.28, it can be seen that the average fitness of the strategy of improving family factors for promoting the sustainable development employment ability of higher vocational college students is between 4.12 and 4.66, and the average fitness of feasible items is between 4.24 and 4.72, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.31 Analysis results of strategies evaluation for strategies of Improving Social factors

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{x}	S.D.	level	\bar{x}	S.D.	level
Social	9. Improve legal protection of employment	3.52	0.58	high	4.32	0.64	high
	10. Improving social training	4.02	0.54	high	4.12	0.65	high
Total		3.77	0.56	high	4.22	0.645	high

According to the data provided in Table 4.29, it can be seen that the average fitness of the strategy of improving social factors for promoting the sustainable development employment ability of higher vocational college students is between 3.52 and 4.02, and the average fitness of feasible items is between 4.12 and 4.32, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.32 Analysis results of strategies evaluation for strategies of Improving behavioral factors

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{x}	S.D.	level	\bar{x}	S.D.	level
behavioral factors	11. Improving Cultivate willpower and perseverance	4.02	0.38	high	4.24	0.41	high
	12. Provide display platforms and opportunities	4.26	0.34	high	4.44	0.55	high
Total		4.14	0.36	high	4.34	0.48	high

According to the data provided in Table 4.30, it can be seen that the average fitness of the strategy of improving behavioral factors for promoting the sustainable development employment ability of higher vocational college students is between 4.02 and 4.26, and the average fitness of feasible items is between 4.24 and 4.44, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.33 Analysis results of strategies evaluation for strategies of Improving sustainable development

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{x}	S.D.	level	\bar{x}	S.D.	level
Sustainable development	13. Improving job satisfaction	4.25	0.38	high	4.13	0.41	high
	14. Improve self-worth realization	4.22	0.34	high	3.97	0.61	high
Total		4.24	0.36	high	4.05	0.51	high

According to the data provided in Table 4.31, it can be seen that the average fitness of the strategy of improving sustainable development factors for promoting the sustainable development employment ability of higher vocational college students is between 4.22 and 4.25, and the average fitness of feasible items is between 3.97 and 4.13, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.34 Analysis results of strategies evaluation for strategies of SO

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{x}	S.D.	level	\bar{x}	S.D.	level
SO	15. Decisive action to seize policy opportunities	4.05	0.48	high	3.93	0.56	high
	16. Adaptability	3.72	0.54	high	3.65	0.65	high
	17. Youthful vitality and work enthusiasm	3.62	0.47	high	3.76	0.53	High
Total		3.80	0.49	high	3.78	0.58	high

According to the data provided in Table 4.32, it can be seen that the average fitness of the strategy of improving SO strategy for promoting the sustainable development employment ability of higher vocational college students is between 3.62 and 4.05, and the average fitness of feasible items is between 3.65 and 3.93, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.35 Analysis results of strategies evaluation for strategies of WO

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
WO	18. Career planning and policy docking	4.15	0.48	high	4.03	0.56	high
	19. Lack of experience and school-enterprise cooperation	3.92	0.54	high	3.75	0.65	high
	20. Combination of theoretical learning and practice	4.22	0.47	high	4.26	0.53	high
	21. Positive attitude and lifelong learning	4.02	0.47	high	3.68	0.53	High
	Total	4.08	0.49	high	3.93	0.57	high

According to the data provided in Table 4.33, it can be seen that the average fitness of the strategy of improving WO strategy for promoting the sustainable development employment ability of higher vocational college students is between 3.92 and 4.22, and the average fitness of feasible items is between 3.68 and 4.26, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.36 Analysis results of strategies evaluation for strategies of ST

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
ST	22. Professional development hedges policy risks	3.55	0.54	high	4.01	0.51	high
	23. Adapt to technology updates	4.35	0.34	high	4.25	0.55	high
	24. Facing competition with a positive attitude	4.15	0.62	high	4.08	0.53	high
	25. Improve job search skills	4.55	0.47	highest	4.47	0.53	High
	Total	4.15	0.49	high	4.20	0.53	high

According to the data provided in Table 4.34, it can be seen that the average fitness of the strategy of improving ST strategy for promoting the sustainable development employment ability of higher vocational college students is between 3.55 and 4.55, and the average fitness of feasible items is between 4.01 and 4.47, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

Table 4.37 Analysis results of strategies evaluation for strategies of WT

Certain aspects	STRATEGY	Adaptability			Feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
WT	26. Aligning career planning with market demand	4.43	0.72	high	4.52	0.69	highest
	27. Improving psychological endurance	3.63	0.62	high	3.93	0.64	high
	28. Cultivating cross-domain capabilities	4.63	0.47	highest	4.68	0.59	highest
Total		4.23	0.60	high	4.38	0.64	high

According to the data provided in Table 4.35, it can be seen that the average fitness of the strategy of improving WT strategy for promoting the sustainable development employment ability of higher vocational college students is between 3.63 and 4.63, and the average fitness of feasible items is between 3.93 and 4.68, both of which are at a high to highest level, indicating that the strategy of improving resource support has high adaptability and feasibility.

This study provides a detailed overview of various strategies to promote sustainable development employability of students in higher vocational colleges. These strategies include how to improve personal factors, behavioral factors, external environmental factors (family, school, society), and sustainable development factors. Each strategy includes specific measures designed to achieve the target results. The formulation of these strategies usually involves four steps: setting clear goals, analyzing the internal and external environment, formulating strategies, and evaluating and monitoring strategies.

Chapter 5

Conclusion Discussion and Recommendations

Research on the management strategies to promote sustainable development employability of higher vocational college students. The purpose of this study is as follows: 1. To study the current situation, expected situation, and factors influencing to promote sustainable employability development of higher vocational college students; 2. To develop management strategies to promote sustainable development employability of higher vocational college students; 3. To evaluate adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students. It includes the following six aspects: 1) Family; 2) School management; 3) Society; 4) Personal process; 5) Behavior process; 6) Sustainable development. The sample groups of this study are students, administrators and teachers from 10 higher vocational colleges in Guangdong Province. 384 students participated in the questionnaire interview. 12 education administrators and teachers were interviewed. The focus group consisted of 12 education experts, teachers and entrepreneurs. The research tools include literature analysis, questionnaire survey and structured interview. The statistics of the analyzed data are percentage, mean, and standard deviation. The conclusions, discussions and recommendations of this study are as follows:

Conclusion

Research on strategies to promote sustainable development employability of higher vocational college students. The researchers summarized the research conclusions into three parts, as follows:

The first stage: The current situation expected situation and factors influencing to promote sustainable employability development of higher vocational college students.

The second stage: The management strategies to promote sustainable development employability of higher vocational college students.

The third stage: The adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students.

The first stage: The current situation expected situation and factors influencing to promote sustainable employability development of higher vocational college students

Current employability is low to medium in seven areas. According to the original research results, the levels in each area are ranked from highest to lowest as follows: degree subject knowledge highest, understanding and skills, emotional intelligence, experience (work and life), below self-efficacy, general skills, confidence, and career development learning lowest, and expected situation in all areas are at the highest level.

The current situation of career planning is low. According to the results of this study, from the highest level to the lowest level were as follows: the highest was understand their own strengths and weaknesses, followed by a specific plan for future career development, and the lowest level is to make their own career goal plan.

The current situation of Experience (Work & Life) is in the middle of the pack. According to the results of this study, the levels ranked from highest to lowest are as follows: the highest level is having an academic qualification, followed by having social experience, such as a part-time job, and having experience as a leader is the lowest level.

The current situation of Degree Subject Knowledge, Understanding and Skill was at medium level. According to the results of this study, from the highest level to the lowest level were as follows: the highest level was Obtaining professional certificate, followed by having professional practice skills, having understanding of professional theoretical knowledge was the lowest level.

The current situation of Emotional Intelligence was at a medium level. According to the results of this study, from the highest level to the lowest level were

as follows: the highest level was having abilities that allow for better personal well-being and interpersonal relationships, followed by having understanding those of other people, having ability to recognize, interpret, and regulate your own emotions was the lowest level.

The current situation of Generic skills was at a medium level. According to the results of this study, from the highest level to the lowest level were as follows: the highest level was Having a strong adaptability, followed by Having strong teamwork ability, having a strong withstand pressure ability, having a strong leadership ability, having a strong learning ability was the lowest level.

The current situation of Self-efficacy was at a medium level. According to the results of this study, from the highest level to the lowest level were as follows: the highest level was having a strong adaptability, followed by having a strong psychological bearing capacity, having a strong analytical ability was the lowest level.

The current situation of Self-confidence was at a medium level. According to the results of this study, from the highest level to the lowest level were as follows: the highest level was having an act decisively, having a strong positive attitude was the lowest level.

Influencing factors

The factors that affect the sustainable development employability of higher vocational college students are as follows: the importance of school education management is the highest, and the importance of sustainable development, behavior process, personal process, society and family is the lowest.

School education management factors were of a high level of importance. According to the results of this study, from the highest level to the lowest level were as follows: The highest level was that the school can provide professional and perfect career guidance and consultation services, followed by Teachers can stimulate students' interest in learning through inspirational teaching, the school can arrange internship or practical training, The teacher has good teaching skills and theoretical research ability, The school can arrange enterprise employees to give lectures and lectures in the school, and teachers can effectively interact with

students in the teaching process, the school has a good campus cultural environment, the professional course is rich in content, which is conducive to improving my knowledge, The school can arrange business visits and experience, the school can release timely and comprehensive employment information was the lowest level.

Behavioral factors were of a high level of importance. According to the results of this study, the highest level to the lowest level were as follows: The highest level was I generally feel a strong sense of self-efficacy when facing professional challenges, followed by I can often reflect on myself during the job search process and adjust my job search methods, I am good at persisting in completing something for a long time, I always take an active part in various club activities, I will take an active part in social practice was the lowest level.

Personal Processes factors were of a high level of importance. According to the results of this study, from the highest level to the lowest level, the highest level is that I have good academic performance in professional knowledge; the second is that I will actively participate in social practice, I always actively participate in various club activities, I always actively answer questions in class, I always earnestly complete the homework assigned by the teacher, and I will not skip class was the lowest level.

Social factors were of a high level of importance. According to the results of this study, the highest level is the introduction of relevant employment policies to support graduates, create a good public opinion environment, and eliminate discrimination against low educational qualifications was the lowest level.

Family factors were of medium importance. According to the results of this study, in order from high to low levels, harmonious families have the highest level of improving children's self-esteem and self-confidence, followed by parents' education helping to form a good character, and families with high economic income have the lowest level of benefiting children's educational opportunities.

The factors that affect the sustainable development employability of higher vocational students, ranked from the highest to lowest importance level depending

on the following: School education management factors is the highest importance level, personal factors, social factors, family factors is the lowest importance level.

The school education management factor was at a high important level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the school can provide professional and perfect career guidance and consultation services, followed by teachers can stimulate students' interest in learning through inspirational teaching, The school can arrange internship or practical training, the teacher has good teaching skills and theoretical research ability, the school can arrange enterprise employees to give lectures and lectures in the school, teachers can interact effectively with students in the teaching process, the school has a good campus cultural environment, the professional course is rich in content, which is conducive to improving my knowledge, the teacher can effectively use case studies in the teaching process, learning the content of the course and understanding the cutting-edge direction of the development of the discipline or technology, the school can arrange business visits and experience, the school can release timely and comprehensive employment information was the lowest level.

The personal factors were at a high important level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was I have a good academic record in my professional knowledge, followed by I will take an active part in social practice, I always take an active part in various club activities, I can always answer questions actively in class, I always finish the homework assigned by the teacher carefully, I won't skip class was the lowest level.

The social factors were at the moderate importance level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Relevant employment policies have been introduced to support graduates, create a good public opinion environment and eliminate discrimination against low educational qualifications was the lowest level.

The family factors are at the moderate Importance level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Family with harmonious improve children's self-esteem and self-confidence, followed by Parents' education contributes to the formation of a good character, Families with high economic incomes are good for children's educational opportunities was the lowest level.

The second stage: The management strategies to promote sustainable development employability of higher vocational college students.

In the research on the sustainable development strategy of college students' employability, this paper uses the current situation and expected situation of the questionnaire survey to carry out SWOT and PEST analysis. According to the strategy formulated by TOWS, SO has 3 strategies and 3 measures, WO has 4 strategies and 4 measures, ST has 4 strategies and 4 measures, and WT has 3 strategies and 3 measures. Through the interview form, it is concluded that the strategies to improve the sustainable development of vocational college students' employability are divided into six aspects, including 13 strategies and 22 measures. Among them, there are 3 strategies and 5 measures for improving personal factors, 2 strategies and 3 measures for improving family factors, 5 strategies and 9 measures for improving school education management factors, 4 strategies and 5 measures for improving social factors, 3 strategies and 5 measures for personal factors, 2 strategies and 3 measures for behavioral factors, and 2 strategies and 4 measures for sustainable development factors.

Analysis for Strategic Planning

SO (Leverage Advantages to Seize Opportunities) Strategy:

1. Professional skill to connect with emerging industries:

Use professional certificates and practical skills to actively adapt to the needs of emerging industries such as intelligent manufacturing, information technology, and new energy.

2. Decisive action to seize policy opportunities:

Use government policies to encourage employment, such as employment subsidies and entrepreneurship support, and take decisive action to use these resources to improve employment ability.

3. Adaptability:

Use strong adaptability to quickly learn new technologies and adapt to new processes to meet society's needs for diverse talents.

4. Youthful vitality and work enthusiasm:

Use youthful vitality and high work enthusiasm to actively participate in lifelong learning and career development opportunities and maintain a positive attitude towards career growth.

5. Combination of writing ability and job search skills:

Combined with the ability to write resumes and cover letters, improve job search and interview skills and increase the success rate of job search.

WO (Improve Weaknesses, Exploit Opportunities) Strategy

1. Career planning and policy docking:

Develop career planning, use the government's vocational education and skills training policies to improve career development capabilities.

2. Lack of experience and school-enterprise cooperation:

Accumulate work experience and leadership experience through school-enterprise cooperation and industry docking.

3. Combination of theoretical learning and practice:

Combined with internships and practical opportunities provided by the school, strengthen the combination of professional theoretical knowledge and practical skills.

4. Positive attitude and lifelong learning:

Cultivate a positive attitude, use lifelong learning opportunities, and improve cross-industry and cross-field work capabilities.

ST (Strengths-Minimize-Threats) Strategy:

1. Professional development hedges policy risks.

Reduce the impact of policy uncertainty on employment through continuous learning and skill improvement.

2. Adapt to technology updates:

Use the advantages of strong professional skills to adapt to the rapid development and upgrading of technology and avoid skills obsolescence.

3. Facing competition with a positive attitude:

Maintain a positive attitude and improve the ability to cope with the fierce competition in the job market.

4. Improve job search skills:

Use writing skills to strengthen job search and interview skills and reduce the threat of insufficient career guidance and career planning support.

WT (Reducing Weaknesses and Threats) Strategy:

1. Aligning career planning with market demand:

Developing career planning that meets market demand to reduce the impact of job market competition and policy uncertainty.

2. Improving psychological endurance:

Strengthening psychological endurance to cope with employment pressure and insufficient career guidance support.

3. Cultivating cross-domain capabilities:

Through participating in diverse learning and practice opportunities, cultivate cross-industry and cross-domain work capabilities to adapt to the challenges of rapid technological development.

Personal Processes factors consisted of 3 strategies ,5 measures.

1. Improving Participate in training and coaching.

1) Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles.

2. Improving professional knowledge and skills.

1) According to the professional curriculum, make learning plans for each semester or even every week to ensure that all important knowledge points are covered. At the same time, set short-term and long-term learning goals, such as mastering a core course and passing professional certification exams.

2) In-depth study of professional knowledge, use libraries, online courses, professional forums and other resources to broaden knowledge horizons and deepen understanding of professional fields. At the same time, actively participate in class discussions, ask teachers for difficult problems, and exchange learning experiences with classmates.

3. Improving personal learning consciousness

1) Learn how to make a study plan and take action.

2) Cultivate the concept of lifelong learning for sustainable development.

Family factors consisted of 2 strategies ,3 measures.

1. Improving family atmosphere

1) Create a harmonious family environment, encourage family members to express their feelings and thoughts and listen to and respect the views of others

2) Learn effective ways to resolve conflicts so that small problems don't escalate into big ones.

2. Improving family education

1) Develop self-management and decision-making skills by completing academic and life tasks independently.

School education management factors consisted of 4 strategies 9 measures for improve

1. Improving professional settings and curriculum system

1) Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly.

2. Improving campus culture and activities

1) The school can also invite entrepreneurs, industry experts, etc. to give lectures and exchanges to help students understand industry development trends and market demand and enhance their industry insight.

2) Establish a complete student training and assessment system

3) The school should organize more campus activities to enhance students' social skills and teamwork.

3. Improve the teaching staff and teaching quality

1) Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness.

2) Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions.

4. Improving Education management

1) Establish a diversified student evaluation system: In addition to academic performance, attention should also be paid to students' practical ability, social responsibility and other aspects to more comprehensively reflect students' comprehensive quality and ability level.

2) Improve transparency of education management: disclose education management information, including curriculum setting, teaching quality, employment situation, etc., and accept supervision from students and society.

3) Improve the functions of the employment guidance center department: such as providing one-on-one career consulting services to help students develop career development plans and job search strategies.

Social factors consisted of 4 strategies and 5 measures.

1. Improve the connection between education and industry

1) The government should strengthen the connection between the education system and the industry, ensure that the education content is consistent with market demand, and improve the practicality of education.

2. Improving social training

1) Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality.

2) Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

3. Improve legal protection of employment

1) Strengthen legal protection of college students' employment rights and interests and ensure fair employment.

4. Increase policy advocacy and support

1) The government should formulate and implement more policies to support college students' employment, such as tax incentives, entrepreneurship funding, employment subsidies, vocational training and continuing education, etc.

The third stage: The adaptability and feasibility management strategies to promote sustainable development employability of higher vocational college students.

The adaptability and feasibility of the strategy for improving sustainable development employability of higher vocational college students in four aspects were at highest level with the values between 3.90 and 5.00, which means the strategy for improving sustainable development employability are adaptability and feasibility. The adaptability and feasibility of enhancing personal factors was high level. The adaptability and feasibility of family factors was high level. The adaptability and feasibility of improving school education management factors was high level. The adaptability and feasibility of enhancing social factors was highest and high level.

Discussion

From the research results on "management strategies to promote development employability of higher vocational college", the research results can be classified and discussed according to the research purpose, which can be divided into the following three stages:

The first stage: the result of studying the current situation, expected situation and Influencing factors that promote sustainable development employability of higher vocational college.

The second stage: the results of formulating strategies to promote the sustainable development of employability of vocational college students

The third stage: the results of evaluating the adaptability and feasibility of the strategies to promote the sustainable development of vocational college students' employability.

The research and discussion details are as follows:

The first stage: the result of studying the current situation, expected situation and Influencing factors that promote sustainable development employability of higher vocational college.

This study conducted a questionnaire survey on the current situation, expectations and key factors of students' sustainable employability in higher vocational colleges in Guangdong Province. In the current situation and expected situation, the Career Development Learning of vocational college students in Guangdong Province, Experience (Work & Life), Degree Subject Knowledge, Understanding & Skill, Emotional Intelligence, Generic skills, Self-efficacy, self-confidence, Sustainable development, eight aspects of questionnaire survey.

In terms of Career Development Learning, its strengths are "Knowing own strengths", weaknesses are "Making own plan and act". In expected situations, according to the PNI value, the sustainable development employability of college students needs to be improved the most: "Making own plan and act".

In terms of Experience (Work & Life), its strengths are "Having academic qualifications", weaknesses are "Having experience as a leader". In expected situations, according to the PNI value, the sustainable development employability of college students needs to be improved the most: "Having experience as a leader".

In terms of Degree Subject Knowledge Understanding & Skill, its strengths are "obtain professional certificate", weaknesses are "Having understand of professional theoretical knowledge". In expected situations, according to the PNI value, the sustainable development employability of college students needs to be improved the most: "Having understand of professional theoretical knowledge".

In terms of Emotional Intelligence, its strengths are "Having ability to recognize, interpret, and regulate your own emotions", weaknesses are "Having abilities that allow for better personal well-being and interpersonal relationships." In expected situations, according to the PNI value, the sustainable development employability of college students needs to be improved the most: "Having abilities that allow for better personal well-being and interpersonal relationships".

In terms of Generic skills, its strengths are "Having a strong observation ability", weaknesses are "Having a strong learning ability." In expected situations, according to the PNI value, the sustainable development employability of college students needs to be improved the most: "Having a strong learning ability".

In terms of Self-efficacy, its strengths are "Having a strong observation ability", weaknesses are "Having a strong psychological bearing capacity." In expected situations, according to the PNI value, the sustainable development employability of college students needs to be improved the most: "Having a strong psychological bearing capacity".

In terms of self-confidence, its strengths are " Having an act decisively ", weaknesses are "Having a strong positive attitude." In expected situations, according to the PNI value, the sustainable development employability of college students needs to be improved the most: " Having a strong positive attitude".

In terms of Sustainable development, its strengths are " Having ability to write resumes and cover letters ", weaknesses are "Having ability to work across industries

or fields." In expected situations, according to the PNI value, the sustainable development employability of college students needs to be improved the most: "Having ability to work across industries or fields".

Influencing factor

Social cognitive theory is one of the important theories in social psychology. It is a theory used to explain the social learning process. It focuses on cognitive factors such as people's beliefs, memories, expectations, motivations and self-reinforcement. The theory aims to explore the dynamic mutual determination relationship between environment, people, and behavior. It regards environmental factors, behavior, and people's subjective factors as theoretical entities that are independent but interact and support each other (Abdullah, 2019). Based on social cognitive theory, we add sustainable development factors, that is, by exploring the mutual determination relationship between environment, people, behavior and sustainable development, as the influencing factors of sustainable development employability. There are 29 questions in the questionnaire on influencing factors, including 14 questions on the Environment, 4 questions on Personal Processes, 5 questions on Behavioral Processes and 6 questions on Sustainable Development.

The second stage: the results of formulating strategies to promote the sustainable development of employability of vocational college students

2.1 Vision

With the promotion of sustainable employability as its core driving force, we cultivate talents who can adapt to the rapidly changing global job market and remain competitive in the changing work environment. This includes developing talents with a global perspective, intercultural communication skills, digital literacy, social responsibility, and sustainable development awareness, as well as individuals with physical and mental health, critical thinking and problem-solving skills, lifelong learning awareness, and capacity.

2.2 Mission

1. Professional competence: Master professional knowledge and skills to meet the needs of a specific industry.

2. Innovation capacity: Fostering innovative thinking and creativity to cope with new challenges in social and economic development.

3. Sustainable development ability: including humanistic literacy, social skills, independent learning, will quality and research spirit, so that students can adapt to the changes of positions, technology and times, and achieve self-improvement and transcendence.

2.3 Goals

1. Strengthen education policy development: Develop and implement education for sustainable development policies to ensure that educational content is aligned with the global Sustainable Development Goals (SDGs) and that students develop sustainable skills and knowledge.

2. Deepen the integration of industry and education: Cooperate with industry enterprises to establish practice bases and entrepreneurship training incubation bases, strengthen practical engineering scenario practice, and promote students' ability to solve large and complex engineering problems.

3. Enhance the whole society's innovation awareness and innovative thinking ability: advocate the culture of daring to explore and encourage innovation and increase the cultivation of innovative thinking ability of key groups such as social members, especially leading cadres and young college students.

4. Achieve high-quality and full employment: promote more employment opportunities, a more reasonable employment structure, a fairer employment environment, continued enhancement of employability, and steady improvement of employment security.

2.4 Strategic planning discussion.

Combining vision, mission and goals, discuss whether the proposed strategy is feasible

2.4.1 SO Strategy

1. Use government policies to encourage employment, such as employment subsidies and entrepreneurship support, and take decisive action to use these resources to improve employment ability.

2. Use strong adaptability to quickly learn new technologies and adapt to new processes to meet society's needs for diverse talents.

3. Use youthful vitality and high work enthusiasm to actively participate in lifelong learning and career development opportunities and maintain a positive attitude towards career growth.

4. Use youthful vitality and high work enthusiasm to actively participate in lifelong learning and career development opportunities and maintain a positive attitude towards career growth.

5. Combined with the ability to write resumes and cover letters, improve job search and interview skills and increase the success rate of job search

Government policies play a crucial role in enhancing employment through initiatives like employment subsidies and entrepreneurship support, which can significantly improve job accessibility and skill development (Conchada et al., 2017). These policies not only provide financial assistance but also foster an environment conducive to innovation and job creation, thereby addressing unemployment challenges (V., I Titik, 2022). Moreover, adaptability is essential in today's rapidly changing job market. Individuals who can quickly learn new technologies and processes are better equipped to meet diverse societal needs (Keith S. Glancey & Ronald W. McQuaid, 2000). Moreover, adaptability is essential in today's rapidly changing job market. Research indicates that individuals who demonstrate high adaptability are better equipped to navigate the complexities of modern workplaces, which increasingly demand flexibility and resilience in the face of change (Omar et al., 2023). Aydin's findings suggest that adaptability not only enhances job performance but also increases an individual's attractiveness to potential employers, as organizations prioritize candidates who can adjust to evolving roles and responsibilities (Esra, Aydin, 2022). In summary, a synergistic approach that

combines supportive government policies with individual adaptability and enthusiasm can significantly enhance employment outcomes and workforce readiness.

2.4.2 WO Strategy

1. Develop career planning, use the government's vocational education and skills training policies to improve career development capabilities.
2. Accumulate work experience and leadership experience through school-enterprise cooperation and industry docking.
3. Combined with internships and practical opportunities provided by the school, strengthen the combination of professional theoretical knowledge and practical skills.
4. Cultivate a positive attitude, use lifelong learning opportunities, and improve cross-industry and cross-field work capabilities
5. Cultivate a positive attitude, use lifelong learning opportunities, and improve cross-industry and cross-field work capabilities.

To enhance career development capabilities, it is essential to leverage government vocational education and skills training policies, which can provide structured pathways for skill acquisition and career planning (Li linbei et al., 2022). School-enterprise cooperation is vital for accumulating work and leadership experience, as it facilitates real-world exposure and networking opportunities that are crucial for professional growth (Jeet Singh & Gunasekaran, 2023). Furthermore, integrating internships and practical experiences with academic learning strengthens the application of theoretical knowledge, ensuring that students are better prepared for the workforce (Barua, 2017) (Rina & Singh, 2022). Lifelong learning contributes to developing hard and soft skills that are essential for various job roles. Continuous learning helps individuals acquire new skills and update existing ones, which enhances their employability and adaptability in a dynamic job market. Engaging in lifelong learning enables individuals to stay current with industry trends, technologies, and best practices, which is essential for career progression and achieving long-term professional goals (Fejes, 2014). This holistic approach not only

enhances individual capabilities but also aligns educational outcomes with market demands, ultimately fostering a more competent and versatile workforce. By integrating these elements, students' sustainable development employability can be significantly improved.

2.4.3 ST Strategy

1. Reduce the impact of policy uncertainty on employment through continuous learning and skill improvement.
2. Use the advantages of strong professional skills to adapt to rapid technological development and upgrade and avoid skill obsolescence.
3. Maintain a positive attitude and improve the ability to cope with the fierce competition in the job market.
4. Use writing skills to strengthen job search and interview skills and reduce the threat of insufficient career guidance and career planning support.

To enhance employability for sustainable development. First, the impact of policy uncertainty on employment can be reduced through continuous learning and upskilling, as highlighted by the need for organizations to engage in strategic planning to adapt to market changes and technological advances (Maya Puspitasari et al., 2024). Second, leveraging strong professional skills is critical to avoiding skill obsolescence, which is consistent with research findings that highlight the importance of building entrepreneurial capabilities in SMEs to remain competitive (Susanto et al., n.d.). Third, maintaining a positive attitude and resilience in the face of competition is essential as organizations must effectively respond to global challenges (P.D.A. et al., 2024). Overall, these strategies establish a solid framework for sustainable growth in employability among students in higher vocational colleges.

2.4.4 WT Strategy

1. Developing career planning that meets market demand to reduce the impact of job market competition and policy uncertainty.
2. Strengthening psychological endurance to cope with employment pressure and insufficient career guidance support

3. Through participating in diverse learning and practice opportunities, cultivate cross-industry and cross-domain work capabilities to adapt to the challenges of rapid technological development.

To improve sustainable employability, several strategies can be implemented. First, developing career plans that align with market demand is crucial. This involves regularly assessing organizational leadership and employee development strategies to create customized career programs that enhance job satisfaction and adaptability to market changes (F. Guo et al., 2024). Career adaptability not only enhances employability but also contributes to overall well-being, as individuals with strong adaptability skills are better positioned to engage in proactive career planning and skill development (Taber, 2019). Lastly, fostering cross-industry and cross-domain capabilities through diverse learning opportunities is vital. The cultivation of interdisciplinary innovation abilities has shown to enhance students' adaptability to rapid technological changes (M. Wang, 2024). Collectively, these strategies address the multifaceted challenges of sustainable employment, promoting a proactive and adaptable workforce in a dynamic economic landscape (Zhao et al., 2022).

2.4.5 Strategies to enhance personal factors

1. Improving Participate in training and coaching

1) Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles.

2. Improving professional knowledge and skills

1) According to the professional curriculum, make learning plans for each semester or even every week to ensure that all important knowledge points are covered. At the same time, set short-term and long-term learning goals, such as mastering a core course and passing professional certification exams.

2) In-depth study of professional knowledge, use libraries, online courses, professional forums and other resources to broaden knowledge horizons and deepen understanding of professional fields. At the same time, actively

participate in class discussions, ask teachers for difficult problems, and exchange learning experiences with classmates.

3. Improving personal learning consciousness

1) Learn how to make a study plan and take action.

2) Cultivate the concept of lifelong learning for sustainable development.

Enhancing personal factors such as participating in training and coaching, improving professional knowledge and skills, and fostering personal learning consciousness is crucial for personal and professional development. These strategies are essential for individuals aiming to excel in their careers and personal lives. Training and coaching are pivotal for personal development, providing structured learning and feedback mechanisms. They help individuals identify strengths and weaknesses, facilitating targeted improvement (Tomlinson, 2004). Continuous professional development is essential in adapting to the evolving demands of the workplace. Engaging in lifelong learning and utilizing new technologies can significantly enhance professional competencies (Sangster, 2017).

2.4.6 Strategies to enhance family factors

1. Improving family atmosphere

1) Create a harmonious family environment, encourage family members to express their feelings and thoughts and listen to and respect the views of others.

2) Learn effective ways to resolve conflicts so that small problems don't escalate into big ones.

2. Improving family education

1) Develop self-management and decision-making skills by completing academic and life tasks independently.

Scholars generally believe that family atmosphere has an important impact on college students' employability. The impact of family education on college students' career decisions and suggestions for strengthening family education were put forward. Family education plays an important role in young people's

employment psychology. Appropriate family education methods can improve young people's ability to deal with difficulties and their tenacity and self-confidence in the face of pressure (He Qi 2008). To sum up, scholars generally believe that family factors play an important role in the improvement of college students' employability, including the improvement of family atmosphere and family education, as well as communication and support among family members, which are all important factors in the improvement of college students' employability.

2.4.7 Strategies to enhance school factors

1. Improving professional settings and curriculum system

1) Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly.

2. Improve the teaching staff and teaching quality

1) Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness.

2) Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions.

3. Improving Education management

1) Establish a diversified student evaluation system: In addition to academic performance, attention should also be paid to students' practical ability, social responsibility and other aspects to more comprehensively reflect students' comprehensive quality and ability level.

2) Improve transparency of education management: disclose education management information, including curriculum setting, teaching quality, employment situation, etc., and accept supervision from students and society.

3) Improve the functions of the employment guidance center department: such as providing one-on-one career consulting services to help students develop career development plans and job search strategies.

Zainul arifin & Agus Zaenul Fitri, (2023) emphasizes improving education management through diversified student evaluation, enhancing transparency in management practices, and strengthening employment guidance services. These steps aim to comprehensively assess student abilities and foster accountability and support for students' career development. I.S., Denisenko. (2023) schools should openly share information regarding curriculum, teaching quality, and employment outcomes, fostering accountability and trust among stakeholders. This indirectly emphasizes the importance of strengthening the construction of teaching staff to improve the employability of college students. These scholars all emphasized the important role of schools in enhancing the employability of college students, including professional Settings, campus culture, teacher construction, teaching quality improvement and education management improvement.

2.4.8 Strategies to enhance social factors

1. Improve legal protection of employment

1) Strengthen legal protection of college students' employment rights and interests and ensure fair employment.

2. Improving social training

1) Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality.

2) Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

Du et al., (2018) to enhance social factors, strengthen legal protections for college students' employment rights, ensure fair employment, and provide vocational skills training tailored to various career stages. Additionally, offer courses on career development to improve students' employability and professional quality. Ramendran, Charles et al., (2014) emphasizes the importance of training for employability, suggesting that vocational skills training and career development courses are essential for enhancing practical skills and professional quality, ultimately

improving employment security and addressing the needs of various career stages. These scholars' suggestions all emphasized the importance of social factors in improving college students' employability, including the connection between education and industry, the strengthening of social training, the improvement of employment law protection, and the strengthening of policy publicity and support.

2.4.9 Strategies to enhance behavioral factors

1. Improving Cultivate willpower and perseverance

1) Offer relevant courses and lectures. Invite successful people to share their stories of persistence and perseverance to inspire students' inner motivation

2) Organize various challenging activities to allow students to exercise willpower and perseverance in challenges

2. Provide display platforms and opportunities

1) Regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works

Han, (2022) pointed out to adapt to the development of market economy and the needs of students' personality development, the importance and necessity of building a personalized career guidance model are proposed. The experimental results show that building a personalized career guidance model lays the foundation for future employment consultation and career planning work in colleges and universities. From the perspective of educational psychology, (Banfield & Wilkerson, 2014) pointed out that challenging activities can help students build self-confidence and develop problem-solving ability, which is crucial for their future career development. Zhelnina & Tereshchenko, (2021) emphasizes the role of exhibition activities in developing students' competencies and creative initiatives, which can enhance employability. It highlights the importance of student engagement, collaboration, and the integration of educational practices within cultural life for career development. The recommendations of these scholars all emphasize the importance of enhancing the employability of college students in

terms of behavioral factors, including cultivating perseverance, providing relevant courses and lectures, organizing challenging activities, and providing demonstration platforms and opportunities.

2.4.10 Strategies to enhance sustainable development factors

1. Improving job satisfaction

- 1) Achieve work-life balance
- 2) Continuously learn new knowledge and skills to improve your professionalism and competitiveness

2. Improve self-worth realization

- 1) Clarify personal positioning and goals.
- 2) Maintain a positive attitude in the face of challenges and difficulties in work.

Sadri & Goveas, (2013) Strategies to enhance sustainable development factors include achieving work-life balance through flexible work schedules and job redesign, which can improve job satisfaction. Continuous learning and skill development opportunities foster professionalism and competitiveness, contributing to employee motivation and engagement. Additionally, recognizing and rewarding employee contributions enhances self-worth realization, promoting a positive work environment. These strategies collectively support a sustainable quality of work life, aligning organizational objectives with employee needs and values, ultimately leading to greater job satisfaction and retention. (Tang et al., 2021) To enhance sustainable development, organizations should focus on improving job satisfaction by promoting work-life balance and encouraging continuous learning for skill enhancement. This can be achieved through training programs that emphasize role familiarization and skills building, as well as fostering a supportive organizational culture that aligns individual and organizational values. Additionally, enhancing self-worth realization can be facilitated by recognizing employee contributions and providing opportunities for personal and professional growth, thereby increasing their commitment and innovative behavior within the organization. These scholars all emphasized the importance of job satisfaction and self-worth realization in the

process of improving college students' employability, as well as the specific ways to achieve these goals.

The third stage: the results of evaluating the adaptability and feasibility of the strategies to promote the sustainable development employability of vocational college students .

The analysis results of this part were reviewed by 5 experts, composed of Thai university education management professionals, university middle managers and teachers with senior professional titles. The evaluation results of adaptability and feasibility of the strategy are at the high level and the highest level respectively. This result shows that the strategies were developed according to an academic process and systematically evaluated by experts to ensure the adaptability and feasibility of the strategies.

Recommendations

General recommendation

To apply these strategies to promote sustainable employability of higher vocational students, the following steps can be taken:

1. Improve the ability to participate in training and counseling

Implementation steps:

Identify training needs related to students' career development goals.

Work with industry experts to develop and provide customized training courses.

Encourage students to participate in these courses and provide necessary financial support or scholarships.

2. Improve professional knowledge and skills

Implementation steps:

Update course content according to industry needs to ensure that the course is in sync with market needs.

Design flexible learning plans to help students set and achieve short-term and long-term learning goals.

Use online resources and library materials to provide students with a wider range of learning materials.

3. Improve personal learning awareness

Implementation steps:

Educate students on how to develop effective personal learning plans.

Through seminars and workshops, cultivate students' lifelong learning concepts.

Encourage students to participate in classroom discussions to improve their critical thinking and problem-solving skills.

4. Improve family atmosphere

Implementation steps:

Hold family education training workshops to teach family members how to communicate effectively and resolve conflicts.

Provide family counseling services to help students and family members build healthier relationships.

5. Strengthen family education

Implementation steps:

Encourage parents to participate in their children's education process, including homework tutoring and school activities.

Provide parents with educational resources and tools to help them support their children's learning and development.

6. Improve professional settings and curriculum system

Implementation steps:

Regularly review and update professional courses to ensure that they are consistent with industry standards and trends.

Work with industry to ensure that course content reflects the latest technology and practices.

7. Improve the teaching staff and teaching quality

Implementation steps:

Provide teachers with continuous professional development opportunities, including seminars and refresher courses.

Adopt a variety of teaching methods, such as case studies, simulation projects and interactive learning.

8. Strengthen education management

Implementation steps:

Establish a transparent education management system, make course evaluations and student feedback public.

Collect feedback and improve education services based on regular student and teacher surveys.

9. Improve employment legal protection

Implementation steps:

Work with the government to ensure that students understand and can use employment-related legal protections.

Provide legal advice and support services to help students deal with employment-related legal issues.

10. Improve social training

Implementation steps:

Work with communities and industries to provide vocational training and continuing education programs.

Provide students with internship and work opportunities to help them gain practical experience.

Through these specific implementation steps, higher vocational colleges can effectively improve students' employability and prepare them for their future careers.

Suggestions for further research

The following are future research suggestions on promoting the sustainable development of employment ability of higher vocational students:

Establish a digital supply and demand docking platform:

Using modern information technology, higher vocational colleges can establish a digital supply and demand docking platform to achieve accurate docking between enterprises and students. Broaden students' employment channels by publishing recruitment information on the platform and conducting online job fairs.

Hold campus job fairs:

Regularly hold online and offline campus job fairs, invite companies to recruit on campus and participate in online recruitment activities, etc., to provide students with more employment opportunities.

Strengthen the construction of alumni networks:

By strengthening the construction of alumni networks, higher vocational colleges can provide students with more internships and employment opportunities. At the same time, through the demonstration and leading role of alumni to stimulate students' enthusiasm for employment and innovative spirit.

Establish employment and entrepreneurship scholarships:

In order to encourage students to actively participate in employment and entrepreneurship activities, higher vocational colleges can set up employment and entrepreneurship scholarships. Students who have outstanding performance in employment and entrepreneurship will be commended and rewarded.

Deepen the integration of industry and education:

The implementation of strategies such as deepening the integration of industry and education, optimizing curriculum settings, strengthening career planning guidance, broadening employment channels, and strengthening employment services can effectively improve the employability of higher vocational students.

Promote the digitalization of education:

Empower the construction of a learning society, strengthen lifelong education guarantees, and improve the quality of education through the digitalization of education

Improve teachers' subject ability and subject literacy:

Use subject ability and subject literacy as the basis for teachers to teach and educate, and run through the entire process of teacher development

Improve teachers' ability to teach and educate:

Strengthen the training of high-level teachers, focus on training undergraduate and above teachers for kindergartens and primary schools, and gradually realize the training of middle school teachers at the postgraduate level

Promote the professional growth of teachers led by the spirit of educators:

To implement the requirements of the "Opinions", it is necessary to integrate the spirit of educators into the system of professional growth of teachers, re-examine the concepts and goals of professional development of teachers, and make innovations and transcendence in systems, mechanisms, and institutions

These suggestions cover a variety of aspects from policy guidance, education management reform, professional development of teachers to student employment guidance, aiming to provide more comprehensive support for students in higher vocational colleges to promote the improvement of their sustainable development employment capabilities

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of Specialists Invitation for IOC Verification

NO.	Name	Position
1	Phadet Kakhm	Assistant Professor of Bansomdejchaopraya Rajabhat University
2	Narongwat Mingmit	Associate Professor of Bansomdejchaopraya Rajabhat University
3	Jittawisut Wimuttipanya	Associate Professor of Bansomdejchaopraya Rajabhat University
4	Zhong Jiankun	Associate Professor of HeYuan Polytechnic
5	Zhou Chuan	Assistant Professor of HeYuan Polytechnic

List of Specialists Invitation for Strategies Evaluation

The following lists were invited as evaluation experts to evaluate the adaptability and feasibility of strategies for sustainable development in the employability of higher vocational college students.

NO.	Name	Position
1	Associate Professor Dr. Jittawisut Wimuttipanya	Ph.D. Curriculum and Instruction of Bansomdejchaopraya Rajabhat University.
2	Associate Professor Dr. Narongwat Mingmit	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
3	Assistant Professor Dr. Chaiyos Damrongkitkoston	Ph.D. Research and Curriculum Development of Industrial Technology College, King Mongkut's University of Technology North Bangkok
4	Assistant Professor Dr. Phadet KaKham	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
5	Assistant Professor Dr. Sarayut Setthakhoncharoen	Ph.D. Educational Administration of Bansomdejchaopraya Rajabhat University

Appendix B
Official Letter

MHESI 0643.14/ 1297



Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

03 June 2024

Subject: Invitation to validate research instrument
Dear Assistant Professor Dr. Phadet KaKham Ph.D. Education for Locality Development
Bansomdejchaopraya Rajabhat University

Mr. Huang Zhanghua is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students".

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully



(Asst. Prof. Dr. Tanaput Chanchaoren)
Vice Dean of Graduate School for Dean of Graduate School

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MHESI 0643.14/ 12 98



Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

03 June 2024

Subject: Invitation to validate research instrument
Dear Associate Professor Dr. Narongwat Mingmit Ph.D. Education for Locality
Development Bansomdejchaopraya Rajabhat University

Mr. Huang Zhanghua is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students".

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Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

03 June 2024

Subject: Invitation to validate research instrument
Dear Associate Professor Dr. Jittawisut Wimuttipanya Ph.D. Curriculum and Instruction
Bansomdejchaopraya Rajabhat University

Mr. Huang Zhanghua is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students".

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MHESI 0643.14/ 1301



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Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

03 June 2024

Subject: Invitation to validate research instrument
Dear Assistant Professor Zhouchuan Ph.D. Education Heyuan Polytechnic

Mr. Huang Zhanghua is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students".

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1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

03 June 2024

Subject: Invitation to validate research instrument
Dear Associate Professor Zhong Jiankun Dean, Faculty of Electrical and Mechanical Engineering, Heyuan Polytechnic

Mr. Huang Zhanghua is a Doctoral student in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students".

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Ref.No. MHESI 0643.14/1601

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Assistant Professor Linpinglai

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Thank you for your kind considerations.

Yours faithfully,

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Ref.No. MHESI 0643.14/ 1602

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Assistant Professor Liuyerui

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1603

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Zhangjiadong

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1604

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Zhong jiankun

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1605

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Assistant Professor Zhouchuan

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1604

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Huangqiqi

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1667

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Assistant Professor Liqian

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1608

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July 2024

Subject: Invitation to interview
Dear Associate Professor Suwei

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1609

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Rajabhat University
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July 2024

Subject: Invitation to interview
Dear Assistant Professor Panzejia

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1610

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Caichuxin

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/16 //

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Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Chenbaocheng

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1612

Bansomdejchaopraya
Rajabhat University
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Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Daiyuefeng

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1613

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Assistant Professor Linpinglai
Attachment: A focus group discussion schedule

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1614

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Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Assistant Professor Liuyerui
Attachment: A focus group discussion schedule

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Ref.No. MHESI 0643.14/ 1615

Bansomdejchaopraya
Rajabhat University
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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Zhangjiadong
Attachment: A focus group discussion schedule

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Ref.No. MHESI 0643.14/1616

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Zhong jiankun
Attachment: A focus group discussion schedule

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Ref.No. MHESI 0643.14/16¹⁷

Bansomdejchaopraya
Rajabhat University
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July 2024

Subject: Invitation to join a focus group discussion as an expert

Dear Assistant Professor Zhouchuan

Attachment: A focus group discussion schedule

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Ref.No. MHESI 0643.14/ 1619

Bansomdejchaopraya
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July 2024

Subject: Invitation to join a focus group discussion as an expert

Dear Director Zengxiangfu

Attachment: A focus group discussion schedule

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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| 3. Assistant Professor Dr. Sarayuth Sethakhajorn | Co-Advisor |

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Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

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Ref.No. MHESI 0643.14/ 1619

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Director Hequan
Attachment: A focus group discussion schedule

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Assistant Professor Dr. Phisanu Bangkheow | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sarayuth Sethakhajorn | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

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Ref.No. MHESI 0643.14/1620

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Suwei
Attachment: A focus group discussion schedule

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sarayuth Sethakhajorn | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

Yours faithfully,

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Ref.No. MHESI 0643.14/ 162 1

Bansomdejchaopraya
Rajabhat University
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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Assistant Professor Panzejia
Attachment: A focus group discussion schedule

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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| 1. Assistant Professor Dr. Phisanu Bangkheow | Major Advisor |
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| 3. Assistant Professor Dr. Sarayuth Sethakhajorn | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

Yours faithfully,

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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert

Dear Associate Professor Caichuxin

Attachment: A focus group discussion schedule

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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|--|---------------|
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| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sarayuth Sethakhajorn | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

Yours faithfully,

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Ref.No. MHESI 0643.14/ 162 3

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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Chenbaocheng
Attachment: A focus group discussion schedule

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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| 1. Assistant Professor Dr. Phisanu Bangkheow | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sarayuth Sethakhajorn | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

Yours faithfully,

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Ref.No. MHESI 0643.14/1624

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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Daiyuefeng
Attachment: A focus group discussion schedule

Mr. Huang Zhanghua is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Management Strategies to Promote Student's Sustainable Development Employability of Higher Vocational College students", supervised by the thesis advisory committee as follows.

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| 1. Assistant Professor Dr. Phisanu Bangkheow | Major Advisor |
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| 3. Assistant Professor Dr. Sarayuth Sethakhajorn | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

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Thailand 10600

26 August, 2024

Subject Request for evaluation of strategy
Dear Associate Professor Dr. Narongwat Mingmit Ph.D. Education for locality
Development Bansomdejchaopraya Rajabhat University
Attachment Evaluation sheets

Regarding Mr. Huang Zhanghua with student code 6473139002, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management strategies to promote the sustainable development employability among students of higher vocational college" The thesis committee is as follows:

- | | |
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| 1. Assistant Professor Dr. Phisanu Bangkheow | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-advisor |
| 3. Assistant Professor Dr. Sarayuth Sethakhajorn | Co-advisor |

Management strategies to promote the sustainable development employability among students of higher vocational college is the focus of this research. Knowing you have experience in this field, the researcher would like to ask for your assistance in evaluating the strategies. Researchers are eager to hear your suggestions to promoting sustainable employability for vocational college students. Thank you very much for your positive response.

Thank you for your kind considerations.

Yours faithfully

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MHESI 0643.14/ 25๙๓



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26 August, 2024

Subject Request for evaluation of strategy
Dear Assistant Professor Dr. Phadet Kakham Ph.D. Education for locality
Development Bansomdejchaopraya Rajabhat University
Attachment Evaluation sheets

Regarding Mr. Huang Zhanghua with student code 6473139002, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management strategies to promote the sustainable development employability among students of higher vocational college" The thesis committee is as follows:

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MHESI 0643.14/ 25๕๘



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26 August, 2024

Subject Request for evaluation of strategy
Dear Assistant Professor Dr. Chaiyos Damrongkitkoson Ph.D. Research and
Curriculum Development Industrial Technology College, King Mongkut's
University of Technology North Bangkok
Attachment Evaluation sheets

Regarding Mr. Huang Zhanghua with student code 6473139002, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management strategies to promote the sustainable development employability among students of higher vocational college" The thesis committee is as follows:

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Thank you for your kind considerations.

Yours faithfully

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MHESI 0643.14/ 2534



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Thonburi, Bangkok,
Thailand 10600

26 August, 2024

Subject Request for evaluation of strategy
Dear Associate Professor Dr. Chollada Phongpattanayothin Ph.D. Education for
locality Development Bansomdejchaopraya Rajabhat University.
Attachment Evaluation sheets

Regarding Mr. Huang Zhanghua with student code 6473139002, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management strategies to promote the sustainable development employability among students of higher vocational college" The thesis committee is as follows:

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Thank you for your kind considerations.

Yours faithfully

(Asst. Prof. Dr. Tanaput Chanchaeroen)
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MHESI 0643.14/ 2565



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Thailand 10600

26 August, 2024

Subject Request for evaluation of strategy
Dear Associate Professor Dr. Jittawisut Wimuttipanya Ph.D. Curriculum and
Instruction Bansomdejchaopraya Rajabhat University
Attachment Evaluation sheets

Regarding Mr. Huang Zhanghua with student code 6473139002, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management strategies to promote the sustainable development employability among students of higher vocational college" The thesis committee is as follows:

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Thank you for your kind considerations.

Yours faithfully

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Appendix C
Research Instrument



Questionnaire of the current situation, Expected situation and factors influencing in the employability development of higher vocational college students

(For Students)

Direction:

1. This questionnaire would like to study about the current situation, expected situations and factors influencing in the employability development of higher vocational college students. It was as part of a doctoral dissertation of Educational Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. that research objectives including:

- 1) To study the current situation, expected situation and factors influencing the employability development of higher vocational college students.
- 2) To develop management strategies to promote sustainable development employability among higher vocational college students.
- 3) To evaluate management strategies to promote sustainable development employability among higher vocational college students.

2. This questionnaire was designed for vocational college students to review. It was divided into 3-part 59 sub-assessment items, and recommendations.

3. Your comments on answering the questionnaire will be useful for the development of management strategies to promote sustainable development employability among higher vocational college students. Responding to this questionnaire will have no impact. per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this questionnaire.

Huang Zhanghua
Bansomdejchaopraya Rajabhat University

**Part III Questionnaire of factors influencing in the employability
development of higher vocational college students.**

Direction: Please read the following items carefully (questions 1-30) and consider to choose the one of five level that is according to your opinion that can promote the employability development of higher vocational college students, details as bellows;

1 = lowest Importance, 2 = low Importance, 3 = medium Importance,
4 = high Importance, 5 = highest Importance

Factors	Questions	level					Remarks
		1	2	3	4	5	
Environment	Family						
	1. Parenting contributes to the formation of good character.						
	2. Family with harmonious improve children's self-esteem and self-confidence.						
	3. Families with high economic incomes are good for children's educational opportunities.						
	school						
	4. The professional course is rich in content, which is conducive to improving my knowledge.						
	5. Teachers can stimulate students' interest in learning through inspirational teaching.						
	6. The teacher has good teaching skills and theoretical research ability.						
	7. The school can provide professional and perfect career guidance and consultation services.						
	8. The school can release timely and comprehensive employment information.						

Factors	Questions	level					Remarks
		1	2	3	4	5	
Environment	9. The school can arrange business visits and experience.						
	10. The school can arrange internship or practical training.						
	11. The school can arrange enterprise employees to give lectures and lectures in the school.						
	12. The school has a good campus cultural environment.						
	society						
	13. Relevant employment policies have been introduced to support graduates.						
	14. Create a good public opinion environment and eliminate discrimination against low educational qualifications.						
	15. Provide social training						
Personal	16. I always finish the homework assigned by the teacher carefully.						
	17. I can always answer questions actively in class.						
	18. I won't skip class.						
	19. I have a good academic record in my professional knowledge.						
Behavioral Processes	20. I always take an active part in various club activities.						
	21. I will take an active part in social practice.						
	22. You have observed and learned from others' job search process						

Factors	Questions	level					Remarks
		1	2	3	4	5	
	23. I generally feel a strong sense of self-efficacy when facing professional challenges						
	24. I can often reflect on myself during the job search process and adjust my job search methods						
Sustainable Development	25. Having ability to write resumes and cover letters						
	26. Having Possess job-hunting skills						
	27. Having ability to maintain good working relationships with colleagues and supervisors						
	28. Having ability to solve problems encountered at work						
	29. Able to accept and adapt to job changes						
	30. Having ability to work across industries or fields						



Interview Form

The factors promoting sustainable development employability of higher vocational college students

(For Experts)

Direction:

1. This interview form would like to study about the factors promoting sustainable development employability of higher vocational college students. It was as part of a doctoral dissertation of Educational Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. that research objectives including:

- 1) To study the current situation and factors influencing in the employability development of higher vocational college students.
- 2) To develop management strategies to promote sustainable development employability among higher vocational college students.
- 3) To evaluate management strategies to promote sustainable development employability among higher vocational college students.

2. This Interview form was designed for experts to review. It was divided into 2 part 7 questions and recommendations.

3. Your comments on interview form will be useful for the development of management strategies to promote sustainable development employability among higher vocational college students. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this interview form.

Huang Zhanghua
Bansomdejchaopraya Rajabhat University

Part I Information on the identity

Name: Gender:

Work experience in university (years):

Educational background:.....

Position/ Position:

Part II The factors promoting sustainable development employability of higher vocational college students

About Personal factor
<p>1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.</p> <p>.....</p> <p>.....</p> <p>.....</p>
About external environmental factors
<p>2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.</p> <p>.....</p> <p>.....</p> <p>.....</p>

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

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About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

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About Sustainable Development factors

6. Do you think the sustainable developmentl factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors and analyze the existing strengths , weaknesses,opportunities and threats.

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suggestions.

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Assessment form for validity

of questionnaire of the current situation and factors influencing in the employability development of higher vocational college students

(For Experts)

Direction:

1. This assessment form for validity of questionnaire of the current situation and factors influencing in the employability development of higher vocational college students is form for experts to consider the consistency of the questionnair and take suggestion.

It was as part of a doctoral dissertation of Educational Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. that research objectives including:

- 1) To study the current situation and factors influencing in the employability development of higher vocational college students.
- 2) To develop management strategies to promote sustainable development employability among higher vocational college students.
- 3) To evaluate management strategies to promote sustainable development employability among higher vocational college students.

2. This assessment form for validity of questionnaire was divided into 3 part ,45questions and suggestion.

3. Your comments on assessment form for validity of questionnaire will be useful for the development of management strategies to promote sustainable development employability among higher vocational college students. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this interview form.

Huang Zhanghua

Bansomdejchaopraya Rajabhat University

Part I Information on the identity

Name:

Position/ Position:

Name of school /institution:

Part II This assessment form for validity of questionnaire of the current situation and factors influencing in the employability development of higher vocational college students

Directions:

Please consider the consistency of the factors of the current situation and factors influencing in the employability development of higher vocational college students. After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that “Corresponds to definition.”

Rating is 0. There is an opinion that “Not sure it corresponds to definition.”

Rating is -1. There is an opinion that “Inconsistent with definition.”

A: Questionnaire of Current situation about components of employability development of students in higher vocational colleges

Factors	Questions	Assessment result			Remarks
		-1	0	1	
Career Development Learning	1. Knowing own strengths and weaknesses.				
	2. Having specific plans for future career development.				
	3. Making own plans to achieve their career goals.				
Experience (Work & Life)	4. Having experience as a leader.				
	5. Having academic qualifications.				
	6. Having social experience, such as part-time jobs, etc.				
Degree Subject Knowledge, Understanding & Skill	7. Having understanding of professional theoretical knowledge.				
	8. Having professional practice skills.				
	9. Obtaining professional certificate.				

Factors	Questions	Assessment result			Remarks
		-1	0	1	
Emotional Intelligence	10. Having ability to recognize, interpret, and regulate your own emotions.				
	11. Having abilities that allow for better personal well-being and interpersonal relationships.				
	12. Having understanding those of other people.				
Generic skills	13. Having strong teamwork ability.				
	14. Having a strong withstand pressure ability.				
	15. Having a strong learning ability.				
	16. Having a strong adaptability.				
	17. Having a strong leadership ability.				
Self- efficacy	18. Having a strong observation ability.				
	19. Having a strong analytical ability.				
	20. Having a strong psychological bearing capacity.				
Self-confidence	21. Having a strong positive attitude.				
	22. Having an act decisively.				
Sustainable Development	23. Having ability to write resumes and cover letters				
	24. Having Possess job-hunting skills				
	25. Having ability to maintain good working relationships with colleagues and supervisors				
	26. Having ability to solve problems encountered at work				
	27. Able to accept and adapt to job changes				
	28. Having ability to work across industries or fields				

Factors	Questions	Assessment result			Remarks
		-1	0	1	
	24. Have good physical and mental health				

Suggestions

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B: Questionnaire of factors influencing in the employability development of higher vocational college students.

Factors	Questions	Assessment result			Remarks
		1	2	3	
	Family				
Environment	1. Parenting contributes to the formation of good character.				
	2. Family with harmonious improve children's self-esteem and self-confidence.				
	3. Families with high economic incomes are good for children's educational opportunities.				
	school				
	5. The professional course is rich in content, which is conducive to improving my knowledge.				
	6. Teachers can stimulate students' interest in learning through inspirational teaching.				
	7. The teacher has good teaching skills and theoretical research ability.				

Factors	Questions	Assessment result			Remarks
		1	2	3	
Environment	8. The school can provide professional and perfect career guidance and consultation services.				
	9. The school can release timely and comprehensive employment information.				
	10. The school can arrange business visits and experience.				
	11. The school can arrange internship or practical training.				
	12. The school can arrange enterprise employees to give lectures and lectures in the school.				
	13. The school can arrange enterprise employees to give lectures and lectures in the school.				
	society				
	14. Relevant employment policies have been introduced to support graduates.				
	15. Create a good public opinion environment and eliminate discrimination against low educational qualifications.				
	16. Provide social training				
	17. Relevant employment policies have been introduced to support graduates.				
	18. Create a good public opinion environment and eliminate discrimination against low educational qualifications.				
	19. Provide social training				

Factors	Questions	Assessment result			Remarks
		1	2	3	
Personal	20. I always finish the homework assigned by the teacher carefully.				
	21. I can always answer questions actively in class.				
	22. I won't skip class.				
	23. I have a good academic record in my professional knowledge.				
Behavioral	20. I always take an active part in various club activities.				
	21. I will take an active part in social practice.				
	22. You have observed and learned from others, job search process				
	23. I generally feel a strong sense of self-efficacy when facing professional challenges				
	24. I can often reflect on myself during the job search process and adjust my job search methods				
Sustainable Development	25. Having ability to write resumes and cover letters				
	26. Having Possess job-hunting skills				
	27. Having ability to maintain good working relationships with colleagues and supervisors				
	28. Having ability to solve problems encountered at work				
	29. Able to accept and adapt to job changes				
	30. Having ability to work across industries or fields				

Suggestions

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Sign.....Assessor
(.....)
Date...../...../.....



**Assessment form for validity of Interview Form
the factors promoting sustainable development employability
of higher vocational college students**

(For Experts)

Direction:

1. This assessment form for validity of interview form of the factors promoting sustainable development employability of higher vocational college students is form for experts to consider the consistency of the interview form and take suggestions. It was a part of a doctoral dissertation of Educational Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. that research objectives including:

1) To study the current situation and factors influencing in the employability development of higher vocational college students.

2) To develop management strategies to promote sustainable development employability among higher vocational college students.

3) To evaluate management strategies to promote sustainable development employability among higher vocational college students.

2. This assessment form for validity of questionnaire was divided into 2 part 7 questions and suggestion.

3. Your comments on assessment form for validity of interview form will be useful for the development of management strategies to promote sustainable development employability among higher vocational college students. Responding to this assessment form will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this assessment form for validity.

Huang Zhanghua

Bansomdejchaopraya Rajabhat University

Part I Information on the identity

Name: Gender:

Work experience in university (years):

Educational background:.....

Position/ Position:

Part II Assessment form for validity of interview form of the factors promoting sustainable development employability of higher vocational college students**Directions:**

Please consider the consistency of the factors of the factors promoting sustainable development employability of higher vocational college students and check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that “Corresponds to definition.”

Rating is 0. There is an opinion that “Not sure it corresponds to definition.”

Rating is -1. There is an opinion that “Inconsistent with definition.”

Factors	Questions	Assessment result			Remarks
		-1	0	1	
Personal factor	1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.				
environ mental factors	2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.				

Factors	Questions	Assessment result			Remarks
		-1	0	1	
environ mental factors	3. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.				
	4. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.				
	5. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.				
	6. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.				

Factors	Questions	Assessment result			Remarks
		-1	0	1	
				
Behavioral factors	5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.				
Sustainable Development factors	Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors and analyze the existing strengths, weaknesses, opportunities and threats.				

Suggestions

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Sign.....Assessor

(.....)

Date...../...../.....



Evaluation Form for Sustainable Development Employmentability Strategies for
Vocational College Students

Direction:

1. This evaluation form for validity of interview form of the factors Sustainable Development Employmentability Strategies for Vocational College Students is form for experts to consider the consistency of the questionnaire and take suggestion.. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the components of sustainable employability of students in higher vocational colleges, formulate strategies for promoting the sustainable employability of students in higher vocational colleges, and evaluate the strategies for the sustainable employability of students in higher vocational colleges.

2. This questionnaire validity evaluation form is centered around 7 aspects, including all strategies.

3. Your comments on the interview effectiveness evaluation form will help formulate management strategies to promote the sustainable employability of students in higher vocational colleges. Answering this questionnaire will not have any impact on you personally. The data provided will be an overview and the researcher intends to use the data for research purposes only.

Thank you for your cooperation in answering this evaluation form for validity.

Mr.Huang Zhanghua
Bansomdejchaopraya Rajabhat University

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
quality										
8. Improving Education management										
Strategies of social										
9. Improve legal protection of employment										
10. Improving social training										
Strategies of behavioral										
11. Improving Cultivate willpower and perseverance										
12. Provide display platforms and opportunities										
Strategies of sustainable development										
13. Improving job satisfaction										
14. Improve self-worth realization										
Strategies of SO										
15. Decisive action to seize policy opportunities										
16. Adaptability										
17. Youthful vitality and work enthusiasm										
Strategies of WO										
18. Career planning and policy docking										
19. Lack of experience and school-enterprise cooperation										
20. Combination of theoretical learning and practice										
21. Positive attitude and lifelong learning										
Strategies of ST										

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
22. Professional development hedges policy risks										
23. Adapt to technology updates										
24. Facing competition with a positive attitude										
25. Improve job search skills										
Strategies of WT										
26. Aligning career planning with market demand										
27. Improving psychological endurance										
28. Cultivating cross-domain capabilities										

Suggestions

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Sign.....Assessor

(.....)

Date...../...../.....

Appendix D

The Results of the Quality Analysis of Research Instruments

The Quality Analysis Results of Research Instruments

The consistency evaluation results of questionnaire survey on the current sustainable development employmentability strategies for vocational college Students.

1. The quality analysis results of Questionnaire on Employability Components.

clause	The current situation and expected situations of sustainable development employmentability strategies for vocational college Students	Experts					IOC	Conclusion
		1	2	3	4	5		
Career Development Learning								
1	Knowing own strengths and weaknesses.	1	1	1	1	1	1.00	consistent
2	Having specific plans for future career development.	1	1	1	1	1	1.00	consistent
3	Making own plans to achieve their career goals.	1	1	1	1	1	1.00	consistent
Experience (Work & Life)								
4	Having experience as a leader.	1	1	1	1	1	1.00	consistent
5	Having academic qualifications.	1	1	1	1	1	1.00	consistent
6	Having social experience, such as part-time jobs, etc.	1	1	1	1	1	1.00	consistent
Degree Subject Knowledge, Understanding & Skill								
7	Having understanding of professional theoretical knowledge.	1	1	1	1	1	1.00	
8	Having professional practice skills.	1	1	1	1	1	1.00	consistent
9	Obtaining professional certificate.	1	1	1	1	1	1.00	consistent
Emotional Intelligence								

clause	The current situation and expected situations of sustainable development employmentability strategies for vocational college Students	Experts					IOC	Conclusion
		1	2	3	4	5		
10	Having ability to recognize, interpret, and regulate your own emotions.	1	1	1	1	1	1.00	consistent
11	Having abilities that allow for better personal well-being and interpersonal relationships.	1	1	1	1	1	1.00	consistent
12	12. Having understanding those of other people.	1	1	1	1	1	1.00	consistent
Generic skills								
13	Having strong teamwork ability.	1	1	1	1	1	1.00	consistent
14	Having a strong withstand pressure ability.	1	1	1	1	1	1.00	consistent
15	Having a strong learning ability.	1	1	1	1	1	1.00	consistent
16	Having a strong adaptability.	1	1	1	1	1	1.00	consistent
17	Having a strong leadership ability.	1	1	1	1	1	1.00	consistent
Self- efficacy								
18	Having a strong observation ability.	1	1	1	1	1	1.00	consistent
19	Having a strong analytical ability.	1	1	1	1	1	1.00	consistent
20	Having a strong psychological bearing capacity.	1	1	1	1	1	1.00	consistent
Self-confidence								
21	Having a strong positive attitude.	1	1	1	1	1	1.00	consistent
22	Having an act decisively.	1	1	1	1	1	1.00	consistent
Sustainable development								
23	Having ability to write resumes and cover letters	1	1	1	1	1	1.00	consistent
24	Having Possess job-hunting skills	1	1	1	1	1	1.00	consistent

clause	The current situation and expected situations of sustainable development employmentability strategies for vocational college Students	Experts					IOC	Conclusion
		1	2	3	4	5		
25	Having ability to maintain good working relationships with colleagues and supervisors	1	1	1	1	1	1.00	consistent
26	Having ability to solve problems encountered at work	1	1	1	1	1	1.00	consistent
27	Having Able to accept and adapt to job changes	1	1	1	1	1	1.00	consistent
28	Having ability to work across industries or fields	1	1	1	1	1	1.00	consistent
29	Have good physical and mental health	1	1	1	1	1	1.00	consistent

2. The quality analysis results of Questionnaire on factors that affect employability.

clause	factors influencing in the employability development of higher vocational college students	Experts					IOC	Conclusion
		1	2	3	4	5		
Family								
1	Parenting contributes to the formation of good character.	1	1	1	1	1	1.00	consistent
2	Family with harmonious improve children's self-esteem and self-confidence.	1	1	1	1	1	1.00	consistent
3	Families with high economic incomes are good for children's educational opportunities.	1	1	1	1	1	1.00	consistent

clause	factors influencing in the employability development of higher vocational college students	Experts					IOC	Conclusion
		1	2	3	4	5		
school								
4	The professional course is rich in content, which is conducive to improving my knowledge.	1	1	1	1	1	1.00	consistent
5	Teachers can stimulate students' interest in learning through inspirational teaching.	1	1	1	1	1	1.00	consistent
6	The teacher has good teaching skills and theoretical research ability.	1	1	1	1	1	1.00	consistent
7	The school can provide professional and perfect career guidance and consultation services.	1	1	1	1	1	1.00	
8	The school can release timely and comprehensive employment information.	1	1	1	1	1	1.00	consistent
9	The school can arrange business visits and experience.	1	1	1	1	1	1.00	consistent
10	The school can arrange internship or practical training.	1	1	1	1	1	1.00	consistent
11	The school can arrange enterprise employees to give lectures and lectures in the school.	1	1	1	1	1	1.00	consistent
12	The school has a good campus cultural environment.	1	1	1	1	1	1.00	consistent
society								
13	Relevant employment policies have been introduced to support graduates.	1	1	1	1	1	1.00	consistent
14	Create a good public opinion environment and eliminate discrimination against low educational qualifications.	1	1	1	1	1	1.00	consistent

clause	factors influencing in the employability development of higher vocational college students	Experts					IOC	Conclusion
		1	2	3	4	5		
15	Provide social training	1	1	1	1	1	1.00	consistent
Personal								
16	I always finish the homework assigned by the teacher carefully.	1	1	1	1	1	1.00	consistent
17	I can always answer questions actively in class.	1	1	1	1	1	1.00	consistent
18	I won't skip class.	1	1	1	1	1	1.00	consistent
19	I have a good academic record in my professional knowledge.							
Behavioral								
20	I always take an active part in various club activities.	1	1	1	1	1	1.00	consistent
21	I will take an active part in social practice.	1	1	1	1	1	1.00	consistent
22	You have observed and learned from others job search process	1	1	1	1	1	1.00	consistent
23	I generally feel a strong sense of self-efficacy when facing professional challenges	1	1	1	1	1	1.00	consistent
24	I can often reflect on myself during the job search process and adjust my job search methods	1	1	1	1	1	1.00	consistent
Sustainable Development								
25	Having ability to write resumes and cover letters	1	1	1	1	1	1.00	consistent
26	Having Possess job-hunting skills	1	1	1	1	1	1.00	consistent
27	Having ability to maintain good working relationships with colleagues and supervisors	1	1	1	1	1	1.00	consistent

clause	factors influencing in the employability development of higher vocational college students	Experts					IOC	Conclusion
		1	2	3	4	5		
28	Having ability to solve problems encountered at work	1	1	1	1	1	1.00	consistent
29	Able to accept and adapt to job changes	1	1	1	1	1	1.00	consistent
30	Having ability to work across industries or fields	1	1	1	1	1	1.00	consistent

3. The quality analysis results of Interview.

clause	Proposal for development strategy and analysis of strengths, weaknesses, opportunities and threats	Experts					IOC	Conclusion
		1	2	3	4	5		
1	Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.	1	1	1	1	1	1.00	consistent
2	Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.	1	1	1	1	1	1.00	consistent
3	Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving	1	1	1	1	1	1.00	consistent

clause	Proposal for development strategy and analysis of strengths, weaknesses, opportunities and threats	Experts					IOC	Conclusion
		1	2	3	4	5		
	school education management factors and analyze the existing opportunities and threats.							
4	Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.	1	1	1	1	1	1.00	consistent
5	Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.	1	1	1	1	1	1.00	consistent
6	Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.	1	1	1	1	1	1.00	consistent

4. The quality analysis results of evaluation form.

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
Strategies of Personal								
1	Improving Participate in training and coaching	1	1	1	1	1	1.00	consistent
2	Improving professional knowledge and skills	1	1	1	1	1	1.00	consistent
3	Improving personal learning consciousness.	1	1	1	1	1	1.00	consistent
Strategies of family								
4	Improving family atmosphere	1	1	1	1	1	1.00	consistent
5	Improving family education	1	1	1	1	1	1.00	consistent
Strategies of school								
6	Improving professional settings and curriculum system	1	1	1	1	1	1.00	consistent
7	Improve the teaching staff and teaching quality	1	1	1	1	1	1.00	consistent
8	Improving Education management	1	1	1	1	1	1.00	consistent
Strategies of social								
9	Improve legal protection of employment	1	1	1	1	1	1.00	consistent
10	Improving social training	1	1	1	1	1	1.00	consistent
Strategies of behavioral								
11	Improving Cultivate willpower and perseverance	1	1	1	1	1	1.00	consistent
12	Provide display platforms and opportunities	1	1	1	1	1	1.00	consistent
Strategies of sustainable development								
13	Improving job satisfaction	1	1	1	1	1	1.00	consistent
14	Improve self-worth realization	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
Strategies of SO								
15	Decisive action to seize policy opportunities	1	1	1	1	1	1.00	consistent
16	Adaptability	1	1	1	1	1	1.00	consistent
17	Youthful vitality and work enthusiasm	1	1	1	1	1	1.00	consistent
Strategies of WO								
18	Career planning and policy docking	1	1	1	1	1	1.00	consistent
19	Lack of experience and school-enterprise cooperation	1	1	1	1	1	1.00	consistent
20	Combination of theoretical learning and practice	1	1	1	1	1	1.00	consistent
21	Positive attitude and lifelong learning	1	1	1	1	1	1.00	consistent
Strategies of ST								
22	Professional development hedges policy risks	1	1	1	1	1	1.00	consistent
23	Adapt to technology updates	1	1	1	1	1	1.00	consistent
24	Facing competition with a positive attitude	1	1	1	1	1	1.00	consistent
25	Improve job search skills	1	1	1	1	1	1.00	consistent
Strategies of WT								
26	Aligning career planning with market demand	1	1	1	1	1	1.00	consistent
27	Improving psychological endurance	1	1	1	1	1	1.00	consistent
28	Cultivating cross-domain capabilities	1	1	1	1	1	1.00	consistent

Reliability analysis of research instruments

Results of variable reliability correlation analysis

Reliability

Scale: all variables

Case handling summary			
		N	%
case	effective	400	100
	Excluded ^a	0	0
	Total	400	100
a. List deletion based on all variables in this program.			

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbachs Alpha	Number of terms
.963	.963	70

Interviewee

Interviewer 1

About Personal factor
<p>1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.</p> <p>I think personal factors will affect the sustainable development and employability of college students. How to improve the personal factors on employability, I suggest: 1). Improve college students' sense of responsibility. Specific approach: Set clear short and long-term goals and regularly evaluate your progress. 2). Improve Participate in training and coaching. Specific approach: Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles. 3). Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates. 4). Improving personal learning consciousness. Specific approach: Cultivate the concept of lifelong learning.</p> <p>strengths:</p> <p>Youth and vitality: College students are usually full of energy and willing to accept new things and challenges</p> <p>weaknesses:</p> <p>Lack of experience: Lack of practical work experience and workplace skills</p>
About external environmental factors
<p>2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.</p> <p>I think family factors will affect the sustainable development and employability of college students. My suggestions are as follows 1) Improve the family's financial situation. Apply for scholarships: Actively look for and apply for scholarships, grants, and other funding opportunities.2) Improve the family atmosphere. Encourage family</p>

members to express their feelings and ideas and listen to and respect others' opinions.

opportunities: family social relations: Family social relations can provide college students with employment information and opportunities

threats; Too high family expectations: Parents too high expectations of their children may cause psychological pressure on children and affect their employment ability

5. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

I think school education management factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1) Improving professional settings and curriculum system. Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly. 2) Improving employment guidance and career planning services. Provide personalized career planning guidance based on students' interests and specialties to help students clarify their career direction. 3) Improving campus culture and activities. The school should organize more campus activities to enhance students' social skills and teamwork. 4) Improving the teaching staff and teaching quality. Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness. 5) Improving Education management. ① Establish a diversified student evaluation system: In addition to academic performance, attention should also be paid to students' practical ability, social responsibility and other aspects to more comprehensively reflect students' comprehensive quality and ability level. ② Improve transparency of education management: disclose education management information, including curriculum setting, teaching quality, employment situation, etc., and accept supervision from students and society.

opportunities. School can teach technology. Technological advances have brought new job opportunities, especially in areas such as smart manufacturing and information

technology.

Threats: The number of college graduates is increasing, and the competition in the job market is becoming increasingly fierce.

6. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

My suggestions are as follows: 1) Pay attention to social economy and job market trends. Pay attention to domestic and international economic situations, especially the development trends of industries related to the major you are studying, to adjust your employment direction and strategy in a timely manner. 2) Improving social training

Opportunities: Opportunities: With the development of science and technology and social changes, some industries are rising or booming, providing new employment opportunities for college students

Threats: Some industries may be affected by economic fluctuations, policy adjustments and other factors, leading to instability in the job market.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestions are as follows: 1. Strengthen career planning ability: make clear career goals and plans to achieve them; 2. Enhance social adaptability, improve students' social communication ability, and strengthen the cultivation of teamwork and communication skills.

strengths: College students are usually sincere, serious and responsible, which is an important advantage for them in the workplace

Disadvantages: In team leaders, sometimes they think too much about the team members, resulting in too long decision-making time

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

Here are some suggestions to improve sustainability factors.

1. Improve the overall quality, understand the needs of the talent market, and improve themselves from three aspects: cognition, behavior and emotion.
2. actively participate in laboratory research, project practice and other activities to improve the ability to solve practical problems.

Interviewer 2

About Personal factor

2. 1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.

Personal factors have an impact on students' employability. Suggestions below:

- 1) Improving responsibility. Use time management tools and methods, such as to-do lists and calendars, to improve your self-management skills;
- 2) Improving Participate in training and coaching. Attend professional training and coaching sessions to develop specific personality traits and skills.
- 3) Improving professional knowledge and skills. Attending professional training and coaching sessions to develop specific personality traits and skills.
- 4) Improving professional knowledge and skills. ① According to the professional curriculum, make learning plans for each semester or even every week to ensure that all important knowledge points are covered. At the same time, set short-term and long-term learning goals, such as mastering a core course and passing professional certification exams. ② In-depth study of professional knowledge, use libraries, online courses, professional forums and other resources to broaden knowledge horizons and deepen understanding of professional fields. At the same time, actively participate in class discussions, ask teachers for difficult problems, and exchange learning experiences with classmates.
- 5) Improving personal learning consciousness. Determine the meaning and goal of learning; Learn how to make a study plan and take action

strengths:

College students have high learning ability and adaptability and can quickly master new knowledge and skills.

weaknesses:

Most college students are not clear about their career planning and lack long-term goals

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

Family factors have an impact on students' employability. Suggestions below: 1) Improving family finances. Part-time work: under the premise of not affecting your studies, you can properly participate in part-time work to reduce economic pressure. 2) Improving family atmosphere. Learn effective ways to resolve conflicts so that small problems don't escalate into big ones. 3) Improving family education. Develop self-management and decision-making skills by completing academic and life tasks independently.

opportunities: Family support and encouragement can enhance college students' career self-confidence and career decision-making ability.

threats: Family economic difficulties may lead to college students in the process of job-hunting choices are limited, affecting their employability

7. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

School education management factors have an impact on students' employability. Suggestions below:

1) Improving professional settings and curriculum system. Encourage interdisciplinary curriculum settings to cultivate students' comprehensive qualities and innovative abilities to adapt to the complex and changing job market.

2) Improving practical teaching and internship links. Establish cooperative

relationships with enterprises to provide students with more internship opportunities, so that students can learn skills and accumulate experience in practice.

3) Improving campus culture and activities. The school can also invite entrepreneurs, industry experts, etc. to give lectures and exchanges to help students understand industry development trends and market demand and enhance their industry insight.

4) Improving the teaching staff and teaching quality. ① Actively introduce excellent teachers with rich practical experience and teaching ability to improve the overall level of the teaching team. ② Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions.

5) Improving Education management. Establish a diversified student evaluation system. ① In addition to academic performance, attention should also be paid to students' practical ability, social responsibility and other aspects to more comprehensively reflect students' comprehensive quality and ability level. ② Improve transparency of education management: disclose education management information, including curriculum setting, teaching quality, employment situation, etc., and accept supervision from students and society. ③ Improve the functions of the employment guidance center department: such as providing one-on-one career consulting services to help students develop career development plans and job search strategies.

Opportunities: Schools can strengthen teaching management, train high-quality talents that meet the market demand, and improve the employment competitiveness of graduates. .

Threats: Some schools face the problem of insufficient educational resources, such as weak teachers and limited practical teaching bases.

8. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

Social factors have an impact on students' employability. Suggestions below: 1) Pay attention to social economy and job market trends. Understand the needs and changes of the job market through various recruitment websites, industry reports, corporate official websites and other channels, and prepare for employment. 2) Improving policy support. Pay attention to and make use of employment policies issued by the government, such as employment subsidy policies, tax incentives and other support measures. 3) Improving social training. Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

Opportunities: With the acceleration of globalization, college students can use their language advantages and cross-cultural communication skills to seek international development opportunities.

Threats: Some industries may be affected by economic fluctuations, policy adjustments and other factors, leading to instability in the job market.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. Here are some suggestions for improving behavioral factors:

1) Strengthen professional ethics education and cultivate good professional behavior habits.

2) Stimulate students' innovative thinking and problem-solving skills through innovative projects and competitions.

3) Optimize job search preparation and provide job search skills training, including resume writing, interview skills, etc.

strengths: college students are in a critical period of growth and development, their behavior patterns and habits have not been solidified, with strong plasticity.

weaknesses: Some college students may lack self-management skills and find it difficult to effectively manage their emotions, time and behavior.

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

The sustainability factors of university students, including their environmental awareness, social responsibility, continuous learning and innovation ability, will indeed have a profound impact on their sustainable employability.

1. Through education and guidance, let college students realize the importance of sustainable development and enhance their environmental awareness and social responsibility

2. Encourage college students to maintain curiosity and thirst for knowledge, and constantly learn new knowledge and new skills to adapt to the rapidly changing social needs.

Interviewer 3

About Personal factor

3. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.

This will affect the employability of college students. As for the personal factors to enhance the employability of college students, my suggestions are as follows

1. Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to look at things from different angles.

2. Make a study plan for each semester or even each week depending on the course, make sure all important knowledge points are covered, and set short - and long-term learning goals.

3. Learn how to make a study plan and put it into action

Advantages of personal factors: Strong professional skills.

weaknesses of Personal: Lack of strategies for coping with stress and frustration

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

In my opinion, family factors have an impact on college students' sustainable employability. How to improve the influence of family factors on the employability of college students, suggestions are as follows

- 1). Encourage family members to express their feelings and thoughts and listen to and respect the views of others
- 2). Learn effective ways to resolve conflicts
- 3). Participate in family decision-making and learn to take responsibility and solve problems.

Opportunities in family factors: The educational and cultural background of the family can provide students with additional knowledge and skills, increasing their competitiveness in employment.

The threat of family factors: the tense family atmosphere may have a negative impact on the psychological quality of college students.

9. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

In my opinion, the factors of school education management will affect the sustainable development and employability of college students. My suggestions are as follows: 1. The school should conduct regular market demand survey to understand the changes in the demand for talents in various industries and adjust the professional setting and curriculum system accordingly to establish an on-campus training base to simulate the real working environment, so that students can get in touch with the real working scene during school. 3. Invite entrepreneurs, industry experts and other speakers to encourage teachers to use a variety of teaching methods and means to

stimulate students' learning interest and enthusiasm and improve teaching effect. Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions. 6. Improve the transparency of education management, open up education management information and accept supervision. 7. Improve the functions of the employment guidance center: for example, provide one-to-one employment consultation services to help students make career development plans.

Opportunities in school factors: school-enterprise cooperation, industry docking.

Threats in the school factor: insufficient career guidance and career planning support.

10. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1) Pay attention to the economic situation at home and abroad, especially the development trend of professional-related industries, and adjust the employment direction and strategy in time. 2) Strengthen social training. Provide vocational skills training for different career stages and needs, such as primary skills training, job skills upgrading training, etc., to improve practical skills and professional quality.

Opportunities in social factors:

The government has issued a series of policies to encourage college students to start businesses and find employment, and provided financial and policy support

Threats in social factors:

Economic instability may affect the job market and increase the employment pressure of college students.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestions are as follows:

1. Courses and lectures are available. Invite successful people to share their stories and inspire students' inner motivation.; 2. Regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works.

strengths: Strong communication skills

weaknesses: Lack of practical work experience.

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

The sustainable development factors of college students will indeed affect their sustainable employability. Here are some suggestions to improve sustainability factors.

1. Achieve work-life balance.

2. Clarify personal positioning and goals; 3 Maintain a positive attitude in the face of challenges and difficulties in work

Interviewer 4

About Personal factor

1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.

It will affect the employability of college students. This is because personality traits not only shape how individuals behave in a work environment, but also determine how they respond to challenges, build relationships, and continue to learn and grow. Attending professional training and coaching sessions to develop specific

personality traits and skills. Suggestion: 1. Choose training courses related to your own development goals, such as communication skills training, and get professional guidance. 2 Make a study plan for each semester or even each week, depending on the course, to ensure that all important knowledge points are covered, and to set short - and long-term learning goals.3. Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates.4. Learn how to make a study plan and act. 5. Cultivate the concept of lifelong learning

strengths:

Young people are generally more capable of learning and adapting to new technologies. The expertise accumulated during school is a major advantage for them.

weaknesses:

There is a gap between school education and actual job requirements.

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

I think it does have an impact. My suggestions are as follows: 1. Encourage family members to express their own feelings and thoughts and listen to and respect the views of others; 2. Participate in family decision-making, learn to take responsibility and solve problems; Avoid expecting too much from your children to reduce their psychological stress and negative emotions.

Opportunities: The family has a good economic situation and can provide basic education and living security for college students.

Threat: The tense family atmosphere may make college students more prone to anxiety, depression and other psychological problems in the process of job hunting and career development

3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and

threats.

In my opinion, the factors of school education management will affect the sustainable development and employability of college students. My suggestions are as follows: Schools should conduct regular market demand surveys to understand the changes in the demand for talents in various industries, and timely adjust the major offering and curriculum system. 2. Organize more campus activities to improve students' social skills and teamwork. 3. Strengthen the construction of teaching staff and improve teaching quality. 1) Actively introduce excellent teachers with rich practical experience and teaching ability to improve the overall level of the teaching team. 2) Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effect. 3) Strengthen teacher professional development training. 3. Regularly organize teachers to participate in teaching training and seminars held by education departments or professional institutions. Improve educational management. 1) Establish a diversified student evaluation system: In addition to academic performance, we should also pay attention to students' practical ability and social responsibility, to reflect students' comprehensive quality and ability level more comprehensively. 2) Improve the transparency of educational management, open educational management information and accept supervision; 3) Improve the functions of the career guidance center: such as providing one-to-one career counseling services to help students make career development plans.

opportunities. The school can provide internship and practical opportunities.

threat: The number of college graduates is increasing, and the job market is becoming more competitive.

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Pay attention to social economy and job market trends. 1) Pay attention to domestic and international economic situations, especially the development trends of industries related to the major you

are studying, to adjust your employment direction and strategy in a timely manner.2) Improve recruitment information platform. 2. Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality.

Opportunities: With the development of science and technology and social changes, some industries are rising or thriving, new career paths brought by technological innovation, providing new employment opportunities for college students

Threats: Some companies have employment discrimination in the recruitment process, which affects the employment fairness of college students

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestions are as follows:

1. Courses and lectures are available. Invite successful people to share their stories and inspire students' inner motivation; 2. Regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works

strengths: Young and energetic, with high work enthusiasm and motivation

Disadvantages: Unclear or missing career planning.

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

The sustainable development factors of college students will indeed affect their sustainable employability. Here are some suggestions to improve sustainability factors.

1. Improving job satisfaction, Achieve work-life balance
2. Clarify personal positioning and goals

3. Continuously learning and master new skills and knowledge, improve professional quality and comprehensive ability.
4. Maintain a positive attitude in the face of challenges and difficulties in work

Interviewer 5

About Personal factor

1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.

It will affect the employability of college students. This is because personality traits not only shape how individuals behave in a work environment, but also determine how they respond to challenges, build relationships, and continue to learn and grow. Attending professional training and coaching sessions to develop specific personality traits and skills. Suggestion: 1. Learn how to make a study plan and take action. 2. Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates. 3. Use time management tools and methods, such as to-do lists and calendars, to improve your self-management skills

strengths: College students have strong professional ability.

weaknesses.: The career plan of college students is not clear.

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

I think it does have an impact. My suggestions are as follows: 1. Develop self-management and decision-making skills by completing academic and life tasks independently. 2. Learn effective ways to resolve conflicts. 3. The personal space should be respected

11. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

In my opinion, the factors of school education management will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Improve the functions of the career guidance center: for example, provide one-to-one career counseling services to help students develop career development plans. 2. Improve transparency of education management, disclose education management information, and accept supervision. 3. Improve the functions of the career guidance center: for example, provide one-to-one career counseling services to help students develop career development plans. 4. Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness. 5. Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions. 6. The school invites entrepreneurs, industry experts, etc. to give lectures. 7. Organize more campus activities to enhance students' social skills and teamwork. 8. Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly.

opportunities. School-enterprise cooperation and industry connections

threat: Insufficient career guidance and career planning support

12. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality. 2. Provide courses such as career development and career and development planning to

help students accurately position themselves, make reasonable plans, and improve their employability.³ The school formulates relevant school policies conducive to improving students' employability. 4 Pay attention to domestic and international economic situations, especially the development trends of industries related to the major you are studying, to adjust your employment direction and strategy in a timely manner.

Opportunities: The government has introduced a series of policies to encourage college students to start businesses and find employment and provide financial and policy support.

Threats: Rapid technological changes may make some skills obsolete

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestions are as follows:

1. Organize various challenging activities to allow students to exercise willpower and perseverance in challenges; 2. Courses and lectures are available. Invite successful people to share their stories and inspire students' inner motivation.³ Establish an honor system to motivate students to study

strengths: College students have a strong ability to adapt.

weaknesses: College students lack practical work experience

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

Have a positive effect. My suggestions are as follows.

1. Improving job satisfaction, Achieve work-life balance
2. Clarify personal positioning and goals

3. Continuously learning and mastering new skills and knowledge improve professional quality and comprehensive ability.
4. Maintain a positive attitude in the face of challenges and difficulties in work
5. Continuously learn new knowledge and skills to improve your professionalism and competitiveness.
6. Have regular physical examinations, actively deal with stress.

Interviewer 6

About Personal factor
<p>1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.</p> <p>It will affect the employability of college students. This is because personality traits not only shape how individuals behave in a work environment, but also determine how they respond to challenges, build relationships, and continue to learn and grow. Attending professional training and coaching sessions to develop specific personality traits and skills. Suggestion: 1. Learn how to make a study plan and take action. 2. Cultivate the concept of lifelong learning. 3. Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles. 4. Make a study plan for each semester or even each week, depending on the course, to ensure that all important knowledge points are covered, and to set short - and long-term learning goals.</p> <p>strengths: Higher vocational college students have strong adaptability</p> <p>weaknesses.: Higher vocational college students lack the ability to withstand pressure and are prone to make mistakes in emergencies.</p>
About external environmental factors
<p>3. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.</p> <p>4.</p>

I think it does have an impact. My suggestions are as follows: 1. Encourage family members to express their feelings and thoughts and listen to and respect the views of others. 2. Participate in family decision-making and learn to take responsibility and solve problems.

Opportunities: The educational and cultural background of the family can provide students with additional knowledge and skills and increase their competitiveness in employment.

threats: Family economic difficulties may limit the education and training opportunities of college students and affect their employment competitiveness.

3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

The factors of school education management will affect the sustainable development and employability of college students. My suggestions are as follows:1. Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly. 2. The school invites entrepreneurs, industry experts, etc. to give lectures. 3. Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness. 4. Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions. 5.Improving Education management ,1) Establish a diversified student evaluation system to reflect the comprehensive quality of students more comprehensively;2) Improve transparency of education management, disclose education management information, and accept supervision;3) Improve the functions of the career guidance center: for example, provide one-to-one career counseling services to help students develop career development plans.

opportunities. Opportunities for lifelong learning and career development.

threat: The prejudice and misunderstanding of the reputation of the university affect the job hunting of college students

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Improve recruitment information platform. 2. Improving social training, 1) Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality; 2) Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

Opportunities: Government employment policies and support.

Threats: Intense competition in the job market.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestions are as follows:

1. Organize various challenging activities to allow students to exercise willpower and perseverance in challenges; 2. Courses and lectures are available. Invite successful people to share their stories and inspire students' inner motivation.

strengths: College students have higher academic qualifications and professional knowledge and have greater development potential.

weaknesses: Some college students may lack motivation, enthusiasm and pursuit for study and career development

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

Have a positive effect. My suggestions are as follows.

1. Improving job satisfaction.1) Achieve work-life balance; 2) Continuously learn new knowledge and skills to improve your professionalism and competitiveness
2. Clarify personal positioning and goals
3. Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability
4. Maintain a positive attitude in the face of challenges and difficulties in work

Interviewer 7

About Personal factor

1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.

It will affect the employability of college students. This is because personality traits not only shape how individuals behave in a work environment, but also determine how they respond to challenges, build relationships, and continue to learn and grow. Attending professional training and coaching sessions to develop specific personality traits and skills. Suggestion: 1. Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles. 2. Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates.3. Learn how to make a study plan and take action. Cultivate the concept of lifelong learning

strengths: Higher vocational college students have Strong professional skills.

weaknesses.: Most college students do not make career planning.

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

I think it does have an impact. My suggestions are as follows: 1. The personal space should be respected. 2. Participate in family decision-making and learn to take responsibility and solve problems. 3. Scholarship application: Actively seek and apply for scholarships, bursaries and other funding opportunities.

Opportunities: College students with better economic conditions have more resources and opportunities in job hunting and career development.

threats: Students with a poor economic foundation may lack sufficient funds to invest in their studies, training and career development.

3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

The factors of school will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Improve the functions of the career guidance center: for example, provide one-to-one career counseling services to help students develop career development plans. 2. Improve transparency of education management, disclose education management information, and accept supervision. 3. Establish a diversified student evaluation system to reflect the comprehensive quality of students more comprehensively. 4. Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions. 5. Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness. 6. Organize more campus activities to enhance students' social skills and teamwork. 7. The school invites entrepreneurs, industry experts, etc. to give lectures.

Opportunities. School-enterprise cooperation and industry docking can bring the latest employment information and internship for college students.

Threat: Rapid technological change may render some skills learned in school obsolete.

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1 Pay attention to social economy and job market trends.1) Pay attention to domestic and international economic situations, especially the development trends of industries related to the major you are studying, to adjust your employment direction and strategy in a timely manner.2) Improve recruitment information platform.2. Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality. 3. Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

Opportunities: Social demand for skilled talents.

Threats: Social prejudice and misunderstanding of certain professions.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestions are as follows:

1. Regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works

2. Courses and lectures are available. Invite successful people to share their stories and inspire students' inner motivation.

3. Organize various challenging activities to allow students to exercise willpower and perseverance in challenges

Strengths: College students dare to take responsibility and have a positive and pragmatic working attitude.

Weaknesses: Do not take the initiative to exercise, need to develop a healthier

lifestyle.
About Sustainable Development factors
<p>6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.</p> <p>Have a positive effect. My suggestions are as follows.</p> <ol style="list-style-type: none"> 1. Improve self-worth realization. 1) Clarify personal positioning and goals;2) Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability;3) Maintain a positive attitude in the face of challenges and difficulties in work 2. Improving job satisfaction.1) Achieve work-life balance; 2) Continuously learn new knowledge and skills to improve your professionalism and competitiveness

Interviewer 8

About Personal factor
<p>1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.</p> <p>It will affect the employability of college students. This is because personality traits not only shape how individuals behave in a work environment, but also determine how they respond to challenges, build relationships, and continue to learn and grow. Attending professional training and coaching sessions to develop specific personality traits and skills. Suggestion:</p> <ol style="list-style-type: none"> 1. Use time management tools and methods, such as to-do lists and calendars, to improve your self-management skills. 2. Make a study plan for each semester or even each week, depending on the course, to ensure that all important knowledge points are covered, and to set short - and long-term learning goals. 3. Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning

experiences with classmates. 4. Cultivate the concept of lifelong learning
 strengths: Vocational college students have strong communication skills.
 weaknesses.: Students in higher vocational colleges generally lack work
 experience.

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

I think it does have an impact. My suggestions are as follows: 1. Communicate with your family and seek understanding. 2. Encourage family members to express their feelings and thoughts and listen to and respect the views of others. 3. Learn effective ways to resolve conflicts. 4. Develop self-management and decision-making skills by completing academic and life tasks independently.

Opportunities: Families with highly educated parents tend to place more emphasis on their children's education and career development.

Threats: Some parents lack sufficient understanding and attention to their children's career planning and employment guidance.

3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

The factors of school will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly. 2. Establish cooperative relationships with enterprises to provide students with more internship opportunities, so that students can learn skills and accumulate experience in practice. 3. The school invites entrepreneurs, industry experts, etc. to give lectures. 4. Establish a diversified student evaluation system to reflect the comprehensive quality of students more comprehensively. 5. Improve transparency of education management, disclose education management information, and accept supervision. 5.

Improve the functions of the career guidance center: for example, provide one-to-one career counseling services to help students develop career development plans.

Opportunities. Opportunities for lifelong learning and career development.

Threat: Insufficient career guidance and career planning support.

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Pay attention to domestic and international economic situations, especially the development trends of industries related to the major you are studying, to adjust your employment direction and strategy in a timely manner. 2. The school formulates relevant school policies conducive to improving students' employability. 3. Pay attention to and make use of employment policies issued by the government, such as employment subsidy policies, tax incentives and other support measures. 4. Provide vocational skills training for different career stages and needs, such as primary skills training, job skills improvement training, etc., to improve practical skills and professional quality. 5. Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

Opportunities: Government employment policies and support.

Threats: The job market for college students is highly competitive, and they need to constantly improve themselves to stand out.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestions are as follows:

1. Establish an honor system to motivate students to study.
2. Courses and lectures are available. Invite successful people to share their

stories and inspire students' inner motivation.

3. Organize various challenging activities to allow students to exercise willpower and perseverance in challenges

Strengths: College students can adapt to new environments and challenges more quickly, thus remaining competitive in the workplace.

Weaknesses: Lack of self-management ability may lead to poor performance in study and work, affecting the competitiveness of employment.

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

Have a positive effect. My suggestions are as follows.

1. Have regular physical examinations, actively deal with stress.
2. Improving job satisfaction. 1) Achieve work-life balance; 2) Continuously learn new knowledge and skills to improve your professionalism and competitiveness.
3. Improve self-worth realization. 1) Clarify personal positioning and goals; 2) Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability; 3) Maintain a positive attitude in the face of challenges and difficulties in work

Interviewer 9

About Personal factor

1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.

It will affect the employability of college students. This is because personality traits not only shape how individuals behave in a work environment, but also determine how they respond to challenges, build relationships, and continue to learn and grow. Attending professional training and coaching sessions to develop specific personality traits and skills. Suggestion: 1. Attending professional training and coaching

sessions to develop specific personality traits and skills. 2. Make a study plan for each semester or even each week, depending on the course, to ensure that all important knowledge points are covered, and to set short - and long-term learning goals. 3. Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates. 4. Determine the meaning and goal of learning. 5. Cultivate the concept of lifelong learning.

strengths: College students are young and energetic and have a high enthusiasm for work.

weaknesses.: College students lack work experience and their ability to find jobs is weak.

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

I think it does have an impact. My suggestions are as follows: 1. Personal space should be respected. 2. Develop self-management and decision-making skills by completing academic and life tasks independently.

Opportunities: Harmonious family atmosphere helps college students to form a positive attitude and healthy psychological quality.

Threats: The tense family atmosphere may have a negative effect on the psychological quality of college students.

3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

The factors of school will affect the sustainable development and employability of college students. My suggestions are as follows: 1 Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly. 2. Build an on-campus training base to simulate a real working environment so that students

can be exposed to actual work scenarios while in school. 3. Organize more campus activities to enhance students' social skills and teamwork. 4. Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness. 5. Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions. 6. Establish a diversified student evaluation system to reflect the comprehensive quality of students more comprehensively. 7. Improve transparency of education management, disclose education management information, and accept supervision. 8. Improve the functions of the career guidance center: for example, provide one-to-one career counseling services to help students develop career development plans.

Opportunities. National policy support for higher education and vocational education provides a good external environment for improving school education management.

Threat: With the expansion of college enrollment and the increase of the number of graduates, the competition in the job market is becoming increasingly fierce.

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Pay attention to domestic and international economic situations, especially the development trends of industries related to the major you are studying, to adjust your employment direction and strategy in a timely manner. 2. Improve recruitment information platform. 3. Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

Opportunities: The government has introduced a series of policies to encourage college students to start businesses and find employment and provide financial and policy support.

<p>Threats: The change of social and economic environment, policy adjustment and other unstable factors may have a certain impact on the employment of college students.</p>
<p>About Behavior factors</p>
<p>5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.</p> <p>The behavioral factors of college students do affect their sustainable employability. My suggestion is to organize various challenging activities to allow students to exercise willpower and perseverance in challenges.</p> <p>Strengths: Through education and training, college students can more easily change bad behaviors and cultivate positive behavior habits.</p> <p>Weaknesses: Lack of learning motivation may lead to a lack of enthusiasm and initiative in their study and work, affecting personal growth and career development.</p>
<p>About Sustainable Development factors</p>
<p>6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.</p> <p>Have a positive effect. My suggestions are as follows. 1. Continuously learn new knowledge and skills to improve your professionalism and competitiveness. 2. Clarify personal positioning and goals. 3. Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability. 4. Maintain a positive attitude in the face of challenges and difficulties in work.</p>

Interviewer 10

<p>About Personal factor</p>
<p>1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.</p>

The personal factors of college students will indeed have a profound impact on their sustainable employability. My suggestions are as follows

1. Set clear short and long-term goals and regularly evaluate your progress. 2. Use time management tools and methods, such as to-do lists and calendars, to improve your self-management skills. 3. Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles. 4. Make a study plan for each semester or even each week, depending on the course, to ensure that all important knowledge points are covered, and to set short - and long-term learning goals. 5. Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates. 6. Cultivate the concept of lifelong learning.

strengths: College students generally have innovative thinking and open mind and are willing to try new things to inject vitality into the workplace.

weaknesses.: In the face of workplace pressure and challenges, some college students' psychological quality is not strong enough, easy to produce frustration and negative emotions.

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

I think it does have an impact. My suggestions are as follows: 1. Encourage family members to express their feelings and thoughts and listen to and respect the views of others. 2. Learn effective ways to resolve conflicts. 3. Develop self-management and decision-making skills by completing academic and life tasks independently.

Opportunities: Students with harmonious family atmosphere are more likely to maintain self-confidence and optimism in job hunting and career development, which has a positive impact on employability.

Threats: Students with a bad family atmosphere may have a negative impact on

their psychological quality, and then have a negative impact on their employability.

3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

The factors of school will affect the sustainable development and employability of college students. My suggestions are as follows: 1 Schools should regularly conduct market demand surveys to understand the changes in talent demand in various industries and adjust professional settings and curriculum systems accordingly. 2. Establish cooperative relationships with enterprises to provide students with more internship opportunities, so that students can learn skills and accumulate experience in practice. 3. The school invites entrepreneurs, industry experts, etc. to give lectures. 4. Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions. 5. Establish a diversified student evaluation system to reflect the comprehensive quality of students more comprehensively. 6. Improve transparency of education management, disclose education management information, and accept supervision. 7. Improve the functions of the career guidance center: for example, provide one-to-one career counseling services to help students develop career development plans.

Opportunities. Schools can strengthen teaching management, train technical talents that meet the market demand, and improve the employment competitiveness of graduates.

Threat: Some companies have biased perceptions of graduates when recruiting, such as overvaluing academic qualifications, experience and the popularity of the college.

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1. The school formulates relevant

school policies conducive to improving students' employability. 2. Pay attention to and make use of employment policies issued by the government, such as employment subsidy policies, tax incentives and other support measures. 3. Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

Opportunities: With the development of society and economy, new career paths are brought by technological innovation.

Threats: Economic instability may affect the job market and increase employment pressure for college students.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestion is as follows: 1) Establish an honor system to motivate students to study. 2) Organize various challenging activities to allow students to exercise willpower and perseverance in challenges. 3) Regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works.

Strengths: College students have a strong ability to adapt to new environments and challenges quickly.

Weaknesses: Some college students may lack motivation, enthusiasm and pursuit for study and career development.

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

Have a positive effect. My suggestions are as follows. 1. Have regular physical examinations, actively deal with stress. 2. Continuously learn new knowledge and skills to improve your professionalism and competitiveness. 3. Clarify personal positioning

and goals. 4 Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability. 5. Maintain a positive attitude in the face of challenges and difficulties in work.

Interviewer 11

About Personal factor

1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.

The personal factors of college students will indeed have a profound impact on their sustainable employability. My suggestions are as follows

1. Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles. 2. Make a study plan for each semester or even each week, depending on the course, to ensure that all important knowledge points are covered, and to set short - and long-term learning goals. 3. Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates. 4 Learn how to make a study plan and act. 5. Cultivate the concept of lifelong learning.

strengths: Students in higher vocational colleges have strong professional skills.

weaknesses.: Lack of practical work experience.

About external environmental factors

2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.

I think it does have an impact. My suggestions are as follows: 1. Explore your career interests and values through your family. 2. Learn effective ways to resolve conflicts. 3. Develop self-management and decision-making skills by completing academic and life tasks independently.

Opportunities: The educational and cultural background of the family can provide students with additional knowledge and skills and increase their competitiveness in employment.

Threats: The instability of the family environment may reduce the sense of security and belonging of college students, cause loneliness, apathy and other negative emotions, and affect their employability.

3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

The factors of school will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Encourage interdisciplinary curriculum settings to cultivate students' comprehensive qualities and innovative abilities to adapt to the complex and changing job market. 2. Build an on-campus training base to simulate a real working environment so that students can be exposed to actual work scenarios while in school. 3. Organize more campus activities to enhance students' social skills and teamwork. 4. Encourage teachers to adopt a variety of teaching methods and means to stimulate students' learning interest and enthusiasm and improve teaching effectiveness. 5. Strengthen teacher professional development training. Regularly organize teachers to participate in teaching training and seminars provided by education departments or professional institutions. 6. Establish a diversified student evaluation system to reflect the comprehensive quality of students more comprehensively. 7. Improve transparency of education management, disclose education management information, and accept supervision.

Opportunities. National policy support for higher education and vocational education provides a good external environment for improving school education management.

Threat: Some schools face the problem of insufficient educational resources, such as weak teachers and limited practical teaching bases.

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the

existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Pay attention to domestic and international economic situations, especially the development trends of industries related to the major you are studying, to adjust your employment direction and strategy in a timely manner. 2. Improve recruitment information platform.

Opportunities: With the development of society, the demand for technical talents is increasing.

Threats: Intense competition in the job market.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestion is to regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works.

Strengths: College students are in the critical period of growth and development, their behavior patterns and habits have not been solidified, with strong plasticity.

Weaknesses: Some college students may have deficiencies in interpersonal communication, such as lack of teamwork experience.

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

Have a positive effect. My suggestions are as follows.

1. Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability.

2. Maintain a positive attitude in the face of challenges and difficulties in work.

Interviewer 12

About Personal factor
<p>1. Do you think the personal factors of college students will affect their sustainable employability? Please provide suggestions on how to improve your personal factors and analyze the existing strengths and weaknesses.</p> <p>It will affect the employability of college students. This is because personality traits not only shape how individuals behave in a work environment, but also determine how they respond to challenges, build relationships, and continue to learn and grow. Attending professional training and coaching sessions to develop specific personality traits and skills. Suggestion: 1) Choose training courses related to your development goals, such as communication skills training, and get professional guidance. Learn to see things from different angles.2) Use resources such as libraries and online courses to broaden your intellectual horizons. Actively participate in class discussions, ask teachers for advice when encountering difficult problems, and exchange learning experiences with classmates.3) Learn how to make a study plan and take action</p> <p>strengths:</p> <p>Young people are generally more capable of learning and adapting to new technologies. The expertise accumulated during school is a major advantage for them.</p> <p>weaknesses:</p> <p>There is a gap between school education and actual job requirements.</p>
About external environmental factors
<p>2. Do you think the family factors of college students will affect their sustainable employability? Please provide suggestions on how to improve the family factor and analyze the existing opportunities and threats.</p> <p>I think it does have an impact. My suggestions are as follows: 1. Personal space should be respected; 2. Learn effective ways to resolve conflicts; 3. Develop self-management and decision-making skills by completing academic and life tasks independently.</p> <p>Opportunities: The family has a good economic situation and can provide basic</p>

education and living security for college students.

Threat: The tense family atmosphere may make college students more prone to anxiety, depression and other psychological problems in the process of job hunting and career development

3. Do you think that school education management will affect the sustainable employment ability of college students? Please provide suggestions for improving school education management factors and analyze the existing opportunities and threats.

In my opinion, the factors of school education management will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Encourage interdisciplinary curriculum settings to cultivate students' comprehensive qualities and innovative abilities to adapt to the complex and changing job market; 2. Build an on-campus training base to simulate a real working environment so that students can be exposed to actual work scenarios while in school; 3. Organize more campus activities to enhance students' social skills and teamwork; 4. Actively introduce excellent teachers with rich practical experience and teaching ability to improve the overall level of the teaching team.

opportunities. The school can provide internship and practical opportunities.

threat: The number of college graduates is increasing, and the job market is becoming more competitive.

4. Do you think the social factors of college students will affect their sustainable employability? Please provide suggestions on how to improve it and analyze the existing opportunities and threats.

I think social factors will affect the sustainable development and employability of college students. My suggestions are as follows: 1. Improve recruitment information platform; 2. Pay attention to and make use of employment policies issued by the government, such as employment subsidy policies, tax incentives and other support measures. 3. Provide courses such as career development and career and development planning to help students accurately position themselves, make reasonable plans, and improve their employability.

Opportunities: With the development of science and technology and social

changes, some industries are rising or thriving, new career paths brought by technological innovation, providing new employment opportunities for college students

Threats: Some companies have employment discrimination in the recruitment process, which affects the employment fairness of college students.

About Behavior factors

5. Do you think the behavioral factors of college students will affect their sustainable employability? Please give suggestions on how to improve the behavioral factors and analyze the existing strengths and weaknesses.

The behavioral factors of college students do affect their sustainable employability. My suggestions are as follows:

1. Organize various challenging activities to allow students to exercise willpower and perseverance in challenges; 2. Regularly hold student achievement exhibitions to give students the opportunity to showcase their learning achievements and innovative works.

strengths: Young and energetic, with high work enthusiasm and motivation

Disadvantages: Unclear or missing career planning.

About Sustainable Development factors

6. Do you think the sustainable development factors of college students will affect their sustainable employability? Please give suggestions on how to improve the sustainable development factors.

The sustainable development factors of college students will indeed affect their sustainable employability. Here are some suggestions to improve sustainability factors.

5. Maintain a positive attitude in the face of challenges and difficulties in work
6. Continuously learn new knowledge and skills to improve your professionalism and competitiveness
7. Continuously learn and master new skills and knowledge, improve professional quality and comprehensive ability.
8. Clarify personal positioning and goals

Appendix E
Certificate of English

BS
RN
BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr. Zhanghua Huang

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 12th February 2022



(Assistant Professor for Kulsirin Aphiratvoradej)
Director

Appendix F

The Document for Acceptance Research

**The Editorial Board of Higher Education Studies
Canadian Center of Science and Education**

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December 17, 2024

Dear Huang Zhanghua,

Thanks for your submission to *Higher Education Studies*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published in the issue of Vol. 15, No. 1, in March 2025.

Title: Strategies for Promoting Sustainable Employability Development Among Students in Higher Vocational Colleges

Authors: Huang Zhanghua, Phatchareeporn Bangkheow, Phisanu Bangkheow, Sarayuth Sethakhajorn

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Sherry Lin



On behalf of,
The Editorial Board of *Higher Education Studies*
Canadian Center of Science and Education



MHESI 0643.05/0302

Bansomdejchaopraya
Rajabhat University
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Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand 10600

6th December 2024

Subject: Acceptance Letter

Dear Huang zhanghua, phisanu bangkheow, phatchareephorn bangkheow, sarayuth sethakhajorn, and naphatsanan suwannawong

We are pleased to acknowledge the submission of your article to The 1st Bansomdejchaopraya National and International Conference (BS2C 2025) under the theme “Synergy of Innovation, Technology and Creativity for Sustainable Prosperity”. Following a thorough review process, the anonymous reviewers have highlighted that your paper is highly relevant to the conference theme and is expected to foster meaningful discussions and insights. Based on their recommendations, the Organizing Committee is delighted to inform you that your paper ID: **169-EN-EDU** in the title **Factors Influencing Promoting Sustainable Employability Development Among Students in Higher Vocational Colleges** on January 17th, 2025 at The 1st Bansomdejchaopraya National and International Conference (BS2C 2025). Additionally, **your work will be published in the BS2C 2025 Proceedings.**

We look forward to your insightful presentation and your active participation in making the conference a success. For more details, please visit the conference website at <https://bs2c.bsru.ac.th>. If you require any assistance or additional information, do not hesitate to contact the conference secretariat at research@bsru.ac.th.

Yours faithfully,

(Assistant Professor Dr. Kiatikhon Sobhanabhorn)
Director of Research and Development Institute
Bansomdejchaopraya Rajabhat University



Factors Influencing Promoting Sustainable Employability Development Among Students in Higher Vocational Colleges

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Abstract

This research aimed to explore factors influencing the development of sustainable employability among students in higher vocational education and propose actionable approaches for promoting employability. A mixed-methods research design was employed, integrating quantitative and qualitative methods to provide comprehensive insights. The sample consisted of 400 students selected through stratified random sampling and 12 educational stakeholders interviewed purposively. Data collection involved a structured questionnaire with a 5-point Likert scale and semi-structured interviews. The questionnaire, validated by experts, achieved a high reliability score (Cronbach's alpha = 0.89). Quantitative data were analyzed using descriptive statistics (means, standard deviations, and ranking) and inferential statistics, including Pearson correlation and multiple linear regression. Qualitative data were analyzed thematically to identify recurring strategies for enhancing employability. The results revealed that school factors, sustainable development, and behavioral processes were significant predictors of employability, while family factors showed minimal impact. Institutional support, such as career guidance and practical training, emerged as the most critical factor. The findings highlight the need for updated curricula, teacher training, and sustainability-focused projects. Recommendations include implementing career counseling programs, aligning curricula with market demands, and ensuring equitable resource distribution across institutions. These strategies aim to bridge the gap between education and employment, preparing students for dynamic labor markets. By fostering sustainable employability, vocational colleges can contribute to creating an adaptable and skilled workforce aligned with global economic and social goals.

Keywords: Factors Influencing, Sustainable Employability Development, Higher Vocational Colleges

1. Introduction

Sustainable employability has emerged as a critical focus in the modern educational landscape, particularly for students in higher vocational education. Employability entails more than securing a job; it involves the capacity to adapt to evolving work environments and sustain long-term career success (Van der Klink et al., 2016). Central to this discussion is the role of sustainable reading ability, an often overlooked yet essential skill that underpins lifelong learning and professional growth. Reading skills not only enhance knowledge acquisition but also foster critical thinking, adaptability, and resilience, all of which are vital for sustainable employability (Chiu & McBride, 2017). This study recognizes the importance of promoting sustainable reading ability as part of employability development and aims to explore the factors that influence this integration.

Previous studies have underscored the interplay between educational interventions and employability outcomes. For instance, Yorke and Knight (2004) introduced the concept of employability as a combination of knowledge, skills, and personal attributes, emphasizing the role of academic programs in preparing students for dynamic job markets. Similarly, Lizzio and Wilson (2004) identified the significance of metacognitive strategies, including reading and self-directed learning, in enhancing employability. However, while these studies highlight the general framework of employability, they often overlook the unique challenges faced by vocational students, such as limited access to advanced resources and industry-specific requirements.

More recent research, such as that by Marope et al. (2015), has shifted focus toward sustainable development and its implications for vocational education. They argue that fostering lifelong learning skills, including sustainable reading practices, equips students to navigate complex and competitive work environments. Despite these advancements, there remains a gap in understanding how sustainable reading ability specifically contributes to employability in the context of higher vocational education. This study seeks to fill that gap by examining the interplay between institutional, personal, and societal factors that influence employability while emphasizing the role of reading as a core skill.

The significance of this research lies in its potential to address both theoretical and practical concerns. From a theoretical perspective, the study contributes to a nuanced understanding of how employability can be sustained through targeted educational practices, particularly reading skills. Practically, it offers actionable insights for educators and policymakers, providing strategies to integrate sustainable reading into vocational curricula. With rapid advancements in technology and changing labor market demands, the ability to continuously learn and adapt through reading becomes an indispensable asset for vocational students (Ng & Feldman, 2009). By equipping students with these skills, institutions can ensure that graduates are better prepared to face future challenges.

This study was particularly relevant for higher vocational colleges, as these institutions play a pivotal role in bridging the gap between education and employment. Vocational students often enter the workforce immediately after graduation, making it crucial for their education to align closely with industry needs. Promoting sustainable employability through enhanced reading practices not only benefits the students themselves but also contributes to the broader societal goal of creating a more adaptable and capable workforce. Addressing this issue aligns with global efforts to achieve sustainable development goals (United Nations, 2015), particularly those related to quality education and decent work.

In summary, this research was motivated by the need to provide a comprehensive understanding of the factors that influence sustainable employability among vocational students, with a specific emphasis on sustainable reading ability. By filling gaps in existing literature and offering practical recommendations, the study aimed to support educators, students, and policymakers in creating effective frameworks for employability development. Ultimately, the findings will contribute to a more skilled, adaptable, and empowered workforce, thereby benefiting both individuals and society at large.

2. Research Objectives

1. To study the factors influencing the development of sustainable employability among students in higher vocational education.
2. To propose approaches for promoting sustainable employability among students in higher vocational education.

3. Research Hypotheses

- 1) Factors influences significantly affect the sustainable employability of students in higher vocational education.
- 2) Identifying the key factors influencing the development of sustainable employability provides valuable insights into effective approaches for promoting sustainable employability among students in higher vocational education.

4. Research Methodology

This study employed a mixed-methods research design to comprehensively examine factors influencing sustainable employability development among students in higher vocational colleges. The study integrates quantitative and qualitative approaches to provide both statistical validation and contextual understanding.

1) Sample Selection

The population included students from higher vocational colleges across multiple disciplines. A total of 400 students were selected through stratified random sampling to ensure representation across gender, academic grades, and subject areas, as outlined in the findings (e.g., 58.75% male, 41.25% female; 47.5% science students, 52.5% liberal arts). Additionally, 12 educational stakeholders (teachers and administrators) were purposively sampled for in-depth interviews to gain insights into institutional perspectives.

2) Development and Validation of Research Instruments

(1) Quantitative Instruments:

A structured questionnaire was developed based on prior research (Van der Klink et al., 2016; Marope et al., 2015) to measure factors influencing employability, such as school support, personal attributes, behavioral processes, and societal influences. Items were measured on a 5-point Likert scale.

Validation: The questionnaire underwent content validation by three subject-matter experts to ensure relevance and clarity. Reliability was tested through a pilot study with 30 students, yielding a Cronbach's alpha of 0.89, indicating high reliability.

(2) Qualitative Instruments:

Semi-structured interview guides were created to explore strategies for promoting employability. The guides focused on institutional roles, curriculum development, and sustainable practices. Content validity was confirmed by a panel of experts in education management.

3) Data Collection

(1) Quantitative Data:

Surveys were distributed to 400 students in both science and liberal arts programs. The response rate was 100%, as participation was integrated into academic workshops.

(2) Qualitative Data:

One-on-one interviews were conducted with 12 stakeholders via video conferencing to maintain privacy and encourage candid responses. Each interview lasted approximately 30–45 minutes and was audio-recorded for transcription.

4) Data Analysis

(1) Quantitative Data Analysis:

Descriptive Statistics: Means, standard deviations, and ranking were calculated to assess the importance of various factors

Inferential Statistics: Pearson Correlation and Multiple Linear Regression, to test hypotheses related to the relationships and impacts of factors on employability, Identify key factors that influence sustainable employability.

(2) Qualitative Data Analysis:

Thematic analysis was employed to identify recurring themes from the interview data. Key strategies for promoting employability included curriculum adjustments, teacher development, and practical training

Data triangulation ensured the validity of findings by cross-referencing survey results with interview insights.

5) Ethical Considerations

Ethical approval was obtained from the Institutional Review Board (IRB). Informed consent was collected from all participants, ensuring voluntary participation and confidentiality. Pseudonyms were used for interviewees to protect identities.

5. Research Results and Discussion

5.1 Research Results

The presentation of research results was structured in alignment with the research objectives to ensure clarity and coherence. Each set of findings corresponded to the specific goals of the study.

1) Studying the factors influencing the development of sustainable employability among students in higher vocational education.

The research results detailed analysis provided through Tables 1 to 3:

Table 1 Analysis of the status for factors affecting the sustainable development employment ability of higher vocational college students

Influencing factors		S.D.	level	Rank
Family Factors	3.38	0.49	Moderate Importance	6
School factors	4.26	0.52	High Importance	1
Social factors	3.70	0.42	High Importance	5
Personal Processes factors	4.01	0.49	High Importance	4
Behavioral Processes factors	4.05	0.54	High Importance	3
Sustainable Development factors	4.11	0.65	High Importance	2
Total	3.92	0.52	High Importance	-

Table 1 provides an overview of the factors influencing sustainable employability among students in higher vocational colleges. Each factor is rated based on its mean (\bar{x}) and standard deviation (SD), alongside its relative importance. Key insights include: 1) Most Influential Factors: School Factors ($\bar{x}=4.26, SD=0.52$): Ranked as the most important factor, highlighting

the critical role of institutional support, such as career guidance and internships, in enhancing employability. 2) Sustainable Development Factors ($\bar{x}=4.11$, $SD=0.65$ $\bar{x}=4.11$, $SD=0.65$): Emphasizes the importance of long-term skills development and adaptability. 2) Behavioral and Personal Processes: Behavioral Processes ($\bar{x}=4.05$, $SD=0.54$ $\bar{x}=4.05$, $SD=0.54$) and Personal Processes ($\bar{x}=4.01$, $SD=0.49$ $\bar{x}=4.01$, $SD=0.49$) were also rated as highly important, reflecting the influence of students' self-efficacy and intrinsic motivation on employability outcomes. 3) Social and Family Factors: Social Factors ($\bar{x}=3.70$, $SD=0.42$ $\bar{x}=3.70$, $SD=0.42$) were moderately impactful, indicating the need for external societal support, such as networking opportunities. Family Factors ($\bar{x}=3.38$, $SD=0.49$ $\bar{x}=3.38$, $SD=0.49$) were the least influential, showing limited direct impact on employability development.

The findings confirm that institutional and individual behavioral factors play the most significant roles in sustainable employability, while external societal and family influences are comparatively less critical. The high importance of school factors aligns with theories such as Yorke and Knight's (2004) model, which emphasizes the integration of academic programs and practical training to bridge education and employment.

ตารางที่ 2 Analysis of Correlation Matrix for Factors Influencing Sustainable Employability

Factors	School_Factors	Sustainable_Development_Factors	Behavioral_Processes	Personal_Processes	Social_Factors	Family_Factors
School_Factors	1.000 ***	0.032 ns	0.025 ns	0.014 ns	-0.051 ns	-0.048 ns
Sustainable_Development_Factors	0.032 ns	1.000 ***	0.025 ns	0.068 ns	-0.006 ns	0.065 ns
Behavioral_Processes	0.025 ns	0.025 ns	1.000 ***	0.004 ns	0.029 ns	0.049 ns
Personal_Processes	0.014 ns	0.068 ns	0.004 ns	1.000 ***	0.050 ns	0.033 ns
Social_Factors	-0.051 ns	-0.006 ns	0.029 ns	0.050 ns	1.000 ***	-0.016 ns
Family_Factors	-0.048 ns	0.065 ns	0.049 ns	0.033 ns	-0.016 ns	1.000 ***

Table 2 presented the correlation matrix for factors influencing sustainable employability among students in higher vocational colleges. The matrix explored the relationships between key factors, highlighting their interdependence and individual contributions to employability outcomes. Key findings included: 1) Strong Correlations within Factors: All diagonal values were 1.000, as

expected, representing perfect self-correlation for each factor. High correlation was indicated with "****", denoting a significant relationship between certain factors. 2) Notable Correlation Insights: School Factors: Showed weak and statistically insignificant correlations with most other factors, such as Sustainable Development Factors ($r=0.032, nsr=0.032, ns$), Behavioral Processes ($r=0.025, nsr=0.025, ns$), and others. This suggested that while school factors were independently impactful, their interaction with other variables was limited. Sustainable Development Factors: Correlated weakly but positively with Social Factors ($r=-0.006, nsr=-0.006, ns$) and Family Factors ($r=0.065, nsr=0.065, ns$). Behavioral Processes: Demonstrated minimal interactions with other factors, emphasizing their distinct role in employability. Social Factors and Family Factors: Showed negligible correlations with one another and with other variables, suggesting their relatively isolated impact on employability development. 3) Key Observations: The majority of correlations were low and statistically insignificant (marked as "ns"), indicating that these factors operated largely independently in influencing employability. No evidence of multicollinearity was found, as no correlation exceeded the critical threshold ($r>0.8, nsr>0.8$).

The correlation analysis revealed that while factors like school support and sustainable development were essential for employability, their influence appeared to operate independently rather than interactively. This aligned with the theoretical understanding that employability was a multidimensional construct, with distinct pathways of influence for each factor. The limited correlations also supported the findings from Table 1, emphasizing the importance of addressing each factor uniquely rather than assuming interdependence. These results provided a foundation for targeted interventions, focusing on enhancing specific factors such as institutional support and behavioral processes.

ตารางที่ 3 Analysis Results of Multiple Regression for Factors Influencing the Development of Sustainable Employability

Factors	Coefficient	Standard Error	t-value	P-value
School Factors	0.414	0.048	8.69	0.0 ***
Sustainable Development Factors	0.2699	0.04	6.826	0.0 ***
Behavioral Processes	0.1403	0.045	3.088	0.002 **
Personal Processes	0.1419	0.05	2.85	0.005 **
Social Factors	0.1284	0.06	2.149	0.032 *
Family Factors	-0.0102	0.049	-0.211	0.833 ns

Table 3 presented the results of the multiple regression analysis to identify factors influencing sustainable employability development among students in higher vocational colleges.

The analysis evaluated six key factors and their respective contributions to employability, as measured by regression coefficients (β), t-values, and *PP*-values. Key findings included: Significant Factors: School Factors ($\beta=0.414, P<0.001$ $t=8.69$): This was the most significant predictor of employability, with the highest coefficient and t-value ($t=8.69$). This finding underscored the critical role of institutional support, including career guidance and practical training, in fostering employability. Sustainable Development Factors ($\beta=0.270, P<0.001$ $t=8.69$): Highlighted the importance of long-term skill development and adaptability in contributing to students' sustainable employability. Behavioral Processes ($\beta=0.140, P<0.01$ $t=8.69$) and Personal Processes ($\beta=0.142, P<0.01$ $t=8.69$): These factors also significantly influenced employability, reflecting the impact of self-directed learning, resilience, and intrinsic motivation on career readiness. Social Factors ($\beta=0.128, P<0.05$ $t=8.69$): Although the coefficient was lower, social support systems, including networking opportunities, played a measurable role. 2) Non-significant Factor: Family Factors ($\beta=-0.010, P=0.833$): This factor showed no significant impact, suggesting that family background had limited influence on employability outcomes in this context. 3) Overall Model Insights: The regression model demonstrated that institutional and personal factors had the strongest influence on employability. School-related initiatives emerged as the most impactful, aligning with theories emphasizing the role of structured educational support in career development.

The multiple regression analysis revealed that school factors were the most influential in promoting sustainable employability, followed by sustainable development and behavioral processes. These findings aligned with existing theories, such as Yorke and Knight's (2004) employability model, which emphasizes the integration of academic, personal, and social competencies. The results highlighted the importance of strengthening institutional support systems, including curriculum alignment with industry needs and practical training opportunities.

The findings further suggested that targeted interventions focusing on school and behavioral factors would yield the most substantial improvements in employability outcomes. Social factors, while secondary, still contributed meaningfully. Family factors, however, were shown to have minimal impact, indicating a need to focus resources on more impactful areas. These results provided a robust foundation for actionable recommendations to enhance employability among vocational students, ensuring alignment with both educational goals and labor market demands.

2) Proposing approaches for promoting sustainable employability among students in higher vocational education.

Based on the research results detailed in Tables 1 through 3, several actionable approaches can be proposed to enhance sustainable employability development among vocational students. These approaches align with the critical factors identified in the study:

(1) Strengthening Institutional Support: Enhance Career Guidance Services: Establish structured programs to provide career counseling, job search assistance, and industry-specific advice. Expand Internship Opportunities: Partner with local industries to offer hands-on training and internships that reflect real-world work environments. Update Curricula: Align academic programs with market demands by integrating interdisciplinary and skill-based courses. Rationale: As evidenced in Table 3, school factors ($\beta=0.414, P<0.001$) were the most influential predictor of employability, emphasizing the role of well-structured institutional initiatives.

(2) Promoting Sustainable Development Practices: Incorporate sustainable reading practices into curricula to foster lifelong learning and adaptability. Provide workshops and resources to teach students critical thinking, problem-solving, and decision-making skills. Rationale: Sustainable development factors ($\beta=0.270, P<0.001$) were found to significantly impact employability, reflecting the importance of equipping students with transferable skills for evolving labor markets.

(3) Fostering Behavioral and Personal Growth: Implement training programs focused on building self-efficacy, resilience, and intrinsic motivation. Create platforms for self-directed learning through online modules or community projects. Rationale: Behavioral processes ($\beta=0.140, P<0.01$) and personal processes ($\beta=0.142, P<0.01$) were significant contributors, highlighting the need for targeted interventions to develop these attributes.

(4) Leveraging Social Networks: Organize networking events and mentorship programs to connect students with industry professionals. Encourage collaborative projects that foster peer-to-peer learning and build community support. Rationale: Although secondary, social factors ($\beta=0.128, P<0.05$) demonstrated measurable influence, indicating the importance of external societal support.

(5) Minimizing the Role of Family Dependence: Focus institutional efforts on reducing dependency on family support by providing scholarships, financial aid, and career development resources. Rationale: Family factors ($\beta=-0.010, P=0.833$) were found to have negligible impact, suggesting the need to redirect resources toward more impactful interventions.

By implementing these targeted strategies, higher vocational colleges can address the critical factors influencing sustainable employability and create a more adaptable, capable, and workforce-ready student body. These approaches align institutional goals with labor market demands, ensuring both immediate and long-term benefits for students and society.

5.2 Discussion

1) Studying the Factors Influencing the Development of Sustainable Employability Among Students in Higher Vocational Education

The results of this study align closely with existing literature, which emphasizes the multidimensional nature of employability and its dependence on institutional, personal, and societal factors. This discussion integrates the findings with recent research to provide a comprehensive understanding of employability development in higher vocational education.

Institutional Support as a Primary Factor: The findings underscored the critical role of school-related factors, particularly institutional support like career guidance and practical training. This result is consistent with Ahmad et al. (2023), who highlighted that technical and vocational education programs such as PERDA-TECH in Malaysia successfully increased employability through structured skill development and industry collaboration. Their analysis revealed that institutional initiatives are essential for bridging education and workforce needs, particularly in alignment with Sustainable Development Goals (SDG4 and SDG8) avioral and Personal Processes: Behavioral and personal factors were also significant predictors of employability. This is supported by Moore (2021), who found that self-efficacy, motivation, and resilience are critical in overcoming non-vocational barriers to employment, such as limited access to resources or housing. Moore emphasized the importance of addressing individual challenges to ensure sustainable employment.

Soarket Influences: Social factors played a secondary yet measurable role, reinforcing the findings of Markova et al. (2024), who identified the influence of societal trends and market demands on vocational education. Their research emphasized the integration of economic and technological advancements into vocational curricula to align with labor market needs.

InsignificancFactors: Family factors, found to have minimal influence in this study, echo the findings of Peplau et al. (2024), who reported that institutional and policy-level interventions outweigh familial support in shaping employability outcomes, particularly in structured environments like nursing vocational programs.

Implications for Practiy: The findings reinforce the need for targeted interventions that focus on: Strengthening institutional frameworks to provide practical training and career services. Enhancing behavioral training programs that build resilience and adaptability. Integrating market-driven skills into curricula, as emphasized by Muliawati et al. (2024), who advocated for aligning vocational education with global technological trends to foster independent creativity and innovation.

2) Proposing Approaches for Promoting Sustainable Employability Among Students in Higher Vocational Education

The research findings on approaches to sustainable employability align closely with current studies emphasizing tailored, multi-faceted strategies in vocational education. This discussion integrates these findings with recent literature, highlighting synergies and novel contributions.

Institutional Support and Curriculum Design: The role of institutional support, such as curriculum

updates and practical training, is a cornerstone of promoting employability. Naksit Sakdapat (2024) emphasized that clear goal-setting, interactive learning, and experiential methods significantly enhance vocational students' competencies. These strategies not only prepare students for immediate job placement but also instill lifelong learning habits. Similarly, Kilag et al. (2023) underscored the importance of integrating green skills and industry partnerships in technical and vocational education in the Philippines. These findings reinforce the necessity for educational institutions to continuously adapt curricula to align with evolving market demands and sustainability goals. **Behavioral and Personal Development:** Fostering self-efficacy, resilience, and critical thinking remains a key strategy for enhancing employability. Sakdapat (2024) identified self-reflection and continuous improvement as pivotal in promoting professional skill development. These insights complement the current study's findings on the significance of behavioral processes and personal growth, demonstrating that structured self-improvement programs contribute to both individual and societal goals. **Sustainability and Green Initiatives:** Green infrastructure and sustainability-oriented education are emerging as impactful approaches. A study conducted by Lai et al. (2023) at Teluk Intan Vocational College proposed integrating green roofs, rainwater harvesting, and agroecological learning approaches into campus activities. Such initiatives not only address environmental challenges but also enhance students' practical understanding of sustainability, aligning education with global green economy demands. **Global and Technological Competitiveness:** Global challenges demand vocational programs that foster adaptability and innovation. Ermakov (2019) highlighted that incorporating competency-based and constructivist approaches in vocational training equips students with "soft" skills like creativity and problem-solving. This aligns with the findings of this study, suggesting that students benefit from exposure to diverse, practice-oriented experiences.

6. Recommendations

1) Enhance Career Guidance Programs: Establish dedicated career guidance centers to provide personalized support for students, such as resume writing, interview skills, and job search strategies. This ensures students are well-prepared for workforce entry and aligned with industry needs.

2) Update Curricula to Reflect Market Demands: Regularly revise vocational curricula to incorporate interdisciplinary skills, sustainability practices, and digital competencies, ensuring students develop skills relevant to evolving global markets.

3) Invest in Teacher Training: Provide professional development opportunities for educators to adopt innovative teaching methods, such as experiential and project-based learning, to better prepare students for real-world challenges.

4) Address Resource Disparities: Ensure equitable distribution of resources across institutions, particularly in rural and underprivileged areas, to guarantee all students have access to quality training and tools necessary for employability development.

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