

Status of Labor Education of College Students in Jiangsu Province

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Abstract: Labor education plays a crucial role in the holistic development of college students, equipping them with practical skills, a strong work ethic, and social responsibility. However, this study reveals significant challenges in the current labor education system in universities in Jiangsu Province. The research, employing a quantitative approach, surveyed students across selected universities, assessing their perceptions of labor education opportunities, curriculum effectiveness, participation levels, and available resources. Findings indicate that students generally perceive labor education as insufficient in preparing them for the workforce, with concerns about curriculum alignment, career support, and practical training. Despite moderate support for career-focused and hands-on experiences, innovation and entrepreneurship education received low recognition. Additionally, disparities in career counseling and resource allocation further hinder labor education's effectiveness. To address these issues, the study recommends strengthening university-industry collaboration, enhancing career counseling services, integrating skill-based learning, and improving faculty training. Furthermore, efforts should be made to align labor education with students' career aspirations and provide more structured feedback mechanisms. The study underscores the necessity of a more structured and practical labor education system to meet students' evolving needs and improve their career readiness. The findings contribute valuable insights for policymakers, educators, and institutions aiming to enhance labor education policies and practices. By implementing these strategic improvements, universities in Jiangsu Province can foster a more effective labor education framework, ensuring students are better prepared for future career challenges.

Keywords: College Students; Labor Education; Jiangsu Province.

1. Introduction

In the contemporary world, the attention towards labor education for college students has gained widespread recognition. Numerous countries have enacted legislation to ensure the effective implementation of college students' labor education, enhancing it through the design of well-structured courses. This encompasses the creation of scientific links to practical labor education, to improve students' labor quality and instill a correct perspective on labor. Moreover, certain countries have established comprehensive teacher training systems for labor education, incorporating pre-service and on-the-job training to elevate the competence and quality of labor education teachers. These practices offer valuable reference points for the labor education of college students in our country, providing insights to deepen and refine this crucial aspect of education.

Despite significant global progress in college students' labor education, Jiangsu Province has been relatively slow to implement this vital area of education. The theoretical and practical research on the labor education of college students in Jiangsu Province is still nascent, emphasizing the urgency of an in-depth exploration.

Qin et al. (2022) revealed that labor education in Chinese universities faces several challenges, including misconceptions about its importance, an incomplete educational system, a shortage of qualified instructors, and a lack of practical training opportunities. These issues hinder the development of students' labor skills and their readiness for the workforce. Their study, focusing on Jiangsu University, explored the implementation of an effective labor education system and proposed improvements such as curriculum integration, enhanced collaboration, and better assessment

mechanisms to strengthen labor education and better equip students for societal needs.

Moreover, there is a serious shortage of labor education theory teachers. Practical instructive teachers are mostly part-time staff who lack a theoretical foundation in labor education, specialized teaching skills, and research capabilities. Their ability to provide practical labor instruction is weak, and they primarily focus on fulfilling teaching tasks. Additionally, the quality of off-campus part-time teachers is inconsistent, and their professional qualifications lack standardized requirements (Qin et al., 2022). Teachers engaged in labor education generally lack research awareness and professional development opportunities. They rarely have the chance to participate in specialized labor education training (Wu, 2020).

Furthermore, the practice of labor education in higher vocational colleges and universities has led to various challenges, such as the diminishing emphasis on social labor education, the declining role of family labor education, inadequacies in institutional labor education systems, and low student motivation for self-directed labor. In response to these issues, Ma et al. (2024) proposed a strategy for constructing a curriculum system to enhance labor education practices in higher vocational colleges and universities.

The studies mentioned underscore the significance of labor education in the holistic development of individuals. While pursuing theoretical research, foreign countries have contributed rich experiences to developing labor education theory and practice through extensive practical exploration. However, in adopting these foreign research findings, careful consideration must be given to their alignment with China's socio-economic development situation. Hence, a profound understanding and study of the current situation of college students' labor education in Jiangsu Province are crucial.

The primary objective of this study WAS to investigate and analyze the current status of college students' labor education in Jiangsu Province, proposing viable suggestions to enhance its level. By gaining a comprehensive understanding of the present state of labor education, the aim is to offer robust support for the improvement of policies and practices in this educational domain. To achieve this objective, a quantitative analysis study design has been chosen. Data collection will be conducted through the Questionnaire Star software to ensure wide coverage and data validity. The collected data will undergo detailed statistical analysis using SPSS software. Through thorough discussion and analysis of the data, conclusions regarding the current status of college students' labor education in Jiangsu Province will be drawn. Practical recommendations will be presented in the final research summary to guide the future development of labor education. This comprehensive study aspires to make a meaningful contribution to the advancement of college students' labor education in Jiangsu Province.

2. Literature Review

Labor education has become an essential component in shaping the character, values, and skills of college students in the new era. In Jiangsu Province, the focus on labor education is rapidly evolving, aiming to cultivate students' practical abilities, social responsibility, and labor values. This section reviews several key studies that explore the various aspects and approaches to labor education and discusses how these insights relate to the current situation of labor education in Jiangsu Province. Liu and Qu (2019) emphasize the importance of systematically educating college students on labor ideology, cultivating labor skills, and promoting labor practice. This aligns with the current situation of labor education in Jiangsu Province, where there is a growing need to integrate labor education with students' practical development, enhancing both their labor quality and social responsibility. Building upon this, the focus is not just on theoretical knowledge, but also on actively engaging students in practical experiences that align with their educational goals. Similarly, Tan (2022) highlights that labor education should aim to form students' labor values and cultivate their labor literacy. This is particularly relevant to the Jiangsu Province study, where labor education is being recognized as a way to help students develop positive labor attitudes and habits. In connection with Tan's findings, Jiangsu's initiatives reflect a broader vision of instilling lifelong values in students, not just technical skills. In line with this, Zhang (2020) advocates for the incorporation of diverse teaching forms to impart correct labor values. In Jiangsu, there is a similar push for enhancing labor education through a mix of theoretical and practical learning, ensuring that students receive well-rounded education. This emphasis on diversity in teaching methods ensures that students are not only equipped with skills but also gain a deeper understanding of labor's importance in both their personal and professional lives. Moreover, Su and Wang (2020) underscore the need for labor education to focus on cultivating moral values and socialist core values. This resonates with Jiangsu's approach to integrating moral and intellectual development in labor education, ensuring alignment with national educational goals. In this regard, the integration of these values into the labor curriculum in Jiangsu reflects a commitment to producing socially responsible individuals who are ready to contribute to the collective good. Furthermore, Meng (2022) stresses the

importance of labor education for cultivating self-sufficiency and positive attitudes. In Jiangsu, this aligns with the push for hands-on labor experiences to foster these essential life skills. As a result, the emphasis on self-sufficiency and work ethics prepares students to meet the growing demands of both the labor market and society. In addition, Cui (2020) advocates for the construction of labor values in college students, stressing the importance of aligning education with societal development needs. The study in Jiangsu mirrors this concern, emphasizing the importance of labor values in shaping students' readiness for the workforce. This alignment with societal development ensures that the labor education system is both current and responsive to the evolving demands of society. Similarly, Wen (2020) notes the importance of labor education tailored to students' professional needs. This idea of aligning education with career interests is crucial in Jiangsu, where the educational system is being adjusted to better meet students' specific future aspirations. This trend, therefore, highlights the growing recognition of the need for labor education that is relevant not only to academic development but also to future professional success. Moreover, Lou (2022) argues that labor education should emphasize physical labor, promoting hands-on experience to cultivate correct labor values. This approach is highly relevant in Jiangsu, where labor education programs are designed to provide students with practical, real-world experiences. By fostering physical labor experiences, Jiangsu is not just preparing students for jobs, but also shaping their attitudes toward labor and work ethics.

Additionally, Bao (2013) found that the implementation of labor education in universities in Jiangsu Province still faces many challenges. Students have a low level of awareness regarding labor education, and the coverage of labor courses remains limited. He suggested that universities should enhance the systematic development of labor education curricula and provide diverse labor practice opportunities to improve students' labor literacy and sense of social responsibility. Also, Zhao (2024) conducted a literature review on recent research on labor education in universities. He found significant regional disparities in the enforcement of labor education policies, with Jiangsu Province demonstrating a more systematic approach compared to other regions. However, he argued that future labor education initiatives should further strengthen policy support, curriculum development, and social practice integration to enhance the effectiveness of labor education, ensuring that it becomes an integral part of students' holistic development. Wang (2023) pointed out that current labor education for college students lacks systematic and scientific approaches, with content, methods, and evaluation systems needing improvement. She suggested establishing a comprehensive labor education system to cultivate students' correct labor values and emphasized the importance of innovative educational methods and assessment mechanisms. Long (2023) conducted a case study on labor education at Z University and identified several challenges, including underdeveloped labor education goals, insufficient content, outdated teaching methods, and incomplete evaluation mechanisms. She proposed enhancing students' self-awareness of labor education, improving institutional labor education systems, fostering positive family labor education values, and creating a supportive social labor education environment. Wu (2021) conducted a study on the current state of labor education for college students in Jiangxi

Province. She found that labor education in universities faces challenges in curriculum systems, campus culture development, and management mechanisms. To address these issues, she proposed improving curriculum planning, establishing a comprehensive labor education system, enhancing campus culture to foster labor awareness, strengthening management structures, and promoting collaboration among families, schools, and communities to enhance students' labor literacy and overall competencies. Ma (2020) explored the pathways for labor education among college students in the new era. He pointed out that current labor education programs suffer from insufficient emphasis, a lack of diversified content, and weak practical components. To improve the effectiveness of labor education, he recommended innovating educational models, enriching content, strengthening practical teaching, and establishing a comprehensive evaluation system to enhance students' labor awareness and practical skills, ultimately fostering their holistic development.

These studies suggest a growing recognition of labor education's role in shaping well-rounded, skilled, and socially responsible individuals. In Jiangsu Province, where labor education is evolving, these findings highlight the need for a more integrated approach to curriculum, practical learning, and collaboration with industries. Taking these findings into account, addressing the current gaps in labor education could substantially enhance its effectiveness and relevance. Thus, by addressing these challenges, labor education can significantly contribute to students' personal development and their future professional success. In conclusion, the integration of these diverse approaches to labor education in Jiangsu will not only benefit students but also serve as a model for enhancing labor education in other regions of China.

3. Theoretical and Conceptual Framework

Labor education is an educational method and idea to cultivate students' practical ability, professional ethics, and skills through actual labor and work experience. It emphasizes that students accumulate practical experience and gain skills and knowledge to better adapt to the workplace and society through hands-on participation in labor practice.

The implementation methods of labor education include the following aspects:

Labor curriculum: The school establishes a labor curriculum, which includes the study of theoretical knowledge and practical skills. Labor courses may cover a variety of skill areas such as painting, crafts, home economics, agriculture, and scientific and technological production, aiming to develop students' practical skills.

Campus labor activities: The school organizes campus labor activities, such as greening, cleaning, maintenance, etc. By participating in these activities, students can practice teamwork, communication, coordination and problem-solving skills, and enhance their understanding of the respect and value of labor.

Internship training: The school arranges students to participate in internship training, so that they can experience work in a real working environment and learn relevant vocational skills. This helps students understand the requirements and challenges of different career fields and prepare them for future career development.

Career guidance: The school provides career guidance,

including career planning, employment skills training, etc. This helps students understand various career options, provides information and guidance on the job market, as well as helps them develop specific career development plans.

Social practice: The school organizes students to participate in social practice activities, such as community service and volunteer activities. By participating in these activities, students are able to experience social issues and develop a sense of social responsibility and citizenship.

The goal of labor education is to train individuals who have practical working ability, and professional ethics and adapt to social needs. It encourages students to pay attention to social labor values, respect various professions, and develop practical skills. Through this type of education, students can acquire practical skills and knowledge that are closely related to daily life and future career development, laying the foundation for personal growth and career success.

4. Significance of the Study

Labor education plays a pivotal role in advancing China's development, particularly in the context of the new era. It addresses the pressing need to foster labor consciousness and cultivate a strong labor spirit among the workforce. As China continues to prioritize innovation and economic growth, labor education becomes a critical element in the holistic development of students, equipping them with practical skills, a sense of responsibility, and a deeper understanding of the value of labor.

For the Ministry of Education in China, this study offers valuable insights into the current state of labor education in colleges and universities, highlighting areas for improvement and the need for policy adjustments to better align educational practices with the demands of a modern workforce. By addressing issues such as conceptual gaps, habitual shortcomings, and the lack of practical engagement, this study provides a foundation for strengthening labor education across the nation. The recommendations are vital for refining educational policies that aim to nurture well-rounded, socially responsible, and capable graduates.

For the respondent universities in Jiangsu Province, this research serves as a catalyst for reform, shedding light on gaps in existing labor education programs and offering evidence-based recommendations to enhance curriculum development. By aligning labor education with industry needs and career interests, universities can ensure that students are better prepared for the challenges of the labor market and contribute meaningfully to both local and national economic development.

University administrators can greatly benefit from the study's findings, which provide practical suggestions for improving labor education infrastructure, fostering collaborations with local industries, and implementing more hands-on learning opportunities. These initiatives will not only enhance students' skill sets but also promote greater engagement with the community and broader societal goals, leading to a more well-rounded and employable graduate body.

For the researcher, this study offers a deeper understanding of the current landscape of labor education and highlights areas in need of further academic inquiry. It provides a basis for future research on the impact of labor education on students' academic and professional trajectories, as well as the societal implications of improving labor skills at the college level.

Overall, this study emphasizes the importance of strengthening labor education in the context of China's rapid development, ensuring that college students are not only equipped with academic knowledge but also with the practical skills, work ethic, and responsibility needed to succeed in a competitive global economy.

5. Objectives of the Study

The study of college labor education offers valuable practical experience that contributes to the advancement of higher education. Specifically, it aimed to address the following objectives:

To determine the level of agreement on the current state of labor education among college students in Jiangsu Province.

To assess the level of agreement on the feasibility of recommendations for enhancing the labor education program in selected universities in Jiangsu Province.

6. Methodology

6.1. Study Design

This study employed a quantitative research design to analyze the current state of college students' labor education in Jiangsu Province through a questionnaire survey. As a widely used quantitative method, a questionnaire survey gathers data on respondents' opinions, perceptions, and behaviors through a series of structured questions.

In this study, the researcher designed a questionnaire specifically for college students to assess their awareness, participation, expectations, and the challenges they face in labor education. By conducting a statistical analysis of the collected data, the study aimed to provide an objective evaluation of the current situation and propose relevant recommendations for improvement.

The selection of a research design was aligned with the study's objectives. The questionnaire survey method was particularly suitable for this study, as it allowed for the efficient collection of large-scale data and enabled comprehensive quantitative analysis and comparison. This approach facilitated a deeper understanding of the state of labor education among college students in Jiangsu Province.

6.2. Population of the Study

This questionnaire survey was mainly conducted in 4 universities in Jiangsu Province. A total of 8 students from each school were selected by probability sampling for a total of 32 students. Considering that universities in Jiangsu Province may have differences in geographical location, cultural background, economic development level, and other aspects, the selection of samples from different universities can improve the geographical representation of the research. The selection of an appropriate sample size meets the resource and time constraints of the study. In the context of limited research resources, a sample size of 32 students may be easier to implement and manage while also gaining active participation from participants. It may be easier to gain insight into each student's individual experiences and perceptions with a small sample than with a large province-wide sample. This helps to study more specific and detailed situations and provides more in-depth analysis. For procedures that ensure objectivity and non-discrimination, there is an option to use simple random sampling techniques, which ensure that each individual has an equal chance of being selected for the sample. This sampling method is not biased by individual

characteristics or attributes and therefore helps to ensure the objectivity and non-discrimination of the study.

6.3. Inclusion Criteria

In order to ensure the representativeness of the subjects and the reliability of the data, the respondents must meet the following inclusion criteria.

First of all, the subjects of the survey must be college students in Jiangsu Province. Based on the geographical limitation of Jiangsu Province, the study focused on the labor education practice of local colleges and universities, which enhances the relevance of the research. The age range of respondents was set between the ages of 18 and 24 to ensure consistency with the general characteristics of college students.

Second, respondents must have valid university status and be full-time students. For the sake of data consistency, those who took time off, dropped out, or enrolled in part-time courses were excluded. In addition, to ensure that respondents can provide meaningful insights into the current state of labor education, they must have participated in school-organized labor education courses, practical activities (such as social practice, volunteering, and work-study programs), or spontaneous labor experiences.

In addition, the respondents must have basic reading comprehension skills, be able to complete the survey independently, and accurately express their own experiences and views on labor education. All respondents must voluntarily participate with informed consent and provide honest and objective answers when filling out the questionnaire.

Finally, to ensure data quality and the feasibility of the analysis, respondents need to submit complete and logically consistent responses. If the feedback contains a significant amount of missing or contradictory data during the pilot investigation phase, they will be excluded from the final analysis. By applying these selection criteria, this study aims to obtain high-quality data to more scientifically and objectively analyze the current situation of college students' labor education in Jiangsu Province.

6.4. Exclusion Criteria

First, students from non-Jiangsu universities will be excluded from the study. This study focuses on the situation of labor education in colleges and universities in Jiangsu Province, so college students in other areas are not included in the study. In addition, individuals who are not in the 18 to 24 age range are not eligible for the study, as this age range covers the majority of undergraduate and graduate students.

Secondly, students without formal school status or part-time students are not included in the research object, including suspension, withdrawal, correspondence, self-examination, night college, online education and other forms of students. This study focuses on the current situation of labor education for full-time college students, so it is necessary to ensure that the learning environment and experience of the respondents are consistent. At the same time, students who have not participated in any form of labor education (including school-organized labor courses, social practice, work-study, volunteer service, or self-directed labor experience) will be excluded to ensure that the study subjects can provide effective feedback related to labor education.

In addition, individuals who did not have basic reading comprehension skills or were unable to accurately express

their labor education experience when filling out questionnaires did not meet the study requirements. This is to ensure the accuracy and analyzability of the survey data. At the same time, individuals who fail to voluntarily participate in the study or refuse to sign the informed consent form will not be included in order to follow the basic principles of ethical research.

Finally, respondents with serious data missing during the questionnaire filling process, logical contradictions in answers, or deliberate false information will also be excluded. This study needs high-quality survey data to ensure the scientific and objective of the research conclusions. Therefore, questionnaires with low data quality or suspected falsification will not be included in the final analysis.

6.5. Data Gathering Tool

This study adopted the probability sampling method. The questionnaire consisted of 20 questions and was divided into two parts. The first part is used to understand the current situation of labor education of college students in Jiangsu Province, and the second part is used to give suggestions on labor education of college students in Jiangsu Province. These questions focus on the investigation of students on labor, labor education understanding, labor education in colleges and universities, labor habits and abilities of college students, college students to carry out labor education suggestions, and other aspects of information.

6.6. Data Gathering Procedures

The data collection process for this study was carefully structured to ensure reliability, validity, and ethical considerations throughout the research. The procedure began with the development of a questionnaire designed to gather relevant information from the participants.

To ensure the validity of the instrument, the researcher sought validation from a panel of experts in the field. This expert panel reviewed the questionnaire, providing feedback and suggestions to ensure that the questions accurately captured the study's objectives. Necessary adjustments were made to enhance the clarity and appropriateness of the items, ensuring the questionnaire's validity for the target respondents.

Once the questionnaire was finalized, the researcher sought permission from the respective universities to conduct the study. Formal permission was requested from the university administration to ensure compliance with institutional guidelines and to gain approval for distributing the survey among students. This step was vital in ensuring that the study adhered to the ethical standards and procedures set by the educational institutions.

The researcher then informed the potential respondents—students—of the nature of the study. A clear explanation was provided regarding the study's purpose, the voluntary nature of participation, and the confidentiality of their responses. This informed consent process allowed students to understand their role in the research and the non-invasive nature of the study. Consent forms were provided, and respondents were required to acknowledge their understanding and agreement before participation.

To facilitate the completion of the survey, the researcher utilized the Questionnaire Star software, which allowed the creation and distribution of the questionnaires online. The questionnaires were made available via an online link, which was shared with students through their institutional email

addresses or other communication channels. This digital approach made the data collection process more accessible, convenient, and efficient for students, as they could complete the survey from any location with an internet connection.

The researcher also worked with the students to schedule the completion of the questionnaire at times that were most convenient for them, minimizing disruptions to their academic and personal schedules. This flexible scheduling ensured maximum participation and minimized any potential inconvenience for the respondents.

To further reduce risks and ensure ethical standards were met, the researcher emphasized the voluntary nature of participation and reassured the respondents that there would be no negative consequences for choosing not to participate. It was communicated that the study posed no risks to their academic standing, and the responses would be anonymized to protect their privacy. The participants were informed that the data collected would solely be used for this research, and any identifying information would be kept confidential.

Additionally, the researcher took care to minimize any emotional or psychological risks by ensuring that the study's content was neutral, and non-invasive, and did not request personal or sensitive information. Students were encouraged to reach out if they had any concerns about the survey or the study's process.

In summary, data collection was carried out using a structured and ethical approach, from obtaining expert validation of the questionnaire to ensuring participant consent and scheduling convenience. This comprehensive process was designed to maintain the integrity of the research while safeguarding the interests of the respondents. The use of Questionnaire Star software facilitated efficient data gathering, ensuring that the responses were accurately captured and securely stored for further analysis.

6.7. Treatment of Data

In this study, SPSS was employed to assess the current state of labor education among college students in Jiangsu Province using descriptive statistical analysis. The questionnaire was structured into two sections, each aligned with the research objectives and corresponding data processing methods. The first section examined students' awareness, participation, and perspectives on labor education, with mean values calculated to identify overall trends. The second section analyzed the impact of institutional, curricular, and individual factors, computing average values to determine key influencing elements and pinpoint areas requiring improvement. Prior to analysis, the data underwent cleaning procedures, where incomplete or inconsistent responses were removed, and all data was anonymized to safeguard participants' privacy. Additionally, strict ethical guidelines were adhered to, ensuring voluntary participation and maintaining research integrity.

7. Ethical Consideration

this study adopts the form of online questionnaire and the principle of voluntary survey, the personal data of the questionnaire will be kept strictly confidential, so it fully conforms to the research ethics. Participants will not spend or use their resources for the study. A clear withdrawal policy is established to ensure that participants can freely withdraw from the study at any stage without facing any consequences. Participants may opt out by not submitting the questionnaire or by directly informing the researcher through email or

phone. This right is explicitly communicated to all participants before obtaining their consent. Ensure that participants' involvement in the data collection process is voluntary and free from any form of coercion or pressure. It should be made clear to them that they have the right to withdraw or decline participation in the study at any time without facing any negative consequences. Let the participants know the purpose of the study, the process and the end result. Utilize an anonymous coding system or remove personal identifiers such as names and contact details to maintain participants' anonymity. Guarantee that any personal data collected is solely used for research purposes and restricted to the research team only. Additionally, a disclosure statement has been included to explicitly state any potential conflicts of interest, even if none exist. This ensures transparency and maintains the integrity of the study. Implement appropriate security measures to safeguard data against unauthorized access, disclosure, or misuse. In cases where sensitive information, such as personal health status or opinions, is collected, extra precautions should be taken. Use methods such as random coding or encryption to separate the identity of participants from the data. After the data analysis is complete, the necessary security measures are taken to ensure that the data is restored from the encoding to a recognizable format.

When publishing research results, avoid making public details that could lead to the disclosure of participants' identities. The published results should be appropriately aggregated and anonymized. Ensure data security during the collection process and adhere to relevant laws and ethical guidelines. Researchers must always strive to protect participants' privacy and conduct their research in compliance with ethical and legal standards. To enhance the relevance and inclusivity of the research, local stakeholders, including educators and community representatives, were engaged. Their insights contributed to the study's findings more applicable to real-world educational settings.

When conducting research, it was crucial to prioritize the well-being of participants and minimize potential harm. Researchers clearly explained the purpose of the study, the procedures involved, potential risks or discomforts, and the voluntary nature of participation. They ensured that participants had a clear understanding of what they were consenting to. Participants were assured that their personal information would be kept confidential and that data would be reported in a manner that maintained anonymity. Researchers used coding systems or removed identifying information to protect participants' privacy.

Comprehensive risk assessments were conducted to

identify potential physical, psychological, or emotional risks. Measures were taken to minimize these risks or provide appropriate support systems. Researchers received proper training on ethical guidelines and best practices for participant protection, including understanding potential harm, maintaining confidentiality, obtaining consent, and responding appropriately to participant concerns or disclosures.

The research process was continuously monitored to identify potential risks or adverse effects on participants. If necessary, the research design or procedures were adjusted to mitigate harm. Participants were provided with an opportunity for debriefing after their involvement in the study, and emotional support or referrals to appropriate services were offered if needed. By implementing these strategies, researchers minimized potential harm and ensured respectful and ethical treatment of participants throughout the research process.

This research was widely disseminated in the form of public publication to ensure that the research results were fully shared and utilized. In this study, a series of specific suggestions on labor education for college students in Jiangsu Province were put forward, aiming to guide universities in formulating and improving corresponding education policies and practices. The recommendations were based on an in-depth analysis of the existing labor education system and a careful investigation of students' needs to ensure their pertinency and practicality.

If universities in Jiangsu Province adopted and effectively implemented these suggestions, they would be able to significantly improve the quality and influence of college students' labor education. By providing more effective and practice-oriented educational content and methods, students would be able to better understand the importance of labor and develop stronger hands-on skills, teamwork, and innovative thinking. This would help them better adapt to the needs of future career development and cultivate more competitive and creative talents for the economic and social development of Jiangsu Province.

8. Results and Discussion

8.1. The Current Situation of Labor Education in Selected Universities in Jiangsu Province

A comprehensive analysis of the current labor education landscape is essential for informed policy enhancements.

Table 1. The current situation of labor education in Jiangsu Province

Indicators	Mean	SD	Interpretation
1. College students in Jiangsu Province receive adequate labor education opportunities.	2.5	0.80	Disagree
2. Labor education programs in Jiangsu Province effectively prepare students for the workforce.	2.44	0.98	Disagree
3. The current labor education curriculum in Jiangsu Province addresses the practical needs of students.	2.28	0.77	Disagree
4. College students in Jiangsu Province actively participate in labor-related activities.	2.41	0.98	Disagree
5. Students in Jiangsu Province are aware of the importance of labor education for their future careers.	2.47	1.08	Disagree
6. The existing labor education initiatives in Jiangsu Province foster a strong work ethic among students.	2.41	0.95	Disagree
7. College students in Jiangsu Province are encouraged to explore diverse career paths through labor education.	2.31	0.93	Disagree
8. Students in Jiangsu Province believe that labor education has a positive impact on their employability.	2.44	1.05	Disagree
9. The availability of resources for labor education in Jiangsu Province is sufficient.	2.34	1.04	Disagree
10. The quality of labor education programs in Jiangsu Province meets the expectations and needs of college students.	2.31	0.93	Disagree
Total Mean	2.40		Disagree

The survey results on the current state of labor education in universities in Jiangsu Province indicate that students generally believe the existing labor education system has significant shortcomings. Regarding the question of whether "college students in Jiangsu Province receive adequate labor education opportunities," the mean score is 2.5, with a standard deviation of 0.80, interpreted as "Disagree," suggesting that most students believe that labor education opportunities remain insufficient. The relatively low standard deviation indicates that students have a consistent view on this issue. Similarly, for the question of whether "labor education programs in Jiangsu Province effectively prepare students for the workforce," the mean score is only 2.44, with a standard deviation of 0.98, also interpreted as "Disagree," reflecting students' skepticism about the impact of labor education on their career readiness. This suggests that the current curriculum design and practical training may not be well aligned with labor market demands, leading to doubts about its effectiveness. Additionally, the question of whether "the current labor education curriculum in Jiangsu Province addresses the practical needs of students" has a mean score of 2.28, with a standard deviation of 0.77, which is one of the lowest mean scores in the table. The small standard deviation further indicates that the majority of students consistently perceive labor education as lacking practicality and needing significant improvement. Additionally, Liu (2023) pointed out in her study that when universities design labor education courses, they should set educational goals and curricula that align with students' physical and psychological characteristics while meeting personalized needs. Moreover, the implementation of labor training should be standardized to ensure the sustainable development of labor education in universities. This aligns with the earlier analysis, where students expressed concerns that labor education curricula fail to meet their practical needs, emphasizing the necessity of designing courses that better match students' expectations. Similarly, Zhu et al. (2024) suggested that the study of labor education curricula in vocational colleges is closely and positively correlated with students' future employability. Therefore, the evaluation system of labor education should prioritize the practical application of the courses. This finding is consistent with students' concerns that current labor education courses do not effectively prepare them for the workforce, highlighting the urgent need to enhance their practical relevance.

In terms of student participation, the data also reflects a low level of engagement. For example, the indicator "College students in Jiangsu Province actively participate in labor-related activities" has a mean score of 2.41, with a standard deviation of 0.98, interpreted as "Disagree," suggesting that students generally do not widely engage in labor education activities. Meanwhile, the indicator "Students in Jiangsu Province are aware of the importance of labor education for their future careers" has a mean score of 2.47, with the highest standard deviation of 1.08 among all indicators, indicating significant divergence in student perspectives. Some students may recognize the importance of labor education, while others may perceive it as having limited relevance to their future careers. Additionally, the indicator "The existing labor education initiatives in Jiangsu Province foster a strong work ethic among students" has a mean score of 2.41, with a standard deviation of 0.95, showing that most students do not believe labor education programs effectively instill a strong

work ethic. This suggests that the current labor education system may not be adequately shaping students' attitudes and values toward work. In addition, Ma (2024) pointed out in his study that strengthening labor education in universities in the new era is an essential path to realizing the great rejuvenation of the Chinese nation. It is also a key component of universities' efforts to implement moral education and an important factor in promoting students' holistic development. This aligns with the previous analysis, where students exhibited inconsistent recognition of the importance of labor education for future career development, underscoring the necessity of reinforcing labor education to support students' comprehensive growth. Similarly, Yuan (2024) argued that integrating labor education into universities is an inevitable requirement for cultivating a new generation of talents. She emphasized that student communities serve as a crucial platform for universities to fulfill their educational functions and play an indispensable role in advancing labor education. This observation aligns with students' negative perceptions of the effectiveness of current labor education programs in fostering professional ethics, highlighting the need to enhance labor education through multiple approaches to shape students' sense of responsibility and work ethics effectively.

Regarding resources and course quality, student feedback is also largely negative. For example, the question of whether "college students in Jiangsu Province are encouraged to explore diverse career paths through labor education" has a mean score of 2.31, with a standard deviation of 0.93, interpreted as "Disagree," indicating that labor education has limited effectiveness in broadening students' career perspectives. Furthermore, the question "Students in Jiangsu Province believe that labor education has a positive impact on their employability" has a mean score of 2.44, with a standard deviation of 1.05, suggesting that while some students recognize its benefits, overall, labor education is not widely perceived as significantly improving employment prospects. The indicator "The availability of resources for labor education in Jiangsu Province is sufficient" has a mean score of 2.34, with a standard deviation of 1.04, while "The quality of labor education programs meets the expectations and needs of college students" has a mean score of 2.31, with a standard deviation of 0.93—both reflecting widespread dissatisfaction among students regarding educational resources and course quality. In summary, the findings suggest that the labor education system in Jiangsu Province still faces considerable challenges, particularly in terms of practical application, curriculum alignment with career needs, support for career development, and availability of educational resources. Further improvements are needed to better meet students' expectations and needs. Additionally, the Jiangsu Provincial Department of Education (2025) released the Jiangsu Province Vocational Colleges Labor Education Implementation Guide (Trial), which emphasizes that vocational colleges should formulate labor education plans aligned with students' developmental stages, educational requirements, and professional characteristics. This aligns with the previous analysis, where students reported insufficient practical experience and career development support in labor education, highlighting the necessity of designing well-structured labor education programs to meet students' actual needs. Similarly, the Jiangsu Higher Vocational Education Quality Annual Report (2023) suggested that vocational colleges should integrate labor

practice courses into the primary curriculum, emphasizing the development of students' fundamental labor skills and labor values. This finding is consistent with students' concerns about inadequate course alignment and insufficient educational resources, reinforcing the need for enhanced curriculum development and resource allocation to improve the effectiveness of labor education.

8.2. Recommendations for Enhancing Labor Education Program in Selected Universities in Jiangsu Province

Enhancing labor education in Jiangsu Province requires strategic improvements, including industry collaboration, hands-on training, career alignment, and skill-building initiatives to better equip students for future careers.

Table 2. Recommendations for the enhancement of labor education in Jiangsu Province

Indicators	Mean	SD	Interpretation
1. There is a need for more collaboration between universities and local industries to enhance labor education.	2.34	0.97	Disagree
2. The labor education curriculum should be more aligned with the specific career interests of students.	2.63	0.94	Agree
3. Colleges in Jiangsu Province should provide more hands-on practical experiences as part of labor education.	2.53	0.88	Agree
4. Students should be encouraged to participate in community service and volunteering as part of labor education.	2.28	0.89	Disagree
5. Career counseling services need enhancement to better guide students in making educational and career choices.	2.38	1.01	Disagree
6. Labor education programs should incorporate more workshops and activities about students' skill-building.	2.34	0.90	Disagree
7. Jiangsu Province should invest in state-of-the-art facilities and resources for labor education.	2.5	0.88	Disagree
8. Regular feedback from students should be sought to continuously improve labor education programs.	2.5	0.98	Disagree
9. There should be greater emphasis on teaching entrepreneurship in labor education.	2.44	0.95	Disagree
10. There should be greater emphasis on teaching innovation in labor education.	2.34	0.90	Disagree
Total Mean	2.43		Disagree

The acceptance of recommendations for improving labor education in universities in Jiangsu Province varies among respondents. The recommendation that "universities should strengthen cooperation with local industries to enhance labor education" received an average score of 2.34, interpreted as "Disagree." This indicates that students have a low level of recognition for this suggestion, possibly because some cooperation models already exist or because students believe such cooperation is difficult to implement effectively. The standard deviation of 0.97 suggests that while most students hold a negative attitude, some still support this idea, reflecting potential differences in cooperation models across universities. In contrast, the recommendations that "labor education courses should be more aligned with career needs" (mean 2.63, SD 0.94) and "more hands-on practical experiences should be provided" (mean 2.53, SD 0.88) received higher levels of support, indicating that students prefer labor education to enhance career alignment and offer more practical experiences. The relatively low standard deviations for these two suggestions show that students share a generally consistent view on the importance of practical-oriented courses. Meanwhile, the suggestion that "students should be encouraged to participate in community service and volunteer work as part of labor education" received a mean score of 2.28, interpreted as "Disagree," with a standard deviation of 0.89, indicating that students generally hold a unified stance that community service is not a critical component of labor education. Additionally, Gao (2024) from Xinhua Daily pointed out that universities should take a leading role in labor education to cultivate students' professional competencies and practical skills, aligning with the demands of modern society. He suggested implementing high-quality and safe practical opportunities for students through university-enterprise cooperation agreements and voluntary labor services. Furthermore, universities and partnering enterprises should establish high-standard, practice-oriented teaching and training bases and develop

comprehensive labor education curricula covering all aspects of practical learning. These initiatives aim to enhance students' enthusiasm for labor education, improve their overall competencies, and foster social responsibility. Similarly, Liu (2020) explored how professional courses in universities could integrate with service-learning to implement labor education. She highlighted that service-oriented labor in service-learning courses is a core component of labor education, characterized by authenticity, exploration, and creativity. She recommended embedding labor education at various stages, including setting clear educational objectives, focusing on labor competency development, constructing labor value systems, sharing labor experiences, and evaluating the effectiveness of labor education. Through real-life labor experiences, students can achieve personal growth, bridge the gap between school and society, and enhance the overall effectiveness and sustainability of labor education.

Regarding support services provided by universities, students showed significant disagreement on the suggestion to improve career counseling services (mean 2.38), with the highest standard deviation of 1.01 among all recommendations. This indicates that career guidance resources vary significantly across universities—some students may already benefit from well-established career counseling systems, while others may lack sufficient access to such services. The high standard deviation suggests a wide divergence of opinions, likely due to inconsistencies in career counseling quality across institutions. Additionally, the recommendation that "labor education programs should incorporate more skill-building activities" (mean 2.34, SD 0.90) did not receive strong support, suggesting that while some students believe the current training is sufficient, others feel the need for more skill-building opportunities. Similarly, the recommendation that "Jiangsu Province should invest in better labor education facilities" (mean 2.50, SD 0.88) received a neutral response, with a relatively low standard

deviation, indicating that most students share a similar perspective—hardware upgrades are not the most pressing issue in labor education reform. Additionally, Feng et al. (2023) stated in their study that universities should develop targeted labor education programs based on their specific circumstances. These programs should guide students in correctly understanding labor, respecting the achievements of laborers, fostering enthusiasm for labor, and cultivating a strong labor spirit to contribute to societal development. This aligns with the previous analysis, where students expressed differing opinions on whether labor education should include more skills training. It suggests that universities vary in their approach to designing and implementing labor education curricula, requiring adjustments based on institutional needs.

In terms of innovation and entrepreneurship education, students generally showed low levels of support. The recommendations to "increase emphasis on entrepreneurship education" (mean 2.44, SD 0.95) and "increase emphasis on innovation education" (mean 2.34, SD 0.90) were not widely recognized, suggesting that students prioritize practical skills and career alignment over fostering innovation and entrepreneurship. Although the mean scores for these recommendations were low, the moderate standard deviations indicate that most students hold a relatively consistent attitude toward them. Furthermore, the recommendation that "regular student feedback should be sought to continuously improve labor education programs" (mean 2.50, SD 0.98) also did not receive strong support, with a standard deviation close to 1, suggesting significant differences in students' opinions. This could indicate that some universities have established effective feedback mechanisms, while others still lack well-functioning systems, leading to skepticism about their effectiveness. Overall, students tend to focus on the practical value of labor education, emphasizing its role in career preparation while showing less interest in aspects they perceive as less directly relevant to their future careers. Additionally, Zhang et al. (2025) explored the impact of labor education on university students' creativity and pointed out that while labor education plays a positive role in fostering students' practical skills, it also contributes to enhancing their innovative capabilities. However, they noted that universities still face challenges in integrating labor education with innovation and entrepreneurship education. Further exploration is needed to develop effective strategies for merging the two fields to improve students' overall competencies.

9. Conclusion and Recommendations

9.1. Conclusion

The findings of this study highlight several critical challenges in the current labor education system in universities in Jiangsu Province. The data indicates that students generally perceive labor education opportunities as insufficient, with concerns about its effectiveness in preparing them for the workforce. The lack of practical alignment with career needs, inadequate support services, and limited availability of educational resources are significant barriers to the success of labor education programs. Additionally, while practical training and career-oriented labor education receive stronger support, innovation and entrepreneurship education remain areas of lower student interest, suggesting a need for restructuring these aspects.

Moreover, the disparities in career counseling services and

skill-building programs reveal inconsistencies in the implementation of labor education across different universities. Some institutions may offer more comprehensive resources, while others struggle to provide adequate support. The skepticism toward labor education's role in professional development further underscores the necessity of refining the curriculum to better align with students' needs and expectations. Additionally, although labor education has the potential to cultivate students' sense of responsibility and work ethic, its current form does not fully achieve these objectives, as reflected in the low engagement rates in labor-related activities.

Despite these challenges, labor education remains an essential component of holistic student development, with potential benefits for both career preparation and social responsibility. To enhance its effectiveness, targeted improvements must be implemented, focusing on practical applications, curriculum integration, and institutional support mechanisms.

9.2. Recommendations

To improve the effectiveness of labor education in universities in Jiangsu Province, universities should first enhance practical training opportunities by establishing partnerships with enterprises to provide more internship and hands-on training programs. This will allow students to apply their knowledge in real work environments. Additionally, curriculum design should incorporate workplace simulations and problem-based learning methods to enhance students' employability and make labor education more relevant to real-world demands.

Secondly, efforts should be made to improve career counseling and skill development. Universities should establish standardized career counseling systems to ensure that all students receive high-quality career guidance. Moreover, labor education courses should integrate skills training aligned with industry trends to better prepare students for an evolving job market. Furthermore, universities should offer more personalized career development pathways tailored to students in different academic disciplines, enhancing the specificity and effectiveness of labor education.

In terms of faculty training and teaching resources, universities should allocate more funding to improve professional training systems for faculty members, enhancing their teaching abilities and practical experience in labor education. Special attention should be given to part-time instructors, who should receive structured professional development training to improve their teaching quality and ensure students receive high-level labor education. Additionally, both government and universities should optimize the allocation of educational resources, ensuring adequate funding for labor education infrastructure and providing students with high-quality training facilities and learning materials to bridge existing disparities in resource distribution.

Moreover, innovation and entrepreneurship education should be integrated into labor education. Although students currently show limited interest in innovation and entrepreneurship courses, universities should explore ways to incorporate innovation thinking and entrepreneurial skills into labor education practices. For example, interdisciplinary projects, entrepreneurship training courses, or enterprise collaboration programs could provide students with real-world experiences to develop these skills, thereby increasing

the overall value of labor education.

To increase student participation in labor education, universities could introduce incentive mechanisms such as academic credit rewards, honorary recognition, or scholarships to encourage students to actively engage in extracurricular labor-related activities. Additionally, universities should promote community service programs aligned with students' career development needs, allowing them to contribute to society while simultaneously enhancing their professional skills and sense of social responsibility.

Establishing a comprehensive feedback mechanism is also crucial for the continuous improvement of labor education. Universities should implement systematic channels for student feedback, regularly collecting their opinions on labor education and making necessary adjustments to course content and teaching methods. Furthermore, institutions should utilize data analysis to monitor the effectiveness of labor education, ensuring it meets students' developmental needs and provides valuable insights for future educational reforms.

Overall, if universities in Jiangsu Province adopt effective measures in practical training, career counseling, faculty development, curriculum innovation, student engagement, and feedback mechanisms, they can establish a more structured and effective labor education system. This will not only enhance students' professional competencies and sense of social responsibility but also strengthen the role of labor education in cultivating highly skilled talents for the modern workforce.

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