

A Study on Thinking about Career Cognitive Planning Education for College Music Students

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ABSTRACT

Music major college students are a unique group in both general universities and conservatories. They have strong personalities, rich feelings, and have the youth and vitality of art students. Therefore, it is of great relevance to develop career education based on the main characteristics of music major college students. For music majors, there are relatively various career paths, such as music education, performance, broadcasting, media, and other industries. Therefore, the “employment issue” for most music majors has become one of the more popular topics at present.

This paper explores the current career planning as well as career awareness of music college students by using 259 college students enrolled in the Department of Music of Inner Mongolia Normal University in 2017 and 2018 as the main research subjects. The results show that only 6% of music major college students know a lot about employment policies, and still 38% of music major college students know less about employment policies as well as career awareness. The results show that the overall status of career planning development of music majors is at an intermediate level and still needs to be improved.

Therefore, it is very meaningful and important for universities to strengthen the career planning education for music majors’ career awareness.

Keywords: career awareness, career planning, college students majoring in music, employment issues.

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I. INTRODUCTION

The career plan described in this paper is focused on music-related careers. For music college students, they are emotionally rich and have a strong creative streak. How to effectively move from student status to a career is a question that every teacher should be concerned about. Career planning, as an effective way for college students to improve their personal competitiveness and achieve smooth employment, has become a hot issue of common concern in all universities in China.

However, there are certain problems in making career planning for current music majors. In terms of music students, their awareness of career planning is still relatively weak, and their self-cognition and career exploration ability are not strong. As far as the college is concerned, career development and career planning education are in its initial stage, and there is a serious shortage of professional teachers competent in career development education, a single approach to career guidance at the school and college (department) levels, and a lack of ideas and methods for effective career guidance.

Therefore, it is the starting point and final purpose of this investigation to carry out the survey and analysis of the career problems of music majors, to understand the current

situation of career planning of music majors in college, and to study the specific guidance strategies and methods on how to improve the career planning ability of music majors in college.

The purpose of the survey on the current situation of career planning of college students in music majors is to have three aspects: first, to statistically analyze the basic personal situation and extracurricular practice of the subjects of this study. Secondly, to analyze the real situation and needs of music college students to understand themselves and explore themselves. Third, to understand the overall status of the development of career planning of college students in music majors.

II. LITERATURE REVIEW

A. Classical Theory of Career Planning

Holland (1994) is a very important person in the field of career counseling work. He developed the famous personality type theory. He believed that the reason why a person chooses a certain career field is mainly influenced by interests and personality (Reardon & Lenz, 1999). Based on his years of research, he summarized six typical personality types: realistic, research, artistic, social, entrepreneurial, and conventional (Long & Peng, 1996). His personality type

theory belongs to career choice theory, which is beneficial to help college students explore themselves and help them determine their career direction.

Schober is a famous American career management expert. His career development stage theory is a longitudinal career guidance theory, which focuses on the study of individual's career inclination and the career selection process itself (Bu & Lu, 2004; Arulmani, 2016). He emphasizes that career planning is a moving process and that different career development stages have a greater impact on career choice. Schober divides career development into five stages: growth, exploration, establishment, maintenance, and decline (Arulmani, 2016). His theory of career development stages helps college students better understand where they are and be able to set their career goals more clearly and specifically.

B. The Main Contents of Career Planning for Music Students

As the name indicates, career self-awareness is how to properly understand the relationship between self and career. There are three main levels: self-evaluation, career match evaluation, and self-confidence (Li *et al.*, 2022). Through self-awareness and further understanding of career development, it is possible to further understand how well the career matches the self.

In the case of careers related to basic music education, for example, they need to be matched with students who have strong practical and teaching skills. The characteristics of the talents needed for different music education fields will also be different (Rauduvaite & Lasauskienė, 2013). Many music undergraduates believe that their current study of professional music skills will lose its meaning if they go into basic music teaching in the future. This thinking is also wrong.

Therefore, it is necessary to effectively integrate career development with students' personal needs in the development of career planning, taking into account their psychological needs. Career planning education is required for music majors from the time they enter school. After entering college, most music majors hope to quickly find their career goals and make career positions after graduating from college for four years, but because they know little about college study and life and do not have the ability to establish career goals on their own, many students are in the uncomfortable state of being lost, confused, and overwhelmed.

C. Overview of Career Cognition of Music Majors

The training of talents on university campuses determines the building of the nation. However, with the expansion of college enrollment, a large number of new students and candidates need employment upon graduation, which illustrates the current employment shortage.

1) Current general college employment trends

So far, the number of graduating college students in China has been increasing year by year. By 2021, the number of graduating college students in China has exceeded nine million. The general presence of college students in society, including those who are not in the workforce, indicates that nearly 10 million Chinese college students are facing employment problems.

Combined with the general trend of college students' employment, it is mainly reflected in the following points: First, the form of employment is serious. Such as insufficient employment opportunities, difficulties in choosing a job and inequality, which makes the contemporary music college students' work in a state of confusion. Under the influence of certain social factors, a considerable part of graduate students' work paths will be blocked, which will certainly affect the employment rate of college students.

Secondly, while studying in school, a significant number of music college students do not realize the importance of their work to them. Many college students and their parents believe that a college education is the key to changing their destiny and the fate of their families. Therefore, they have very high expectations of employment, but they ignore the reality that it is difficult for contemporary college students to find jobs, so that many graduates "dislike" some jobs.

2) Overview of the study on the employment status of music graduates

In recent years, Chinese scholars have studied the employment situation of a music graduate, which provides a rich reference and theoretical basis for the discussion in this study.

Lu Ying (2011) suggests that the employment of music graduates indicates a greater diversity of destinations for their work and a richer source of work. The main considerations for music graduates' employment are salary situation and personal development opportunities.

Yu Honghao (2014) put forward the idea of employment of music graduates in the current social system, that is, the factors affecting the employment of graduates are from outside. That is, the expansion of universities has increased the hidden risks of students, the lack of supply and demand for most jobs, and the curriculum of graduates does not adapt to the needs of society. As well as proposing the blindness of students' professional application and the decline of students' professional level, the main reason is the lack of motivation in learning.

III. METHODOLOGY

A. Research Participants

The population of this study was 259 music undergraduates enrolled in the 2017 and 2018 of music at the College of Music, Inner Mongolia Normal University, all of whom participated in this study.

B. Research Procedure

The questionnaires for all four classes in both grades were distributed collectively in the classroom and collected.

C. Research Methodology

The first part of personal information and basic information collection. In the second part, the "Questionnaire on the current situation of college students' career planning" was adopted from the "Questionnaire on the current situation of college students' career planning" prepared by Xia Haiyan (2006) of Nanjing Normal University. The questionnaire is divided into five indicators: employment confidence, career awareness, career direction,

self-awareness, and planning awareness.

Employment confidence refers to music majors' confidence in finding a job after graduation with their own ability. Career awareness refers to the macroscopic understanding of the industry and sector to which the career belongs, and the microscopic understanding of the salary, ability requirements, job content and other specific contents of the career. Career direction refers to the individual's determination of the starting point of his or her career based on the objective and subjective conditions and constraints of his or her career development and the exercise of his or her subjective initiative (Alhaddad, 2018). Self-awareness refers to the awareness of one's own interests, abilities, values, and other characteristics related to career activities. Planning awareness refers to the knowledge of career planning, such as the method and meaning of career planning.

IV. DATA ANALYSIS

A. Survey on Music Majors' Perception of Employment

With the rapid growth in the number of graduates, China has developed a series of employment policies for college students to help them improve their diplomas, such as university village officials, internships, green channels for independent entrepreneurship, and interest-free loans.

TABLE I: MUSIC MAJORS' PERCEPTION OF EMPLOYMENT

	Very well understand	Probably know	Don't know
2018 Enrollment	3% (5)	40% (51)	57% (70)
2017 Enrollment	9% (12)	68% (89)	23% (30)

According to the survey, the main destinations of university graduates are master's entrance exams, civil servants and state-owned commercial institutions, private companies and independent entrepreneurship.

The following survey was conducted on the degree of knowledge of employment policies among graduates of two music majors in Inner Mongolia Normal University:

Table I above shows that only a small percentage of music majors are "very much understanding" the employment policy. 57% of music majors enrolled in 2018 are "not understanding" the employment policy, but 30% of music majors enrolled in 2017 are "not understanding" the employment policy. This indicates that after one year of study in college, they have improved their understanding of employment policies. But most music majors do not yet have a very full understanding of employment policies.

B. Access to Employment Information

As college enrollment continues to increase over the years, graduates will not be able to fulfill the needs and options of the labor market, such as campus fairs, school-referred employment, media advertising, and middlemen, if they do not increase their initiative to research and actively participate in the market.

Among the many ways to collect employment information, college students find the most effective ways as follows Table II:

TABLE II: ACCESS TO EMPLOYMENT INFORMATION

	School Employment Recruitment Information	Media recruitment advertisement	Information from friends	Recommendation from schools and teachers	Self-referral to the employer
Proportion	27% (70)	6% (16)	20% (52)	21% (54)	26% (67)

The collection of employment information is a necessary stage of employment, and it plays a certain role in promoting the employment of music graduates. From the above table, it can be seen that "school recruitment information" and "self-referral to employers" are the choices of most music graduates.

Every year when college students graduate, many organizations and companies hold job fairs on campus and employers come directly to the school to conduct individual recruiting. The success rate of students looking for jobs at school is higher than that of attending social work fairs because recruiters avoid conflicts between colleges and competition among candidates with work experience. School recruitment is not only the main way to recruit graduates, but hiring the advice of schools and teachers is also an effective method. Communication between schools and employers takes place directly at the school and can be used directly at the school to eliminate competition for employment with social workers.

C. Self-Perception Survey of Music Majors

There are three questions in the questionnaire on self-perception of music students, which are "Do you think it is important to know and explore oneself?" "Do you think it is difficult to know and explore oneself?" and "Do you think you know yourself?"

About "Do you think it is important to know and explore oneself?" The results of the survey are shown in Table III below. 57% of music majors think it is very important, 40% think it is not very important, and the remaining 3% are not sure.

TABLE III: DO YOU THINK IT IS IMPORTANT TO KNOW AND EXPLORE YOURSELF?

	Very important	Not very important	Not sure
Proportion	57% (148)	40% (104)	3% (7)

Regarding the question "Do you think it is difficult to know and explore oneself?" The results of the survey are shown in the Table IV below. 3% of music majors thought it was very difficult, 74% thought it was generally difficult, 5% thought it was easy, and the remaining 18% of music majors chose not sure.

TABLE IV: DO YOU THINK IT IS DIFFICULT TO KNOW AND EXPLORE YOURSELF?

	Very difficult	Generally difficult	Easy	Not sure
Proportion	3% (8)	74% (192)	5% (13)	18% (46)

The results of the survey on "Do you think you know yourself?" are shown in the Table V below. 5% of music majors think they know a lot, 56% think they know a little,

37% don't know, and the remaining 2% think they know very unaware.

TABLE V: DO YOU THINK YOU KNOW YOURSELF?

	Know a lot	Know a little	Don't know	Very unaware.
Proportion	5% (13)	56% (145)	37% (96)	2% (5)

This result shows that most music college students have some understanding of themselves, but they do not know themselves deeply enough. Exploring themselves becomes one of the challenges that music majors must face in their career planning.

D. Undergraduate Music Majors' Own Perceptions of Employability

The main way for college students to gain employability is what they learn in school, but the combination of knowledge and skills, theory and practice can improve their professionalism. The survey revealed that 46% of college students majoring in music have part-time work experience. Specific jobs include teaching, concert communication performances, and community activities, with music teachers accounting for 85%. As students in teacher training colleges, 79% of students chose the teaching profession as their future career trend. Therefore, when choosing a part-time job and work, most music college students choose a career direction more in line with the music major they studied in college.

The following survey was conducted on the specific abilities of college students majoring in music.

TABLE VI: THE SPECIFIC ABILITIES OF COLLEGE STUDENTS MAJORING IN MUSIC

	Soc Act.	Competitiveness	Coop. ability	Ability to cope with changes	Character and moral cultivation	Team work	Prof. skills
Qty.	76	46	92	70	101	93	68

The above Table VI is a statistical table of students' perceptions of themselves who enrolled in the School of Music of Inner Mongolia Normal University in 2017 and 2018. In the questionnaire, this topic is multiple choice. The results show that music majors believe they have more "moral character" and "teamwork" and "cooperation ability," but "competitiveness" and "professional skills" are not enough. The data indicate further steps to be taken to improve the professionalism and competitiveness of music graduates.

It can be found that the current employment situation of music majors in general universities is indeed very serious, and their music majors lack multiple training channels. The vast majority of students enter the brutal job market upon graduation from undergraduate programs, and government agencies, institutions, and state-owned enterprises are the blind spots of employment for music majors.

In addition, in the question "What do you think is the most important ability needed in the workplace?" The top five choices for music majors were: abilities, values and attitudes, interests, needs, and interpersonal relationships.

E. Extracurricular Practical Activity Survey

In order to understand the extracurricular practice activities of music students, this study set the question of "What kind of extracurricular practice activities have you participated in" in the questionnaire, and the results are shown in the Table VII below.

TABLE VII: WHAT KIND OF EXTRACURRICULAR PRACTICE ACTIVITIES HAVE YOU PARTICIPATED IN?

	Internship activities organized by the school	Music teacher type of music institution part-time	Leaflet distribution and other promotional activities	Have not participated
Proportion	14% (36)	41% (106)	27% (70)	18% (47)

From the above Table VII, it can be seen that 41% of the students have participated in part-time jobs of tutoring in music organizations related to their music majors, which shows that these music undergraduates can basically work with the music expertise they have learned. 14% of music college students participated in school-organized internships, and 27% participated in extracurricular part-time jobs in promotional activities such as distributing flyers, probably because they were not confident enough in their music expertise. Another 18% of music majors said they had not participated in part-time extracurricular jobs or internships.

F. General Survey on the Current Situation of Career Planning of College Students Majoring in Music

In this study, the mean scores, standard deviations, and mean scores of each section of the total table and five parts of career planning for college students majoring in music were tallied by SPSS 21.0, and the statistical results are shown in the following Table VIII.

TABLE VIII: CURRENT SITUATION OF CAREER PLANNING OF COLLEGE STUDENTS MAJORING IN MUSIC

	Mean	SD	Total average
Employment Confidence	16.19	2.57	3.29
Career Awareness	19.98	4.52	2.94
Career Direction	14.27	3.02	3.68
Self-awareness Planning	13.5	3.15	3.14
Awareness	12.99	2.73	
Total Career Planning Scale	76.93	9.59	3.24

Table VIII shows that the scores on the five parts range from 2.94-3.68, indicating that the current status of career planning of music majors presents a moderate degree of satisfaction.

Among the five parts, the highest score is career direction (3.68), it indicates that music majors tend to think actively in determining the starting point of their future careers, have a more positive attitude in career orientation, and have a clearer career direction. And the lowest score is career awareness (2.94), it reflects the lack of knowledge of music majors in understanding the career field and being familiar with the job content of the profession. The scores of music

majors' confidence in employment (3.29) and knowledge of planning (3.19) are in the middle level, reflecting that their confidence in finding a job in the future and their knowledge of career planning are at a moderate level of satisfaction.

V. DISCUSSION

In recent years, with the continuous expansion of college enrollment, music majors have brought huge employment pressure to graduates due to their special social and cultural functions. The controversy about the employment of music graduates has become an important topic in college music education.

College students are able to find jobs because of their adaptability to things, to judgments, and the reasonable use of work and cultural knowledge. After a preliminary survey, it was found that most of the graduating music college students do not yet have a very defined job goal.

The current abundance of problems in the career planning of music college students is the lowest level of development of career cognitive skills, followed by the lack of self-awareness. The development of employment confidence and planning cognitive level of music majors presents a moderate level of satisfaction, and college students have the highest level of development in this dimension of career orientation. It also reflects the single content and form of social practice of music major college students, and the lack of social practice activities related to understanding career environment. Although most of the music majors are able to realize the importance of knowing themselves, they encounter many net difficulties in the process of knowing themselves.

This study found that the self-understanding level of career planning among music undergraduates is at an intermediate level but also needs to be improved. Most of the music majors think that the understanding of self-exploration is very important in career planning, but they think they do not know their own ability and character very well enough. Although the overall situation seems to be that the career exploration level of music majors' career planning is not very high, a careful analysis reveals that among them, they also have a high need for self-improvement, which indicates that music majors are aware of the importance of the need for self-improvement in their career planning and are still very motivated.

VI. CONCLUSION

- 1) Most music undergraduates are generally aware of employment policies, and seniors will know a little more about employment policies as they face graduation and employment issues. "School job postings" and "self-referrals to employers" are the sources of employment information for most music majors.
- 2) The overall status of career cow career planning among music majors is at a medium level. The main performance is that music majors have the highest development level in the part of career direction, and the development of employment confidence and

planning cognitive level is at a moderate level of satisfaction, followed by self-cognitive ability which still needs to be improved and the lowest score of career awareness level.

- 3) College students majoring in music can realize the importance of knowing themselves, and they encounter some difficulties in the process of knowing themselves.
- 4) Music majors believe that their "moral quality" and "team spirit" and "cooperation ability" are strong in employability, but they do not show confidence in their "competitiveness" and "professional skills." Most music college students believe that the five most important components in the workplace are competence, values and human attitudes, interests, needs, and interpersonal relationships.
- 5) The content and form of social practice of music college students are relatively single, and there is a lack of social practice activities related to music majors, and the extracurricular practice activities of music college students lack professionalism and vocational relevance.

SUGGESTION

As music college students themselves, four years of college education and life are short-lived. They should plan their jobs and plan their careers in advance before they graduate. Careful consideration of the employment needs of today's society will help music college students make appropriate choices when it comes to recruitment. Students are less aware of the current state of employment during college, and they do not take the initiative to learn about employment information on their own during the first three years when there is no employment pressure.

In addition, from the university's perspective, the university should strengthen the construction of professional internship base and increase the professional internship content in the curriculum content setting. Combine music major study with music major internship, establish a long-term practical exercise platform, let music major college students deeply experience the professional environment and professional work content, practically experience the gap between their own ability and social needs, accumulate experience in practice, more objectively cognize themselves and determine suitable career goals.

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CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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