

# Imbalance and Adjustment between Ideological and Political Education and the Cultivation of College Students' Social Responsibility in Higher Vocational Colleges under the Employment-Oriented Approach

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**Keywords:** Employment orientation; Ideological and political education; Social responsibility; Imbalance; Adjustment strategy

**Abstract:** At present, the employment situation urges HVC (higher vocational colleges) to carry out employment-oriented education. However, in this process, there is an imbalance between IPE (IPE) and the cultivation of college students' sense of social responsibility. This article focuses on the field of vocational education under employment orientation, and pays attention to the relationship between IPE and the cultivation of college students' sense of social responsibility. Through in-depth analysis of the theoretical basis of pedagogy, psychology and sociology, this article reveals that the imbalance is mainly reflected in the aspects of goal setting, content cohesion and methods. Its causes include deviation of educational ideas, uneven distribution of resources and imperfect evaluation system. Based on this, this article puts forward the strategy of adjustment from three aspects: target calibration, content optimization and method improvement. It aims to promote the coordinated development of IPE in HVC and the cultivation of college students' sense of social responsibility, cultivate high-quality talents with both professional skills and sense of social responsibility, and provide theoretical reference and practical guidance for the benign development of vocational education.

## 1. Introduction

As an important position to cultivate high-quality skilled talents, it is of great practical significance for HVC to carry out employment-oriented education and teaching activities [1]. Employment orientation is not only related to students' personal career development, but also related to the survival and development of HVC and the quality of delivering qualified talents to the society [2]. IPE and the cultivation of college students' sense of social responsibility play an important role in the vocational education system [3]. IPE aims at guiding students to establish a correct world outlook, outlook on life and values, and cultivating students' good moral quality and ideological and political literacy [4]. The cultivation of college students' sense of social responsibility focuses on making students deeply realize their responsibilities to society and others, and inspiring them to actively contribute to social development [5]. Both of them play an irreplaceable role in shaping all-round high-quality talents and promoting social harmony and progress.

In the practice of employment-oriented vocational education, there is an imbalance between IPE and the cultivation of college students' sense of social responsibility [6]. Some HVC pay too much attention to the training of employment skills, and put a lot of teaching resources and energy into professional courses and practical skills training, ignoring the importance of IPE and social responsibility cultivation. This leads to the fact that IPE is a mere formality, which fails to really touch the depths of students' thoughts, and the cultivation of social responsibility lacks systematicness and coherence [7]. The utilitarian tendency under the guidance of employment makes students pay more attention to personal career development and economic interests, and have a weak awareness of social responsibility [8]. This imbalance not only affects the improvement of the comprehensive quality of higher vocational students, but also is not conducive to the sustainable development of society.

In view of the above, it is urgent to study the imbalance and adjustment between IPE in HVC and the cultivation of college students' sense of social responsibility under the employment orientation. The purpose of this study is to analyze the current situation and causes of imbalance and explore effective adjustment strategies, so as to promote the coordinated development of IPE in HVC and the cultivation of college students' social responsibility, and cultivate high-quality talents with solid professional skills and high social responsibility.

## **2. Theoretical cornerstone**

Under the guidance of employment, IPE in HVC and the cultivation of college students' sense of social responsibility depend on the relevant theories of education, psychology and sociology. Pedagogy theory laid an important foundation for both. The theory of educational purpose emphasizes that education should not only impart knowledge and skills, but also promote people's all-round development. In vocational education, employment orientation focuses on the cultivation of vocational skills, while IPE and social responsibility cultivation are related to the shaping of students' morality and values, and are the key components of all-round development. Curriculum theory points out that curriculum should scientifically integrate all kinds of knowledge according to educational objectives. Therefore, in the curriculum system of HVC, ideological and political courses and professional courses should be organically integrated, and social responsibility education should be integrated when teaching professional knowledge to realize the unity of knowledge imparting and moral cultivation.

Cognitive development theory shows that students' moral cognition will develop with age and experience. Students in HVC are in a critical period of deepening their moral cognition, and IPE guidance can help them build a mature moral judgment system and enhance their sense of social responsibility [9]. Motivation theory emphasizes that intrinsic motivation has a powerful driving effect on behavior. Stimulating students' inner recognition and interest in social responsibility can encourage them to take the initiative to take responsibility and internalize external requirements into their own code of conduct. Social learning theory suggests that individuals learn social norms and values by observing and imitating others' behaviors. In the scene of vocational education, the school creates a positive campus culture and sets an example, which enables students to learn social responsibility in a subtle way. Social role theory points out that every social role has corresponding responsibilities and obligations. HVC help students to understand the social responsibilities of their future professional roles, so that students can form a clear sense of responsibility before entering the workplace and prepare for fulfilling their social responsibilities in the future.

## **3. Unbalanced status quo**

Under the guidance of employment, there are many imbalances between IPE in HVC and the cultivation of college students' sense of social responsibility. In terms of goal setting, the goal of IPE in HVC deviates from the goal of cultivating college students' social responsibility. In order to meet the needs of the job market, HVC focus too much on helping students acquire vocational skills and employment opportunities, which makes the goal of shaping students' ideals, beliefs and values diluted in IPE. The content of IPE in HVC focuses on imparting theoretical knowledge, which fails to fully meet the employment reality when combined with the content of cultivating social responsibility. Like professional ethics education, although it is involved in ideological and political courses, it is not deeply integrated with the characteristics of the industry and job requirements, which leads to the inability of students to effectively connect the ideological and political content with the sense of social responsibility required for future jobs. The content of cultivating social responsibility is not targeted under the guidance of employment, and it is not closely linked to the future employment industry of students, which makes students lack the ability to cope with social responsibility problems in practical work.

The way of IPE in HVC is mainly classroom teaching, and the form is relatively simple, lacking the organic integration with the way of cultivating social responsibility. This makes it difficult for

students to form profound cognition and practical action transformation when accepting IPE and social responsibility cultivation.

#### 4. Causes of imbalance

Under the influence of employment pressure, some HVC over-pursue employment rate, and focus their education on vocational skills training, thus forming a utilitarian educational concept. This concept makes IPE and the cultivation of college students' sense of social responsibility marginalized. Under the guidance of this educational concept, schools often think that students can achieve their educational goals as long as they master professional skills and can find jobs smoothly, while ignoring the all-round development of students as social people.

The unreasonable distribution of educational resources among employment guidance, IPE and social responsibility cultivation has seriously affected the development of the latter two. As can be seen from Table 1, in terms of capital investment, the investment in training equipment and enterprise cooperation related to employment guidance accounts for as high as 60%, while the investment in teacher training and practice base construction for IPE only accounts for 20%. The special funds for cultivating social responsibility are even less, accounting for only 5%. In terms of teachers, the number of teachers with professional skills is sufficient, accounting for 70% of the total number of teachers, while the proportion of ideological and political teachers and teachers specializing in cultivating social responsibility is low, accounting for 15% and 5% respectively. This imbalance in resource allocation makes IPE and social responsibility cultivation lack the necessary material foundation and teachers, and cannot be effectively carried out.

Table 1 Comparison of Resource Allocation in Higher Vocational Education

Project	Career Guidance	IPE	Cultivation of Social Responsibility
Funding Allocation Ratio (Annual Budget)	60%	20%	5%
Staffing Ratio (Number of Full-time Teachers)	70%	15%	5%
Course Duration Ratio (Total Class Hours per Semester)	55%	25%	10%
Proportion of Practice Base Numbers	75%	12%	8%

At present, the evaluation system of HVC mainly takes students' employment rate and professional skill level as the core indicators. This evaluation system makes schools and teachers pay more attention to students' performance in employment, while ignoring the effect of IPE and social responsibility cultivation. This leads teachers to focus more on improving students' professional skills and employment competitiveness in the teaching process, and lack sufficient enthusiasm and initiative for IPE and social responsibility cultivation.

#### 5. Adjustment strategy

In view of the imbalance between IPE in HVC and the cultivation of college students' sense of social responsibility under the guidance of employment, it is necessary to formulate practical adjustment strategies from three aspects: objectives, contents and methods.

HVC should recalibrate the goals of IPE and the cultivation of college students' sense of social responsibility, so as to make them closely fit the employment orientation. HVC can refine the goal of IPE into three levels: shaping professional ideals, cultivating professional ethics and guiding professional values. Career ideal shaping aims to help students establish long-term career goals that meet the needs of social development and personal interests. The cultivation of professional ethics focuses on making students clear about the moral norms of different industries. The guidance of professional values helps students form correct value judgments in the process of employment. The goal of cultivating college students' sense of social responsibility should focus on the sense of responsibility needed for employment. In this way, students can realize their social responsibilities

while pursuing their career development.

Higher vocational colleges should optimize the content of IPE and the content of social responsibility cultivation, and realize the effective connection between them and employment needs. They should incorporate industry development cases into ideological and political courses, and deepen students' understanding of professional ethics and social responsibility by case analysis. At the same time, colleges should develop a special curriculum module for cultivating social responsibility, and set up targeted content according to the characteristics of different majors. Taking Table 2 as an example, the major of mechanical manufacturing focuses on product quality responsibility and safety production responsibility; Nursing specialty focuses on cultivating medical service responsibility and patient care responsibility.

Table 2 Course Module Content for Cultivating Social Responsibility in Different Majors

Major Name	Course Module Content for Cultivating Social Responsibility	Class Hours Arrangement (per Semester)	Practical Activity Settings
Mechanical Manufacturing	Product Quality Responsibility, Work Safety Responsibility, Green Manufacturing Responsibility	16 class hours	Visit enterprise quality control processes on-site, participate in safety drills
Nursing	Medical Service Responsibility, Patient Care Responsibility, Medical Ethics Responsibility	18 class hours	Community medical service, hospital ward volunteer service
E-commerce	Online Integrity Responsibility, Consumer Rights Protection Responsibility, Data Security Responsibility	14 class hours	Simulate e-commerce platform operation, conduct consumer rights protection promotional activities
Environmental Engineering	Environmental Project Implementation Responsibility, Ecological Protection Responsibility, Environmental Monitoring Responsibility	16 class hours	Participate in environmental public welfare activities, conduct on-site environmental monitoring practice
Tourism Management	Tourist Service Responsibility, Cultural Heritage Responsibility, Eco-tourism Responsibility	15 class hours	Scenic spot volunteer service, cultural heritage protection promotional activities

Higher vocational colleges should improve the ways and means of IPE and social responsibility cultivation, and enhance their synergistic effect. In IPE, these colleges adopt diversified teaching methods are adopted, such as scenario simulation, group discussion and social practice. In the cultivation of social responsibility, students are organized to participate in corporate social responsibility practice projects, and students are encouraged to write their own experiences and reflect on their own responsibilities in practice. Using modern information technology, an online learning and communication platform is built to provide rich learning resources, which is convenient for students to learn ideological and political knowledge and social responsibility anytime and anywhere, and at the same time promote exchanges and interactions among students.

## 6. Conclusions

In this article, the imbalance and adjustment between IPE in HVC and the cultivation of college students' sense of social responsibility under the guidance of employment are deeply discussed.

Under the background of employment orientation, there are many unbalanced problems between IPE in HVC and the cultivation of college students' sense of social responsibility. In goal setting, too much emphasis is placed on employment skills, which leads to the dilution of the goals of IPE and responsibility cultivation. In terms of content connection, IPE and the content of cultivating sense of responsibility failed to effectively meet the actual employment needs. In terms of methods, IPE and sense of responsibility cultivation are single and lack of coordination. These imbalances stem from the deviation of educational ideas; Uneven distribution of educational resources; The evaluation system is not perfect.

Aiming at these problems, this article puts forward a series of adjustment strategies. On the adjustment of goals, recalibrate the goals of IPE and responsibility cultivation, so that they can be closely combined with employment orientation. In terms of content adjustment, we should optimize the content of IPE and sense of responsibility, integrate it into industry cases, and develop targeted curriculum modules. The adjustment of methods emphasizes the use of diversified teaching methods, the organization of practical projects, and the use of information technology to build a learning exchange platform.

By implementing these adjustment strategies, it is expected to improve the current unbalanced situation and promote the coordinated development of IPE in HVC and the cultivation of college students' sense of social responsibility. This will help to improve the comprehensive quality of higher vocational students, make them better adapt to the needs of social development, promote vocational education to achieve the dual goals of educating people and employment, and cultivate more high-quality skilled talents with both ability and political integrity for the society.

## Acknowledgments

2025 Annual Soft Science Research Project on Rural Revitalization by the Office of the Jiangsu Provincial Committee for Rural Work and Jiangsu Provincial Department of Agriculture and Rural Affairs Title: Research on the Optimization of Support Policies for College Students' Return to Hometowns for Employment and Entrepreneurship under the Background of Rural Revitalization -- An Empirical Analysis Based on the Employment Quality Reports (2021-2023) of Suzhou Polytechnic Institute of Agriculture Project No.: 2SASS009

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