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A study of the employment challenges and countermeasures for broadcasting and hosting students in Guizhou higher vocational colleges in the era of digital intelligence

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Abstract. Against the backdrop of the Digital China initiative and the deepening integration of media, digital and intelligent technologies are reshaping the ecosystem of the media industry, presenting broadcasting and hosting students in Guizhou higher vocational colleges with severe employment challenges. Grounded in Social Cognitive Career Theory, this study adopts a qualitative research approach and conducts semi-structured interviews with 12 graduating students majoring in broadcasting and hosting at two higher vocational colleges in Guizhou Province. The interview data are analyzed through thematic analysis and three-level coding using NVivo 12. The findings indicate that students' employment difficulties arise from the interplay of three factors: conflicts in self-efficacy, a lag in educational provision, and profound changes in the industry ecosystem. Accordingly, this study proposes a set of systematic countermeasures, including structural reform on the supply side of education, enhancement of students' self-efficacy and reconstruction of their professional competencies, closer alignment with the evolving industry ecosystem and strengthened employment support, as well as greater policy coordination.

Keywords: digital intelligence, Guizhou higher vocational colleges, broadcasting and hosting, employment challenges, Social Cognitive Career Theory

1. Introduction

1.1. Research background

Driven by the dual forces of the Digital China initiative and the deepening integration of media, emerging technologies such as artificial intelligence and big data are reshaping the ecosystem of the media industry. The professional roles of broadcasters and hosts have expanded from traditional radio and television to a diverse range of fields, including integrated media communication, short-video production, and livestreaming e-commerce. Accordingly, the competency requirements of relevant positions have shifted from "accurate

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delivery" toward a combination of skills such as cross-media storytelling, interactive communication, and digital content production [1]. However, the rapid iteration of digital and intelligent technologies has accelerated occupational transformation. While students majoring in broadcasting and hosting at higher vocational colleges benefit from technological advances, they also face practical challenges, including increasing risks of job displacement, delays in updating their skills, and insufficient alignment between their competencies and job requirements [2]. As a relatively less-developed region in western China, Guizhou Province faces numerous challenges in enabling its higher vocational colleges to adapt to technological change and deepen industry–education integration in broadcasting and hosting education [3, 4]. On the one hand, the relatively underdeveloped level of industrial development has resulted in a limited number of relevant employment opportunities, while available positions increasingly demand advanced digital and intelligent skills. On the other hand, the uneven distribution of educational resources has made it difficult for some institutions to meet the demands of the digital and intelligent era in terms of curriculum design, faculty provision, and the development of practical training platforms. The interaction of these factors has created more complex employment difficulties for broadcasting and hosting students in Guizhou's higher vocational colleges and generated an urgent need for educational reform.

Social Cognitive Career Theory (SCCT) focuses on self-efficacy, outcome expectations, and the interaction between individuals and their environments in career development, providing a dynamic analytical framework for examining employment challenges in the digital and intelligent era [5]. SCCT emphasizes the roles of learning experience, perceived social support, and adaptive capacity in individuals' career choices, which closely correspond to the process through which higher vocational students reconstruct their career perceptions in response to technological disruption. Existing research indicates that the employment difficulties of higher vocational students are closely associated with cognitive biases and insufficient environmental resources, while individual cognitive factors such as self-efficacy have a significant impact on their employability [6]. SCCT therefore provides an important theoretical foundation for analyzing the employment challenges faced by broadcasting and hosting students in Guizhou's higher vocational colleges.

At present, higher vocational programs in broadcasting and hosting across China generally face problems such as a mismatch between curriculum provision and the demands of digital and intelligent technologies, as well as a gap between professional competencies and workplace requirements [7]. These problems are particularly pronounced in Guizhou due to the relatively underdeveloped industrial sector and the shortage of practical training platforms. In actual teaching, traditional broadcasting courses continue to focus primarily on news delivery, with insufficient training in emerging skills such as new media operations and digital content creation. At the same time, although students have some basic experience with emerging fields such as short videos and livestreaming, they generally lack adequate career planning capabilities and the ability to apply relevant technologies in depth [8]. Existing studies show that there remains considerable room for improvement in the level of employment matching and career stability among graduates of media-related higher vocational programs in Guizhou. There is therefore an urgent need to explore new approaches to resolving these problems by better aligning professional training with labor market demands.

The *Implementation Plan for the National Vocational Education Reform* (2019) explicitly calls for vocational education to "align with trends in technological development and market demand and optimize the allocation of professional resources". The *Opinions on Deepening the Reform of the Modern Vocational Education System* (2022) further emphasizes the need to "take industry–education integration as the foundation and promote the digital transformation of vocational education". Guizhou Province's *14th Five-Year Plan for the Development of Vocational Education* also proposes building a new ecosystem in which vocational education and the regional economy develop in coordination, with a focus on distinctive industries

such as big data and the integrated development of culture and tourism. These policy directions provide a top-level policy basis for this study to focus on the empowerment of education through digital and intelligent technologies and to explore a regionally tailored employment support system.

In summary, this study seeks to examine in depth the subjective cognitive barriers experienced by students, thereby providing empirical support for improving the precision of career guidance and restructuring an integrated "skills–digital technologies–industry" model of talent development.

1.2. Research objectives and research questions

This study aims to investigate in depth the current employment challenges faced by broadcasting and hosting students in Guizhou higher vocational colleges in the digital and intelligent era, the factors contributing to these challenges, and possible countermeasures. Accordingly, the study addresses the following three research questions: What are the current employment challenges faced by broadcasting and hosting students in Guizhou higher vocational colleges in the digital and intelligent era? What factors contribute to these employment challenges? What countermeasures can be adopted to address these challenges?

1.3. Significance of the study

This study primarily examines the employment challenges faced by broadcasting and hosting students in Guizhou higher vocational colleges in the context of the digital and intelligent era and has significant theoretical value. First, the study introduces Social Cognitive Career Theory (SCCT), developed by Lent et al. [5], providing a new theoretical perspective for understanding the factors underlying the employment challenges of higher vocational students in the digital and intelligent era. SCCT emphasizes the roles of self-efficacy, outcome expectations, and the interaction between individuals and their environments in the process of career choice. By applying this theoretical framework, the study can dynamically analyze how higher vocational students reconstruct their career perceptions amid technological change, thereby enriching research on the application of career choice theories in emerging technological contexts. Second, the study provides empirical support for the further development of vocational education theory by examining the multidimensional causes of the employment challenges faced by broadcasting and hosting students in Guizhou higher vocational colleges.

From a practical perspective, this study has several important implications. First, it provides theoretical support and practical direction for curriculum reform in broadcasting and hosting programs at higher vocational colleges in Guizhou Province. By examining the current employment challenges and their underlying causes in the digital and intelligent era, the study identifies potential shortcomings in traditional broadcasting courses and provides a theoretical basis for optimizing curriculum design and improving teaching quality. Second, the study offers insights into deepening industry–education integration in higher vocational colleges. By analyzing problems such as ineffective school–enterprise cooperation mechanisms, the study proposes countermeasures for establishing a regional employment support system, which can facilitate deeper cooperation between higher vocational colleges in Guizhou and local industries while enhancing students' practical competencies and employment competitiveness. In addition, the study provides a reference for the formulation and implementation of vocational education policies in Guizhou Province. It explores how policy objectives can be more effectively translated into concrete practices, thereby promoting the coordinated development of vocational education and the regional economy. Finally, the study provides theoretical support for career planning and career guidance for higher vocational students. By examining students' subjective cognitive barriers, it provides a theoretical basis for improving the precision and effectiveness of career guidance.

1.4. Research innovations

This study introduces Social Cognitive Career Theory into research on the employment challenges of broadcasting and hosting students in higher vocational colleges in the digital and intelligent era. By extending the application of SCCT to the context of emerging technologies, the study offers a new perspective for understanding the reconstruction of students' career perceptions and enriches research on career choice theory in digital and intelligent environments.

The study provides theoretical support for curriculum reform in broadcasting and hosting programs at higher vocational colleges in Guizhou Province and promotes closer alignment between curricula and the demands of digital and intelligent technologies. It also proposes the establishment of a regional employment support system to facilitate deeper industry–education integration. In addition, the study offers practical approaches for implementing vocational education policies, thereby promoting the coordinated development of vocational education and the regional economy. Finally, it provides targeted recommendations for the career planning and guidance of higher vocational students, helping them better adapt to employment demands associated with digitalization and rural revitalization.

2. Literature review

2.1. Social Cognitive Career Theory (SCCT)

Social Cognitive Career Theory (SCCT) was developed by Lent et al. in 1994 [5] based on Bandura's Social Cognitive Theory. It aims to explain the mechanisms underlying individuals' behavioral decision-making in career choice and development. The theory holds that career choices are formed through the interaction of individuals, their behavior, and the environment, with self-efficacy, outcome expectations, and career goals serving as core cognitive variables [9]. The central concepts of SCCT include self-efficacy, outcome expectations, and environmental interactions. Self-efficacy refers to an individual's belief in their ability to perform tasks in a particular career domain. Its formation and development are influenced by multiple factors, including personal mastery experiences, observational learning, social persuasion, and physiological states. Outcome expectations refer to an individual's anticipated consequences of engaging in particular career-related behaviors, encompassing various aspects such as economic returns, social status, and personal fulfillment. Environmental interactions concern the interaction between individuals' career development and their external environments, with factors such as family, educational institutions, and sociocultural contexts influencing career development. Empirical studies focusing on higher vocational students have further confirmed the explanatory power of these core variables in career-related contexts. Jiajia Yao's research demonstrates that self-efficacy, career outcome expectations, and career goal selection have significant positive effects on the employment intentions of higher vocational students [10]. Ying LI's research likewise confirms the significant predictive effect of self-efficacy on the employability of higher vocational students [6].

2.2. Current employment challenges of broadcasting and hosting students in Chinese higher vocational colleges in the digital and intelligent era

Against the backdrop of the deep integration of digital and intelligent technologies with the media industry, students majoring in broadcasting and hosting at higher vocational colleges in China face increasingly complex and multidimensional employment challenges, among which self-efficacy is a key factor. Existing research indicates that the self-efficacy of higher vocational students majoring in broadcasting and hosting may be affected by academic pressure and negative coping strategies, which in turn influence their

employment choices and career development. Some researchers have proposed strategies for improving the effectiveness of career planning courses. Such strategies are particularly important for broadcasting and hosting students in higher vocational colleges because improving the quality of career planning education can help students develop a clearer understanding of their career goals, thereby strengthening self-efficacy and reducing employment-related stress. Relevant studies have also emphasized the influence of key career competencies on university students' adaptability. For students majoring in broadcasting and hosting at higher vocational colleges, self-efficacy may be associated with their performance in essential career competencies, including communication skills, self-development capabilities, and information literacy. Some scholars have pointed out that self-efficacy plays an important role for broadcasting and hosting students in higher vocational colleges as they adapt to digital media environments and acquire new technologies. From the perspective of educational provision, higher vocational colleges tend to place greater emphasis on the transmission of theoretical knowledge than on the development of practical skills in broadcasting and hosting education. Such teaching approaches are insufficient to meet the industry's demand for application-oriented professionals, making it difficult for graduates to adapt rapidly to workplace requirements after graduation. In terms of faculty capacity, the teaching staff in broadcasting and hosting programs at higher vocational colleges still need to be improved in both size and quality. With respect to curriculum design, although higher vocational broadcasting and hosting programs have introduced a range of specialized courses, there remains a certain gap between course content and actual industry requirements. This gap has, to some extent, constrained students' employability, as revealed by the studies of Linyuan Guo and Jixin Xie [7]. The digital and intelligent transformation of China's media industry has brought unprecedented changes to the industry ecosystem of higher vocational broadcasting and hosting programs. Competition within the broadcasting and hosting industry has become increasingly intense in the era of integrated media, directly affecting the employment market for graduates of higher vocational broadcasting and hosting programs [11, 12]. At present, a certain mismatch remains between educational provision and market demand in this field. On the one hand, market demand places increasingly high requirements on the professional competencies and innovative capabilities of broadcasting and hosting professionals. On the other hand, educational provision has not yet fully adapted to changes in the industry ecosystem in terms of teaching content, practical training platforms, and assessment mechanisms [13]. In summary, higher vocational broadcasting and hosting programs face numerous employment challenges amid the transformation of the industry ecosystem in the digital and intelligent era. Educational reform that aligns with industry trends and market demand while fostering a coordinated educational ecosystem is therefore essential to the sustainable development of higher vocational broadcasting and hosting programs.

2.3. Definition of employment challenges

There is currently no universally accepted definition of the employment challenges faced by higher vocational students majoring in broadcasting and hosting in the digital and intelligent era. Based on a review of relevant studies and an analysis of interview data, this study defines the concept as follows.

Insufficient self-efficacy among higher vocational students in the digital workplace. Traditional broadcasting education has emphasized vocal and physical presentation, whereas the integrated media era requires competencies in content planning, cross-platform operations, and AI technology application [14]. Some institutions continue to focus primarily on traditional radio and television content and provide insufficient training in emerging skills such as new media operations and short-video production. As a result, students may lack the competencies required to apply emerging technologies, weakening their employment initiative and professional competitiveness. They may also lack confidence in scenarios involving impromptu

expression and real-time interaction, leading to more conservative career choices [15]. A mismatch between students' career expectations and the industry ecosystem. The "halo effect" surrounding the media industry has led many students to prefer traditional broadcasting positions in radio and television. However, digital and intelligent transformation has generated rapidly growing demand for emerging positions while reducing the number of established positions in traditional media. Zhi Ding's research [12] has also observed this trend. Approximately two-thirds of graduates enter local television stations or grassroots online media organizations, while more than one-quarter engage in administrative, sales, and other occupations. This has resulted in low job satisfaction, with more than 40% leaving their jobs within three years. Recent studies have confirmed that, amid the emergence of new forms of employment, university graduates are increasingly distributed across diverse occupational fields, with a considerable proportion entering positions that have limited connections with their academic majors [16]. Low starting salaries and limited opportunities for career advancement further exacerbate this mismatch in expectations, resulting in declining career commitment, the emergence of a passive "lying flat" mentality, and insufficient motivation for career development. A disconnect between educational provision and industry demand. Although digital and intelligent technologies are driving rapid changes in the media industry, higher vocational colleges have responded relatively slowly in areas such as program restructuring, faculty development, and practical training platform construction. The studies of Yafeng Song and Haisheng Pan [4] similarly reveal this mismatch. Some institutions offer technologies such as virtual reality and intelligent broadcasting only as elective courses, while school–enterprise cooperation often lacks the integration of authentic industry projects. Consequently, it is difficult to establish an effective connection between students' professional competencies and actual workplace requirements, an issue also discussed extensively by Fengyue Liu [17]. In addition, insufficient coordination between the policy environment and market mechanisms, together with the underdevelopment of industry certification systems, leaves students without authoritative certification of their professional competencies. Only approximately 30% of institutions have introduced enterprise data analysis tools, while less than 15% of students have access to advanced equipment. The uneven distribution of media resources across regions further disadvantages institutions in central and western China in accessing technological resources, creating unequal competition under the "digital divide".

Based on the above analysis, this study defines employment challenges as the range of problems faced by higher vocational students majoring in broadcasting and hosting in the digital and intelligent era as a result of the interaction of multiple factors, including insufficient self-efficacy, a mismatch between career expectations and the industry ecosystem, and ineffective environmental interactions. These problems manifest themselves in a mismatch between professional competencies and market demand, low employment quality, poor career stability, and limited career development opportunities.

2.4. Factors influencing employment challenges

From the perspective of SCCT and in consideration of the specific characteristics of broadcasting and hosting programs in Guizhou higher vocational colleges, the factors influencing employment challenges in the digital and intelligent era can be divided into three dimensions.

Self-efficacy is an important internal factor influencing employment challenges. Self-efficacy refers to an individual's belief in their ability to successfully complete a task in a particular situation or context. Research shows that individuals with low self-efficacy are more likely to experience anxiety and withdrawal when confronted with employment challenges, thereby reducing their likelihood of successful employment [18]. In addition, self-efficacy influences individuals' career choices and career adaptability. Individuals with high self-efficacy are more likely to respond proactively to challenges and adopt effective behavioral strategies,

allowing them to demonstrate greater confidence and initiative in career decision-making and development. Therefore, individual self-efficacy is of considerable importance in examining employment challenges.

The degree of alignment between educational provision and market demand is another key factor affecting employment. Educational provision encompasses program design, curriculum content, teaching methods, and practical training opportunities. In recent years, industrial upgrading and the emergence of new technologies have generated increasing demand in the labor market for highly skilled and interdisciplinary professionals, a trend also supported by the studies of Jie Lu and Chuande Chi [16]. However, some educational institutions remain behind market demand in terms of program design and curriculum content, resulting in a disconnect between what students learn and the requirements of actual employment [19]. Inadequate practical training further limits the development of students' operational competencies and problem-solving abilities. Therefore, examining educational provision while considering the quality of practical training and the alignment between education and market demand is an important approach to understanding employment challenges.

Changes in the industry ecosystem have a profound impact on the employment market. With the widespread application of emerging technologies such as the digital economy, artificial intelligence, and big data, the employment structure of traditional industries has undergone significant changes. Demand for talent in emerging industries has increased rapidly, while employment opportunities in traditional industries have gradually declined, as also discussed by Jie Lu and Chuande Chi [16]. At the same time, intensified industry competition and rising employer expectations regarding talent quality have made competition in the employment market increasingly fierce. Research shows that imbalanced development across industry ecosystems has resulted in an unequal distribution of employment opportunities, with some industries and regions simultaneously experiencing difficulties in both employment and recruitment [20]. Therefore, understanding changes in the industry ecosystem is essential for examining the employment challenges faced by higher vocational students.

In summary, this study identifies self-efficacy, educational provision, and the industry ecosystem as the three key factors influencing employment challenges. These factors interact with and reinforce one another, jointly shaping the employment challenges encountered by students majoring in broadcasting and hosting at higher vocational colleges.

3. Research methodology and research design

3.1. Research method

This study adopts a qualitative research approach, with interviews serving as the primary method of data collection. Interview data are obtained through direct communication between the interviewer and participants and therefore provide relatively high reliability [21]. Drawing on previous studies of a similar nature, this study employs semi-structured interviews. Before each interview, the researcher identifies the key research questions and objectives. During the interview, questions are posed in an open and flexible manner around issues relevant to the study, allowing the researcher to explore participants' experiences and perspectives in greater depth [22].

3.2. Sampling method and research participants

Following the qualitative research methodology proposed by Xiangming Chen [22], this study employs purposive sampling to select participants for the semi-structured interviews. The participants are graduating students from higher vocational colleges A and B in Guizhou Province. These two institutions were selected because both have offered broadcasting and hosting programs for more than five years, while the majority of

their graduates have not pursued employment directly related to their field of study. Graduating students were selected because they are at a critical stage of transition from higher education to employment and are directly confronted with the employment challenges examined in this study. Accordingly, 12 students from higher vocational colleges A and B in Guizhou Province were selected as interview participants.

3.3. Research instrument

The interview guide was developed based on the factors identified as influencing employment challenges. Specifically, the interview guide consisted of 12 questions distributed across four areas: three questions concerning participants' current employment situations, three concerning self-efficacy, three concerning educational provision, and three concerning the industry ecosystem. To ensure the feasibility and validity of the interview guide, five experts were invited from the Broadcasting and Hosting Committee of the China Radio and Television Association to conduct an expert validity assessment. The final interview guide used in this study was developed based on their evaluation and feedback.

3.4. Data processing and analysis

The audio recordings of the interviews were transcribed verbatim and analyzed using thematic analysis. NVivo 12 was employed to facilitate data management and analysis. The interview data were interpreted through a three-level coding process consisting primarily of open coding, axial coding, and selective coding. To facilitate systematic analysis and processing, the raw interview data were broken down into smaller units and assigned initial codes. This coding procedure follows the qualitative data analysis tradition summarized by Xiangming Chen [22]. Throughout the interviews with all participants, the researcher strictly complied with relevant legal and ethical requirements and maintained the confidentiality of all participant information [23].

4. Research finding and discussion

4.1 Analysis of the current employment challenges and influencing factors in the digital and intelligent era

After converting the interview recordings into verbatim transcripts, the researchers repeatedly reviewed and organized the transcripts before conducting the coding process. Based on the factors influencing employment challenges identified in this study, the current employment challenges and influencing factors of broadcasting and hosting students in Guizhou higher vocational colleges were categorized into three themes and twelve subthemes, as shown in Table 1.

Table 1. Analysis of the current employment challenges and influencing factors of broadcasting and hosting students in Guizhou higher vocational colleges in the digital and intelligent era

Themes	Subthemes
Conflicts in self-efficacy	Conflict in perceptions of professional competencies
	Technology anxiety
	Inferiority regarding educational qualifications
	Willingness to adapt
Lagging educational provision	Outdated curricula
	Lack of practical training

Table 1. Continued

Lagging educational provision	Disconnect from technology
	Imbalance between theory and practice
Profound changes in the industry ecosystem	Contraction of traditional positions
	Pressure from AI substitution
	Rise of new media
	Intensifying competition

Note: Compiled by the researchers based on the study data.

4.1.1. Conflicts in self-efficacy

4.1.1.1. Conflict in perceptions of professional competencies: a gap between ideals and reality

The interview findings indicate that participants generally tended to either overestimate or underestimate their professional competencies in broadcasting and hosting. Students with relatively high self-assessments mainly attributed their confidence to their sustained efforts during formative learning and their perceived inherent cognitive potential, while lacking an in-depth understanding of the actual demands of the employment market. By contrast, students with relatively low self-assessments recognized that although their professional competencies were above average during their studies, they discovered during internships that there was a substantial gap between their abilities and actual workplace requirements. This discrepancy between self-assessment and actual occupational demands resulted in conflicts in students' perceptions of their professional competencies during the employment process, thereby affecting the accuracy of their self-efficacy judgments. This finding is consistent with previous research suggesting that self-efficacy is shaped by successful experiences and that insufficient exposure to authentic occupational contexts can lead to inaccurate assessments of one's abilities. The development of digital and intelligent technologies has significantly changed market demand in the broadcasting and hosting industry, while students' perceptions of their professional competencies have not kept pace with these changes. Higher vocational curricula tend to place greater emphasis on theoretical knowledge while providing insufficient practical training, and some course content remains outdated and disconnected from the needs of the new media era. For example, broadcasting courses have not adequately incorporated emerging fields such as short-video production and e-commerce. Consequently, students find it difficult to accurately assess the degree of alignment between their professional competencies and market demands when confronted with emerging positions, further intensifying conflicts in self-efficacy. This contradictory self-perception causes students to hesitate during the employment process and makes it difficult for them to make clear career choices. To some extent, such conflicts in self-perception reduce the efficiency of students' employment decision-making and manifest themselves as indecision in career selection. Participants stated:

"I felt that my professional abilities were fairly good when I was at school, but during my internship, I realized that my abilities were not actually as strong as I had thought" (S1).

"I'm not very confident, but everyone has their own strengths" (S4).

4.1.1.2. Technology anxiety: the impact of emerging technologies and students' responses

The interview findings indicate that in recent years, digital and intelligent technologies, particularly AI, have been increasingly applied in broadcasting and hosting, generating concerns among students about the possibility of being replaced. Such concerns are not unfounded; rather, they reflect a reasonable anticipation of potential occupational changes resulting from technological development. However, these concerns have also generated fear and uncertainty about students' career futures, thereby negatively affecting their self-efficacy.

More specifically, technology anxiety not only undermines students' confidence in their professional competencies but may also lead them to resist positions involving emerging technologies during the employment process. This, to some extent, narrows their range of career choices and may cause them to miss employment opportunities associated with emerging technologies. In addition to the perceived threat of AI-driven substitution, the widespread application of digital and intelligent technologies has created various challenges for students in adapting to emerging technologies. Their difficulties are primarily reflected in unfamiliarity with new technologies and insufficient technological application skills. Consequently, students may experience insecurity and anxiety when considering positions involving emerging technologies, further intensifying conflicts in self-efficacy. Furthermore, students generally believe that inadequate instruction in emerging technologies at their institutions is an important factor contributing to these adaptation difficulties. This finding suggests that there is room for improvement in curriculum design and teaching methods to better meet students' learning needs regarding emerging technologies and thereby enhance their adaptability and self-efficacy. Participants stated:

"I do feel that AI technology has had some impact, although my current work does not conflict much with AI" (S8).

"I suggest that the school strengthen practical courses in areas such as new media operations and short-video production" (S7).

4.1.1.3. Inferiority regarding educational qualifications: limitations of educational attainment and psychological impact

The interview findings indicate that educational attainment has a significant impact on the employment market. Broadcasting and hosting students in Guizhou higher vocational colleges generally recognize the limitations associated with their relatively lower level of educational attainment. Differences in educational qualifications expose students to greater competitive pressure and psychological burdens during the employment process, which in turn negatively affect their self-efficacy and confidence in securing employment. In addition, relatively low educational attainment significantly affects both students' access to employment opportunities and their psychological well-being. To some extent, it restricts the range of career options available to students while placing considerable psychological pressure on them. This pressure manifests itself in a lack of confidence during the employment process and, in some cases, a tendency to avoid seeking employment altogether. Such psychological burdens not only influence students' employment behavior but may also reduce their motivation and initiative during subsequent career development, thereby affecting the sustainability of their professional development. Participants stated:

"My educational qualification is too low" (S2).

"When I work in society, I feel exhausted every day, and I have a certain sense of fear about work" (S1).

4.1.1.4. Willingness to adapt: choices and challenges associated with emerging positions

The interview findings indicate that the development of digital and intelligent technologies has generated numerous emerging positions, such as livestreaming and self-media operations. These positions are attractive to broadcasting and hosting students in Guizhou higher vocational colleges, but students also demonstrate a degree of resistance toward them. The coexistence of attraction and resistance creates contradictions and confusion when students select employment opportunities, further affecting their self-efficacy and employment decision-making. At the same time, students' willingness to adapt is influenced not only by the attractiveness of emerging positions but also by conflicts with their career plans. This conflict between willingness to adapt and career planning makes it difficult for students to make clear choices when confronted with emerging positions, thereby affecting their employment behavior and career development. Students

generally believe that inadequate career planning guidance provided by their institutions is an important factor contributing to the conflict between their willingness to adapt and their career plans. Participants stated:

"I feel that working in new media is not prestigious enough compared with traditional broadcasting and hosting" (S2).

"The school should add courses on emerging technologies such as e-commerce and big data and strengthen practical teaching" (S5).

4.1.2. Lagging educational provision

4.1.2.1. Outdated curricula as a manifestation of lagging educational provision

The interview findings indicate that with the continuous advancement of digital and intelligent technologies, market demand in the broadcasting and hosting industry has undergone significant and dynamic changes. However, some higher vocational institutions have failed to update and optimize their curriculum content at the same pace. This disconnect between curriculum content and market demand makes it difficult for students to meet the requirements of emerging positions due to insufficient knowledge and professional skills, thereby negatively affecting their employment competitiveness. In addition to outdated course content, limitations in curriculum design also affect students' employability. The amount of time devoted to genuinely useful coursework is relatively limited, while students are often required to acquire additional knowledge and skills independently after entering the workplace. Such limitations prevent students from systematically developing core competencies within their limited study time and make it difficult for them to meet the increasingly demanding professional requirements of the employment market. Participants stated:

"The teachers do not yet have a sufficient understanding of or command of new media" (S8).

"There are many different courses at school, but some of them are not particularly useful" (S3).

4.1.2.2. Lack of practical training resulting from lagging educational provision

The interview findings indicate that practical training, as a critical component of developing students' employability, remains inadequate in Guizhou higher vocational colleges. On the one hand, institutions fail to provide sufficient practical opportunities, requiring students to seek practical resources independently outside the institution. On the other hand, systematic internship opportunities are not adequately arranged by the institutions, and students are often required to find internship positions on their own. The shortage of practical opportunities means that students generally lack sufficient work experience upon graduation, making it difficult for them to meet the actual requirements of the employment market. Even when institutions provide some practical training opportunities, the content is often significantly disconnected from market demand. Practical courses tend to focus on traditional media settings, such as television stations, and have limited relevance to emerging contexts such as new media and integrated media companies. In addition, practical training is largely concentrated on basic professional operations, such as audio recording, with insufficient opportunities for students to participate in authentic projects. This disconnect between practical training and market demand leaves students lacking practical operational skills and innovative thinking when applying for emerging positions, thereby weakening their employment competitiveness. Participants stated:

"The school does not provide enough practical opportunities, so I have to look for them outside the school myself" (S4).

"The practical courses at school mainly involve simple audio recording" (S3).

4.1.2.3. Mismatch in technological alignment resulting from lagging educational provision

The interview findings indicate that Artificial Intelligence (AI) and new media technologies constitute key components of digital and intelligent transformation, yet significant shortcomings remain in the teaching of these areas. Some institutions have not yet introduced courses specifically related to digital and intelligent

technologies, leaving students to rely primarily on self-directed learning to acquire relevant skills. Although some institutions offer new media courses, their effectiveness is reportedly limited, mainly because teachers have insufficient understanding and command of new media technologies. The inadequate provision of instruction in emerging technologies leaves students without the technological knowledge and application skills required for emerging positions, thereby negatively affecting their employment choices. In addition to deficiencies in teaching content, institutions also lag behind in the practical application of technologies. New media instruction tends to focus on basic operations such as audio recording and video editing, with insufficient attention to the in-depth application of emerging technologies and innovative practice. There is a considerable gap between institutional teaching content and technological applications in actual workplaces. For example, the use of video-editing software in institutional teaching is relatively outdated. This lag in technological application makes it difficult for graduates to adapt to the rapidly evolving digital and intelligent environment, thereby constraining their subsequent career development. Participants stated:

"Although the school offers a new media course, its effectiveness is average, and the teachers do not have sufficient knowledge of or command of new media" (S8).

"There is a considerable gap between what the school teaches and how technology is actually applied in the workplace" (S7).

4.1.2.4. Imbalance between theory and practice resulting from lagging educational provision

The interview findings indicate that theoretical instruction accounts for a relatively large proportion of the curriculum in broadcasting and hosting programs at Guizhou higher vocational colleges, while practical training remains comparatively insufficient. This theory-oriented teaching model provides students with inadequate opportunities for hands-on practice, making it difficult for them to effectively translate theoretical knowledge into practical competencies. Institutional courses tend to focus primarily on foundational and introductory knowledge, lacking sufficient depth and breadth in practical training. This imbalance between theory and practice makes it difficult for students to meet actual workplace requirements after graduation, thereby negatively affecting their employment competitiveness. In addition to the dominance of theoretical instruction, the disconnect between theory and practice is another key factor affecting students' employment. The relatively high proportion of theoretical content and insufficient depth and breadth of practical training make it difficult for students to effectively apply what they have learned to actual work situations. There is a considerable gap between institutional teaching content and technological applications in the workplace. For example, the use of video-editing software in institutional teaching is relatively outdated. This disconnect between theory and practice makes it difficult for graduates to adapt to actual workplace requirements and consequently constrains their career development. Participants stated:

"The courses at school mainly cover basic and introductory content" (S9).

"I hope the school can strengthen practical courses such as new media operations and short-video production" (S7).

4.1.3. Profound changes in the industry ecosystem

4.1.3.1. Contraction of traditional positions resulting from changes in the industry ecosystem

The interview findings indicate that with the continuous development of digital and intelligent technologies, traditional media are gradually losing market share to new media platforms, directly resulting in a decline in the number of positions available in traditional media. The reduction in traditional media positions has become a widely recognized trend within the industry. This contraction has significantly reduced employment opportunities for broadcasting and hosting students in Guizhou higher vocational colleges within the traditional media sector, consequently increasing the difficulty of securing employment. In addition to the decline in the number of positions, the attractiveness of traditional media jobs has also decreased. For

example, competition for positions at television stations is intense, while salaries are relatively low and workloads are substantial. The declining attractiveness of traditional positions has made students more inclined to pursue employment in emerging media, although competition for these positions is also intense. Participants stated:

"Competition at television stations is fierce, and television stations are also laying off employees now" (S3).

"Traditional opportunities are still quite good, but the actual salary you receive is relatively low" (S9).

4.1.3.2. Increasing pressure from AI substitution amid profound changes in the industry ecosystem

The interview findings indicate that the rapid development of AI technology poses a potential substitution threat to broadcasting and hosting positions. The growing sophistication of AI has enabled its increasingly stable application across various fields, allowing it to perform basic tasks such as copywriting generation and information dissemination. This potential for substitution has created greater uncertainty for students during the employment process. Although students generally believe that AI cannot completely replace human emotional communication and creative thinking, its application in basic broadcasting tasks and copywriting generation has already affected traditional positions. Faced with the potential substitution effects of AI, students generally exhibit a sense of anxiety. Although their current jobs do not directly conflict with AI to a significant extent, they nevertheless perceive themselves as being affected by the development of AI technology. This anxiety influences their employment confidence and career choices. To address the challenges posed by AI, students generally believe that greater emphasis should be placed on technological learning and the development of innovative capabilities. They support using AI as an auxiliary tool—for example, generating an initial draft with AI and then refining it manually—to improve work efficiency. Participants stated:

"AI is very good at writing copy, and it can meet almost any requirement you give it" (S4).

"AI can replace some basic tasks, but it cannot replace innovative thinking or emotional communication" (S7).

4.2. Analysis of countermeasures for the employment challenges in the digital and intelligent era

Table 2. Analysis of countermeasures for the employment challenges of broadcasting and hosting students in Guizhou higher vocational colleges in the digital and intelligent era

Themes	Subthemes
Structural Reform of Educational Provision	Modernization of the curriculum system and content
	Improvement of teaching models and faculty competencies
	Restructuring of the practical teaching system
Enhancement of Individual Self-Efficacy and Competencies	Technology empowerment and competency diversification
	Career identity and career planning guidance
Industry Alignment and Employment Support	Expansion of diversified employment channels
	Establishment of targeted employment support systems

Note: Compiled by the researchers based on the study data.

After converting the interview recordings into verbatim transcripts, the researchers repeatedly reviewed and organized the transcripts before conducting the coding process. Based on the factors influencing employment challenges identified in this study, the proposed countermeasures for broadcasting and hosting

students in Guizhou higher vocational colleges were categorized into three themes and seven subthemes, as shown in Table 2.

4.2.1. Structural reform of educational provision: an inevitable path toward precision and practical competence

4.2.1.1. Modernization of the curriculum system and content

The interview findings indicate that the lag between the current curriculum content of higher vocational broadcasting and hosting programs and industry practice has become a widely recognized problem. The coding results highlight students' strong demand for the dynamic updating of course content, strengthened hands-on training in cutting-edge technologies, and the integration of AI tools into the curriculum. These findings are highly consistent with recent academic research. Simply offering a single course such as *Introduction to New Media* is no longer sufficient. Emerging competencies such as short-video planning, data analysis, and the application of AI-Generated Content (AIGC) tools should be deeply integrated into the core curriculum. This would facilitate a shift from "theory lagging behind practice" toward a practice-oriented educational model. Therefore, the key to reform lies in establishing a dynamic curriculum optimization mechanism capable of rapidly identifying and integrating cutting-edge knowledge and technologies from the industry. Participants stated:

"Add practical courses such as new media operations and short-video production, and avoid 'water courses' [courses with little substantive content]" (S7).

"Add courses on emerging technologies such as e-commerce and big data, and strengthen practical teaching" (S5).

4.2.1.2. Improvement of teaching models and faculty competencies

The interview findings reveal strong student demand for innovation in teaching models and improvement in faculty competencies. This demand is specifically reflected in the need for project-based teaching, "dual-qualified" teachers, and small-class instruction. "Dual-qualified" teachers can not only impart theoretical knowledge but also introduce authentic industry projects and guide students through the entire process from conceptualization to implementation. At the same time, small-class and studio-based teaching models can facilitate individualized instruction and more precisely enhance students' practical competencies. This directly addresses the problem identified in the coding process whereby excessive class sizes result in insufficient teacher guidance. Participants stated:

"I hope the number of students in professional courses can be smaller. When there are too many students, the teachers cannot effectively teach everyone" (S3).

"What actually needs improvement may not be the school's course content, but the teaching ability of junior college instructors. They may have a high level of knowledge themselves, but they are not necessarily able to teach it effectively" (S2).

4.2.1.3. Restructuring of the practical teaching system

The interview findings indicate that establishing a multi-level and authentic practical teaching system is fundamental to addressing the identified employment challenges. Participants expressed strong demand for diversified practical platforms, deeper school–enterprise cooperation, and mechanisms for transforming practical outcomes into tangible achievements. These demands point directly to the current problems of formalistic and disconnected practical training. A "learning by doing" model can not only strengthen students' technical skills but also cultivate their professional competencies and teamwork abilities, effectively narrowing the gap between learning and actual employment. Participants stated:

"Practice should account for a larger proportion of the program. Students need more opportunities to engage in practical work" (S9).

"I have had to seek out and expand my own practical opportunities outside the school" (S4).

4.2.2. Enhancement of individual self-efficacy and competencies: a strategic shift from passive adaptation to proactive empowerment

4.2.2.1. Technology empowerment and competency diversification

The interview findings indicate that students generally demonstrate a strong willingness to enhance their competitiveness by acquiring new technologies. Within the framework of SCCT, this reflects a pathway through which self-efficacy can be strengthened through successful learning and practical experiences. The coding results emphasize the need for students to develop a diversified "Broadcasting and Hosting +" competency portfolio while strengthening their innovation and planning capabilities. Accordingly, educational interventions should encourage and support students in actively embracing technological change and developing into "T-shaped professionals"—that is, professionals who possess in-depth expertise in broadcasting and hosting while also acquiring a broad range of complementary technological competencies. This approach can help students establish differentiated competitive advantages in the employment market. Participants stated:

"Learning one more skill would make me feel a little more secure" (S3).

"We should place greater emphasis on innovation, whereas the teaching at school is too general" (S7).

4.2.2.2. Career identity and career planning guidance

The interview findings indicate that students' widespread uncertainty and conflicting perceptions regarding career planning highlight the lack of systematic career education. From the perspective of SCCT, clear career goals and positive outcome expectations can significantly influence individuals' career choices and persistence. At the same time, strengthening psychological support and helping students cope with employment pressure and technology anxiety are essential for maintaining stable employment confidence. Participants stated:

"I may follow my family's arrangements and join the family business. At this stage, I am more focused on my studies" (S7).

"I haven't decided what I expect from my future job yet" (S1).

4.2.3. Industry alignment and employment support: building a support system with information symmetry and diversified employment channels

4.2.3.1. Expanding diversified employment channels

The interview findings indicate that students' employment choices have clearly expanded beyond traditional radio and television media to include non-traditional positions such as new media operations, cultural and tourism promotion, and children's education. The coding results support guiding students to consider localized employment opportunities as well as entrepreneurship and innovation. Accordingly, countermeasures should help students recognize that employment success is no longer synonymous with securing a position at a "television station". Instead, students can establish their professional positions within the broader media-related sector or apply their professional competencies to other industries, such as corporate communications and government new media operations. Entrepreneurship, such as establishing an arts training institution, also represents an important and viable career pathway. Participants stated:

"Most students are moving toward non-traditional positions, such as new media and tourism bureaus" (S7).

"I would like to establish an arts training institution and help more people speak Mandarin well" (S9).

4.2.3.2. Establishing a targeted employment support system

The interview findings indicate that students face significant information asymmetry and difficulties in accessing suitable internship opportunities during the job search process. Therefore, establishing a targeted employment support system represents an important component of the proposed countermeasures. Such a system should integrate and disseminate accurate and timely information on corporate recruitment, particularly the requirements and competency standards for emerging positions in new media. It should also establish efficient internship-matching platforms, shifting from students having to "search independently" to institutions providing "targeted matching". In addition, comprehensive support should be provided throughout the employment process, including guidance on résumé preparation, interview skills, and workplace adaptation. Participants stated:

"The school does not arrange internships for us; we have to find them ourselves" (S8).

"The jobs that actively approach you are basically positions such as entertainment livestreaming" (S1).

5. Conclusion and recommendation

5.1. Conclusion

5.1.1. Employment challenges and influencing factors faced by broadcasting and hosting students in Guizhou higher vocational colleges

This study finds that the employment challenges faced by students majoring in broadcasting and hosting in Guizhou higher vocational colleges are primarily reflected in three aspects: conflicts in self-efficacy, lagging educational provision, and profound changes in the industry ecosystem. These factors are interrelated and jointly affect students throughout the employment process.

First, students exhibit significant conflicts in self-efficacy. Some students overestimate their professional competencies and fail to fully recognize how digital and intelligent technologies have reshaped industry requirements, resulting in a gap between their expectations and the realities of the employment market. This conflict in perceptions of professional competencies not only affects students' ability to accurately assess their capabilities but also causes hesitation when they encounter emerging positions, making it difficult for them to make clear career choices. At the same time, most students demonstrate noticeable anxiety about emerging technologies such as artificial intelligence and are concerned about the potential threat of technological substitution, which undermines their confidence in securing employment. In addition, limitations associated with their educational qualifications expose students to considerable competitive pressure in the employment market and create substantial psychological burdens, reducing their initiative in making employment choices. Together, these factors result in relatively low levels of self-efficacy during the employment process, thereby affecting students' employment decisions and career choices.

Second, lagging educational provision significantly constrains the development of students' employability. Outdated curriculum content fails to reflect changing industry demands for digital and intelligent technologies in a timely manner, leaving students without the necessary knowledge and skills when applying for emerging positions. Practical teaching is also inadequate: institutions fail to provide sufficient practical opportunities, while the content of existing practical training is often disconnected from market demand. Consequently, students lack sufficient practical work experience upon graduation and struggle to meet the actual requirements of the employment market. Furthermore, the mismatch in technological alignment and the imbalance between theory and practice further restrict students' ability to adapt to emerging technologies and weaken their employment competitiveness. Insufficient educational provision therefore not only limits the

development of students' practical competencies but also impedes their ability to adapt to emerging technologies, thereby exacerbating their employment challenges.

Finally, profound changes in the industry ecosystem have had a far-reaching impact on the employment market. The widespread application of digital and intelligent technologies has reduced the number and attractiveness of traditional media positions. Although emerging positions such as new media operations and livestreaming are attractive to students, they are highly competitive and impose greater demands on technological competencies and innovative capabilities. In addition, the potential substitution effects of AI and intensifying industry competition have increased the uncertainty students face during the employment process, affecting their employment confidence and career choices. Conflicts between students' willingness to adapt to emerging positions and their existing career plans further intensify their employment challenges.

5.1.2. Countermeasures for the employment challenges of broadcasting and hosting students in Guizhou higher vocational colleges

The lag in curriculum content is one of the key factors contributing to students' insufficient employability. Therefore, establishing a dynamically optimized curriculum system is essential. Courses should incorporate cutting-edge technology modules such as short-video planning, data analysis, and AI-generated content tools, facilitating a shift from theory-oriented curricula that lag behind industry developments toward practice-oriented education. Yafeng Song and Haisheng Pan [4] likewise emphasize the importance of aligning curricula with industrial development. Optimizing the curriculum system can not only enhance students' professional competencies but also strengthen their ability to adapt to emerging technologies. Innovation in teaching models and improvement of faculty competencies are important approaches to enhancing students' practical abilities. Project-based teaching and the development of a "dual-qualified" teaching workforce can effectively bridge the gap between theory and practice [24]. By introducing instructors with extensive frontline experience in new media and combining small-class and studio-based teaching models, institutions can provide individualized guidance and enhance students' practical competencies in a targeted manner. Restructuring the practical teaching system is central to improving students' employability. Establishing productive training bases jointly with integrated media centers, MCN organizations, and Internet companies and involving students in authentic commercial projects can effectively strengthen their professional competencies and teamwork skills. The substantive industry–education integration proposed by Fengyue Liu represents an approach in this direction [17]. This "learning by doing" model can bridge the gap between education and employment and enhance students' competitiveness in the labor market.

Students' strong willingness to learn new technologies demonstrates the feasibility of enhancing self-efficacy through technological empowerment. Developing a diversified "Broadcasting and Hosting +" competency portfolio and strengthening students' innovation and planning capabilities can enhance their differentiated advantages in the employment market, a conclusion supported by the studies of Linyuan Guo and Jixin Xie [7]. Educational interventions should therefore encourage students to actively embrace technological change and develop into "T-shaped professionals", who possess in-depth expertise in broadcasting and hosting while also acquiring competencies in relevant technological fields. Students' uncertainty regarding career planning further highlights the necessity of systematic career education. From the perspective of SCCT, clear career goals and positive outcome expectations can significantly influence students' career choices and persistence. Introducing diverse role models, including industry professionals and successful alumni, can broaden students' career horizons and foster positive perceptions of diverse career pathways, such as new media operations, children's speech and communication education, and arts examination training, thereby strengthening their professional identity. The studies of Jie Lu and Chuande Chi [16] also provide support for this approach.

Students' employment choices have expanded from traditional radio and television media to non-traditional positions such as new media operations, cultural and tourism promotion, and children's education. Guiding students to consider local employment opportunities and entrepreneurship, while leveraging local cultural resources to develop digital cultural industries, can create broader employment opportunities. Encouraging students to establish arts training institutions also represents a viable pathway for improving employment outcomes. Students face significant information asymmetry and difficulties in accessing suitable internships during the job search process. Therefore, establishing a targeted employment support system is essential. Integrating and disseminating accurate and timely corporate recruitment information, establishing efficient internship-matching platforms, and providing comprehensive guidance on résumé preparation, interview skills, and workplace adaptation can effectively improve the efficiency and quality of students' employment. Nan Hu et al. [25] likewise propose a similar approach.

5.2. Research recommendations

To effectively address the employment challenges faced by broadcasting and hosting students in Guizhou higher vocational colleges in the digital and intelligent era, this study proposes the following recommendations.

5.2.1. Structural reform of educational provision

Higher vocational colleges should establish a dynamically optimized curriculum system and integrate cutting-edge technology modules, including short-video planning, data analysis, and AI-generated content tools, into the curriculum to keep pace with the rapid evolution of digital and intelligent technologies. Yafeng Song and Haisheng Pan [4] similarly advocate establishing a dynamic curriculum response mechanism. At the same time, institutions should implement project-based teaching and strengthen the development of a "dual-qualified" teaching workforce by recruiting instructors with extensive frontline experience in new media. Ye Cao and Qingguo Meng [26] provide a systematic discussion of this approach [26]. Combined with small-class and studio-based teaching models, these measures can facilitate individualized instruction and enhance students' practical competencies in a targeted manner. In addition, institutions should jointly establish productive practical training bases with integrated media centers, MCN organizations, and Internet companies, enabling students to participate in authentic commercial projects and thereby develop their professional competencies and teamwork skills. Fengyue Liu's research provides a practical framework for this approach [17].

5.2.2. Enhancement of individual self-efficacy and competency development

Students should be encouraged to develop a diversified "Broadcasting and Hosting +" competency portfolio, strengthen their innovation and planning capabilities, and become "T-shaped professionals". While developing in-depth expertise in broadcasting and hosting, they should also acquire competencies in relevant technological fields, as specifically discussed by Linyuan Guo and Jixin Xie [7]. Higher vocational colleges should provide career planning guidance throughout students' academic journeys. By introducing diverse role models, including industry professionals and successful alumni, institutions can broaden students' career horizons and help them develop positive perceptions of diverse career pathways, such as new media operations, children's speech and communication education, and arts examination training. At the same time, psychological support should be strengthened to help students cope with employment pressure and technology anxiety and maintain stable confidence in their employment prospects. Ying Li's research confirms the supporting role of psychological characteristics in this regard [6].

5.2.3. Industry alignment and employment support

Higher vocational colleges should encourage students to consider local employment opportunities and entrepreneurship, leverage local cultural resources to develop digital cultural industries, and encourage them to seek employment in non-traditional fields such as new media operations, cultural and tourism promotion, and children's education. Jie Lu and Chuande Chi [16] similarly advocate this approach. At the same time, institutions should establish a targeted employment support system by integrating and disseminating accurate and timely corporate recruitment information, developing efficient internship-matching platforms, and providing comprehensive guidance on résumé preparation, interview skills, and workplace adaptation. Nan Hu et al. [25] have proposed a systematic approach in this regard. Through enterprise partnerships involving order-based talent development and project-based internships, institutions can help ensure that students are prepared to enter the workforce immediately after graduation, thereby improving both employment efficiency and employment quality.

5.2.4. Policy support and regional collaboration

The government should introduce relevant policies to encourage greater allocation of educational resources to higher vocational colleges in Guizhou, particularly by providing support for digital and intelligent technology teaching equipment and practical training platforms. Cooperation between higher vocational colleges in Guizhou and institutions in economically developed eastern regions should also be promoted to facilitate the sharing of educational resources and practical experience, narrow disparities in the distribution of educational resources, and improve the overall quality of higher vocational education in Guizhou. Through policy guidance and institutional coordination, the synergistic development of vocational education and the regional economy can be further promoted.

In summary, this study recommends addressing the employment challenges of broadcasting and hosting students in Guizhou higher vocational colleges through multidimensional measures, including structural reform of educational provision, enhancement of individual self-efficacy and competency development, industry alignment and employment support, and policy support and regional collaboration.

5.3. Research limitations and suggestions for future research

This study has certain limitations in terms of sample selection, research methodology, and theoretical application. Future research should further deepen the investigation of employment issues among higher vocational broadcasting and hosting students in the digital and intelligent era by expanding the sample size and geographic coverage, adopting mixed-methods approaches, broadening the theoretical framework, examining the effectiveness of policy implementation, and exploring models of interregional collaboration. These efforts can provide more targeted and forward-looking recommendations for the reform and development of vocational education.

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