

## Research on College Students' Career Planning Based on Multiple Intelligence Theory

Jing Chen<sup>a</sup>, Kun Cheng<sup>b,\*</sup>, Xin Yan<sup>c</sup>

Beijing Nomal University Zhuhai, Guangdong, 519000, China

<sup>a</sup>cj200333@163.com, <sup>b</sup>malcolmcheng@163.com, <sup>c</sup>15212377898@163.com

\*Corresponding author

**Keywords:** Multiple Intelligence, Career Planning, College Students

**Abstract:** This article takes the impact of the novel COVID-19 epidemic on college students' career planning as a research background, using a questionnaire survey to find the status quo of college students' career planning in Guangdong universities, and find that although most of them have taken courses in career planning, they are still unclear about their self-cognition, as well as lacking the motivation and methods to explore themselves and the society, most of them are eager to find their core competence; Based on the results, this paper proposes to combine the multiple intelligence theory to help students discover their core competence, and focus on cultivating students to develop a new perspective to understand themselves, so as to encouraging the development of multiple intelligence, therefore, creating maximum personal and social value, finally contribute to progress in the society.

### 1. Introduction

The advent of the post-epidemic era has brought about profound changes in the employment situation, the impact of decentralization on personal development urgently requires individuals to improve their ability to respond to changes and clarify their own advantages, at the same time, under the dilemma of the first-line downstream enterprises, the rising labor costs and the shortage of corporate capital flow are in urgent need of cost reduction; under the current situation, the employment problem of college students is becoming more and more serious, the issue of career planning for college students has also begun to receive attention.

With the construction of career planning courses in major universities recent years, career education has been gradually developed, undergraduates' consciousness of career planning is beginning to grow stronger, and the choice of career and employment regions is increasingly showing a diversified trend. However, faced with the rapid change of employment forms in the post-epidemic era, the problem of career planning for college students began to emerge. Students still do not have a clear concept of career planning, and they are in the initial stage of understanding their own core competence and how to exert their core competitive advantages in career planning. These directly lead to the problem that they have the consciousness of career planning but do not know how to plan it, and the confusion mood continues to deepen, which leads them to "follow the currents" and set off a wave of "going abroad" or "postgraduate fever", eventually, the cultivation of college students falls into the homogenization trap, and also causes a single talent structure, which is difficult to meet the diverse needs of the current society. Based on this, we should pay more attention to improving career planning skills, especially in response to the rapidly changing post-epidemic era, students need to quickly recognize their own advantages, only by flexibly responding to social development and needs can we not be eliminated by society.

This article understands the students' career planning needs and their own cognition and planning situation by issuing questionnaires. Suggestions are issued based on the theory of multiple intelligences in college training model and students' self-cognition, which can help college students make reasonable cognition and clear planning under the scientific and systematic theory and

develop continuously in the field that oneself are good at as well as finally realize their life value.

## **2. A Review of Researches on College Students' Career Planning and Multiple Intelligences**

With the continuous progression of career education in China recent years, the importance of career education and the problems it faces are becoming increasingly prominent. Scholars such as Wuming Lei explained the implementation and problems of college students' career education in 2006 and 2009 respectively, and pointed out that college career education lacks systematization, coordination and science, therefore, discussed the similarities and differences of career counseling and career counseling. Jianxin Huang et al. (2015) analyzed the status quo and countermeasures of career education in terms of planning awareness and educational systematization. Dong Chen et al. (2014) summarized the successful experience of career education abroad and domestically (Hong Kong and Taiwan), and traced the source of career education theory. He Shubin (2013) studied the localized development and characteristics of Taiwan university career education, and analyzed its characteristics in detail. Jiaying Yu (2015) sorted out the characteristics of career education in American colleges and universities from three aspects: legislative guarantee, perfect system, and cooperative institutions in "American College Student Career Guidance System and Enlightenment". Hongya Huang and Dan Liu (2018) comprehensively discuss the Japanese career education system in terms of the characteristics and development context of Japan's career education in the Japanese School Career Education Evaluation. There are countless domestic reference studies on foreign experience in career education, but most of them stay in the analysis of reference to foreign career education systems, and failed to produce localized career education inspiration.

Gardner (1983) confirmed the criteria for the existence of intelligence from the fields of developmental psychology, life sciences, and logic analysis, and proposed the theory of multiple intelligence, and define intelligence as "the biopsychological potential of individuals to process information under a certain cultural background", breaking the traditional IQ theory's biased understanding of individual abilities; Moreover, Gardner (2004) predicts that research on multiple intelligences will be divided into two aspects: intelligent education and intelligent individualization in the future. Intelligent education focuses on describing each person's intelligent development process, while intelligent individualization focuses on the evolution of intelligent types. Because that Gardner is an American psychologist, the theory of multiple intelligence was first popularized in the United States, and there were many related researches and practices, for example, the "Colorful Spectrum" project designed and implemented by Gardner himself adopts the situational assessment method to study the development of individual intelligent structure. Even multiple intelligence schools have been established in the United States, for example, Hall (2003) in the book "Becoming a Multiple Intelligence School" clarifies the practical gains and challenges of multiple intelligence theory in American schools. At first, the domestic understanding of multiple intelligence was relatively simple, it was not until the publication of multiple intelligence translated by Professor Zhilong Shen in 1999 that it caused a great shock in the education sector and accelerated the related research. Even in 2000, the Chinese Education Society made the practical research project of multiple intelligence a key subject.

Although the theory of multiple intelligence has been spread to a certain extent in China, its guiding role in individual and social development has not been fully understood, there is still no general consensus on the guiding significance of career education, and it has not been widely used in talent training and career planning. The concept of career education has been introduced in China for a long time, but like the former one, it has not received much attention. The concept of education in Chinese society is deeply influenced by traditional specific concepts. It lacks sufficient knowledge of individuals and cannot make scientific and rational judgments. Regarding the study of the correlation between the two, there is currently little research on the relationship between multiple intelligence and career education, especially the research on the theory of multiple intelligence used to guide life planning is not yet thorough.

### **3. Current situation and Problems of college students' career planning**

We adapted the Chinese psychologist Armstrong's Multiple Intelligence Scale based on Chinese social background, and conduct a multi-intelligence questionnaire survey on a certain number of college student samples to initially determine the development of eight intelligences for college students, In the end, we conduct a questionnaire survey on college students in Guangdong Province, and investigate the feedback results of college students on the evaluation of multiple intelligence, thus providing data our research.

#### **3.1 Investigation of career planning courses for college students**

In the survey, we found that 80% of the students have participated in career planning courses, in terms of knowledge of career planning courses, 57.14% said that their understanding was in average level, 28.57% of the students said they understood well, and only 5.71% said they knew it very well. From the perspective of the effect of career planning courses on themselves, 42.86% of the students said that the effect is average and relatively limited, 37.14% of the students think it is useful, and 5.71% of the students think it is very useful. In terms of the importance of career planning, 60% of students think it is important, and 31.43% think it is very important. Only 8.575 thinks the importance is average. It can be seen that most students have been exposed to career planning courses, and after being trained in such courses, they've already have a relatively correct attitude towards the importance of career planning, However, the specific effectiveness of the career planning course needs to be improved, and it does not substantially actually improve students' awareness of the scientific system of career planning.

#### **3.2 Investigation on the self-cognition of college students**

In response to "Have you taken a self-knowledge test (multiple choice)?", nearly 75% have taken it initiatively, the most exposed is the MBTI personality test, followed by the Holland career planning test and the Big Five personality test, etc.; About 48.57% of the students said they had a clear understanding of their strengths and advantages, 37.14% of the students said that their understanding was relatively general and not clear, 11.43% of students said it was vague; when answering the question "Do you evaluate your strengths from multiple perspectives?", 17.14% of students said they rarely do it, 37.14% of students said that occasionally, 34.29% of students said they would, while only 5.71% of the students said they often do. Through the feedback of these questions, we can see that most students have actively engaged in self-knowledge and self-cognition, and they all have a curious exploration psychology about themselves, as well as a certain understanding of their own specialties; However, when it comes to more detailed levels of multiple intelligence, they don't have a very clear understanding, and it is clear that in daily life, they won't view themselves from a multi-dimensional way.

#### **3.3 Analysis of college students' demand for strengthening their core competitiveness**

60% of the students in the survey believe that it is very important to recognize their core competitiveness, 34.29% of students consider it important; but when it comes to their own core competitiveness, only 2.36% of students think it is very clear, 31.43% thought it was clear, while 48.57% thought it was not very clear, and 17.14% thought it was vague; in fact, 45.71% of students began to consciously understand, train and plan their careers; based on this, 42.86% of the students think that they are very eager to scientifically and systematically train their core competitiveness. 51.43% of the students have tendency for it. The above shows that most students have a relatively good understanding of the importance of core competitiveness, but when it comes to digging into one's own core competitiveness and how to tap it, most students are still in a state of confusion. It is worth noting that most students still have a tendency to career planning, this shows that the demand for career planning is still very necessary among students, and improvement of career planning courses should be gradually put on the agenda.

#### **4. Based on the theory of multiple intelligences to do college students career planning**

##### **4.1 Helping college students to do self-cognition based on multiple intelligence theory**

(1) Strengthen the scientific and systematic guidance of multiple intelligence related theories in career planning

How to fully recognize yourself is the first step in career development planning. At present, all major universities have a problem of lacking of theoretical guidance in career planning, and there is no full-time staff in relevant majors to provide students with self-evaluation and guidance. To address this problem, we encourage schools to pay more attention to the participation of professionals in this aspect. For example, using games to guide students to evaluate each other, recalling the 20 things you are most proud of and evaluate from the perspective of others. Through these, we encourage students to discover their superior intelligence and relative disadvantage through process of daily learning, communicating and activities participation, thus getting more comprehension understandings of themselves. In this process, we must pay attention to the sustainability of guidance and recognize that students' intelligence has continuous development characteristics, so as to give more continuous guidance, otherwise, it will be difficult to truly reflect the intelligent characteristics of students.

(2) Construct various evaluation system through different channels to guide the thinking of multiple intelligences

Evaluation system is a sector that needs to be carefully designed in the course of undergraduate education. A good, dynamic, scientific and comprehensive evaluation system has a significant and positive effect on the guidance and self-evaluation of college students. Therefore, the first thing is to develop an appropriate evaluation system of this course for college students. which cannot allow college students to judge it as a "frivolous course", which can only be used to gain credits. We should rather highlight the humanistic attributes of the course and improve the teaching design and teaching methods, as well as focusing on the qualitative development of students, instead of emphasizing quantitative scores, in this way will students take the initiative to recognize the rationality of the multiple intelligence, and accept its existence. Secondly, it is necessary to realize that since the target of evaluation has diversified characteristics, we should analysis a student from several feedback channels. The evaluation of a person is mainly divided into three levels: self, others and collectives. The evaluation subject of students can be school, peers, family, working units and society, they have different evaluation effects from different dimensions, for example, teachers focus more on professional attainment and training goals, employers pay more attention to the feedback of comprehensive quality and general skills, while family evaluation can show changes in student growth. Evaluations and feedback from multiple sources interweave to create a more complete portrait of the individual.

(3) Encouraging students to participate in community activities related to multiple intelligences, so that students can understand their superior intelligence in practice

The university's rich community activities are an important "practice base" for college students to adjust their lives, practice and exercise, establish social relationships, and fully explore and exert their own interests and specialties. The survey shows that whether you participate in club activities or serve as the core backbone of the club can play an important role in career choice and self-planning through lifetime. Therefore, how to give full play to the student associations is a crucial problem for colleges to solve. Otherwise, the phenomenon will occur that "the best student "in school", then "the worst stuff" in a company. Combining community activities with multiple intelligences, and design students' activities to fully meet the intelligent needs of various students, or implement the multiple intelligence ideas into the management of students' associations, Giving full play to and exercise the superior intelligence of students, can not only strengthen cognition of themselves, so that they can be more objective and confident, but also better train students how to develop their own advantages in the team, thus enhance their ability to accept new things and to respond flexibly to organizational requirements. Finally, to achieve the realization of collective value in the discovery of personal value, and inject new vitality into the innovation ability of

colleges.

#### **4.2 Build social cognition based on multiple intelligence theory**

While focusing on self, students should also develop sensitivity to social trends and career needs. The utility of multiple intelligence can still be brought in to help students build a more comprehensive understanding of the society, and help them take initiative to "match" themselves with social careers.

##### **(1) Explore occupations or positions corresponding to multiple intelligence**

Most students' understanding of occupations stays at the level of "income, status, location, ascendancy", this shows that college students have been able to have an understanding of career from the perspective of reality and future planning, but these dimensions are not comprehensive enough. In the analysis, teachers can take some occupations as cases to peel off from the intelligence dimension that are required by occupations, and arouse students' thinking. Through this perspective of analysis, students are encouraged to actively observe and evaluate the main characteristics and intelligence of each job task in daily community organization work, class administrative affairs and unit internships, and improve their understanding of occupations.

##### **(2) Give full play to the guidance and practice of multiple intelligence for college students, and help build a good social and professional awareness**

The course of career planning should pay attention to the role of guiding students how to get started in career planning, and letting students know how to cultivate their own career ability. This process must be closely centered on the professional development, otherwise this course will be lack of deep-going, down-to-earth, and effective work. This requires the teachers not only to have professional theoretical qualities and logical thinking, but also to have rich experience in social practice research and observation. Only in this way can we really teach this course from the perspective of professional development, and give full play to the guidance and practice of multiple intelligence for college students; in addition, a reasonable and commensurate evaluation system must keep up with the pace of the course, which needs teachers to combine quantitative and qualitative analysis together. As a quantitative evaluation standard, the score has its objective and necessary existence value, but as for the development purpose and development of this course, the qualitative evaluation standard is also essential based on its characteristics of diversity, only in this way can students ensure that they can examine themselves, the people around them and the society they live in from a diversified, developmental and multi-level perspective to achieve the purpose of career planning and development thinking.

##### **(3) Integrating resources to build a multi-party education cooperation platform and information collection and evaluation platform**

Based on the fragmented employment information generally reflected by college students, we believe that it is important for colleges to integrate resources and provide a broader employment platform for students. In fact, the construction of a broad platform can have a profound impact on the transformation of schools' educational model. For a broad platform is not limited to providing students with more career choices, but to better connect the school and society together, so that the information is more symmetric and effective; in addition, the establishment of educational cooperation platform is conducive to students obtaining their own evaluation information through multiple channels, and facilitates enterprises to have more understanding of college students' abilities and qualities.

#### **5. Conduct career planning based on multiple intelligence theory**

Through the analysis above, students can try in the following aspects in order to better grasp the planning methods of multiple intelligences and construct their own career planning ideas.

##### **5.1 Construct multiple intelligent thinking system for scientific self-cognition**

Under the impact of the epidemic, college students should not slack off, they should mature as soon as possible to prepare and train themselves. The formation of a multi-intelligence thinking

system does not rely on the guidance of the teacher in the class, but requires more practice, observation, and practice after class. Taking the initiative to communicate and discuss with classmates after class, participating in various societies and groups, practice activities, communicating with family members, consulting teachers timely, and exploring their own confusion on the internet are the prerequisite preparations for college students to be responsible for themselves and society.

### **5.2 Learning and understanding through multiple ways, and start career planning proactively**

While college students continue to train and master the concept of multiple intelligence, they must begin a learning process for their profession, using good thinking on the blade and analyzing career as a core. The whole process needs to be understood through multiple channels, and then judged according to students' actual situations, otherwise it will bring errors due to one-sided understanding; Remember to take career planning as a core and identify the focal point, instead of trying everything interested in.

### **5.3 Pay attention to multiple intelligence training and meet the requirements of multi-dimensional jobs**

After fully understanding of students' professional needs, they can start to combine the desired professional in a targeted manner, strengthening and enhancing one's own superior intelligence to form one's own competitive advantage. Students can continue to formulate dynamic and adjustable career development plans according to their own intelligent development, and continue to refine them, which can turn long-term tasks into short-term tasks. The continuous training, adjustment, and planning, can let your own advantages be fully accumulated, and finally be able to effectively meet the needs of multi-dimensional positions.

### **5.4 Accurate positioning, and combining students' status quo with social needs**

Accurate positioning is the key to determining whether college students can find suitable positions. The fundamental purpose of using multiple intelligence is to enable college students to find out their position in the society, instead of being anxiety, confusion and inferiority. In the process of continuous exploration, it is necessary to sum up in time to examine what position you are in the society or what position you want to achieve. Only by combining your own situation with social needs can you truly realize your self-worth in society.

## **Acknowledgements**

Zhuhai Philosophy and Social Science Research Project: Research on College Students' Career Planning Based on Multiple Intelligence Theory (2019ZC181)

## **References**

- [1] Wuming Lei, Beiping Zhao. The Content and Implementation of Vocational Development Education for College Students [J]. China Youth Study, 2006, (9):86-88.
- [2] Chen Dong, Shanshan Chen, Jing Wang. Research and Enlightenment of Career Education at Home and Aboard [J]. Mental Health Education in Primary and Secondary School, 2014(4):7-11.
- [3] Shubin He. Career Education for College Students in Taiwan [J]. Journal of Heibei Normal University (Educational Science Edition), 2013, 15(6):85-89.
- [4] Jiaying Yu. Career Guidance System for College Students in the United States and its Enlightenment [J]. Journal of Changchun Education Institute, 2015, 31(8):93-94.
- [5] Hongya Huang, Dan Liu. Japanese Primary School Career Education and its Enlightenment to China [J]. Journal of the College of Northwest Adult Education, 2018, 136(4):26-31.
- [6] Klitgaard, Robert, Gardner, et al. Frames of Mind: The Theory of Multiple Intelligences[J].

Journal of Policy Analysis and Management, 1984.

[7] Gardner, Howard. Multiple Intelligences: The Theory in Practice. A Reader[M]. Multiple Intelligences: The Theory in Practice. Basic Books, 1993.

[8] Thomas R. Hoerr. Becoming a Multiple Intelligences School [M]. Educational Science Publishing, 2003.