



## NAVIGATING FUTURE PATHWAYS: REPERCUSSIONS OF EXPERIENTIAL TEACHING ON EMPLOYMENT ANXIETY IN CAREER PLANNING COURSES

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### Abstract:

This study investigates the impact of experiential teaching on employment anxiety among students in career planning courses. Addressing the increasing issue of workplace phobia, characterized by severe anxiety in professional contexts, this research highlights the shortcomings of traditional educational strategies in alleviating such anxieties, particularly among recent graduates in a competitive job market. Utilizing a quasi-experimental design, the study evaluates the effectiveness of experiential teaching methods by comparing an experimental group exposed to these methods with a control group receiving conventional instruction. The research encompasses 120 medical laboratory technology students, employing the Employment Anxiety Diagnostic Scale to ensure psychometric robustness. Results demonstrate a significant reduction in employment anxiety and an enhancement in career planning skills within the experimental group, illustrating the transformative potential of experiential learning. Additionally, the findings reveal demographic disparities, with greater benefits observed among female students and those lacking prior medical background or part-time work experience. This study advocates for the integration of experiential teaching in higher education curricula to better equip students for the workforce, addressing both educational and psychological aspects of career readiness. Recommendations for broader demographic inclusion and methodological improvements in future research are provided to enhance the generalizability and depth of insights into experiential teaching's effectiveness in mitigating employment anxiety.

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## 1. Introduction

### 1.1. Research Background & Problem Statement

The escalating phenomenon of workplace phobia presents a considerable challenge within the domain of occupational health, delineating a specific anxiety disorder characterized by intense fear, avoidance behaviors, and profound impairment in professional settings (Jones-Rincon & Howard, 2018; Bolo *et al.*, 2013). Such conditions not only compromise the well-being and productivity of individuals but also exert substantial repercussions on organizational efficacy (Jones-Rincon & Howard, 2018). Predominantly triggered by workplace stimuli, this disorder is distinct from general anxiety disorders owing to its unique physiological and psychological responses (McCabe *et al.*, 2023). The prevailing research underscores the multifaceted nature of workplace phobia, arising from an amalgam of internal psychological predispositions and external stressors, such as high job demands and inadequate workplace resources (Jones-Rincon & Howard, 2018; Fear, 2018). This intricate interplay suggests that traditional models, such as the Job Demands-Resources model, while useful, require further refinement to encapsulate the complexities of this condition effectively (Bolo *et al.*, 2013). Given the variable prevalence and the broader impact of workplace-related anxieties on diverse demographic and occupational groups, it is imperative to advance our understanding through focused research, particularly in terms of interventions that address both personal susceptibilities and environmental triggers (Kimmel *et al.*, 2015).

The exigency of employment anxiety among recent graduates, particularly within the Chinese context, where the youth unemployment rate starkly accentuates the competitive job market, adds another layer of complexity to this issue (Yujie *et al.*, 2017; Zheng *et al.*, 2022). The burgeoning number of graduates, coupled with their scant real-world experience, catalyzes a crisis of employment anxiety, manifesting in severe psychological and cognitive disturbances (Changjun, 2014). This scenario is further exacerbated in higher vocational to undergraduate students, who navigate additional burdens due to their specific educational and skill-based backgrounds (Yujie *et al.*, 2017). Traditional employment guidance and mental health educational approaches have proven inadequate in mitigating these challenges, spotlighting a critical gap in current educational strategies (Dobson & Schmidt, 2015; Macklin, 2019). Experiential teaching within career planning courses emerges as a potentially transformative approach, promising to enhance real-world preparedness and reduce employment anxiety by fostering skills, resilience, and self-efficacy (Choi & Kim, 2018; Lee & Sung, 2023). However, the effectiveness of such pedagogical strategies remains underexplored, necessitating rigorous research to evaluate their impact on reducing employment anxiety and facilitating smoother transitions into the workforce (Gray, Kim, & Lee, 2020; Bekesiene *et al.*, 2024). Thus, this research aims to critically examine the role of

experiential teaching in alleviating employment anxiety among graduates, with a particular focus on its implementation in career planning curricula (Wei, 2023; Zheng *et al.*, 2022).

## 1.2. Research Questions & Objectives

The proposed study endeavors to address a notable lacuna within the extant literature on student employment anxiety. While investigations into career planning training abound, empirical studies specifically addressing the impact of such courses on students' anxieties remain comparatively scarce. This research seeks to rectify this shortcoming by conducting an in-depth analysis centered on top-up degree students majoring in medical laboratory technology. It would interrogate the efficacy of experiential teaching methods within career planning courses, aiming to mitigate anxieties surrounding future employment. The objectives are twofold. Firstly, this investigation aspires to furnish educators with a robust theoretical foundation, empowering them to optimize teaching practices and provide nuanced career guidance. Secondly, it seeks to deliver actionable insights for institutions and students, fostering a collaborative environment conducive to proactive employment preparation.

Hence, to achieve these objectives, the current study poses several critical research questions:

- 1) Does the integration of experiential teaching methods within career planning courses yield a measurable impact on employment anxiety experienced by undergraduates majoring in medical laboratory technology?
- 2) Considering demographic variables such as gender, familial medical background, prior medical education, and part-time work experience, do discernible differences in employment anxiety exist among undergraduates majoring in the medical laboratory technology field who have received career planning training utilizing experiential teaching?

## 2. Literature Review

### 2.1 Theory, Definitions and Empirical Studies Related to Experiential Teaching

Experiential teaching theory epitomizes a pedagogical shift from conventional didactic approaches to methodologies steeped in direct engagement and personal involvement, thereby fostering a profound connection between education and real-world applications (Kolb & Kolb, 2022; James, 2022). This educational paradigm, deeply rooted in the doctrines of John Dewey and his exhortation for "Learning by Doing," highlights the transformative potential of active, experiential learning processes (Small & Varker, 2023). Dewey posited that genuine learning occurs when students are actively involved in the educational process, engaging directly with the material through practical applications that mirror real-life challenges (James, 2022). In this context, the educator's role transcends the traditional boundary of facilitator to become an architect of learning

environments that simulate or reconstruct real-world scenarios conducive to deep learning (Beard, 2022).

Moreover, the essence of experiential teaching lies in its focus on creating an authentic learning environment that mirrors true-to-life contexts, thus enabling the pragmatic application of theoretical concepts (Hackey, 2023). This immersive approach significantly boosts student engagement and motivation, enhancing the translatability of academic concepts to a variety of real-world situations. Through fostering emotional involvement and promoting autonomous problem-solving, experiential teaching cultivates indispensable life skills such as adaptability, collaboration, and leadership (Norris, 2021). By integrating these elements, experiential teaching defines itself as a pedagogical strategy where structured experiences form the core of the learning process, facilitating the transformation of these experiences into practical knowledge and competencies (Orakçı, 2021). This educational approach not only supports substantial personal development but also equips learners to effectively navigate complex real-world challenges, positioning it as a foundational strategy in contemporary educational models aimed at ameliorating employment anxiety among students participating in career planning courses (Hackey, 2023).

The empirical research surrounding experiential teaching underscores its global development and significant impact across educational settings. Originating from the early 20th-century philosophies of John Dewey, who initiated the University of Chicago Laboratory School as a testbed for his educational theories, experiential teaching has evolved through various interpretations and implementations worldwide (Dewey, 1975; Dewey, 2023). Figures such as Carl Rogers expanded on Dewey's ideas, emphasizing that knowledge stems from practice and advocating for education that promotes self-actualization through direct, practical engagement (Rogers & Freiberg, 1994; Smith & Knapp, 2011). These educational pioneers established foundational principles that have been adapted in diverse contexts, from their experiential training programs to modern pedagogical strategies across various countries (Tiessen & Huish, 2014; Maguth & Hilburn, 2015). In China, experiential teaching melds with historical, educational philosophies dating back to Confucius, who emphasized learning through pleasure and aptitude-based teaching, reflective of experiential learning's core tenets (Lee, 2018). Contemporary Chinese educational reforms have integrated experiential teaching deeply into the curriculum, influencing a broad spectrum of educational levels and disciplines (Tan, 2016; Han & Ji, 2022). This widespread adoption underscores a fundamental shift towards student-centered learning, where the experiential method is celebrated for enhancing students' innovative and practical capabilities, which is crucial for their future careers and personal development (Hoidn & Klemenčič, 2020).

The pervasive research and application of experiential teaching signify a robust academic interest and commitment to refining this educational model, ensuring its relevance and efficacy in addressing the challenges of modern education and workforce preparedness (Hoidn, 2016; Winterbottom, Richard, & Nicholson, 2020; Toetenel & Rienties, 2020). The development of student-centered learning environments, as

examined in multiple ethnographic case studies, further illustrates the transformative potential of experiential teaching in higher education classrooms (Hoidn, 2016). This paradigm shift towards student-centered learning is supported by a virtuous circle of learning design and learning analytics, which contribute to the development of online education tailored to student needs (Toetenel & Rienties, 2020). In conclusion, the integration of experiential teaching within various educational systems exemplifies a dynamic and evolving approach to learning. The synthesis of historical philosophies with contemporary pedagogical strategies ensures that experiential teaching remains a vital and effective model for fostering innovation, practical skills, and lifelong learning in students.

## **2.2 Definition, Empirical Studies of Career Planning in the Educational Domain**

Career planning, often referred to as life planning or career design, constitutes a methodical and strategic endeavor aimed at navigating one's professional trajectory. According to West (2017), career planning is a systematic process undertaken by students during their university years, encompassing both academic and career planning. The effectiveness of career planning significantly influences not only academic success and personal development during university but also overall success in job-seeking, employment, and long-term career achievements. The concept, originally introduced by Sawitri *et al.* (2020), involves an individual's determination of the direction, timing, and action plan to achieve career goals, factoring in personal circumstances and external constraints. Sawitri *et al.* (2020) describe it as an ongoing process of self-assessment and goal setting, while Joshi (2022) emphasizes the role of subjective factors and objective environmental analysis in formulating career development goals and corresponding plans. Groves *et al.* (2022) further delineate it as a comprehensive analysis of interests, hobbies, abilities, and personal characteristics, integrated with the analysis of subjective and objective career conditions, to establish optimal career goals and effective strategies for achieving them. In synthesizing these perspectives, career planning can be redefined as a lifelong strategic framework where individuals or organizations combine their short-term and long-term developmental stages, conduct thorough analyses of personal, organizational, and social factors, and devise strategic plans along with short-term and long-term arrangements for professional growth (Groves *et al.*, 2022; Sawitri *et al.*, 2020). This redefined framework underscores the importance of a holistic approach, integrating personal aspirations with the external socio-economic environment, and ensuring adaptability to evolving career landscapes (Pham *et al.*, 2023). This holistic perspective not only facilitates a clear and objective understanding of one's strengths and weaknesses but also aids in the precise alignment of individual capabilities with career opportunities, thereby enhancing overall career satisfaction and success (Peng & Shih, 2022; Williams & Reitman, 2013).

Empirical research reveals that career planning is influenced by a multifaceted array of factors, which can be categorized into demographic variables, psychological determinants, and social factors. Research highlights that prior work experience

significantly impacts career exploration among college students, with those possessing internship experience demonstrating elevated levels of career exploration (Kaleidoscope career model, 2023). Psychological factors, including career cognition, self-awareness, and career personality, are pivotal. For instance, self-cognition and career cognition are crucial determinants of career planning (Yu, 2022). Furthermore, self-efficacy plays a significant role, with individuals possessing higher self-efficacy being more proactive in their career planning (Lim & Lee, 2019). Core self-evaluation emerges as a significant antecedent, establishing a positive correlation with career planning efficacy (Pesch *et al.*, 2017). Social factors also significantly contribute to career planning. Studies illustrate the direct and indirect impacts of social support on career planning (Vieira & Mei, 2022). The research underscores the necessity of a supportive social environment in fostering effective career planning (Pham *et al.*, 2023). Collectively, this research indicates that a comprehensive career planning process enhances self-awareness, promotes personal development, and facilitates accurate career positioning. By enabling individuals to understand the professional requirements and competitive landscape of desired occupations, career planning aids in setting realistic career goals and formulating actionable plans to achieve them. Consequently, empirical evidence underscores the critical role of career planning courses in alleviating employment anxiety, enhancing employment readiness, and ensuring smoother transitions from academia to professional life (Ma *et al.*, 2020; Malik & Hussain, 2020; Jonck & Swanepoel, 2015). In summary, career planning is influenced by an intricate interplay of demographic, psychological, and social factors. A thorough understanding of these elements is essential for developing effective career planning strategies that foster personal and professional growth.

### **2.3 Definition of Employment Anxiety and Its Relationship with Career Planning**

Employment anxiety, a multifaceted psychological phenomenon, encapsulates the pervasive fear, worry, and unease associated with one's job security and future career prospects. This construct encompasses cognitive, emotional, and behavioral dimensions (Even & Christiansen, 2023; Finklea & Osborn, 2019; Berent & Lemley, 2010). Cognitively, it is characterized by incessant negative thoughts and apocalyptic forecasts about one's financial stability and employability. Emotionally, it manifests as persistent dread and panic over the uncertainties of the job market. Behaviorally, it may lead to procrastination, avoidance of job-seeking endeavors, and social withdrawal (Chen & Zeng, 2021; Even & Christiansen, 2023). Empirical evidence suggests that perceived job insecurity, intensified by economic downturns and organizational downsizing, significantly correlates with escalating levels of employment anxiety over time (Ding, 2023; Finklea & Osborn, 2019). Further research indicates that employment anxiety detrimentally affects mental health, leading to conditions such as depression and generalized anxiety disorder (Yang, 2023; Berent & Lemley, 2010). Additionally, employment anxiety has been shown to negatively impact job performance, satisfaction, and organizational commitment, highlighting the urgent need for effective interventions

to mitigate these effects and promote adaptive coping strategies (Choi & Kim, 2018; Peterson, 2018).

Exploring the nexus between employment anxiety and career planning courses unveils significant pedagogical implications. Career planning courses, strategically embedded within educational frameworks, are designed to equip students with the necessary skills to navigate their future career paths with reduced anxiety and increased confidence. These courses foster a sense of preparedness and adaptability, which are crucial in mitigating the psychological distress associated with job searching and future employment uncertainties (Yang, 2023; Sirois, 2016). As noted by Yang *et al.* (2019), individuals with heightened career adaptability—encompassing elements of concern, control, curiosity, and confidence—are less prone to employment anxiety and more adept at managing job-related stressors (Wei & Chang, 2022; Wei *et al.*, 2019). The intervention study by Ding (2023) supports this, showing that targeted initiatives aimed at enhancing self-efficacy and job search skills significantly alleviate employment anxiety and bolster employment outcomes. Therefore, integrating career planning into the curriculum not only aids in developing essential job-market competencies but also acts as a therapeutic modality, reducing employment anxiety and enhancing overall student well-being (So & Park, 2016; Junianti & Rony, 2023). This synthesis of career education and psychological support is imperative in creating resilient graduates who are well-prepared to thrive in an ever-evolving job landscape.

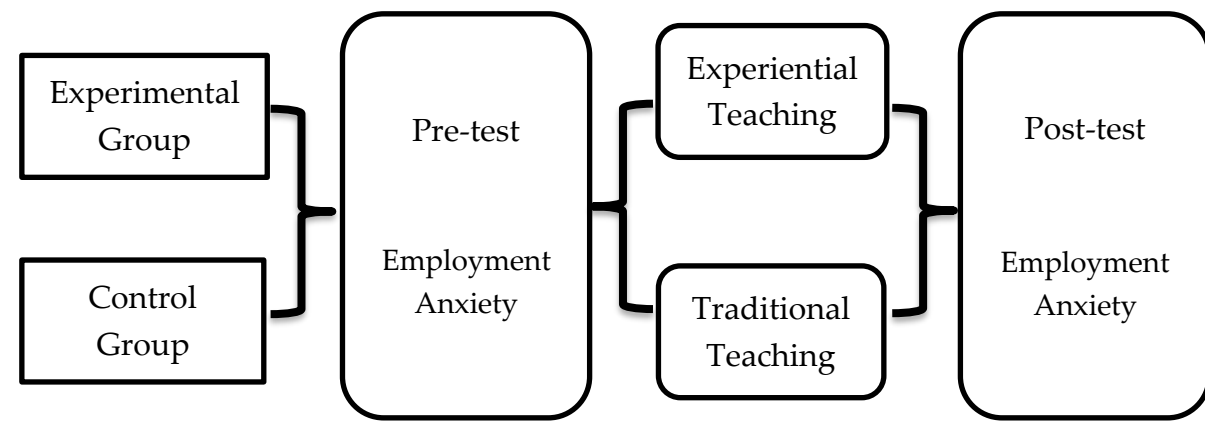
### 3. Methodology

#### 3.1 Quasi-Experimental Design

This study employs a quasi-experimental design to investigate the impact of experiential teaching on employment anxiety in career planning courses. Recognizing the quasi-experimental method's strengths in realism and external validity, this study aims to mitigate its limitations in internal validity and generalizability through meticulous control of extraneous variables and robust statistical analysis. The independent variable is the teaching method, with the experimental group receiving an intervention career planning course and the control group maintaining their daily activities. The dependent variable is the post-test score of employment anxiety levels, while the covariate is the pre-test score of employment anxiety levels. To enhance experimental rigor, several interfering variables are controlled. Both groups receive instruction from the same researcher, ensuring consistent teaching quality and familiarity with the subject matter. The curriculum programs, while distinct in content, are comparable in duration and intensity. The teaching environments are similar, both taking place on campus, though the experimental group utilizes activity rooms or outdoor spaces to facilitate experiential learning. Pre- and post-measurements are standardized across both groups, employing identical tools, measurers, and environments. By addressing these potential confounding factors, this study seeks to isolate the effect of experiential teaching on employment anxiety, contributing valuable insights to pedagogical practices in career planning

courses. This study, founded on a comprehensive literature review, proposes a research framework and questions, selects an appropriate quasi-experimental design, analyzes the collected data, and elucidates the results to underpin the study's conclusions and recommendations. The structure of this study is methodically organized, as illustrated in Figure 1 below.

**Figure 1:** Conceptual Framework of the Current Quasi-Experimental Design



### 3.2 Research Samples

The present study investigates the efficacy of experiential teaching methodologies in alleviating employment anxiety among medical laboratory technology college students. The study scrupulously divided participants into an experimental group and a control group through normal class divisions, ensuring no sick leave or absenteeism among the participants. Each group comprised 60 students, leading to an effective sample size of 120 participants, all of whom completed the survey, resulting in a 100% valid questionnaire rate. The demographic analysis reveals critical insights: the gender distribution predominantly features females at 88.33% (n=106) compared to males at 11.67% (n=14). Furthermore, 28.33% of participants hail from a medical family background, while 71.67% do not. The educational experience in medical-related majors stands at 40.83%, with 49.17% of participants having part-time work experience. These demographic attributes, as indicated in Table 1 below, suggest the sample is representative, reflecting the actual composition without significant structural bias, thereby ensuring the reliability and validity of the research finding.

**Table 1:** Summary of Research Participants' Demographic Information (N=120)

Demographic Variable	Category	N	Percentage
Gender	Female	106	88.33%
	Male	14	11.67%
Family Background	Medical	34	28.33%
	Non-Medical	86	71.67%
Educational Experience	Medical-Related Majors	49	40.83%
Part-Time Work Experience	Yes	59	49.17%
	No	61	50.83%



### **3.3 Primary Research Instruments, Reliability, and Validity**

The current research utilized the Employment Anxiety Diagnostic Scale (Zhang, 2005) to assess the impact of experiential teaching on employment anxiety among college graduates. This 30-item Likert scale, encompassing four dimensions—job anxiety, interview anxiety, employment fear, and employment uneasiness—demonstrates robust psychometric properties. The scale's internal consistency ( $\alpha = 0.913$ ) and split-half reliability ( $r = 0.832$ ) affirm its reliability. Factor analysis further validates the structural integrity, with dimensions accurately reflecting cognitive, emotional, and situational anxiety components. Content validity was ensured through comprehensive literature reviews, expert consultations, and iterative refinements. Empirical validity, confirmed through clinical assessments, corroborates the scale's efficacy in diagnosing employment anxiety, thus substantiating its utility in research and practical applications. On the other hand, the other research instrument aimed to measure the impact of experiential teaching on employment anxiety in career planning courses. This instrument, comprising assessment test questions, is veraciously designed based on the second edition of "Career Development and Planning for College Students." The test encompasses six critical dimensions: self-knowledge, career awareness, career goals, career development, planning and implementation, and process evaluation. The validity and reliability of this tool have been rigorously tested. Internal consistency reliability, measured through subscales and re-test reliability, meets psychometric standards. The scale's content validity is ensured through a comprehensive literature review, expert consultations, and iterative feedback from the target demographic, thereby reflecting the real-world scenarios faced by college students. Empirical validity, confirmed through controlled assessments with psychological and employment guidance professionals, demonstrates the instrument's clinical applicability, ensuring its efficacy in capturing the nuanced aspects of employment anxiety and career planning efficacy.

Furthermore, on primary instruments of research, the researchers employed primary research instruments characterized by precision, reliability, and methodological rigor. In examining the impact of experiential teaching on employment anxiety within career planning courses, Cronbach's alpha test is utilized to ascertain the reliability and internal consistency of the formal questionnaire, particularly regarding career choice anxiety and examination performance variables. Specifically, the Career Anxiety Scale, is segmented into four dimensions as indicated in Table 2—Competitive Employment Stress ( $\alpha = 0.857$ ), Lack of Employment Support ( $\alpha = 0.883$ ), Lack of Self-Confidence ( $\alpha = 0.835$ ), and Worry about Employment Prospects ( $\alpha = 0.896$ )—demonstrates an overall reliability of 0.877, affirming its robust internal consistency. Additionally, the reliability of the examination paper was meticulously analyzed with a sample of 120 medical laboratory technology students, yielding a Cronbach's alpha value of 0.922. This high reliability score underscores the consistency of the test, evidenced by a mean score of 56.35 and a standard deviation of 6.991. These results confirm the reliability of the employed instruments, ensuring the accuracy and stability of the data collected in this pivotal study.

**Table 2:** Reliability Analysis of Career Choice Anxiety Scale

Scale	Factor Name	Cronbach's $\alpha$
Career Anxiety Scale	Competitive pressure for employment	0.857
	Lack of employment support	0.883
	Lack of self-confidence	0.835
	Worry about employment prospects	0.896
	Overall reliability of the scale	0.877

In the validation analysis of the career choice anxiety variables within the formal questionnaire of this study, the scale's accuracy and reliability were affirmed. The Bartlett's sphericity test, as seen in Table 3 below, yielded a significance level ( $P < 0.05$ ), indicating a substantive relationship among the variables. Additionally, a KMO value exceeding 0.7 and Bartlett's test significance of  $0.000 < 0.01$  corroborated the scale's robust validity, as per Wu's (2009) criteria.

**Table 3:** Validity Analysis of Career Choice Anxiety Scale

KMO and Bartlett's test		
KMO Number of Sampling Suitability Measures		0.834
Bartlett's test of sphericity	Approximate cardinality	1674.351
	Degrees of freedom	325
	Significance	0.000

### 3.4 Research Procedure

This quasi-experimental study, situated within a medical college in Guizhou, China, spans three months (October to December 2023) and comprises a double-blind design to ensure the rigor of the findings. The intervention integrated a comprehensive career planning curriculum, structured over 24 credit hours, encompassing six phases designed to incrementally enhance students' self-awareness, career knowledge, and interpersonal skills. The curriculum's efficacy was measured through pre- and post-intervention assessments using employment anxiety questionnaires administered to both experimental and control groups. The findings are anticipated to illuminate the influence of experiential teaching on mitigating employment anxiety, thus contributing substantively to the corpus of educational psychology and career planning literature. This methodological approach underscores the significance of contextual realism and external validity in educational research, thereby offering robust insights into the practical implementation of career guidance programs.

## 4. Results

### 4.1 Substantial Employment Anxiety Reductions in Experimental Group's Post-test

In the pursuit of addressing the first research question, the integration of experiential teaching methods within career planning courses yielded a measurable and significant impact on employment anxiety among undergraduates majoring in medical laboratory

technology. The experimental group, exposed to experiential teaching methods, demonstrated a noteworthy improvement in career planning performance and a reduction in career choice anxiety. The post-test results revealed a substantial increase in the career planning performance mean value ( $66.767 \pm 7.933$ ) compared to the pre-test ( $57.567 \pm 6.988$ ), with a t-value of -6.432 and a highly significant p-value ( $p=0.000$ ), indicating a strong effect (Cohen's  $d=0.830$ ). Concurrently, the career choice anxiety mean value decreased from  $3.440 \pm 0.414$  to  $2.827 \pm 0.359$ , with a t-value of 8.859 and a p-value of 0.000, representing a large effect size (Cohen's  $d=1.144$ ). In contrast, the control group, which did not receive experiential teaching, exhibited no significant differences between their pre-test and post-test scores in both career planning performance (pre-test:  $57.067 \pm 6.582$ , post-test:  $59.767 \pm 7.565$ ,  $t=-1.993$ ,  $p=0.051$ ) and career choice anxiety (pre-test:  $3.438 \pm 0.467$ , post-test:  $3.275 \pm 0.679$ ,  $t=1.531$ ,  $p=0.131$ ). The experimental group's post-test results indicated a significant reduction in various dimensions of employment anxiety, including competitive pressure, lack of self-confidence, and worry about employment prospects, all achieving p-values  $< 0.001$ , as indicated in Table 4 below. These findings underscore the efficacy of experiential teaching in ameliorating employment anxiety and enhancing career planning outcomes for undergraduates in this field.

**Table 4:** Summary of Both Groups' Pre-and Post-test Results toward Employment Anxiety

Variable	Group	Pre-test (Mean $\pm$ SD)	Post-test (Mean $\pm$ SD)	t	p-value	Cohen d
Compet. Pressure for EMP	Expt.	3.723 $\pm$ 0.629	3.033 $\pm$ 0.568	6.120	0.000***	0.790
	Contrl.	3.813 $\pm$ 0.691	3.593 $\pm$ 0.841	1.541	0.129	0.199
Lack of Employment Support	Expt.	3.217 $\pm$ 0.651	3.006 $\pm$ 0.898	1.362	0.178	0.176
	Contrl.	3.231 $\pm$ 0.726	3.156 $\pm$ 0.903	0.512	0.611	0.066
Low Self-confidence	Expt.	3.160 $\pm$ 0.573	2.414 $\pm$ 0.771	5.978	0.000***	0.772
	Contrl.	3.183 $\pm$ 0.620	2.967 $\pm$ 0.838	1.659	0.102	0.214
EMP Worry Prospects	Expt.	3.661 $\pm$ 0.753	2.856 $\pm$ 0.658	6.207	0.000***	0.801
	Contrl.	3.525 $\pm$ 0.783	3.383 $\pm$ 0.941	0.887	0.379	0.115
Career Choice Anxiety	Expt.	3.440 $\pm$ 0.414	2.827 $\pm$ 0.359	8.859	0.000***	1.144
	Contrl.	3.438 $\pm$ 0.467	3.275 $\pm$ 0.679	1.531	0.131	0.198
Career Planning Achievement	Expt.	57.567 $\pm$ 6.988	66.767 $\pm$ 7.933	-6.432	0.000***	0.830
	Contrl.	57.067 $\pm$ 6.582	59.767 $\pm$ 7.565	-1.993	0.051	0.257

\*Note: Statistical significance indicated as \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

## 4.2 Experiential Teaching Mitigates Employment Anxiety across Demographic Variables

The other research analysis reveals discernible differences across several demographic dimensions as indicated in the following Table 5. Gender analysis indicates a significant pre-test difference in career choice anxiety ( $t=-2.088$ ,  $p=0.039$ ), with males reporting lower anxiety than females; however, post-test results demonstrate a reduction in anxiety for both genders, more pronounced in females. Familial medical background shows a significant pre-test difference ( $t=2.719$ ,  $p=0.008$ ), with lower anxiety among those with a medical family background. Post-test results indicate decreased anxiety in both groups, though more significantly in those without a medical background. Educational

experience further highlights a significant pre-test difference ( $t= 4.898, p=0.000$ ), with lower anxiety among those with prior medical education. Post-test reductions are notable in both groups but more so in those without prior medical education. Lastly, part-time work experience presents a significant pre-test difference ( $t=5.422, p=0.000$ ), with lower anxiety among those with such experience. Post-test results reveal a decrease in anxiety for both groups, more substantial in those without part-time experience. These findings underscore the nuanced impacts of demographic variables on employment anxiety, emphasizing the effectiveness of experiential teaching in mitigating such anxiety across diverse student backgrounds.

**Table 5:** Employment Anxiety across Diverse Participant Background

Demographic Variable	Pre-test Mean $\pm$ SD	Post-test Mean $\pm$ SD	t	p	Anxiety Reduction
<b>Gender</b>					
Male (N=8)	3.212 $\pm$ 0.273	2.991 $\pm$ 0.318	-2.088	0.039*	0.221
Female (N=52)	3.475 $\pm$ 0.423	2.802 $\pm$ 0.361	-0.469	0.640	0.673
<b>Family Medical Background</b>					
Yes (N=15)	3.390 $\pm$ 0.278	2.938 $\pm$ 0.400	2.719	0.008**	0.452
No (N=45)	3.457 $\pm$ 0.452	2.790 $\pm$ 0.341	0.270	0.788	0.667
<b>Educational Experience</b>					
Yes (N=25)	3.262 $\pm$ 0.448	2.757 $\pm$ 0.360	4.898	0.000***	0.505
No (N=35)	3.568 $\pm$ 0.341	2.878 $\pm$ 0.355	-0.198	0.843	0.690
<b>Part-time Experience</b>					
Yes (N=33)	3.236 $\pm$ 0.450	2.712 $\pm$ 0.340	5.422	0.000***	0.524
No (N=27)	3.607 $\pm$ 0.297	2.921 $\pm$ 0.351	1.406	0.162	0.686

\*Note: Statistical significance indicated as \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## 5. Conclusion and Discussion

In conclusion, the findings of this comprehensive study elucidate the significant impact of experiential teaching methodologies on ameliorating employment anxiety among college students enrolled in career planning courses. The data robustly demonstrates that experiential teaching, which integrates practical activities and real-world scenarios, substantially enhances the career planning competencies of students. The observed increase in the mean score of the experimental group by 9.2 points, as opposed to the 2.7 points in the control group, underscores the efficacy of this pedagogical approach (Hackey, 2023). This statistically significant improvement ( $p < 0.001$ ) in career planning knowledge and skills highlights the potential of experiential teaching to bridge the gap between theoretical understanding and practical application. Moreover, the reduction in career choice anxiety post-intervention further attests to the transformative impact of experiential learning. The decrease of 0.613 in the experimental group, compared to the 0.163 in the control group, illustrates a notable alleviation of anxiety, indicating that students who engage in experiential learning are better equipped to navigate the complexities of career planning and decision-making (Kolb & Kolb, 2022). The broader implications of these findings are manifold. By fostering an environment where students

can engage in hands-on activities, experiential teaching not only enhances their career-planning knowledge but also imbues them with greater confidence and reduced anxiety regarding their future career choices (Chan, 2018). This pedagogical approach prompts a deeper understanding of the vocational landscape, enabling students to make more informed and assured career decisions. The results also suggest that experiential teaching can be a pivotal strategy in higher education, aligning academic curricula with the practical demands of the job market. This alignment is crucial for producing graduates who are not only knowledgeable but also adept at applying their learning in real-world contexts (Beard, 2022). Hence, integrating experiential teaching into career planning courses can serve as a robust framework for enhancing the employability and psychological well-being of students, thereby addressing the dual challenges of career preparedness and employment anxiety (Erdogan, 2019).

The discussion of the study's findings reveals several critical insights into the role of experiential teaching in career planning education. The significant improvement in career planning knowledge and reduction in employment anxiety among the experimental group can be attributed to the dynamic and interactive nature of experiential teaching. This approach, which emphasizes learning through doing, allows students to engage actively with course material, fostering a deeper and more meaningful understanding of career concepts (Hoidn, 2016). The practical activities and real-life scenarios used in experiential teaching help students to contextualize theoretical knowledge, making it more relevant and applicable to their future careers. This relevance and applicability are crucial for reducing employment anxiety, as students feel more prepared and confident in their career planning and decision-making processes (Benson, 2017). Furthermore, the study highlights the differential impact of experiential teaching on various demographic groups, such as gender, family background, educational experience, and part-time work experience. For instance, the greater reduction in career choice anxiety among female students and those without a medical background or part-time work experience suggests that experiential teaching can be particularly beneficial for these groups (Chasanah & Salim, 2019). The findings indicate that experiential teaching helps to level the playing field by providing students with diverse backgrounds the opportunity to gain practical experience and build confidence in their career planning abilities. This is particularly important for students who may lack prior exposure to the professional world, as it equips them with the skills and knowledge necessary to make informed career choices (Lee & Sung, 2023).

In summary, the discussion underscores the value of experiential teaching as a transformative approach to career planning education. By facilitating a deeper understanding of career concepts and reducing employment anxiety, experiential teaching prepares students for the realities of the job market, enhancing their employability and overall well-being (Groves *et al.*, 2022). The study's findings advocate for the broader adoption of experiential teaching methodologies in higher education, highlighting their potential to improve career planning outcomes for a diverse student population (Hoidn & Klemenčič, 2020). This approach not only addresses the immediate

needs of students but also contributes to the long-term goal of producing well-prepared and confident graduates ready to navigate the complexities of their chosen careers (Ma *et al.*, 2020).

## 6. Recommendations

While the research elucidates significant insights into the efficacy of experiential teaching in ameliorating employment anxiety among college students, certain limitations constrain the generalizability and robustness of its findings. Firstly, the research scope is confined to medical testing technology students in a university in Guizhou Province, China, which raises concerns regarding the representativeness of the sample across diverse geographical, cultural, and educational contexts. Future studies should broaden the demographic scope to encompass varied regional groups and academic disciplines to enhance the external validity of the results. Secondly, the study's reliance on questionnaire surveys, although effective in gathering extensive data, is susceptible to self-reporting biases and may not capture the full spectrum of experiential nuances. Integrating qualitative methodologies such as in-depth interviews or longitudinal tracking could provide a richer, more nuanced understanding of career choice anxiety's underlying mechanisms. Additionally, the research currently overlooks several potential variables that could influence career anxiety, including intrinsic motivational factors and extrinsic environmental influences like social support systems and career development opportunities. Addressing these variables in future studies would yield a more holistic view of the factors at play. Furthermore, refining the measurement of career anxiety to include multidimensional aspects such as course duration and content could offer deeper insights into the specific elements that most effectively mitigate anxiety. Comparative studies across different regions, school types, and majors would also be beneficial in identifying unique characteristics and fostering a more comprehensive understanding. By adopting a multifaceted approach and expanding the scope and methodology, future research can significantly contribute to the field, providing more actionable insights for educational practitioners and policymakers.

### Conflict of Interest Statement

The author declares no conflicts of interest.

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**Dr. Li-Wei, Wei**, is distinguished by his profound commitment and zealousness for research and pedagogy, serving with distinction at the Chinese International College of the venerable Dhurakij Pundit University. His scholarly pursuits embrace an extensive ambit, including English as a Second Language (ESL) and English as a Foreign Language (EFL), English for Specific Purposes (ESP), alongside his significant contributions to the realms of Writing Instruction, Language Education Studies, Media Education, Tourism Education, Higher Education Research, and Educational Psychology. Esteemed within

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