



**DEVELOPING A MODEL OF CAREER
DECISION-MAKING SELF-EFFICACY ON
CAREER EXPECTATIONS OF SENIOR
STUDENTS IN GUANGXI, CHINA**

**Liu Changbin
6419000024**

**A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of Doctor of Philosophy in
Educational Administration Innovation
Graduate School of Education
Siam University
Academic Year 2026
Copyright of Siam University**



**DEVELOPING A MODEL OF CAREER
DECISION-MAKING SELF-EFFICACY ON
CAREER EXPECTATIONS OF SENIOR
STUDENTS IN GUANGXI, CHINA**

**Liu Changbin
6419000024**

**A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of Doctor of Philosophy in
Educational Administration Innovation
Graduate School of Education
Siam University
Academic Year 2026
Copyright of Siam University**

Title Developing a Model of Career Decision-Making Self-Efficacy on
Career Expectations of Senior Students in Guangxi, China

Researcher Liu Changbin

Advisor Associate Professor Dr. Jomphong Mongkhonvanit

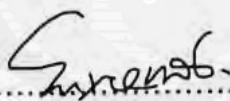
Co-advisor Dr. LeeHsing Lu.

Graduate School of Education, Siam University approved to accept this
Dissertation as part of Doctoral of Philosophy Program in Educational Administration
Innovation.

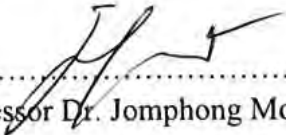

..... Dean of Graduate School of Education
(Professor Emeritus Dr. Chanita Rukspollmuang)

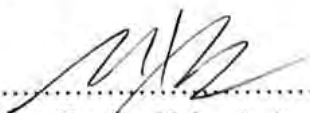
Dissertation Committee


.....Committee Chairperson
(Assistant Professor Dr. Yan Ye)


.....Committee
(Assistant Professor Dr. Xuemei Sun)


.....Committee
(Associate Professor Dr. Boonmee Nenyod)

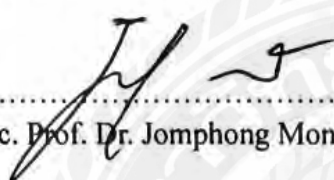

.....Advisor
(Associate Professor Dr. Jomphong Mongkhonvanit)


.....Co-advisor
(Dr. LeeHsing Lu)

Date...10... Month...July... Year...2026...

Abstract

Title Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi, China
Researcher Liu Changbin
Degree Doctor of Philosophy
Major Educational Administration Innovation
Dissertation Advisor


.....
(Assoc. Prof. Dr. Jomphong Mongkhonvanit)


.....
(Dr. LeeHsing Lu)

This study investigated the career decision-making self-efficacy (CDMSE) of senior students at six normal universities in Guangxi, China, and its impact on their career expectations. The objectives were: (1) to explore the levels of CDMSE among these students; (2) to examine the influence of career-related parental support (CRPS), peer influence (PI), and emotional intelligence (EI) on CDMSE and on career expectations; (3) to construct an evidence-based model enhancing students' career decision-making abilities, addressing the variables affecting career choices; and (4) to provide strategic recommendations for career guidance improvements.

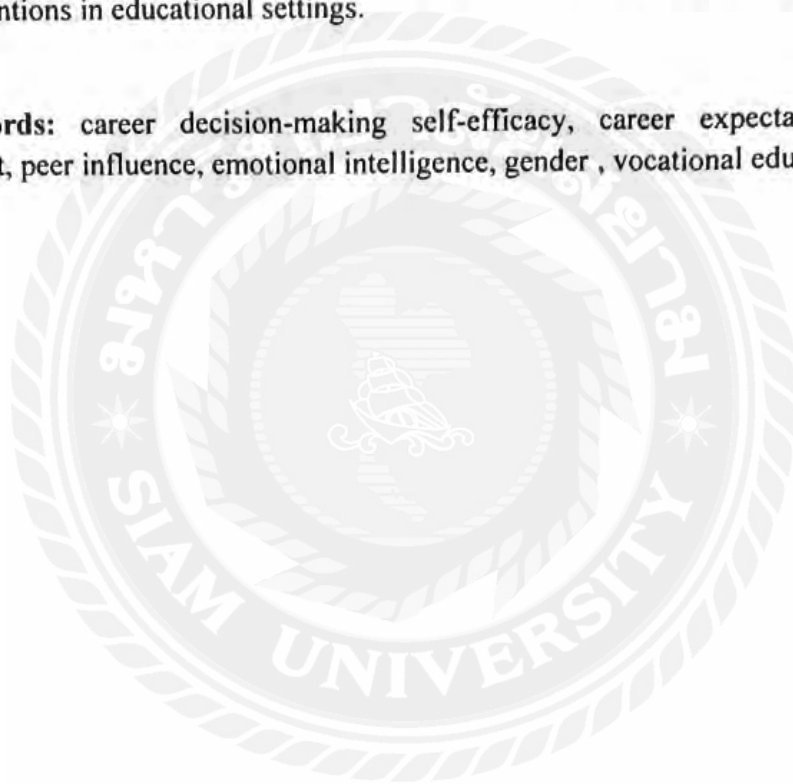
A mixed-methods approach was adopted. Quantitative data were gathered through questionnaires administered on the WJX platform, obtaining 409 valid responses. Statistical analyses, including Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM), were completed using SPSS 27 and AMOS 27. Qualitative data gathered via semi-structured interviews were analyzed through thematic coding, word cloud visualization, and word frequency analysis with MAXQDA 2020, along with AI- assisted transcription using iFLYTEK.

The SEM results revealed significant effects of CRPS ($\beta = 0.370$, $p < 0.01$), PI ($\beta = 0.290$, $p < 0.01$), and EI ($\beta = 0.330$, $p < 0.01$) on CDMSE, which significantly predicted career expectations ($\beta = 0.680$, $p < 0.001$). Gender was confirmed to moderate the effects of CDMSE on career expectations, with stronger impacts for female students. The model demonstrated satisfactory fit indices (CFI = 0.955, RMSEA = 0.046).

Qualitative findings corroborated the quantitative results, highlighting the key themes of emotional support, role of peers, and self-efficacy as integral to shaping career expectations. Interviews with 12 career guidance experts underlined the importance of tailored support and the practicality of proposed strategies in normal universities.

This study refines existing career guidance frameworks by integrating emotional intelligence, while identifying parental support and peer influence as crucial factors. The developed model underscores the role of self-efficacy and gender in enhancing career expectations, thus providing valuable insights for improving career-related interventions in educational settings.

Keywords: career decision-making self-efficacy, career expectations, parental support, peer influence, emotional intelligence, gender , vocational education.



Acknowledgement

This study could not have been completed without the guidance and support from my mentors, Associate Professor Dr. Jomphong Mongkhonvanit and Dr. LeeHsing Lu. Their rigorous academic approach guided me through the research challenges, from constructing the theoretical framework to refining the model. Their international academic perspective and deep insight into the localization of education have set a lifelong example for me.

I am also grateful to the dissertation examination committee, Assistant Professor Dr. Yan Ye, Assistant Professor Dr. Xuemei Sun, and Associate Professor Dr. Boonmee Nenyod, for their constructive suggestions on the research design. Their critical thinking pushed me to pursue more precise conclusions in data analysis.

Special thanks to the teachers and students of the six normal universities in Guangxi: I appreciate the directors of the Career Guidance Centers for opening the research field and allowing the questionnaire to be conducted during the crucial graduation season. I am also grateful to the 12 experts who participated in the interviews; their candid sharing about the "psychological capital dilemmas of pre-service teachers" provided the study with a foundation rooted in reality. The diligent feedback from the 409 students who completed the questionnaire is the cornerstone of this research.

Finally, I extend my deepest gratitude to my family. During my studies, my parents' care alleviated the loneliness of cross-cultural research, my wife's understanding allowed me to focus on academic exploration, and my daughter and son's growth inspired me to uphold the belief that "education changes lives." Lastly, I would like to thank once again my advisors, family, and friends who supported me throughout the writing of my Ph.D. dissertation.

Liu Changbin

Contents

	page
Abstract.....	i
Acknowledgement.....	iii
Contents.....	iv
List of Tables.....	vi
List of Figures.....	vii
Chapter 1 Introduction.	1
1.1 Background.....	1
1.2 Research Problem.....	21
1.3 Research Questions.....	21
1.4 Research Objectives.....	22
1.5 Significance of the Research.....	22
1.6 Scope of the Research.....	23
1.7 Definition of Terms.....	23
Chapter 2 Literature Review.....	26
2.1 Review of Variables.....	26
2.2 Related Literature on Career Expectations.....	30
2.3 Relationship Between Variables.....	37
2.4 Theoretical Framework.....	48
2.5 Conceptual Framework.....	50
2.6 Hypotheses	50
Chapter 3 Research Methodology.....	54
3.1 Research Design and Methodology.....	54
3.2 Population and Sampling.....	55
3.3 Research Instrument.....	69
3.4 Data Collection.....	70
3.5 Data Analysis.....	71
Chapter 4 Research Results.....	75
4.1 Quantitative Statistical Analysis.....	75
4.2 Qualitative Date Analysis.....	91
4.3 Juxtaposition of Qualitative and Quantitative Findings.....	94
4.4 Research Findings Validation.....	97
Chapter 5 Conclusion, Discussion and Recommendation.....	101
5.1 Conclusion.....	101
5.2 Discussion.....	103
5.3 Recommendations.....	104

Contents

	page
References.....	108
Appendix.....	117
Appendix A: Preliminary Interview Outline.....	118
Appendix B: Expert Interview Outline.....	120
Appendix C: Index of Item Objective Congruence.....	135
Appendix D: English Questionnaire.....	144
Appendix E: Item-Objective Congruence Examination	147
Appendix F: Information Table of Evaluation Experts	148
Appendix G: Qualitative Expert Interviews.....	149
Appendix H: English-Chinese Questionnaire.....	150
Appendix I: A Follow-up Questionnaire was Sent Via Email after the Interview.....	154
Appendix J: Evaluation of the Research Model.....	163
Researcher Vitae.....	172

List of Tables

Table	page
1.1 Expert Interview Excerpt's Dialogue (Key Abstracts by iFLYTEK).....	13
1.2 Keywords Across the Interview (Key abstracts by iFLYTEK)...	18
1.3 Definition of Terms.....	24
2.1 Summary of Previous Studies.....	31
2.2 Influence of Career-Related Parent Support on Career Decision-Making Self-Efficacy.....	39
2.3 Influence of Peer Influence on Career Decision-Making Self-Efficacy.....	41
2.4 Influence of Emotional Intelligence on Career Decision-Making Self-Efficacy.....	43
2.5 Influence of Career Decision-Making Self-Efficacy on Career Expectations.....	45
2.6 Moderating Effect of Gender on the Relationship between Career Decision-Making Self-Efficacy and Career Expectations.....	47
3.1 Number of Final-Year Undergraduate Students.....	55
3.2 Calculation of Student Sample Size.....	57
3.3 The Sampling Procedure.....	59
3.4 Proportion of Senior Students in Six Normal University.....	60
3.5 Cronbach's Alpha Coefficient Guidelines.....	63
3.6 Measurement Items and Operationalization of Constructs.....	65
3.7 Goodness-of-Fit Acceptable Threshold.....	72
3.8 Hypotheses and Statistical Methods.....	73
4.1 Demographic Profile of Respondents.....	75
4.2 Reliability Statistics.....	76
4.3 Reliability Analysis of Each Dimension: Cronbach's Alpha Coefficients.....	76
4.4 Reliability Analysis of Scale.....	77
4.5 KMO and Bartlett's Spherical Test Results.....	78
4.6 Descriptive Statistical Analysis of Variables.....	79
4.7 Independent Sample T-test Results by Gender.....	80
4.8 One-Way ANOVA Results by Length of Enrollment.....	80
4.9 College Students' Employment Model Fitting Index.....	83
4.10 Factor Load Coefficient	83
4.11 Distinguishing Validity: Pearson Correlation and AVE Square Root Values.....	85
4.12 Pearson Correlation Matrix of Variables.....	86
4.13 Pearson Correlation Matrix of Key Study Variables.....	86

4.14	Structural Equation Model Fitting Index.....	88
4.15	Hypothesis Testing Results.....	88
4.16	Mediating Effect Test Results Based on Bootstrapping (N = 5000).....	89
4.17	Moderator Variable Analysis Results (n=409).....	90
4.18	Keyword Classification by Research Variables.....	93
4.19	Juxtaposition of Quantitative and Qualitative Findings.....	95
4.20	Expert Evaluation of the Model.....	98
4.21	Expert Evaluation Results.....	99



List of Figures

Figure		Page
1.1	Influence Model of Career Expectation Self-Efficacy of Graduates from Guangxi Universities.....	12
2.1	Career-Related Parent Support and Career Decision-Making Self-efficacy Relationship Diagram.....	38
2.2	Dynamics of the Impact of Self-Compassion and Peer-Relatedness on Career Decision Self-Efficacy in Males and Females.....	40
2.3	Proposed Model of the Relationship between EI and EI Subscales and CDD and CDD Main Categories Mediated by CDSE.....	42
2.4	Hypothesized Model for Study: Expected Relationships among Family SES, Subjective Social Status, Perceived Family Support, Family Interactions, Career Decision Self-Efficacy, and Career-Related Outcome Expectations.....	44
2.5	Theoretical Framework.....	48
2.6	Conceptual Framework.....	50
4.1	Modified Structural Equation Model.....	87
4.3	Moderating Role of Gender in the Relationship between Career Decision-Making Self-Efficacy and Career Expectations.....	91
4.4	MAXQDA 2020 Thematic Word Cloud Based on Interview.....	92
5.1	Model for Enhancing Career Expectations of Senior Students in Guangxi Universities.....	106

CHAPTER 1

INTRODUCTION

This chapter introduces the research background, focusing on the changing employment landscape globally and its impact on career expectations among university students, particularly in China. With rapid technological advancements and the emergence of new industries, the skill sets required by the job market are continuously evolving. This transformation presents significant challenges for universities and educational institutions in aligning their curricula with the dynamic needs of the economy. Additionally, career guidance and counseling have become increasingly crucial to help students navigate this complex environment and make informed career decisions. This chapter reviews relevant literature, summarizes previous studies, and outlines the research problem, goals, significance, and scope.

1.1 Background

1.1.1 Nationally Attached Importance to Vocational Education and College Graduate Employment

With the continuous increase of China's population, the development of higher education has entered the stage of popularization, and the number of students enrolled in universities has been increasing year by year. By 2023, the gross enrollment rate in higher education is expected to exceed 60%, achieving the set goal of the 14th Five-Year Plan ahead of schedule. This means that more than 60 out of every 100 eligible young people will be enrolled in universities. According to relevant data, the number of college graduates in China has increased from 7.27 million in 2014 to 11.79 million in 2024, with an increase of over 4.5 million in the past decade. It is expected that the number of college graduates will reach 12.22 million by 2025, and the number of graduates in the next decade will exceed 14 million. Since the expansion of enrollment in 1999, China's higher education has transitioned from an elite education to a mass education, and has now entered the stage of popular education. Taking undergraduate level as an example, the proportion of students majoring in philosophy and social sciences has increased from 40.3% in 1999 to 51.2% in 2022, while the proportion of graduates majoring in natural sciences has decreased from 59.7% in 1999 to 48.8% in 2022 (Ministry of Education, 1999; Ministry of Education, 2023). Examining the industrial structure, the proportion of the tertiary industry has changed from 17.3:49.7:33.0 in 1999 to 7.3:39.9:52.8 in 2022. The information transmission, software, and information technology services industry in the tertiary sector has the fastest growth rate, accounting for 41.9% (National Bureau of Statistics, 2023). Although professional structure cannot be equated with employment structure and industrial structure, there are specialized fields. Graduates of philosophy and social sciences majors often struggle to find employment in primary and secondary industries, and are also unable to adapt to new forms of employment, such as IT and digital finance, brought about by the development of the digital economy in the tertiary industry. It can be seen that there are significant differences not only in the overall structure between professional layout and industrial layout, but also in the pace of adjustment, making it

difficult to form an effective "dialogue" between supply and demand. It is urgent to improve the employment ability of college graduates.

As China's economy transitions from high-speed growth to high-quality development, profound changes are occurring in its economic structure and industrial landscape, resulting in a more diversified and specialized demand for talent. The government places great importance on the career development capabilities of college graduates. In particular, the 14th Five-Year Plan and the 2035 Vision emphasize the need to enhance vocational education and employment and entrepreneurship guidance services to facilitate graduates' successful employment and entrepreneurship (Ministry of Education, 2020). This policy context places higher demands on college career guidance, particularly in cultivating career decision-making skills. This requires scientific theoretical guidance and empirical research to clarify the key factors influencing students' career decisions and enhance their career adaptability.

Occupational adaptability is not only an attitude, ability, and behavior of individuals to match themselves with the external environment at different stages of their careers, but also a psychological resource needed to cope with career transitions, environmental changes, and job development. Hall regards occupational adaptability as a type of occupational meta ability, which, together with personal identity, constitutes the core of occupational dynamic changes. Its core is change, including the ability and motivation to change. After introducing the concept of "occupational adaptability", domestic scholars have also conducted research on its connotation. For example, Shi Jinghui believes that occupational adaptability refers to the professional personality qualities that support practitioners to meet the requirements of the new profession as soon as possible and engage in active and effective occupational activities in the new occupational environment when the profession or professional type changes in new occupational activities (Shi, 2004). Wang Yifu defines occupational adaptability as a series of relevant abilities required for individuals to meet the requirements of the occupational environment and solve significant problems in career development, emphasizing the ability of employees to adapt to the internal and external work environment of the enterprise (Wang, 2016).

Career decision-making self-efficacy (CDMSE), which refers to an individual's confidence in their own ability to make career decisions, is considered a core variable in career development research. The CDMSE theory proposed by Betz and Hackett (1986) states that an individual's sense of self-efficacy can effectively predict their expectations and planning behaviors regarding their career paths. Furthermore, Social Cognitive Career Theory (Lent et al., 1994) further places individual self-efficacy at the core of the career choice process, emphasizing that self-efficacy serves as a crucial bridge connecting social support, environmental resources, and career behavior. Therefore, systematically studying the impact of CDMSE on career aspirations and the pathways through which this influence occurs is of great value both for theoretical advancement and practical guidance.

The importance of self-efficacy as an indispensable psychological resource for individuals in career decision-making cannot be ignored. By setting reasonable and successful experiences in the educational process, guiding students to discover and recognize their own progress, it can effectively enhance their confidence and clarity in the career decision-making process. This confidence and clarity not only

help students face challenges and difficulties in career decision-making more bravely, but also help them make wiser and more rational career choices. The exploration of career decision-making difficulties and educational strategies for college students is conducive to better implementing employment guidance, improving their employment rate, and facilitating their personal growth and future career development (Yu, 2025).

Currently, national vocational education policies are increasingly prioritizing the cultivation of psychological qualities and professional competencies, explicitly proposing the integration of career guidance into the entire talent development process in universities (Ministry of Education, 2022). This not only demonstrates a strong policy focus on students' career decision-making abilities but also provides policy support for universities to implement CDMSE-based career guidance and intervention. Research on CDMSE and its influencing factors can provide a scientific basis for vocational education and teaching reform, career guidance curriculum design, and employment services, thereby promoting high-quality employment for university graduates and supporting the implementation of the national strategy to strengthen China through talent development.

1.1.2 Unique Challenges and Policy Support for Career Development of Guangxi University Graduates

The Guangxi Zhuang Autonomous Region's economic development level lags significantly behind that of China's eastern coastal regions. Traditional manufacturing and agriculture, lacking innovation drivers, dominate its industrial structure. This results in relatively limited job resources for university graduates (People's Government of the Guangxi Zhuang Autonomous Region, 2021). Furthermore, due to uneven regional economic development, the employment pressure faced by university graduates in Guangxi is significantly higher than the national average. Their career expectations are generally low, and they face significant inadequacies in career planning and employment preparation. This regional economic and social context provides a specific context for studying the career expectations and decision-making self-efficacy of students at Guangxi's teacher training colleges.

To address these challenges, the autonomous region's government has introduced several policies and measures to promote employment and entrepreneurship among graduates, with a focus on strengthening career guidance services and psychological counseling, as well as improving the policy framework for employment and entrepreneurship among university graduates (Guangxi Education Department, 2022). For example, the "Implementation Plan for Promoting Employment and Entrepreneurship of University Graduates in the Guangxi Zhuang Autonomous Region" explicitly calls for strengthening career planning training for teacher trainees to enhance their career awareness and decision-making abilities. This policy has significant practical implications for this study, not only providing policy support but also demonstrating the practical relevance and intervention value of the research variables.

In recent years, multiple departments of the Guangxi government have launched employment promotion measures. For instance, the Guangxi Finance Department has implemented three measures to promote the employment of

graduates. Firstly, pay attention to "expansion" and focus on stabilizing and expanding job supply. Make good use of the "two hands" of government and market to expand employment capacity in various fields and types. On the one hand, utilize market mechanisms effectively. Efforts should be made to fully leverage the market's decisive role in allocating human resources. Allocate 100 million yuan to support small and micro enterprises in employing nearly 17000 people. From January to May, a total of 16 million yuan in one-time expansion subsidies for unemployment insurance was issued, and 10500 young people, including college graduates, were employed. On the other hand, better leverage the role of policies. Strengthen incentives and guidance for college graduates to engage in grassroots work. Allocate 1.149 billion yuan to support the recruitment of over 5500 graduates to participate in grassroots service projects such as "Special Post Teachers," "Western Plan," and "Three Supports and One Assistance"; Support the implementation of the "Local Government funded Normal Students" and "Rural Order oriented Free Medical Students" training programs, cultivating over 18000 graduates to strengthen the grassroots teacher and doctor teams; Support the implementation of the policy of compensating tuition fees for grassroots employment of fresh graduates from universities, and plan to compensate tuition fees for about 8000 grassroots employment graduates. The second focus is on "reducing burden" and striving to stimulate the vitality of job seeking and entrepreneurship. Strengthen comprehensive and precise measures to help alleviate the economic burden faced by college graduates in the early stages of job seeking and entrepreneurship. On the one hand, it reduces the burden of entrepreneurship for graduates. Persisting in entrepreneurship to drive employment, 124 million yuan was allocated to provide subsidized entrepreneurial guarantee loans for special groups, including college graduates. From January to May, nearly 40 million yuan of entrepreneurial guarantee loans were issued to college graduates; Arrange 19.1 million yuan to provide support subsidies to 18 college graduates' entrepreneurial enterprises, and provide subsidies for new business entities such as college graduates to settle in the entrepreneurship incubation base, including venue, water and electricity, and property, effectively reducing the cost of entrepreneurship. On the other hand, it reduces the burden of job hunting for graduates. Arrange a one-time job search subsidy of 200 million yuan, expected to support over 120000 college graduates in job hunting and entrepreneurship. Plan to allocate 300 million yuan to implement interest-free and deferred repayment of national student loans, so that college graduates can "go into battle light". Thirdly, focus on "empowerment" and strive to enhance employment competitiveness. Efforts should be made to pave the way for the employment of young people, such as college graduates, both to support them and to provide them with opportunities for growth. One is to strengthen vocational skills training. Allocate funds to carry out vocational skills training for college graduates. From January to May, a total of 3400 subsidized vocational skills training sessions were conducted for college graduates, deepening cooperation between schools and enterprises and helping to resolve structural employment conflicts. The second is to improve vocational education continually. In response to the significant employment gap in certain industries, 168 million yuan has been invested to promote the integration of vocational education and industry, facilitating the adaptation of people to new positions. The third is to strengthen employment guidance services. Allocate 7.5 million yuan to support the development of

employment guidance and job fairs for graduates, support the construction of "vocational education campus" human resources and social security employment service stations in universities, and build a talent exchange platform for enterprises and university graduates (Finance Department of Guangxi Zhuang Autonomous Region, 2025).

Furthermore, Guangxi's six normal universities serve as the primary force in talent cultivation in the autonomous region, and the career development of their graduates directly impacts the quality of local education and social stability. Therefore, selecting senior students from representative normal universities in the region as research subjects provides a deeper understanding of the mechanisms underlying the formation of career expectations within the local economic and social context. This empirical research not only supports the optimization of regional employment policies but also provides a basis for universities to carry out targeted career guidance activities, effectively promoting the rational allocation of regional talent and optimizing employment structures.

1.1.3 The Influence Mechanism of Social Support and Emotional Intelligence on Career Decision-Making Self-Efficacy

Social support refers to the support and assistance that individuals receive from their social network (Wu, 2008). Social support, as an essential external environmental resource, can promote the development of career adaptability. Meanwhile, social cognitive occupational theory suggests that external environments influence individuals' career choices. When individuals perceive positive environmental support (such as social support), they are more likely to adopt positive ways to achieve their goals. Similarly, instrumental support from others, such as financial aid, career planning advice, and emotional support, also plays a significant role in helping individuals during critical periods of career adjustment and planning. A study on vocational school students also showed that career-related social support enhances individuals' ability to cope with the changing job market. Evidence from the workplace also suggests that the care, advice, and emotional support provided by colleagues can help individuals improve their career adaptability to some extent (Zhang, 2025).

1.1.3.1 The impact mechanism of parental support on career decision-making self-efficacy

Social Cognitive Career Theory (SCCT) posits that career development results from the interaction between individual cognitive factors and environmental factors. Social support, as an environmental variable, has a significant influence on individuals' career decision-making self-efficacy (Lent et al., 1994). Parental career support primarily enhances students' career self-efficacy by providing career information, emotional encouragement, and resource support (Turner et al., 2003). In Chinese culture, family relationships are particularly close, and parents' direct or indirect involvement has a profound influence on students' career choices. Therefore, in-depth exploration of the role of parental support in the formation of CDMSE will help us understand the central role of the family system in students' career development.

Studies have shown that the instrumental and emotional support provided by parents and teachers, as essential support resources for individuals, can effectively promote the improvement of their career decision-making self-efficacy. The improvement of individual career decision-making self-efficacy also promotes the development of their career adaptability. The career construction theory suggests that enhancing career decision-making self-efficacy can help individuals develop their career roles and strengthen their career self-concept. Compared to individuals with low self-efficacy in career decision-making, individuals with high self-efficacy in career decision-making are better able to prepare for their careers and adhere to their career pursuits (Zhang, 2025). The social support received by individuals can effectively promote the improvement of career decision-making self-efficacy, giving them more confidence and the ability to cope with various challenges in their career development process.

Therefore, delving into the role of parental support in the formation of the Career Cognitive Development Model (CDMSE) will help us understand the core role that the family system plays in students' career development.

1.1.3.2 The impact mechanism of peer support on career decision-making self-efficacy

Additionally, social support from peers plays a positive role in enhancing career decision-making self-efficacy. For example, peer support can significantly enhance an individual's confidence level when navigating challenges such as job planning and workplace adaptation. Multiple empirical studies have confirmed that peer social support can directly and positively predict an individual's career decision-making self-efficacy. A survey conducted on vocational nursing students showed that friend support, like family support, can significantly and positively predict students' career self-efficacy. This means that the more care, help, and information sharing individuals perceive from their peers, the stronger their confidence in completing career decision-making tasks. The mechanism of peer support is partly due to its ability to provide alternative experiences. Observing peers who are similar to oneself successfully cope with career decision-making challenges can enhance an individual's confidence and generate positive expectations, such as 'he/she can do it, and I may too' (Ai & Xu, 2025). The information support and instrumental support provided by peers (such as sharing recruitment information and editing resumes) can help individuals reduce uncertainty in the career decision-making process, enhance their sense of control over the process, and directly improve their sense of efficacy (Zhang, 2015). Career decision-making self-efficacy not only serves as a direct bridge between peer support and career development outcomes but also plays an important mediating role. Research has shown that peer support often has a positive indirect impact on individuals' career interests, career exploration behavior, career adaptability, and job-seeking behavior by enhancing their self-efficacy in career decision-making (Zhao, 2015).

Peers, as a crucial source of social influence, are particularly prominent during college. Through group interactions, peers provide career information, decision-making experience, and emotional support, stimulating individuals' career interests and self-confidence (Schultheiss, 2006). Sharing successful experiences and emotional resonance among peers can help enhance students' career decision-making

self-efficacy. Particularly in teacher training colleges, the exchange of professional learning and shared career knowledge among students further highlights the indirect role of peer influence in promoting career aspirations.

1.1.3.3 The impact mechanism of emotional intelligence on career decision-making self-efficacy

Emotional intelligence, the ability to identify, understand, and regulate emotions, can effectively help students manage negative emotions caused by uncertainty and stress during career decision-making (Garg & Rastogi, 2009). Students with high emotional intelligence tend to analyze career information more rationally, maintain a positive sense of self-efficacy, and thus have higher career aspirations. Furthermore, emotional intelligence can facilitate the perception and utilization of social support, enhancing the impact of social support on self-efficacy. By integrating the characteristics of emotional expression and regulation in Chinese culture, research on the mechanisms by which emotional intelligence influences career decision-making self-efficacy (CDMSE) and career aspirations not only enriches the theoretical framework but also provides a multidimensional perspective for practical interventions.

Emotional intelligence enhances career decision-making self-efficacy by promoting cognitive resource optimization and emotional regulation, thereby improving overall career outcomes. Individuals with high emotional intelligence are better able to cope with uncertainty and pressure in the career decision-making process, thereby enhancing their confidence in their own decision-making abilities. This relationship has been validated in different cultural contexts, including research on Chinese university students. The influence of emotional intelligence on career decision-making self-efficacy is partially mediated through the effects of goal commitment and career commitment. Research has found that individuals with high emotional intelligence can set career goals more clearly and demonstrate a stronger sense of commitment to their chosen profession, thereby enhancing their self-efficacy in the career decision-making process. This mediating mechanism reveals how emotional intelligence enhances an individual's confidence in career decision-making by increasing their level of commitment to career goals. Emotional intelligence indirectly affects career decision-making self-efficacy by promoting positive emotions and reducing negative emotions. Research has found an indirect and positive correlation between emotional intelligence and subjective well-being in adolescents, with positive and negative emotions playing a mediating role (Niu, 2014). In the context of career decision-making, individuals with high emotional intelligence can better regulate their emotional state, maintain a positive attitude, and thus enhance their confidence in facing career challenges.

1.1.4 Theoretical Basis and Empirical Support for Gender as a Moderator of Career Aspirations

Gender Role Socialization Theory posits that society and culture establish distinct behavioral norms and expectations for men and women, which in turn influence their career interests and self-evaluations (Eccles, 2011). Men are generally expected to assume greater professional achievements and financial responsibility; therefore, their career aspirations often manifest as higher goals and a wider range of

career options. Women, on the other hand, are often influenced by family roles and gender stereotypes, tending to have more conservative career aspirations, and their self-efficacy is more susceptible to external evaluations (Betz & Fitzgerald, 1987). This theoretical perspective offers a solid foundation for exploring how gender influences career aspirations.

Gender roles refer to the qualities and characteristics that meet certain social expectations due to differences in people's genders, including personality traits, attitudes, and social behavior patterns typically associated with men and women (Zhang, 2018). Wang Lishen's research (Wang, 2012) reveals significant differences in the degree of interpersonal distress among different gender role types, with masculine women exhibiting the most harmonious interpersonal relationships. Self-efficacy refers to people's confidence or belief in their ability to achieve specific behavioral goals in a particular field (Liang, 2008). Fu et al, (2005) believed that improving the self-efficacy of college students can effectively promote the development of their interpersonal communication skills. Related studies have also shown a significant correlation between adolescent general self-efficacy and gender role types (Dai, 2007). Research has shown that college students with androgynous personalities have higher levels of mental health and college adaptation. The degree of masculinization can predict an individual's ambition and expectations in leadership and management, and is positively correlated with career success; Kirchmeyer's research found that masculinized gender role identity can predict women's income levels and perceived career success levels. Feminized gender roles are negatively correlated with women's hierarchy in organizational structures, but have no predictive power for men. In addition, gender roles can also predict individual transformational leadership behavior. Chinese scholars have also found that general self-efficacy is significantly positively correlated with masculinity and bisexuality, and significantly negatively correlated with femininity and undifferentiated (Yang, 2019). Based on the above literature on the impact of gender roles on mental health, social adaptation, behavioral motivation, and leadership style, it is believed that gender roles may be an essential predictor variable for career decision-making self-efficacy.

In the specific cultural context of China, the influence of gender roles is even more complex. Traditional culture emphasizes the division of labor between men's social roles and women's family roles, forcing female students to not only face external career information constraints but also balance family expectations and social norms in their career decision-making process (Zhang & Huang, 2018). Research has shown that due to differences in gender stereotypes and social support structures, the mechanisms by which female students' career decision-making self-efficacy and career aspirations are formed differ from those of male students (Lent et al., 2016). Gender not only influences the absolute level of career aspirations but also moderates the effects of parental support, peer influence, and emotional intelligence on career aspirations.

Therefore, incorporating gender as a moderator into research models of career self-efficacy and career aspirations can help reveal gender differences in social support utilization and emotion regulation, deepening our understanding of gender differences. This not only enriches the gender perspective in career development theory but also provides a differentiated practical basis for career guidance, promoting

universities to establish a more equitable and effective career development support system and fostering balanced development for male and female students.

1.1.5 The Impact Mechanism of Career Expectations and Career Decision - Making Self-efficacy

With the increasing number of college graduates year by year, the competition in the job market has become increasingly fierce. This phenomenon has given rise to internet buzzwords such as anxiety about the mismatch between education and job positions, "slow employment" (passive choice of delayed career choice), "gap year" (extension of career exploration period), and "most difficult graduation season", reflecting the collective confusion of young people in career choices. In this context, exploring the influence mechanism of college students' career psychology and constructing a scientific and effective career decision support system have important practical significance for solving the problem of transition from campus to workplace. This not only provides theoretical guidance for individual career development but also promotes social stability through optimizing human resource allocation, injecting sustained momentum into the high-quality development of the national economy (Hao, 2024). Career expectations, as the external manifestation of individual career values and the internal driving force behind career choice behavior, lie at the core of people's interest and value judgment in specific professions. Career expectations refer to an individual's desire and aspiration for a specific profession, which is an externalization of their own values and a sense of professional identity (Wu, 2001). Research has shown that this psychological tendency runs through the entire process of career choice, continuously regulating the interaction pattern between individuals and the career environment, profoundly influencing career development trajectories and job satisfaction levels, and predicting people's future achievements (Zhou & Qian, 2018). In higher education, the positive predictive effect of career expectations on college students' career exploration behavior has been empirically supported. As the critical period of career socialization, the university stage can effectively promote the value coupling between their career goals and social needs by scientifically guiding the shaping process of college students' career expectations (Wang, 2025). Individuals with high career expectations tend to have greater initiative in their work, strive to improve themselves, maintain a positive attitude, actively participate in work activities, and hold a hopeful outlook for their future. All of these factors contribute to meeting their expectations.

Research results indicate a significant positive correlation between various dimensions of family cohesion, self-efficacy, and career expectations among college graduates. The higher the family cohesion, the higher the self-efficacy and career expectations of college graduates. The family is the starting point for individual education and growth, and has a significant impact on the psychological development of individuals. The family systems theory posits that the family is a complete system, with each member being an integral component of the system. The influence between members is mutual and can affect an individual's emotions, thoughts, and behaviors (Zhang, 1990). The parent-child relationship, parental attachment, parenting style, and parental support in the family system have a significant impact on the career expectations of college graduates (Chen & Zhang, 2014). Individuals growing up in a supportive family environment can experience love and support, develop a strong

sense of self, firmly believe in their ability to solve problems, and have confidence in their future. Conversely, individuals tend to develop lower self-efficacy, and in severe cases, they may experience feelings of inferiority, struggling to cope with difficulties and make informed choices. Therefore, family cohesion can positively predict the self-efficacy and career expectations of college graduates.

Some analyses suggest that self-efficacy affects various aspects of a person, including the way they approach problems, the requirements for setting goals, the mindset they exhibit in the face of difficulties, and the coping strategies they adopt when facing challenges. Therefore, it plays a crucial role in promoting individual physical and mental health. Graduate students with high self-efficacy are more likely to form higher career expectations. This positive and upward career desire can fully stimulate their learning enthusiasm, foster a positive attitude towards coping, and encourage them to face various challenges in learning, thereby maintaining sufficient learning motivation to overcome academic difficulties. SOBRALD proposes that the learning motivation of college students is related to their attitudes towards learning. By analyzing the employment situation and the emphasis on scientific research in the nursing field, graduate students can gain a deeper understanding of the connotation of their major and recognize the role of scientific research knowledge in their professional field. Thus, graduate students can form reasonable career expectations, establish their confidence in their profession, and enhance their learning motivation (Sang Ming, 2019).

1.1.6 The Influence of Confidence in Career Exploration on Career Decision Self-efficacy

Career decision-making self-efficacy is a widely studied variable in Social Cognitive Career Theory (SCCT), which refers to an individual's belief in their ability to achieve career outcomes. As a significant social cognitive factor, the impact of career decision-making self-efficacy on individual career development is gaining increasing attention. Research has shown that self-efficacy in career decision-making affects individuals' participation, engagement, and determination in career choice activities, as well as their ability to achieve career goals. Highly efficient individuals are more accurate in determining their career positioning and setting higher career exploration goals and tasks. In the study by Shang & Gan (2009), career decision-making self-efficacy was used as an indicator of "internal employment success" to explore its relationship with proactive personality. The results showed that proactive personality significantly predicted career decision-making self-efficacy, meaning that the higher the level of proactive personality, the higher the individual's evaluation of their career decisions. However, when measuring the impact of proactive personality on individual employment, it is also important to examine its role in influencing career decision-making self-efficacy. Career exploration behavior is not only the foundation of an individual's successful employment, but also a direct reflection of their employment behavior. Exploring the impact of proactive personality on individual career exploration behavior can help us better understand the mechanism by which proactive personality affects individual career development, and is of great significance for fundamentally improving the employment behavior of college students (Shen et al., 2013). Therefore, it is necessary to explore further the influence of

proactive personality on college students' career exploration behavior, as suggested by previous research (Qu et al., 2015).

Career exploration is the process by which individuals understand themselves and gain recognition of their fit with the work world, in order to have a clearer direction for establishing future career development goals. According to Werbel (2000), career exploration can be divided into self-exploration and environmental exploration. Self-exploration refers to individuals exploring their interests, values, and other aspects of themselves to gain a clearer understanding of their own identity and develop a more informed career plan. Environmental exploration, on the other hand, involves collecting information related to employment and job searching, thereby providing a clearer understanding of one's career path. Super's (1981) theory of career development stages emphasizes the important role of career exploration in career development, believing that exploration is necessary before making career choices. Career exploration helps individuals establish future career development goals and engage in more proactive behaviors, such as job seeking and career planning. According to the theory of career development stages, college students with higher levels of career exploration are more likely to exhibit job-seeking behavior. In fact, empirical research has also demonstrated that career exploration fosters job-seeking behavior among college students. Although research has shown that career exploration affects job-seeking behavior, the process by which career exploration influences the job-seeking behavior of college students remains unclear. Therefore, it is necessary to investigate the mediating mechanism of the impact of career exploration on college students' job-seeking behavior. The mediating mechanism can help further understand how career exploration affects college students' job-seeking behavior (Ye, 2016).

The foregoing literature synthesis now comprehensively covers the core constructs of Social Cognitive Career Theory (SCCT) as applied to Chinese university students, including the key predictors (social support, emotional intelligence, gender roles, family cohesion, proactive personality) and outcomes (career decision-making self-efficacy, career expectations, career exploration, job-seeking behavior). This provides a solid theoretical foundation for designing targeted interventions.

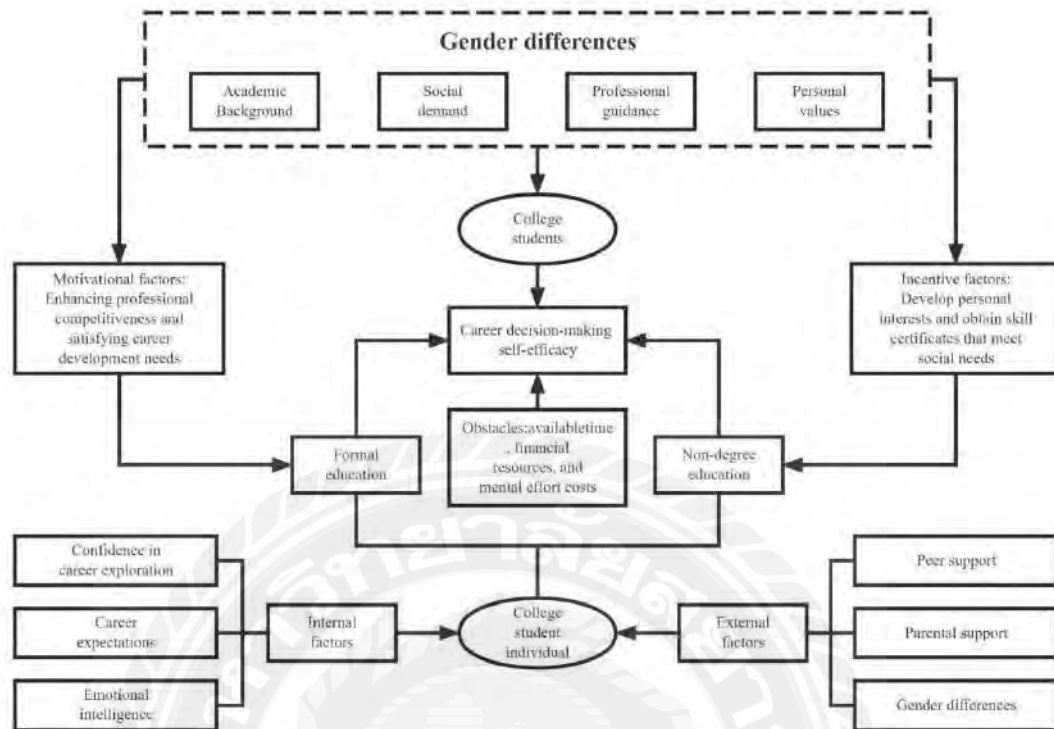


Figure 1.1 Influence Model of Career Expectation Self-efficacy of Graduates from Guangxi Universities

1.1.7 Preliminary Interview Research

1.1.7.1 Interview of Experts

In the preliminary phase of this study, qualitative interviews were conducted with 12 experts from six regular universities in Guangxi, China (see Appendix D: Preliminary Research Interview Questions). Each university's participant included a Director of the Employment Guidance Center and a Career Consultant. The interviews were conducted via video conferencing using Tencent Meeting software, focusing on the current issues and challenges related to career expectations among university students in regular universities (see Appendix A: Expert Interview Outline). These experts represent two types: theoretical guidance and practical application.

These initial interviews aimed to gain insights into the potential relationships among the variables and identify gaps in the existing literature that could be addressed in the subsequent research.

1.1.7.2 Record of Preliminary Interview

The semi-structured interviews allowed for guided discussion and flexibility to explore emerging topics in depth. Each participant was asked six key questions covering factors influencing university students' career expectations, job-seeking beliefs, parental emotional support, peer pressure, perceived emotions, gender differences, and measures and strategies in career expectation planning. The data

collected from these interviews were then qualitatively analyzed to identify recurring themes and potential variables for further exploration in this study.

According to the Director of the Employment Guidance Center (A1-F1), university students' career expectations are shaped by various factors, including parental support, peer influence, emotional intelligence, self-efficacy in career decisions, personal interests, and educational background. Confidence is vital in career exploration, enabling students to face challenges actively. Parental emotional support strengthens job-seeking confidence, while peer opinions significantly influence students' choices, which should be considered rationally. Accurate emotion perception improves confidence, communication, and adaptability.

Career Consultant (A2-F2) emphasizes that gender plays a moderating role in shaping career aspirations. Influenced by traditional gender role norms, female students often exhibit lower career self-efficacy and aspirations. However, these disparities can be effectively mitigated through systematic gender equality education and extensive practical workplace experience. To address this issue, experts recommend that universities strengthen personalized career guidance and establish a continuous support system, including offering specialized courses, inviting industry experts to lecture, and conducting vocational skills workshops to help students plan their career paths and enhance their career aspirations and ability to achieve them.

Table 1.1 Expert Interview Excerpt's Dialogue (Key Abstracts by iFLYTEK)

Participant	Theme 1-7
A1 Director of Employment Guidance Center	1. Parents, peers, emotions, self-efficacy, interests, and market shape career expectations. 2. Confidence is a guiding light in university students' career exploration, helping them proactively try new paths and stay resolute in their direction. 3. Emotional support from parents is a crucial source of job search confidence, enabling students to tackle job search challenges with composure. 4. Peer opinions significantly influence job search decisions, serving as a crucial reference for students. 5. Accurate emotion perception enhances job search confidence by helping students adjust their mindset and behavior. 6. Gender influences career expectations alongside sociocultural, familial, and educational factors, but is not the sole determinant. 7. Strengthen parent-child communication on career goals and host workshops for parents on supporting career planning.
A2 Career Consultant	1. College students' career expectations are primarily driven by parental support, peer influence, emotional intelligence, and self-efficacy, with personal interests and educational background also playing crucial roles.

Participant	Theme 1-7
B1 Director of Employment Guidance Center	2. Confidence is the foundation of career exploration for university students, encouraging them to take risks and attract more opportunities.
	3. Parental emotional support is crucial for job search confidence, significantly boosting students' self-assurance in facing challenges.
	4. Peer opinions significantly influence job search decisions, acting as motivation and potential constraints.
	5. Accurate emotion perception enhances job search confidence, allowing students to adjust and respond effectively during interviews
	6. Gender influences career expectations, shaped by sociocultural, familial, and educational factors.
	7. Parents' support and updated career views strengthen children's aspirations, avoiding gender stereotypes.
	1. Parental expectations, peer influence, resilience, autonomy, education, and experience affect aspirations.
B2 Career Consultant	2. Confidence enables students to make wise decisions, allowing them to choose the right career path calmly.
	3. Such support stimulates students' motivation for job search, enhancing their enthusiasm and success rate.
	4. Peer feedback acts as a "guiding light," impacting students' choice of career paths and job opportunities.
	5. Emotion perception improves communication, allowing students to understand the interviewer's needs and expectations better.
	6. Gender stereotypes in careers can limit choices; our role is to encourage choices based on interests and abilities.
B2 Career Consultant	7. Foster peer influence through team projects and mentorship programs, enhancing career awareness and aspirations.
	1. Parents' expectations, peer pressure, emotional management, professional confidence, social practice, and professional orientation collectively shape college students' career aspirations.
	2. Confidence accelerates career decision-making, reducing hesitation and allowing students to seize career development opportunities.
	3. It serves as a "safety net," providing security and courage for students to pursue their career dreams.
	4. Peer feedback is a double-edged sword, either boosting confidence or limiting opportunities.
B2 Career Consultant	5. It serves as a "barometer" for confidence, helping students recognize strengths and weaknesses and adapt strategies accordingly.

Participant	Theme 1-7
C1 Director of Employment Guidance Center	6. It plays a role in forming preferences and impacting choices from early experiences. 7. Peer interactions through sharing sessions and groups broaden horizons and inspire career goals. 1. Parental support, peer influence, emotions, decision-making, school resources, and planning define career goals. 2. Confidence accelerates students' integration into the workplace, fostering communication and building relationships. 3. Parental emotional support is a strong backbone for students facing job search pressures, bolstering their resilience. 4. Positive peer opinions enhance motivation, but negative ones can mislead and create undue stress. 5. It aids in coping with setbacks, enabling students to recover and quickly move on from job search disappointments. 6. Gender differences should not hinder career aspirations; we provide equal guidance and resources for all. 7. Develop emotional intelligence and self-awareness through courses, reflection, and psychological support.
C2 Career Consultant	1. Family support, peer interaction, emotional intelligence, decision-making abilities, industry awareness, and planning education influence college students' career expectations. 2. Confidence strengthens students' adaptability in the workplace, helping them quickly integrate and build positive relationships. 3. Parental support fosters a positive job search mindset, helping students believe in their ability to find satisfactory work. 4. The impact of peer opinions varies, reflecting individual differences in autonomy and dependency. 5. Emotion perception fosters a positive mindset, aiding resilience and support acquisition during setbacks. 6. The impact is multifaceted, resulting from intertwined societal and personal factors. 7. Emotional intelligence courses enhance self-management and effective communication in the workplace.
D1 Director of Employment Guidance Center	1. Parents, peer success, emotions, confidence, values, and trends influence career expectations. 2. Confidence propels career development, motivating progress and breakthroughs to achieve high accomplishments.

Participant	Theme 1-7
D2 Career Consultant	3. Emotional support from parents sharpens students' self-awareness, helping them confidently showcase their strengths in job hunting. 4. Students should rationally evaluate peer advice, considering individual circumstances and career goals. 5. Enhances self-awareness, helping students position themselves in the job market and develop effective strategies. 6. Gender equality education fosters open, diverse career views and reduces gender-based expectations. 7. Provide personalized career planning services, workshops, and internships to clarify career paths and build skills.
	1. Parent encouragement, peer role models, emotional regulation, self-efficacy, personal values, and the job market jointly affect college students' career choices. 2. Confidence catalyzes career growth, motivating continuous learning and progress toward high achievements. 3. This support enhances students' self-efficacy in career decision-making, leading to more confident choices. 4. While valuable, peer advice should not dictate decisions; personal planning and goals should prevail. 5. This skill boosts workplace adaptability, enhancing relationships and efficiency, thereby increasing job search confidence. 6. Differences persist in career choices, paths, and satisfaction despite equality efforts. 7. Career planning and counseling boost decision-making confidence and clarity in career choices.
	1. Parental support, peer comparison, emotions, autonomy, curriculum, and interests shape aspirations. 2. Confidence protects against career setbacks, providing resilient mental support. 3. This support reinforces students' confidence in making career decisions, fostering decisiveness and determination on their career paths. 4. Our department should strengthen career planning and decision-making skills to counter peer influence. 5. Fosters a positive job search mindset, encouraging students to view challenges optimistically and adjust accordingly. 6. Workplace gender equality positively impacts students' career aspirations, promoting belief in their potential.

Participant	Theme 1-7
E2 Career Consultant	7. Promote diversity and inclusivity, encouraging exploration of various career fields and offering targeted support. 1. Family background, peer networks, emotional intelligence, decision-making self-efficacy, personal abilities, and career development resources impact the career development of college students. 2. Confidence supports career transitions, empowering students to face change boldly and pursue diverse development. 3. Acting as a "catalyst," parental support boosts job search motivation and resilience, aiding in achieving goals. 4. Students must screen peer opinions, retaining valuable insights while discarding misleading views. 5. As a "lubricant" in interviews, it ensures effective communication and impression management. 6. This influence is dynamic, evolving with societal progress and shifting gender roles. 7. Internships and part-time jobs provide practical experience, clarify paths, and enhance competitiveness.
F1 Director of Employment Guidance Center	1. Parents, peers, emotions, confidence, school services, and ideals drive career expectations. 2. Confidence lies at the foundation of career planning, helping students firmly pursue their career dreams. 3. Emotional support is a long-term investment in job search confidence, laying a solid foundation for students' future career development. 4. Peer opinions are just references; ultimate job search decisions rest on personal goals and situations. 5. Emotion perception is crucial for job search success, involving effective emotion management and enhancing professional presentation. 6. Career choices should focus on abilities and interests, with gender being a diverse aspect, not a barrier. 7. Track graduate career progress and adjust services accordingly, encouraging alums to share to inspire current students.
F2 Career Consultant	1. Parental support, peer influence, emotional stability, career self-awareness, professional skills, and career guidance together determine college students' career expectations. 2. Confidence ensures career satisfaction, helping students pursue their dreams and enhancing their passion for work. 3. It contributes to a healthy job search psychology, allowing students to maintain confidence and stability in the face of setbacks.

Participant	Theme 1-7
	4. Peer influence in a job search is phased; understanding this helps students manage it effectively. 5. Emotion perception and job search confidence are mutually reinforcing, creating a virtuous cycle for success. 6. Gender should not limit aspirations; the focus should be on individual potential and passions. 7. Comprehensive career education guides students to personalized career plans and ongoing support, including courses, guest lectures, and workshops.

Source: Created by Researcher

These expert responses address the factors influencing the career expectations of university students in Guangxi Normal University in China and provide suggestions and strategies for addressing them.

1.1.7.3 Preliminary Exploration of Key Variables

In the given dataset, "Parental support" emerges as the most frequently occurring keyword, appearing 9 times. "Peer influence" follows closely, with eight appearances. "Emotional intelligence," "Career decision-making self-efficacy," "Personal interests and abilities," and "Educational background" also appear frequently, with each being mentioned between 3 and 7 times. Other keywords, including "Market demand," "Personal values," and "Professional guidance," appear less frequently, with each being mentioned once or twice (See Table 1.2).

Table 1.2 Keywords Across the Interview (Key Abstracts by iFLYTEK)

Keyword	A1	B1	C1	D1	E1	F1	A2	B2	C2	D2	E2	F2	Total Frequency
Parental support	1	1	1	1	1	0	1	1	0	0	1	1	9
Peer influence	1	1	1	1	0	0	1	1	1	0	1	0	8
Emotional intelligence	1	0	1	1	0	1	1	0	1	0	1	0	7
Career decision-making self-efficacy	1	1	1	0	0	1	1	1	0	0	1	0	7
Personal interests and abilities	1	0	1	0	0	0	1	0	0	1	0	0	4
Educational background	0	1	0	0	0	0	1	0	0	1	0	0	3

Keyword	A1	B1	C1	D1	E1	F1	A2	B2	C2	D2	E2	F2	Total Frequency
Market demand	0	0	0	1	0	0	0	0	0	1	0	0	2
Personal values	0	0	0	1	0	0	0	0	0	1	0	0	2
Professional guidance	0	0	0	0	0	0	0	1	0	0	0	1	2
Social needs and job prospects	1	0	0	0	0	0	0	0	0	0	0	0	1
Personal values	0	0	0	0	0	0	0	0	0	1	0	0	1
Major of study	0	1	0	0	0	0	0	0	0	0	0	0	1
Internship and part-time experience	0	1	0	0	0	0	0	0	0	0	0	0	1
Psychological resilience	0	1	0	0	0	0	0	0	0	0	0	0	1
Career planning	0	0	1	0	0	0	0	0	0	0	0	0	1
Career enthusiasm	0	0	0	1	0	0	0	0	0	0	0	0	1
Interpersonal relationships	0	0	0	1	0	0	0	0	0	0	0	0	1
Professional skills	0	0	0	0	0	0	0	0	0	0	0	1	1
Career philosophy	0	0	0	1	0	0	0	0	0	0	0	0	1
Industry development trends	0	0	0	1	0	0	0	0	0	0	0	0	1
Curriculum design	0	0	0	0	1	0	0	0	0	0	0	0	1
Teaching quality	0	0	0	0	1	0	0	0	0	0	0	0	1
Career interests	0	0	0	0	1	0	0	0	0	0	0	0	1
Talent	0	0	0	0	1	0	0	0	0	0	0	0	1
Career aspirations	0	0	0	0	0	1	0	0	0	0	0	0	1

Keyword	A1	B1	C1	D1	E1	F1	A2	B2	C2	D2	E2	F2	Total Frequency
Social responsibility	0	0	0	0	0	1	0	0	0	0	0	0	1
University career services	0	0	0	0	0	1	0	0	0	0	0	0	1
Career Guidance	0	0	0	0	0	1	0	0	0	0	0	0	1

Source: Created by iFLYTEK

These interviews aimed to gain an in-depth understanding of the factors influencing college students' career expectations and to identify the key elements that shape their confidence and aspirations. The analysis of responses from both the director of the employment guidance center and the career consultant identified several recurring themes and high-frequency keywords, which provided the foundation for this study's conceptual framework.

Career Expectations

High-frequency Keywords: parental support, peer influence, emotional intelligence, career decision-making self-efficacy, personal interests, market demand

Relevance: These keywords encompass the factors that influence college students' career expectations. Parental support and peer influence represent external influences, while emotional intelligence and career decision-making self-efficacy reflect internal attributes. Personal interests and market demand highlight individual preferences and external realities that shape career aspirations.

Confidence in Career Exploration

High-frequency Keywords: confidence, career exploration, job search, decision-making, resilience

Relevance: These keywords highlight the role of confidence in college students' career exploration. Confidence empowers students to engage in active job searches, make informed career choices, and face challenges with resilience, ultimately influencing their career satisfaction and success.

Parental Emotional Support

High-frequency Keyword: emotional support from parents

Relevance: Emotional support from parents is a crucial source of confidence for college students when seeking employment. It fosters a positive job search mindset, enhances resilience, and promotes self-efficacy in career decision-making—essential for successful career navigation.

Peer Influence

High-frequency Keywords: peer opinions, influence, social learning, comparison

Relevance: Peer influence plays a significant role in shaping the career decisions of college students. Through social learning, comparison, and group dynamics, peers can motivate or constrain students' career choices, underscoring the importance of cultivating a supportive and informative peer environment.

Emotional Intelligence

High-frequency Keywords: emotion perception, self-regulation, adaptability, communication

Relevance: Emotional intelligence, encompassing the ability to perceive, understand, and manage emotions, is vital for college students' job search and career development. It enhances adaptability, improves communication, and bolsters resilience, increasing job search confidence and career success.

Gender Differences

High-frequency Keyword: gender influence

Relevance: Gender influences career expectations, which are often shaped by societal norms, family expectations, and personal identity. While acknowledging gender as a factor, it is crucial to foster an environment that encourages students to pursue careers based on their interests, abilities, and aspirations, rather than perpetuating gender stereotypes.

These themes and keywords collectively provide a comprehensive framework for understanding the factors influencing college students' career expectations, confidence, and aspirations. They highlight the importance of multifaceted support systems, emotional intelligence, and strategic interventions in fostering positive career outcomes.

1.2 Research Problem

Against the backdrop of intensified employment pressure for Chinese university undergraduates, career expectations serve as a core predictor of students' job-search motivation, occupational choice preferences and long-term career development outcomes. Existing scholarship has verified that three prevalent contextual and personal drivers—career-related parental support, peer influence, and emotional intelligence—can shape college students' occupational outlooks. Prior separate investigations have proven parental career guidance offers informational and emotional resources for career planning, peer norms deliver observable social cues regarding feasible career paths, and emotional intelligence equips young adults to process occupational uncertainty rationally.

Social Cognitive Career Theory identifies career decision-making self-efficacy (CDMSE) as a pivotal proximal psychological mediator bridging external contextual inputs and individual career-related judgments. Prior fragmented empirical works confirm each predictor can independently elevate CDMSE, yet few integrated quantitative studies examine whether CDMSE transmits the combined effects of the three antecedents onto Chinese undergraduates' career expectations holistically. Additionally, gender disparity persists in occupational socialization within China's cultural context: females commonly receive distinct parental career guidance and confront divergent peer occupational stereotypes

compared with male peers. Several independent prior studies have detected inconsistent gender group discrepancies in the correlation strength between CDMSE and career expectations, leaving the moderating function of gender under unified sample testing.

Accordingly, this study explored how career-related parental support, peer influence, and emotional intelligence affect career expectations of Chinese university students, and examined the mediating role of career decision-making self-efficacy in these relationships. Furthermore, the study investigated whether gender moderates the association between career decision-making self-efficacy and career expectations. Resolving the above unresolved research gaps supplies localized empirical evidence for universities to design targeted career counseling programs for undergraduates.

1.3 Research Questions

How does parental support related to careers, peer influence, and emotional intelligence affect career expectations?

How does career decision-making self-efficacy mediate the relationship between these independent variables and career expectations?

Does gender influence the relationship between career decision-making self-efficacy and career expectations?

In vocational education activities at normal universities, what evidence-based models can be proposed to enhance the employment expectations of teacher trainees?

1.4 Research Objectives

To examine how parental support, peer influence, and emotional intelligence affect career expectations.

To examine how career decision-making self-efficacy mediates the relationship between parental support, peer influence, emotional intelligence, and career expectations.

To examine how gender moderates these relationships.

To develop a model that encourages senior students to plan their career expectations rationally.

1.5 Significance of the Research

The significance of studying the career expectations of regular university students is mainly reflected in the following aspects:

1.5.1 Clarifying the Role of Career Decision-Making Self-Efficacy in Career Expectation Formation

This research aims to clarify the mediating role of career decision-making self-efficacy in the relationships between career-related parental support, peer influence, emotional intelligence, and career expectations among senior students. By empirically examining these connections within six normal universities in

Guangxi, the study contributes to a clearer understanding of how socio-emotional factors affect students' career-related thoughts and expectations.

1.5.2 Addressing Contextual Gaps in Career Development Research within Chinese Normal Universities

While existing career development theories have been extensively tested in Western settings, there is limited empirical evidence regarding their applicability in Chinese higher education environments, especially in normal universities. This study offers relevant data to evaluate these theoretical frameworks within a localized context, thereby addressing gaps related to cultural and institutional specificities that may influence career decision processes and expectations in China.

1.5.3 Examining Gender as a Moderating Factor in Career Decision Processes

Including gender as a moderating variable, the study explores potential differences between male and female students in the relationship among social support, emotional intelligence, career decision-making self-efficacy, and career expectations. This offers a more detailed perspective on career development and informs the creation of gender-sensitive career counseling and intervention programs.

1.5.4 Informing Practical Strategies for Enhancing Career Guidance in Normal Universities

The identification of key factors influencing career expectations, along with the mediating role of self-efficacy, can guide university career services in developing targeted interventions. Understanding these dynamics provides empirical grounding for improving career education, support systems, and counseling practices that aim to better prepare senior students for the transition from academia to the workforce.

1.6 Scope of the Study

This research focused on understanding the factors that influence career expectations among senior students at six regular universities in Guangxi, China. The study explored how parental support, peer pressure, and emotional intelligence affect these students' career expectations, as well as the mediating role of career decision - making self-efficacy in these relationships. The scope of the research included six universities: Guangxi Normal University, Nanning Normal University, Yulin Normal University, Guangxi Minzu Normal University, Guangxi Science and Technology Normal University, and Guangxi Vocational Normal University.

Key variables, career-related parental support, peer influence, emotional intelligence, and career decision-making self-efficacy, were evaluated for their direct and indirect effects on career expectations. The moderating role of gender was examined to understand how it affects the relationship between career decision - making self-efficacy and career expectations. Additionally, the mediating role of career decision-making self-efficacy was assessed to determine its importance in the relationship between the independent variables (parental

support, peer influence, and emotional intelligence) and the dependent variable (career expectations).

1.7 Definition of Terms

To ensure clarity and consistency throughout the study, the following key terms are defined:

Table 1.3 Definition of Terms

Term	Definition	Reference (DOI)
Career-Related Parental Support (CRPS)	Assistance, encouragement, and resources parents provide to facilitate their children's career development. This support can include emotional support, instrumental assistance, verbal encouragement, career modeling, and sharing career-related information and experiences.	Turner et al. (2003); Cheng & Yuen (2012); Alexander & Lowe (2022)
Peer Influence (PI)	Instances where one person affects, or is affected by, one or more others who are similar in age and social context.	Laursen (2018)
Emotional Intelligence (EI)	Ability to perceive, manage, and regulate emotions, thereby promoting adaptive thinking and understanding the meaning and consequences of emotions. This process of management, regulation, and adaptation allows the person to develop intellectually, socially, and emotionally.	Brackett & Salovey (2006)
Career Decision-Making Self-Efficacy (CDMSE)	An individual's belief in their ability to complete the tasks necessary to make career-related decisions successfully.	Betz et al. (1996)
Career Expectations (CE)	An individual's anticipated outcomes, goals, or aspirations related to their future career. They encompass expectations regarding job positions, salaries, career advancement, work environment, and personal and professional development.	Lu & Adler (2009); Metz et al. (2009)
When Juan Xing (WJX)	An online survey tool widely used in China for creating, distributing, and analyzing questionnaires and surveys for research purposes.	Huang et al. (2022)

Term	Definition	Reference (DOI)
Normal University	A type of institution that primarily focuses on the education and training of teachers. The average number of students currently enrolled in or who have graduated from teacher education programs at colleges and universities.	Cohen (1976)
Normal Student	Students who major in education, and their future career goal is to work as teachers in various types of schools or educational institutions, making them future teachers in training.	Cohen (1976)
Senior Undergraduate Student	Students in the fourth year (typically the final year) of their undergraduate education.	Cohen (1976)

CHAPTER 2

LITERATURE REVIEW

2.1 Review of Variables

2.1.1 Career-Related Parental Support

2.1.1.1 Definition of Career-Related Parental Support

Career-related parental support refers to the actions, behaviors, and attitudes exhibited by parents that aim to facilitate their children's career development. This support can take various forms, including instrumental assistance (such as providing financial and material support for career-related skill development), career-related modeling (demonstrating relevant career behaviors and attitudes), verbal encouragement (offering praise and positive feedback related to career development), and emotional support (providing comfort and reassurance during challenging career-related situations) (Turner et al., 2003; Zhang et al., 2021).

2.1.1.2 Related Literature of Career-Related Parental Support

Previous research has consistently demonstrated the positive influence of career-related parental support on adolescents' career development. For instance, studies have shown that parental support is associated with increased career exploration and decision-making self-efficacy (Dietrich & Kracke, 2009; Lapan et al., 1999). Additionally, parental modeling of career behaviors and providing career-related information have enhanced adolescents' career aspirations and goal commitment (Alliman-Brissett et al., 2004). Recent research has increasingly focused on the role of career-related parental support in shaping the career trajectories of adolescents and young adults. This body of literature has predominantly examined the impact of such support on career decision-making self-efficacy, career exploration, career aspirations, and career adaptability (Gushue & Whitson, 2006; Lee & Mun, 2011; Restubog et al., 2010; Zhang et al., 2019).

Moreover, research has highlighted the differential effects of maternal and paternal support on career development. Mothers are often reported to provide more emotional support and encouragement, while fathers tend to offer more instrumental assistance and career-related guidance (Finley et al., 2008; Phares et al., 2009). This distinction in parental roles can have varying impacts on adolescents' career outcomes, underscoring the importance of considering both types of support.

Cultural factors also play a significant role in shaping the nature and impact of career-related parental support. Studies conducted in different cultural contexts have revealed variations in parents' involvement in their children's career development. For example, in collectivistic cultures such as India, parents may be more involved and controlling in their children's career choices, whereas in individualistic cultures like the United States, parents may take a more supportive and autonomy-granting approach (Alexander & Lowe, 2022; Bornstein, 2012).

Furthermore, the timing and duration of parental support can influence its effectiveness. Research suggests that support provided during critical transition periods, such as the transition from high school to college or college to the workforce, can be particularly impactful in shaping adolescents' career trajectories (Marshall & Butler, 2016; Murphy et al., 2010).

In summary, despite the growing body of evidence supporting the importance of career-related parental support, several challenges remain. First, the mechanisms through which parental support influences career outcomes are not fully understood. While some studies suggest that career adaptability may mediate the relationship between parental support and career behaviors (Guan et al., 2015; Zhang et al., 2021), others indicate that additional factors, such as individual beliefs and motivational processes, may also play a role (Parker et al., 2010; Zhang et al., 2019).

2.1.2 Peer Influence

2.1.2.1 Definition of Peer Influence

Peer influence is defined as instances where one person affects, or is affected by, one or more others who are similar in age (Laursen, 2018). It encompasses the conscious and unconscious ways peers affect one another, often leading to similarities in attitudes, values, and behaviors within peer groups. Peer influence operates through various mechanisms, including imitation, social learning, group norms, and conformity, and it is a pervasive force throughout development, particularly during adolescence. Peer influence is a pervasive force during adolescence, playing a significant role in shaping various aspects of development, including academic performance, social behaviors, and identity formation (Laursen & Veenstra, 2021; Vit et al., 2024).

2.1.2.2 Related Literature of Peer Influence

Research has highlighted both positive and negative effects of peer influence. On the positive side, peers can serve as sources of social support, motivation, and encouragement, fostering academic engagement and achievement (Vit et al., 2024). For instance, Vit et al. (2024) observed that adolescents adjust their academic ambitions to align with those of their friends, highlighting the role of positive peer influence in shaping academic goals. Conversely, peer influence can also lead to adverse outcomes, such as increased risk-taking behaviors, substance abuse, and delinquency, particularly when peers endorse or engage in such behaviors (Giletta et al., 2021).

Research has shown that peer influence can have either a positive or negative impact on students' academic performance. Zhang et al. (2021) found that peer support and modeling can enhance students' academic engagement and achievement, whereas negative peer influences, such as peer pressure to engage in deviant behaviors, can have detrimental effects on their academic outcomes.

With the advent of social media, digital peer influence has emerged as a new area of research. Rachmad (2023) introduced the Digital Peer Influence Theory, which explores how digital interactions shape individuals' attitudes, behaviors, and decisions. This theory posits that digital peer influence operates through channels such

as social media interactions, user-generated content, and online reviews, significantly impacting consumer choices, political opinions, and personal identities.

Recent research has also focused on the role of technology in facilitating peer influence. With the proliferation of social media, adolescents now have greater access to their peers outside of traditional school settings, which has expanded the opportunities for peer influence to occur (Choukas-Bradley & Nesi, 2020).

In summary, the literature on peer influence underscores its importance across various developmental domains. From academic achievement to risk-taking behaviors and identity development, peers influence individuals, particularly during adolescence. Future research continues to investigate the underlying mechanisms of peer influence and how they can be leveraged to promote positive developmental outcomes.

2.1.3 Emotional Intelligence

2.1.3.1 Definition of Emotional Intelligence

Emotional intelligence (EI) is the ability to perceive, manage, and regulate emotions, promoting adaptive thinking and understanding the meaning and consequences of emotions. This process of management, regulation, and adaptation enables the person to develop intellectually, socially, and emotionally (Brackett & Salovey, 2006). Emotional intelligence (EI) is a multifaceted construct that involves the ability to perceive, understand, express, and regulate emotions in oneself and others (Mayer & Salovey, 1997; Goleman, 1995). This definition encompasses the cognitive aspects of processing emotional information and the ability to use emotions effectively to guide thinking and behavior. According to Mayer and Salovey (1997), EI comprises four primary branches: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and managing emotions. Goleman (1995) conceptualized EI as a set of emotional competencies that include self-awareness, self-management, social awareness, and relationship management. These definitions highlight the interplay between emotional processing and cognitive functioning, suggesting that EI is a distinct form of intelligence contributing to adaptive behavior.

2.1.3.2 Related Literature of Emotional Intelligence

Current research on emotional intelligence (EI) demonstrates a moderate positive correlation ($\rho = 0.20\text{--}0.39$) between EI and academic achievement, as confirmed by meta-analyses (Maccann et al., 2019; Sánchez-Álvarez et al., 2020). This relationship is mediated by emotional regulation and social skills, particularly in humanities disciplines (vs. sciences) and through self-reported EI measures. In educational contexts, EI interventions in teacher training programs and student development have shown significant improvements in learning motivation and self-efficacy. For instance, a study employing diverse activities (games, projects), equal interaction systems, and active teaching methods (e.g., "open workshop," "brainstorming") enhanced participants' EI levels, with marked increases in emotional perception (12% to 47.7% high-level proficiency) and management capabilities (Huang & Wu, 2024). The ability model (MSCEIT) and mixed model (EQ-i) remain dominant in EI research, with the former predominantly applied in academic settings and the latter in organizational contexts (Petrides & Furnham, 2001).

In the 1990s, psychologists Peter Salovey and John Mayer formalized the concept of EI, defining it as a form of intelligence that involves the ability to monitor and discriminate emotions in oneself and others and to use this information to guide thinking and behavior (Salovey & Mayer, 1990). Their work emphasized the cognitive aspects of EI and proposed a hierarchical model that organized EI abilities from basic to more complex.

Daniel Goleman's book (1995), *Emotional Intelligence: Why It Can Matter More Than IQ*, popularized the concept and introduced a more practical perspective. Goleman's model emphasizes the practical applications of EI, suggesting that emotional competencies can be developed through targeted training and regular practice.

Subsequent research has investigated various aspects of EI, including its measurement, correlates, and outcomes. For example, studies have shown that EI is connected to social adjustment, academic performance, and job success (Brackett et al., 2004; Lopes et al., 2004). Additionally, research on developing EI has indicated that specific emotional skills can be improved through targeted interventions (Dulewicz & Higgs, 2004; Mayer et al., 2000).

However, the field of EI remains controversial. Critics have challenged the validity of EI measures and whether EI is truly a separate form of intelligence (Roberts et al., 2001; Zeidner et al., 2003). Furthermore, debate continues over the best model and measurement methods for EI, with some approaches focusing on ability-based or mixed models that include personality traits (Petrides & Furnham, 2001; Bar-On, 1997).

In summary, the literature on emotional intelligence is vast and diverse, encompassing theoretical, empirical, and applied perspectives. While there is consensus on the importance of emotional competencies, ongoing discussions persist regarding the definition, measurement, and development of EI.

2.1.4 Career Decision-Making Self-Efficacy

2.1.4.1 Definition of Career Decision-Making Self-Efficacy

Career decision-making self-efficacy (CDMSE) refers to an individual's confidence in their ability to successfully perform the tasks necessary to make informed career-related decisions (Betz et al., 1996). It includes confidence in identifying and evaluating career options, gathering and analyzing career information, making career plans, and coping with uncertainties related to career choices (Taylor & Betz, 1983). This concept is key to understanding how individuals make career decisions and their readiness to engage in career planning and exploration activities.

2.1.4.2 Related Literature of Career Decision-Making Self-Efficacy

Extensive research has been conducted on the role of career decision-making self-efficacy in various career-related outcomes. Studies consistently show that CDMSE is positively linked to career exploration (e.g., Stumpf, et al., 1983; Xu & Tracey, 2008), career decision-making status (e.g., Gati, et al., 1996), and career adaptability (e.g., Savickas, 1997). For example, Lent et al.'s (1994, 2000) social cognitive career theory suggests that self-efficacy beliefs, including CDMSE, are vital in shaping individuals' career interests, goals, and actions.

Research has also emphasized the role of contextual factors like parental and peer support in developing CDMSE. For instance, Turner and Lapan (2002) found that perceived parent support was positively linked to adolescents' vocational self-efficacy and career planning/exploration efficacy. Likewise, studies have demonstrated that peer emotional support can indirectly foster career exploration by influencing CDMSE (e.g., Zhang & Huang, 2018).

Furthermore, the link between CDMSE and career-related outcomes has been studied across various cultural settings. For example, Metheny and McWhirter (2013) investigated how social status and family support influence college students' career decision self-efficacy and outcome expectations, discovering that perceptions of social status and family support are positively related to CDMSE. Likewise, research in non-Western cultures, such as China (e.g., Wang & Jiao, 2022) and Indonesia (e.g., Rizki & Kurniawati, 2019), has demonstrated the important role of CDMSE in career development, emphasizing its universal importance across different cultural contexts.

In summary, the literature on career decision-making self-efficacy highlights its crucial role in shaping individuals' career-related beliefs, behaviors, and outcomes. Future research could further examine the relationship between CDMSE and other psychological constructs, as well as how contextual factors influence the development and maintenance of CDMSE across different populations and cultural settings.

2.1.5 Career Expectations

2.1.5.1 Definition of Career Expectations

Career expectations refer to an individual's anticipated outcomes, goals, or aspirations related to their future career. They include expectations about job roles, salaries, career growth, work environment, and personal and professional development (Lu & Adler, 2009; Metz et al., 2009). These expectations often develop over time and are influenced by personal experiences, educational background, family influences, and societal norms. They act as a guiding force in an individual's career planning and decision-making.

2.2 Related Literature on Career Expectations

Career expectations have been widely researched across disciplines such as psychology, education, and sociology. Researchers examine different facets of career expectations, including how they form, develop, and influence career choices and results.

One notable study by Lu and Adler (2009) examined the career goals and expectations of hospitality and tourism students in China. The study found that students held high expectations for their education to prepare them for careers in the tourism industry and expressed a desire for an advanced degree. Similarly, Metz et al. (2009) investigated college students' career aspirations and expectations, discovering significant gender and ethnic differences in the types of occupations students aspired to and expected to pursue.

Other research has examined the link between career expectations and actual career results. For example, Zengin et al. (2011) investigated whether university education meets students' career expectations. The study found that although students

valued their diplomas, many thought that education alone did not ensure a well-paying job or career success.

Furthermore, the role of family and social support in shaping career expectations has also been examined. For example, Metheny and McWhirter (2013) found that family support, including parental encouragement and expectations, positively influenced college students' career decision-making self-efficacy and outcome expectations. Similarly, Guan et al. (2016) demonstrated that parental support significantly boosted career adaptability among university students, mediated by career decision-making self-efficacy.

Overall, the literature on career expectations emphasizes their complex and multifaceted nature, influenced by various individual, family, and societal factors. Understanding these expectations is essential for providing practical career guidance and support to individuals navigating their career paths.

2.1.6 Summary of Previous Studies

Table 2.1 Summary of Previous Studies

Variable	Author	Title	Keywords	Adopted Theory
Career-Related Parent Support	Zhang et al. (2019)	Career-related parental support, vocational identity, and career adaptability: Interrelationships and gender differences	Vocational identity, career adaptability, and gender differences	Social Cognitive Career Theory (SCCT)
	Turner et al. (2003)	Development and preliminary validation of a career-related parental support scale for adolescents	Career-related parental support, adolescents, scale development	Social Cognitive Career Theory (SCCT)
	Dietrich & Kracke (2009)	Career-specific parental behaviors in adolescents' development	Career-specific parental behaviors, adolescent development	Social Cognitive Career Theory (SCCT)
	Zhou et al. (2019)	Parental career support and its relationship with vocational identity among Chinese college students	Parental career support, vocational identity, and Chinese college students	Social Cognitive Career Theory (SCCT)

Variable	Author	Title	Keywords	Adopted Theory
Peer Influence	Alexander & Lowe (2022)	The career-related parental involvement scale: Development and validation among college Seniors	Career-related parental involvement, scale development, and validation	Social Cognitive Career Theory (SCCT)
	Helwig (2010)	The link between socioeconomic status and career adaptability: The mediating role of parental support for career	Socioeconomic status, career adaptability, and parental support for career	Social Cognitive Career Theory (SCCT)
	Gillespie & Hillman (1993)	Impact of self-efficacy expectations on adolescent career choice	Self-efficacy, career choice, adolescents	Social Cognitive Career Theory (SCCT)
	Adeyemo (2007)	The moderating influence of emotional intelligence on the link between academic self-efficacy and achievement	Emotional intelligence, academic self-efficacy, achievement	Social Cognitive Career Theory (SCCT)
	Brechwald & Prinstein (2011)	Beyond homophily: A decade of advances in understanding peer influence processes	Peer influence, peer socialization, homophily, adolescent development	Social Learning Theory
	McConchie et al. (2010)	With a small quantity of help from my friends, the Development and validation of the positive peer influence inventory	Positive peer influence, adolescent development, behavioral outcomes	Social Learning Theory
	Young et al. (2001)	Family functioning, peer influence, and media influence	Peer influence, family functioning, media	Social Learning Theory

Variable	Author	Title	Keywords	Adopted Theory
		as predictors of bulimic behavior	influence, bulimic behavior	
	Urberg (2004)	Locus of peer influence: social crowd and best friend	Peer influence, social crowd, best friend, cigarette smoking	Social Learning Theory
	Go et al. (2010)	Peer influence and selection effects on adolescent smoking	Peer influence, selection effects, adolescent smoking	Social Learning Theory
	Zhang et al. (2021)	Early adolescent social status and academic engagement: Selection and influence processes	Peer selection, academic engagement, and social status	Social Learning Theory
	Zalta & Keel (2006)	Peer Influence on bulimic symptoms in college Students	Peer socialization, bulimic symptoms, college students, personality traits	Social Learning Theory
	Laursen & Veenstra (2021)	Toward understanding the functions of peer influence: A summary and synthesis	Peer influence, peer interaction, adolescent development, compatibility	Social Learning Theory
	Kiesner et al. (2004)	Group identification in early adolescence: Its relation with peer adjustment and its moderator effect	Peer nomination, group identification, peer adjustment, early adolescence	Social Learning Theory
	Werner-Wilson & Arbel (2000)	Assessment of Interpersonal Influences on Adolescents: The	Peer attitudes, parental influences, adolescent	Social Learning Theory

Variable	Author	Title	Keywords	Adopted Theory
Emotional Intelligence		Parent and Peer Influence Scale	behavior, scale development	
	Laursen & Veenstra (2021)	Toward understanding the functions of peer influence: A summary and synthesis	adolescence, peer influence, conformity, compatibility	Attachment Theory, Social Control Theory
	Dulewicz & Higgs (2004)	Can Emotional Intelligence Be Developed?	emotional intelligence, occupational psychology, developable trait	Attachment Theory, Social Control Theory
	Mayer et al. (2000)	Human Abilities: Emotional Intelligence	emotional intelligence, psychological variables, social outcomes	Attachment Theory, Social Control Theory
	Zeidner et al. (2003)	Can Emotional Intelligence Be Schooled?	emotional intelligence, educational context, EI interventions	Aptitude Theory
	Dhani & Sharma (2015)	Emotional Intelligence; History, Models and Measures	emotional intelligence, history, models, measures	Attachment Theory, Social Control Theory
	Leung et al. (2011)	The effect of peer processes on adolescent substance use	peer processes, adolescent substance use, social identity theory	Social Identity Theory
	Xu & Tracey (2008)	Decision-Making Self-Efficacy Mediates the Peer Support-Career Exploration Relationship	Education, Career-related, Goals, Tracey	Career Construction Theory, Social Cognitive Theory
	Amalia & Kurniawati (2019)	Self-efficacy source and career adaptability: The mediating roles of	Career adaptability, Career decision self-	Career construction theory, Social cognitive theory

Variable	Author	Title	Keywords	Adopted Theory
Career Decision-Making Self-Efficacy		career decision self-efficacy	efficacy, Source of self-efficacy	
	Wang & Jiao (2022)	The relationship between career social support and career management competency: The mediating role of career decision-making self-efficacy	Career management competency, Career social support, Career decision-making self-efficacy	Social cognitive career theory of career self-management
	Guan et al. (2016)	The role of traditionality in the relationships among parental support, career decision-making self-efficacy, and career adaptability	Career adaptability, Traditionality beliefs, Parental support, Career decision-making self-efficacy	Career construction theory, Cognitive evaluation theory
	Chuang et al. (2018)	Assisting students with career decision-making difficulties: Can career decision-making self-efficacy and career decision-making profile help?	Career decision-making difficulties, Career decision-making profile, Career decision-making self-efficacy, University students	Decision theory, Information-Processing Theories
	Muna et al., (2023)	Association between Parental Variables and Career Decision-Making Self-Efficacy: A Systematic Literature Review	Parental Variables, Career Decision-Making Self-Efficacy, Adolescents	Systematic Literature Review (SLR)
	Olle & Fouad	Career Self-Efficacy and	Career self-efficacy,	Social Cognitive Career Theory

Variable	Author	Title	Keywords	Adopted Theory
Career Expectations	(2013)	Perceptions of Parent Support in Adolescent Career Development	Parent support, Career interests, Adolescents	(SCCT)
	Metheny & McWhirter (2013)	Contributions of Social Status and Family Support to College Students' Career Decision Self-Efficacy and Outcome Expectations	Social status, Family support, Career decision self-efficacy, Outcome expectations	Social Cognitive Career Theory (SCCT), Differential Status Identity (DSI)
	Lu & Adler (2009)	Career Goals and Expectations of Hospitality and Tourism Students in China	Career goals and expectations of undergraduate students in hospitality and tourism management	Social Cognitive Career Theory
	Che Musa et al. (2017)	Career expectations and influences among dental students in Malaysia	Career expectations, dental students, Malaysia	Social Cognitive Career Theory
	Kim (2015)	Career expectations and requirements of students and the hotel industry	Career expectations, hospitality students, and the hotel industry	Social Cognitive Career Theory
	Metz et al. (2009)	Career Aspirations and Expectations of College Students: Demographic and Labor Market Comparisons	Career aspirations, career expectations, and college students	Social Cognitive Career Theory
	Zengin et al. (2011)	A Research on the Sufficiency of University Education about the Satisfaction of University Students' Career	University education, career expectations, and satisfaction	Social Cognitive Career Theory

Variable	Author	Title	Keywords	Adopted Theory
	Järnlström (2000)	Expectations Personality preferences and career expectations of Finnish business students	Personality preferences, career expectations, and business students	Schein's Career Anchor Theory, Jung's Psychological Type Theory

2.3 Relationship Between Variables

2.3.1 Relationship Between Career-Related Parent Support and Career Decision-Making Self-Efficacy

Career-related parental support (CRPS) has been consistently identified as a significant factor influencing career decision-making self-efficacy (CDSE) among adolescents and young adults. According to Lent et al. (1994), CRPS provides individuals with the resources and encouragement to explore various career options and develop confidence in making career-related decisions. This relationship is supported by numerous studies that have demonstrated a positive correlation between CRPS and CDSE.

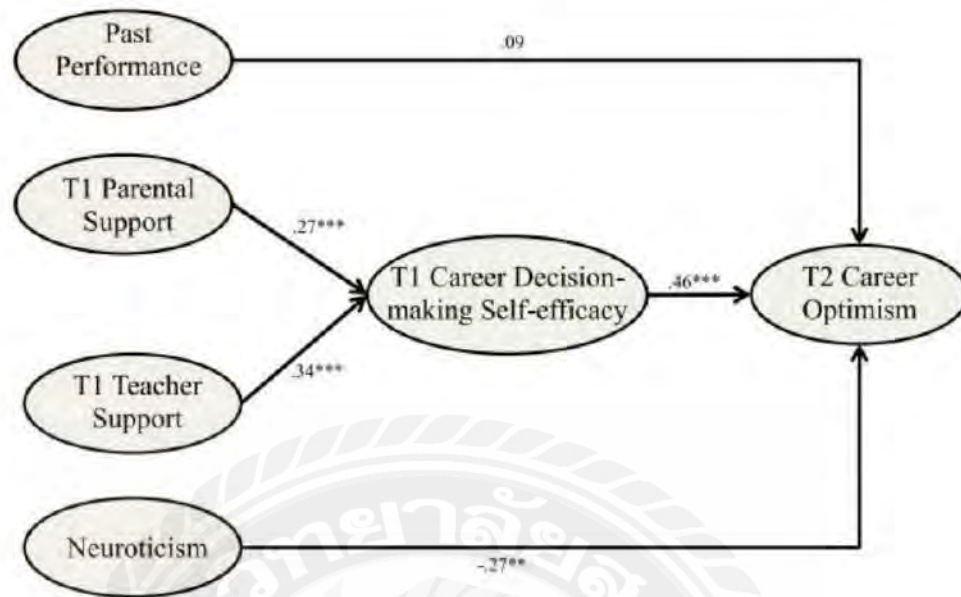


Figure 2.1 Career-Related Parent Support & Career Decision-Making Self- efficacy Relationship Diagram

Source: Wangeri (2023)

For instance, Turner et al. (2003) found that perceived parental support accounted for a substantial portion of the variance in vocational self-efficacy among adolescents. Similarly, Garcia et al. (2015) reported that parental support, exceptionally verbal encouragement, and instrumental assistance were positively associated with career decision-making self-efficacy among undergraduate students. These findings suggest that when parents provide emotional and practical support for their children's career exploration and decision-making processes, it enhances the children's belief in their ability to make effective career choices.

Furthermore, research has shown that different types of parental support can have differential effects on CDSE. For example, emotional support and career-related modeling have been found to indirectly influence CDSE through their impact on career exploration behavior (Lent et al., 2016). On the other hand, instrumental assistance and verbal encouragement have been shown to directly influence CDSE without the mediation of career exploration behavior (Chasanah & Salim, 2019). These findings underscore the complexity of the relationship between CRPS and CDSE, highlighting the importance of considering the various dimensions of parental support when examining their combined influence on career development outcomes.

The literature consistently supports a positive relationship between career-related parental support and career decision-making self-efficacy. This relationship is mediated by factors such as career exploration behavior and moderated by individual differences in how support is perceived and utilized. Understanding these dynamics is

crucial for developing effective interventions to enhance the career readiness of adolescents and young adults.

Table 2.2 Influence of Career-Related Parent Support on Career Decision-Making Self-Efficacy

Source	Variable	Finding
Chasanah & Salim (2019)	Career-Related Parental Support (CRPS), Career Decision-Making Self-Efficacy (CDSE)	CRPS significantly influences CDSE, with career exploration behavior (CEB) serving as a mediator. The strongest correlation was found between CRPS and CDSE ($r = 0.63$, $p < 0.01$).
García et al. (2015).	Parental Support, Career Decision-Making Self-Efficacy	Parental support has a positive influence on career decision-making self-efficacy. Learning goal orientation was found to moderate this relationship.
Metheny & McWhirter (2013)	Perceived Family Support, Career Decision-Making Self-Efficacy	Family support, including perceived parental support, has a positive impact on college students' career decision self-efficacy and outcome expectations.
Guan et al. (2016)	Parental Support, Career Decision-Making Self-Efficacy, Career Adaptability	Parental support is positively related to CDSE, which predicts career adaptability. Traditionally held beliefs moderate the relationship between parental support and CDSE.

2.3.2 Relationship Between Peer Influence and Career Decision-Making Self-Efficacy

Peer influence has been identified as a significant factor in shaping individuals' career decision-making self-efficacy. Research indicates that peer relationships, particularly during adolescence, play a crucial role in shaping career-related beliefs and behaviors. This section examines the key findings from various studies that highlight the relationship between peer influence and self-efficacy in career decision-making.

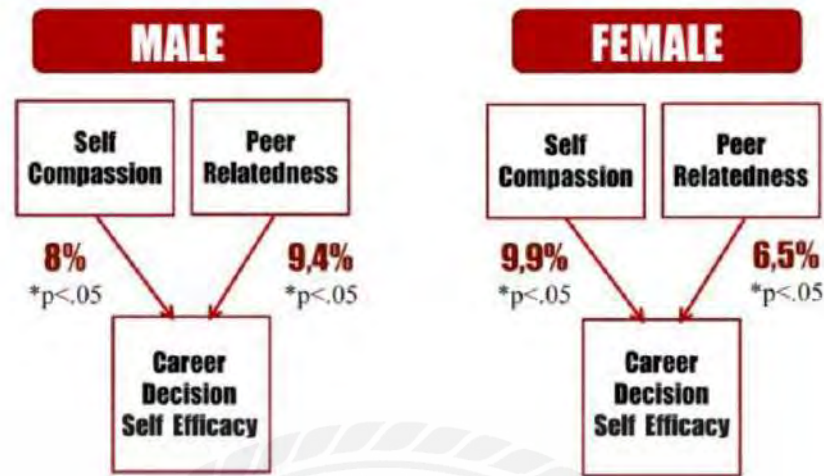


Figure 2.2 Dynamics of the Impact of Self-Compassion and Peer-Relatedness on Career Decision Self-Efficacy in Males and Females

Source: Andriani, A., & Suharso, P. L. (2020).

Several studies have demonstrated a positive correlation between peer attachment and career decision-making self-efficacy (Naz et al., 2014; Saima, 2011). For instance, Saima (2011) found a significant positive relationship between peer attachment and career decision-making self-efficacy among undergraduate students, suggesting that solid peer relationships can enhance an individual's confidence in making career decisions. Similarly, Naz et al. (2014) reported that peers and colleagues provide opportunities for self-efficacious career decisions by contributing to career exploration and work selection.

The influence of peer relationships extends beyond mere attachment; the quality of peer interactions also matters. For example, positive peer interactions characterized by trust, communication, and low levels of alienation have positively impacted career decision-making self-efficacy (Deci, 2021). Conversely, negative peer influences, such as peer pressure to choose undesirable careers, can harm career decision-making self-efficacy (Salami, 1999, 2006).

Social cognitive theory explains how peer influence affects career decision-making self-efficacy. According to this theory, individuals learn from and are influenced by their social environment, including peers. Observing peers successfully navigate career decision-making processes can be a model, boosting an individual's self-efficacy in similar situations (Bandura, 1986). Additionally, verbal persuasion from peers, either encouraging or discouraging specific career paths, can directly shape an individual's beliefs about their capabilities in making career decisions. Gender also appears to play a role in the relationship between peer influence and career decision-making self-efficacy. Some studies suggest that peers may have a greater influence on males' career decision-making than females (Deci, 2021; Ogutu et al., 2017). However, other research indicates that females may be more closely linked to their peers and more influenced by them in career choices (Gullone & Robinson, 2005; Ruijten et al., 2011). These inconsistencies highlight the need for

further research to clarify the gender dynamics in peer influence on career decision-making self-efficacy.

In summary, peer influence is a multifaceted construct that significantly shapes individuals' career decision-making self-efficacy. Positive peer relationships and interactions, as well as observing peers successfully navigate their careers, can enhance self-efficacy. Conversely, negative peer influences can have a detrimental effect. Future research should continue to explore the nuances of peer influence, including gender dynamics, to provide a more comprehensive understanding of this relationship.

Table 2.3 Influence of Peer Influence on Career Decision-Making Self-Efficacy

Source	Variable	Finding
Kashif et al. (2021)	Peer Attachment	Peer attachment has a significantly positive effect on undergraduate students' career decision-making self-efficacy (CDMSF).
Bandura (1997).	Social Models (Peer Influence)	Observing successful peers can enhance individuals' beliefs in their own capabilities, which in turn affects their self-efficacy in career decision-making.
Qudsyi et al. (2018)	Peer Support	Peer support, parental involvement, and authoritarian parenting are predictors of career decision-making self-efficacy among high school students; however, their independent correlations with career decision-making self-efficacy are not significant.
Andriani & Suharso (2020)	Peer Relatedness	Peer-relatedness significantly contributes to the career decision self-efficacy of high school students, particularly among male students.
Jemini-Gashi et al.(2019)	Peer Support	Peer support is negatively correlated with career indecision, indirectly affecting career decision-making self-efficacy through its positive relationship with career self-efficacy.

2.3.3 Relationship Between Emotional Intelligence and Career Decision-Making Self-Efficacy

Emotional intelligence (EI) has been widely studied in various domains, including education, psychology, and vocational behavior. It is generally conceptualized as the ability to perceive, understand, and manage emotions effectively in oneself and others (Mayer & Salovey, 1997; Bar-On, 2006). On the other hand, career decision-making self-efficacy (CDSE) refers to an individual's belief in their ability to make effective career-related decisions (Taylor & Betz, 1983).

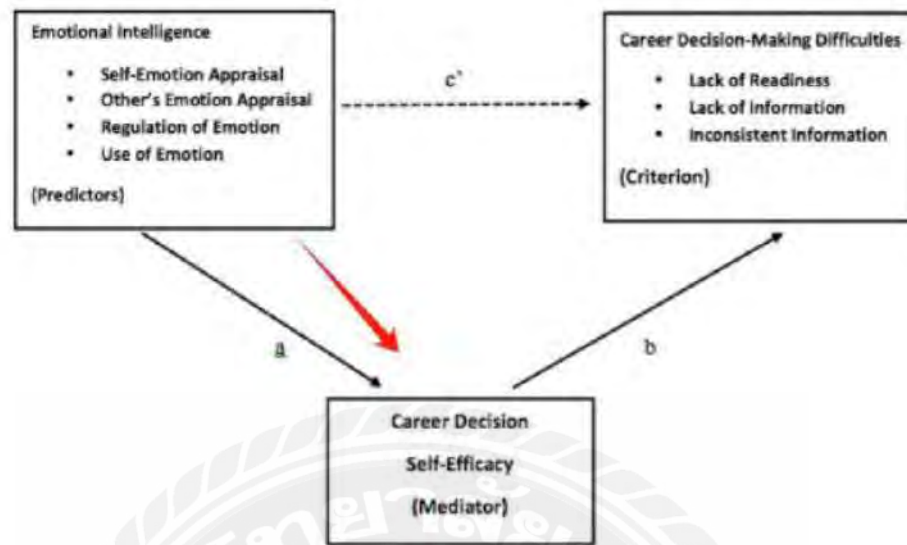


Figure 2.3 Proposed Model for the Relationship between EI and EI Subscales and CDD and CDD Main Categories Mediated by CDSE

Source: Santos, A., Wang, W., & Lewis (2018).

Several studies have examined the relationship between EI and CDSE, and the findings consistently indicate a positive correlation between the two constructs. For instance, Jiang (2016) found that EI significantly predicted CDSE among Chinese university students, with higher levels of EI associated with greater CDSE. Similarly, a study by Adeyemo (2007) among Nigerian university students showed that EI moderated the relationship between academic self-efficacy and academic achievement, suggesting that EI may also play a role in modulating the relationship between self-efficacy and career-related outcomes. Further support for the link between EI and CDSE comes from research investigating the mediating role of various factors. For example, Zhou et al. (2019) found that goal and professional commitment mediated the relationship between EI and CDSE among Chinese university students. This suggests that EI may influence CDSE, at least in part, by enhancing an individual's commitment to their career goals and profession.

In addition to these cross-sectional studies, longitudinal research has provided evidence for the relationship between EI and CDSE. A study by Rastegar and Memarpour (2009) among Iranian EFL teachers found that EI was positively correlated with self-efficacy over time, indicating that EI may have a lasting impact on one's beliefs about their ability to make effective career decisions.

The evidence suggests a strong and consistent relationship between EI and CDSE. EI plays a crucial role in shaping individuals' beliefs about their ability to navigate the career decision-making process effectively. Future research could further explore the mechanisms underlying this relationship and the potential implications for career development interventions.

Table 2.4 Influence of Emotional Intelligence on Career Decision-Making Self-Efficacy

Source	Variables	Findings
Di Fabio & Saklofske (2014)	Emotional Intelligence, Career Decision-Making, and Self-Efficacy	Emotional intelligence is a significant predictor of career decision-making self-efficacy. Higher EI is associated with higher CDSE.
Jiang (2014)	Emotional Intelligence, Career Decision-Making, and Self-Efficacy	Emotional intelligence is crucial in enhancing career decision-making self-efficacy, primarily through the sub-dimensions of self-emotion appraisal and emotional regulation.
Brown et al. (2003).	Emotional Intelligence, Career Decision-Making, and Self-Efficacy	Overall, emotional intelligence has a positive relationship with career decision-making self-efficacy, as emotional abilities regulate self-efficacy expectations and reduce concerns about career choices.
Jiang (2016)	Emotional Intelligence, Career Decision-Making, Self-Efficacy, Goal Commitment, Professional Commitment	Emotional intelligence influences CDSE through commitment to goals and professional commitment. These commitment factors mediate the relationship between EI and CDSE.

2.3.4 Relationship Between Career Decision-Making Self-Efficacy and Career Expectations

Several studies have investigated the relationship between career decision-making self-efficacy (CDMSE) and career expectations, offering insights into how individuals' confidence in their ability to make career decisions affects their anticipated career outcomes. A study by Liu et al (2022) examined the mediating role of CDMSE in the relationship between work experience and career expectations among hospitality students. The findings revealed that all five sub-factors of CDMSE— occupational information, goal selection, planning, problem-solving, and self- appraisal—significantly mediated the relationship between work experience and career expectations. This suggests that as students gain work experience, their CDMSE increases, positively influencing their career expectations (Liu et al., 2022).

Similarly, another study by Odaci et al. (2022) examined the role of problem-solving skills in CDMSE and vocational outcome expectations (VOE) among university students. The results showed that problem-solving skills explained 25% of the variability in CDMSE and 17% of the variability in VOE. This suggests that students' problem-solving abilities are crucial to their confidence in making career decisions and their expectations about future vocational outcomes (Odacı et al., 2022).

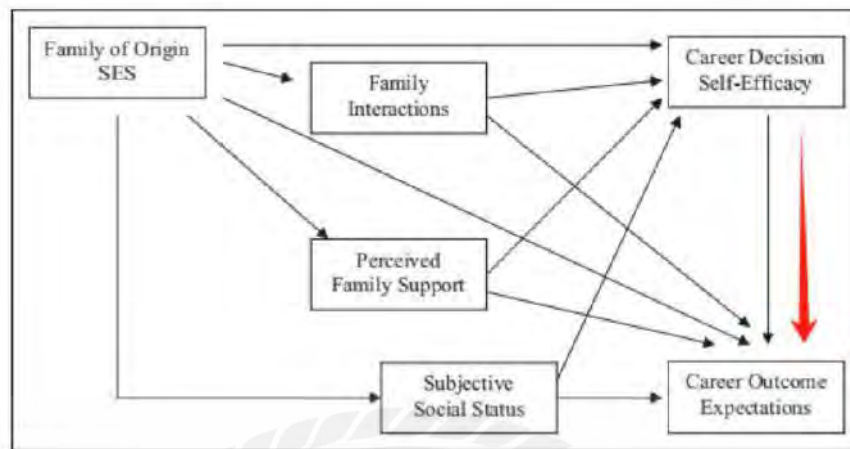


Figure 2.4 Hypothesized Model for Study: Expected Relationships among Family SES, Subjective Social Status, Perceived Family Support, Family Interactions, Career Decision Self-Efficacy, and Career-Related Outcome Expectations.

Source: Metheny, J., & McWhirter, E. H. (2013).

Furthermore, Gianakos (1999) explored the relationship between patterns of career choice and CDMSE. The study found that individuals with stable and multiple-trial career choice patterns reported significantly higher CDMSE levels than those with conventional and unstable patterns. This suggests that a consistent and committed approach to career decision-making is associated with greater self-efficacy in this area.

These studies collectively highlight the importance of CDMSE in shaping individuals' career expectations. As individuals' confidence in their ability to make career decisions increases, so do their expectations about future career outcomes. Therefore, interventions aimed at enhancing CDMSE may be beneficial in helping individuals set realistic and achievable career goals.

Table 2.5 Influence of Career Decision-Making Self-Efficacy on Career Expectations

Source	Variable	Finding
Liu et al. (2022)	Career Decision-Making Self-Efficacy	All five sub-factors of career decision-making self-efficacy (occupation information, goal selection, planning, problem-solving, and self-appraisal) mediate the relationship between work experience and career expectations, indicating that higher self-efficacy leads to more realistic and positive career expectations.

Source	Variable	Finding
Andriani & Suharso (2020)	Career Decision Self-Efficacy	Career decision self-efficacy is positively related to career expectations, as students with higher self-efficacy tend to have more straightforward and optimistic career aspirations.
Jemini-Gashi et al. (2019)	Career Self-Efficacy	Career self-efficacy mediates the relationship between social support and career indecision, indirectly affecting career expectations by reducing indecision and increasing clarity about career choices.
Gillespie & Hillman (1993)	Career Self-Efficacy Expectations	Higher career self-efficacy expectations are associated with more significant consideration of career options and more decisive career choices, which can lead to more explicit career expectations.
Gianakos (1999)	Career Decision-Making Self-Efficacy	Persons with stable and multiple trial career choice patterns, who tend to have higher career decision-making self-efficacy, report more realistic and achievable career expectations than those with conventional or unstable patterns.
Odacı et al. (2022)	Career Decision-Making Self-Efficacy	Career decision-making self-efficacy is positively related to vocational outcome expectations, suggesting that students with higher self-efficacy tend to have more positive expectations about their future careers.

2.3.5 Moderation of Gender on The Relationship Between Career Decision-Making Self-Efficacy and Career Expectations

Gender has been identified as a significant moderator in the relationship between career decision-making self-efficacy (CDMSE) and career expectations. CDMSE is defined as an individual's confidence in their ability to make career-related decisions (Taylor & Betz, 1983). Meanwhile, career expectations encompass the aspirations, goals, and anticipated outcomes an individual holds regarding their future career (Lent et al., 2006).

Previous research has highlighted the influence of gender on both CDMSE and career expectations. For instance, studies have shown that gender differences exist in CDMSE, with some suggesting that females may have lower levels of self-efficacy than males (Gianakos, 2001). These differences are often attributed to societal expectations and stereotypes regarding gender roles in the workplace (Betz et al., 1996).

Furthermore, gender has been found to moderate the relationship between CDMSE and career expectations. For example, Salami (2008) found that gender moderated the relationship between CDMSE and career maturity among Nigerian secondary school students. Similarly, Metheny and McWhirter (2013) demonstrated that gender moderated the relationship between family support and career decision self-efficacy among college students.

The moderating role of gender can be explained by the fact that individuals from different genders may face distinct societal pressures, expectations, and barriers in their career development. These gender-specific factors can influence an individual's self-efficacy in career decisions and their expectations regarding future career outcomes (Lent et al., 1994).

In summary, gender is an essential moderator in the complex relationship between CDMSE and career expectations. Understanding these gender-specific dynamics is crucial for developing effective career interventions and support systems that cater to the needs of individuals from diverse gender backgrounds.

Table 2.6 Moderating Effect of Gender on the Relationship between Career Decision-Making Self-Efficacy and Career Expectations

Source	Variable	Finding
Metheny & McWhirter (2013)	Career Decision Self-Efficacy, Career Outcome Expectations	Although not directly stated as a moderator, the study suggests that gender may influence the relationship between family support and career-related variables, including self-efficacy and outcome expectations. Further research is needed to confirm the moderating role of gender.

Source	Variable	Finding
Liu et al. (2022)	Career Decision-Making Self-Efficacy, Career Expectations	The study does not directly address gender as a moderator, but focuses on hospitality students, who may be influenced by gender in their career expectations and self-efficacy. Further research is needed to investigate this further.
Zhou et al. (2019)	Emotional Intelligence, Career Decision-Making, and Self-Efficacy	The study examines gender differences in the relationship between emotional intelligence and career decision-making self-efficacy, suggesting that gender may moderate this relationship. However, it does not directly address career expectations.
Middleton (2017)	Career Decision-Making Self-Efficacy, Vocational Identity, Career Indecision	The study examines gender differences in the variables under investigation, suggesting that gender may mediate the relationships between career decision-making self-efficacy and other career-related variables. However, it does not explicitly focus on career expectations.
Gianakos (1999)	Career Decision-Making Self-Efficacy, Career Patterns	The study examines gender differences in career decision-making self-efficacy and career patterns, indirectly suggesting that gender may moderate the relationship between self-efficacy and career-related outcomes, including expectations.
Jiang (2016)	Five-Factor Model of Personality, Career Decision Self-Efficacy, Career Commitment	The study does not directly address gender as a moderator. However, it examines personality traits and their relationship with career decision-making, self-efficacy, and career commitment, where gender may play a role. Further research is needed to investigate this further.

2.4 Theoretical Framework

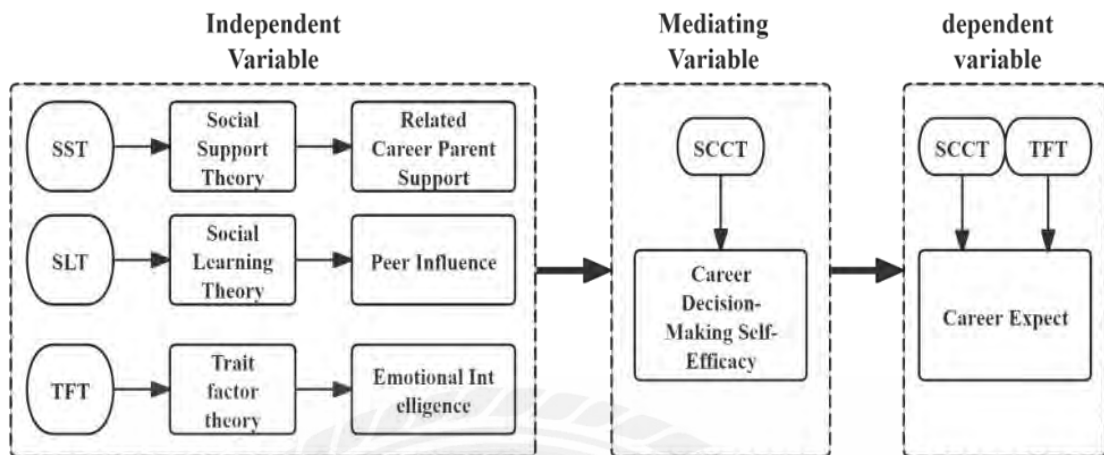


Figure 2.5 Theoretical Framework

Source: Researcher

In this theoretical framework, social support theory (SST), Social Learning Theory (SLT), and Trait Factors Theory (TFT) function as three independent variables, embodied by factors such as parental support in professional settings, peer influence, and emotional intelligence, respectively. These variables impact the mediating variable, which is career decision self-efficacy, grounded in Social Cognitive Theory (SCT). Ultimately, the dependent variables include the Social Cognitive Career Theory (SCCT), Trait Factors Theory (TFT), and career expectations, forming the theoretical underpinning of this study.

2.4.1 Social Cognitive Career Theory (SCCT)

Social cognitive career theory (SCCT) is a prominent framework for understanding career development and decision-making processes. Developed by Lent et al. (1994), SCCT posits that personal, environmental, and behavioral factors shape individuals' career-related interests, choices, and performance. The theory draws upon Bandura's (1986) social cognitive theory, which emphasizes the role of self-efficacy beliefs in human agency and motivation.

At the core of SCCT are three interrelated models: (1) the interest development model, (2) the choice model, and (3) the performance model. The interest development model explains how individuals' self-efficacy beliefs and outcome expectations influence their career interests. When individuals believe they can successfully perform a particular task or activity (high self-efficacy) and anticipate positive outcomes from engaging in that activity (positive outcome expectations), they are more likely to develop and maintain interest in that domain.

2.4.2 Social Support Theory (SST)

Social Support Theory originated in psychology to explain how social relationships influence individual well-being and functioning. The theory was first explicitly conceptualized in the 1970s by researchers like Cobb (1976) and House (1981). Cobb (1976) defined social support as "information leading the subject to believe that he is cared for and loved, esteemed and valued and that he belongs to a network of mutual obligations" (p. 300). House (1981) further expanded the theory, distinguishing between

different types of support, such as emotional, instrumental, informational, and appraisal support.

Social Support Theory has been applied in various domains, including mental health, stress management, and recovery from illness. For example, research has shown that strong social support networks can buffer against the adverse effects of stress and promote resilience (Cohen & Wills, 1985). Additionally, social support is an essential factor in successful recovery from illnesses such as cancer and heart disease (Katz et al., 1984).

2.4.3 Social Learning Theory (SLT)

Albert Bandura proposed the Social Learning Theory in the 1960s and 1970s (Bandura, 1977). This theory posits that people learn by observing the behavior and outcomes of others, a process known as observational learning or modeling. Bandura emphasized the importance of cognitive factors, such as attention, memory, and motivation, in shaping learning from social experiences. Social Learning Theory has been widely applied in education, behavioral modification, and clinical psychology. In education, for example, teachers can use modeling to demonstrate desired behaviors for students to imitate (Bandura, 1986). In clinical psychology, therapists often use modeling to help clients develop new skills and coping strategies (Patterson, 1982).

2.4.4 Trait Factor Theory (TFT)

Trait Factor Theory has its roots in early psychological theories of personality, with notable contributions from Gordon Allport (1937) and Hans Eysenck (1967). It posits that individual differences in behavior can be explained by a relatively stable set of personality traits. These traits are enduring characteristics that influence how people perceive, think, and behave in various situations.

Trait Factor Theory has been applied in various domains, including personnel selection, vocational guidance, and clinical psychology. In personnel selection, trait theories have been used to identify traits that predict job performance and success (Hogan et al., 1990). In vocational guidance, trait theories can help individuals understand their strengths and weaknesses, enabling them to make informed career choices (Holland, 1997). In clinical psychology, trait theories have been used to understand and treat personality disorders (Widiger & Clark, 2000).

2.5 Conceptual Framework

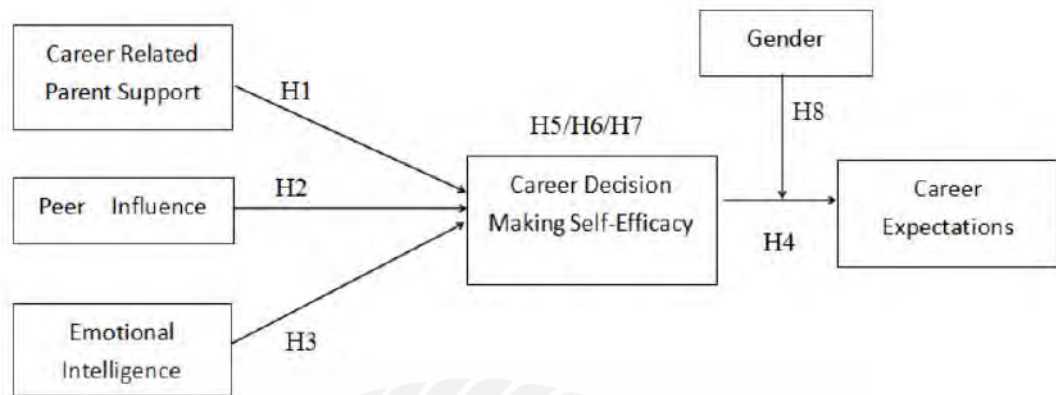


Figure 2.6 Conceptual Framework

Source: Researcher

2.6 Hypotheses

H1: Career Parental Support has a statistically significant impact on Career Decision-Making Self-Efficacy.

H2: Peer Influence has a statistically significant impact on Career Decision-Making Self-Efficacy.

H3: Emotional Intelligence has a statistically significant impact on Career Decision-Making Self-Efficacy.

H4: Career Decision-Making Self-Efficacy has a statistically significant impact on Career Expectations.

H5: Career Decision Making Self-Efficacy has a statistically significant mediating effect on the relationship between Career-Related Parental Support and Career Expectations.

H6: Career Decision-Making Self-Efficacy has a statistically significant mediating effect on the relationship between Peer Influence on Career Expectations.

H7: Career Decision Making Self-Efficacy has a statistically significant mediating effect on the relationship between Emotional Intelligence and Career Expectations.

H8: Gender has a moderating effect on the relationship between Career Decision-Making Self-Efficacy and Career Expectation.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design and Methodology

This research investigated the factors influencing students' career expectations, with a particular focus on career decision-making self-efficacy as a mediating variable. It also examined gender as a moderating variable in key relationships among the variables. Based on the literature and relevant theoretical foundations, the study established four research objectives: (1) to identify factors influencing students' career expectations, (2) to examine the mediating role of CDMSE, (3) to test the moderating effect of gender, and (4) to propose strategies to improve students' career planning and decision-making.

To gain a deeper understanding of the research focus, preliminary interviews were conducted with 12 experts from six universities in Guangxi, China. These interviews aimed to explore the factors influencing career expectations among university students, including parental support related to careers, peer influence, and emotional intelligence. The findings from these interviews offer valuable insights into the key variables that shape students' career aspirations and the importance of career decision-making self-efficacy.

To achieve the objectives, the research model and hypotheses were developed through a systematic review of existing studies and related theories. A mixed-methods design was adopted, combining quantitative and qualitative approaches to provide a comprehensive understanding of the research problem. This approach is well suited to complex questions because it enables the identification of general patterns through quantitative analysis while also uncovering contextual explanations through qualitative inquiry (Creswell & Clark, 2017; Johnson & Onwuegbuzie, 2004; Bryman, 2016).

In the quantitative phase, data were collected using a structured, close-ended questionnaire administered via the online survey platform WJX (www.wjx.cn). The platform supported efficient distribution and response collection and allowed participants to complete the survey using mobile devices or computers within a specified time window. The questionnaire included clear instructions, informed consent, and confidentiality assurances to protect participants' personal information. Appropriate sampling methods were employed to obtain representative data from six teacher education universities in Guangxi Province. This phase focuses on measuring variables such as Career-Related Parent Support, Peer Influence, and Emotional Intelligence, and assessing their effects on CDMSE and Career Expectations (Tashakkori, 2009; Shorten & Smith, 2017).

Quantitative data analysis was conducted using SPSS 27, including reliability and validity testing of the measurement model and inferential analyses to test the proposed relationships. The study applies path analysis and structural equation modeling (SEM) to evaluate the structural model, assess model fit, and test the theoretical hypotheses. This quantitative strategy enhances generalizability and supports broader conclusions

about the target population and the study's core assumptions (Maxwell, 2012; Leach & Sankofa, 2022).

In the qualitative phase, expert interviews were conducted to enrich and validate the quantitative findings. Initially, 12 experts from the same six universities (two experts from each institution) were interviewed to explore professional perspectives on factors shaping career decision-making self-efficacy and career expectations. Interviews were conducted either online or face-to-face depending on feasibility, using a format designed to encourage detailed reflections and experiences. After preliminary quantitative results were obtained, the same group of experts was re-interviewed to validate the findings, confirm the suitability of the research model, and strengthen practical recommendations. This iterative qualitative process enhances the robustness of the conclusions through triangulation, improving the credibility and explanatory power of the overall study (Bryman, 2016; Shorten & Smith, 2017).

Overall, by integrating quantitative breadth with qualitative depth, this mixed-methods design enabled a holistic examination of the relationships among influencing factors, CDMSE, gender, and career expectations. The findings were synthesized to generate evidence-based insights and practical strategies for improving students' career planning and decision-making, while also identifying directions for future research.

3.2 Population and Sample

3.2.1 Population

The population for this study consisted of undergraduate students in their final year (Class of 2025) from six regular universities in Guangxi Province, China. These institutions include Guangxi Normal University (7,543 students), Nanning Normal University (6,919 students), Yulin Normal University (4,875 students), Guangxi Minzu Normal University (5,377 students), Guangxi Science and Technology University (3,575 students), and Guangxi Vocational Normal University (1,934 students). The total population encompassed a diverse group of students expected to graduate in 2025, providing a comprehensive understanding of the educational environment across these key universities (See Table 3.1).

Table 3.1 Number of Final-Year Undergraduate Students

University	City	Nature	No. of Students
Guangxi Normal University	Guilin	Public	7543
Nanning Normal University	Nanning	Public	6919
Yulin Normal University	Yulin	Public	4875
Guangxi Minzu Normal University	Chongzuo	Public	5377
Guangxi Science and Technology Normal University	Laibin	Public	3575
Guangxi Vocational Normal University	Nanning	Public	1934
Total			30223

Source: Created by Researcher

A well-defined population is essential in research as it accurately identifies the group the study aims to investigate, ensuring that the findings can be generalized to similar contexts (Martínez-Mesa et al., 2016; Asiamah et al., 2017). In educational research, defining the population involves specifying demographic and institutional characteristics that align with the research objectives, such as selecting final-year students preparing for graduation and facing career-related decisions (Banerjee & Chaudhury, 2010; Creswell & Creswell, 2017).

Focusing on final-year students, the study explored the factors influencing Career Expectations and Decision-Making Self-Efficacy at a critical juncture in their academic journey. This targeted population allowed for a more accurate understanding of how Career-Related Parent Support, Peer Influence, and Emotional Intelligence interact to shape career planning and expectations among students about to enter the job market. Ensuring a clear definition of the population helps mitigate sampling bias issues and improves the reliability and generalizability of the research findings (Willie, 2022; Lee & Landers, 2022).

3.2.2 Sample Size

The sample size refers to the number of respondents selected from the target population to participate in a study. It plays a critical role in determining the quality and accuracy of the research findings. An appropriate sample size ensures that the results are statistically significant and represent the entire population (Creswell & Creswell, 2017). This study calculated the sample based on several critical parameters, including effect size, statistical power, the number of variables, and the probability level.

Determining an accurate sample size is essential to obtain reliable data and draw meaningful conclusions. A sample that is too small may lead to inaccurate results due to high sampling error, while a sample that is too large could be impractical and resource-intensive (Hair et al., 2014; Roni et al., 2020).

Population Size (Total Number of Students: 30,223)

The population size refers to the total number of individuals within the group the study aims to examine. In this context, it represented the total number of final-year undergraduate students across six regular universities in Guangxi. Accurately defining the population size is crucial because it determines how representative the sample will be and impacts the reliability of the research results. For example, if the population size is underestimated, the study might not capture the group's diversity, leading to biased findings (Taherdoost, 2016).

Margin of Error (5%)

The margin of error indicates the range within which the actual value of the population parameter lies, given the sample data. A 5% margin of error means that the results obtained from the sample are expected to differ by no more than 5% from what would be obtained if the entire population were surveyed. A smaller margin of error implies more precise results, but achieving this usually requires a larger sample size (Cochran, 1977).

Confidence Level (95%)

The confidence level represents the degree of certainty that the sample results accurately reflect the population. A 95% confidence level indicates that if the survey was conducted 100 times, the results would be consistent with the population values 95 times. This is a common standard in social sciences research because it balances the need for confidence with practicality, minimizing the risk of incorrect inferences (Creswell & Creswell, 2017; Teddlie & Tashakkori, 2009).

Response Distribution (p) (50%)

The response distribution reflects the proportion of the population expected to respond in a particular way. In most cases, a response distribution of 50% is used as it provides the maximum variability, ensuring a conservative and safe estimate for the required sample size. The sample size may be adjusted accordingly if the expected variability is higher or lower. A 50% response distribution maximizes the required sample size, which helps ensure that the results are reliable even under worst-case scenarios (Andrade, 2020).

Table 3.2 Calculation of Student Sample Size

Step	Description	Value
1	Population Size (Total Number of Students)	30223
2	Margin of Error	5%
3	Confidence Level	95%
4	Response Distribution (p)	50%

Source: Researcher

Calculating Sample Size

The Daniel Sample Size Calculator was used to calculate the minimum sample size for this study. This tool considers all the relevant parameters—effect size, statistical power, number of variables, and probability level—allowing for the computation of an appropriate sample size based on the research model (Westland, 2010). These parameters determined a minimum sample size of around 372 participants. This ensures the study achieves statistical power and reliability to draw valid conclusions (Soper, 2021).

$$n_0 = \frac{z^2 \times P \times (1 - P)}{e^2}$$

$$n_0 = \frac{3.8416 \times 0.5 \times 0.5}{0.0025}$$

$$n_0 = \frac{0.9604}{0.0025} \approx 384$$

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

$$n = \frac{384.16}{1 + \frac{384.16 - 1}{11681}}$$

$$n = \frac{384.16}{1.0328} \approx 372$$

The initial calculation determined a minimum sample size of 372 participants. However, researchers often increase the calculated sample size by an additional 10% to 30% to account for potential non-responses or incomplete data, as this adjustment helps ensure that the study maintains statistical power and reliability even if some participants do not respond. According to Dillman, et al. (2014), making such adjustments is a common practice to address non-response bias, thus improving the accuracy and generalizability of the research findings. Similarly, Cochran (1977) emphasized that increasing the sample size estimate can help safeguard the study's validity against potential attrition or non-participation.

$$n_{adjusted} = n \times (1 + \text{Adjust the scale})$$

$$n_{adjusted} = 372 \times (1 + 0.1)$$

$$n_{adjusted} = 409$$

Thus, the adjusted sample size for this study was 409 participants. This adjustment ensured that the study still had sufficient responses to draw reliable conclusions even if there are non-responses or incomplete data.

3.2.3 Sampling Procedures

Table 3.3 Sampling Procedure

Step	Description	Action Taken
1	Define Population	Identified final-year undergraduate students enrolled in teacher education programs across six universities in Guangxi Province.
2	Use purposive selection	Applied purposive sampling to select six universities relevant to the study objectives.
3	Stratify Population	Divided the population into six strata based on the universities: Guangxi Normal University, Nanning Normal University, Yulin Normal University, Guangxi University for Nationalities, Guangxi University of Science and Technology, and Guangxi Vocational Teachers College.

Step	Description	Action Taken
4	Determine Proportional Sample Size for Each	Calculated the minimum sample size required for each university, ensuring representation proportional to the student population at each institution.
5	Use simple random selection	Conducted simple random sampling within each university stratum to select participants, maintaining equal probability for each student to be chosen.
6	Confirm Sample Size	Finalized sample size based on statistical requirements to maintain a 95% confidence level and a 5% margin of error, with a 10% adjustment for non-responses.

Source: Researcher

3.2.3.1 Purposive Sampling

Purposive sampling, or judgmental or selective sampling, is a non-probability sampling technique where the researcher deliberately selects participants who are most relevant and informative for the study. This method is particularly effective when the researcher aims to gather in-depth insights from a specific population subset that aligns with the research objectives (Palinkas et al., 2015; Etikan et al., 2016). Unlike random sampling, which seeks to generalize findings to a broader population, purposive sampling allows for a more focused investigation of critical themes by targeting participants who can provide detailed and contextually rich information (Creswell & Poth, 2018).

The selection criteria for participants of this study included: Final-year undergraduate students: Ensuring participants were at a pivotal point in their academic journey as they prepared to complete their studies and transition into their teaching careers. Enrolled in teacher education programs: This criterion ensured consistency across participants in terms of their academic focus and professional training, all preparing for careers in education.

3.2.3.2 Stratified Simple Random Sampling

After purposive sampling identified the six target universities in Guangxi Province for this study, stratified simple random sampling was employed within each selected institution to ensure representation from each subgroup, namely the final-year undergraduate students in teacher education programs. Stratified sampling is widely recognized as a robust approach to achieving a representative sample across distinct subgroups within a population (Etikan & Bala, 2017; Taherdoost, 2016). By applying this technique, the study maintained balanced representation, improving the accuracy of generalizations about the factors influencing career expectations and career decision-making self-efficacy among these students.

In stratified sampling, the population was divided into mutually exclusive subgroups, or strata, that share specific characteristics (e.g., university affiliation). Within each stratum, random sampling was conducted to select participants, ensuring that each university contributes proportionally to the total sample size. This approach

minimized the risk of over- or under-representing any subgroup, thereby enhancing the statistical power and validity of the results (Acharya et al., 2013).

The stratification process was carried out based on the following steps: Define Strata: Each of the six universities (Guangxi Normal University, Nanning Normal University, Yulin Normal University, Guangxi Minzu Normal University, Guangxi Science and Technology University, and Guangxi Vocational Normal University) represents a distinct stratum. Stratifying by university ensures that unique characteristics and variations within each institution are captured (Taherdoost, 2016).

Determine Proportional Sample Sizes for Each Stratum: The minimum sample size required from each university was calculated based on the population of final-year undergraduate students within each institution. This ensures that the sample size accurately reflects the proportion of each stratum in the total population, a crucial factor in maintaining representativeness through stratified sampling (Lohr, 2019; Teddlie & Yu, 2007).

Use Simple Random Selection within Strata: Within each stratum, a simple random sampling method was applied to select participants, ensuring that every final-year undergraduate student in the teacher education program had an equal chance of being chosen (Etikan & Bala, 2017). This method helps to eliminate potential biases in sample selection, improving the reliability of findings across the study's variables (Acharya et al., 2013).

Table 3.4 Proportion of Senior Students in Six Normal University

University	Number of Students	Proportion Minimum	Sample Size (409)
Guangxi Normal University	7,543	24.96%	102
Nanning Normal University	6,919	22.89%	94
Yulin Normal University	4,875	16.13%	66
Guangxi Minzu Normal University	5,377	17.79%	73
Guangxi Science and Technology Normal University	3,575	11.83%	48
Guangxi Vocational Normal University	1,934	6.4%	26
Total	30223	100%	409

Source: Researcher

Using stratified sampling within each institution helps balance the influence of each school in the overall sample, ensuring that findings are not skewed by unequal sample sizes across strata. Furthermore, this method allows for greater precision in subgroup analyses, enabling the study to examine institution-specific factors that may influence career decision-making self-efficacy and career expectations among final-year students (Kothari, 2004).

3.2.4 Interview Participants

This study adopted purposive expert sampling to recruit qualitative interview participants, aligning with the explanatory sequential mixed-methods design that uses expert perspectives to interpret, validate and supplement quantitative questionnaire data (Creswell & Clark, 2017). The interview participants were career education experts from six target teacher education universities in Guangxi Province, consistent with the population scope of the quantitative survey.

3.2.4.1 Selection Criteria and Participant Profile

Two experts were selected from each of the six universities, generating a total of 12 interview participants. The six institutions included Guangxi Normal University, Nanning Normal University, Yulin Normal University, Guangxi Minzu Normal University, Guangxi Science and Technology Normal University, and Guangxi Vocational Normal University. Strict inclusion criteria were applied to guarantee professional relevance and sufficient domain insights:

- (1) Holding faculty positions in student career guidance, educational psychology, or teacher training management;
- (2) Having at least three years of professional experience in guiding undergraduates' career decision-making and teacher employment planning;
- (3) Familiar with local rural teacher recruitment policies and career development characteristics of pre-service normal students.

All participants possessed systematic professional knowledge of students' career expectation formation, career-related parental support, peer influence, emotional intelligence, and career decision-making self-efficacy (CDMSE). Their institutional distribution ensured cross-campus contextual diversity, avoiding biased insights from a single university setting.

3.2.4.2 Sampling Rationale for Sample Size

The total sample of 12 expert informants was determined based on the principle of thematic saturation in qualitative research (Bryman, 2016). Prior methodological literature indicates that expert interviews with 8–15 professionals generally yield complete thematic information without redundant new viewpoints. Setting two experts per university further achieved balanced institutional representation, enabling cross-school comparison of factors affecting normal students' career cognition. These experts participated in two rounds of interviews sequentially, forming an iterative qualitative verification loop with the quantitative survey results.

3.2.4.3 Recruitment and Interview Implementation Arrangements

Recruitment Process

The researcher contacted the student affairs and career development office of each university via official institutional email. The research overview, interview agenda, ethical consent statement, and estimated interview duration were attached to the invitation letter. After confirming voluntary participation, each expert signed an electronic informed consent form to authorize audio recording and anonymous data analysis. No participants withdrew during the whole interview phase.

3.3 Research Instrument

3.3.1 Questionnaire Development

Based on the conceptual framework in Chapter 2, the questionnaire items for the Independent Variables (Career Related Parental Support, Peer Influence, Emotional Intelligence), the Mediator (Career Decision-Making Self-Efficacy), and the Dependent Variable (Career Expectations) were developed. All items were sourced from published research by relevant scholars. To make them more suitable for the current research setting, the items were revised or refined. (See Appendix C: Questionnaire)

Career Expectations

Based on a comprehensive review of the literature, the student's career expectations scale can be categorized into three primary dimensions: Intrinsic Value, Extrinsic Value, and Status Aspiration (Super, 1980). The Intrinsic Value dimension captures the personal fulfillment and sense of purpose derived from a career, whereas Extrinsic Value encompasses the material rewards and financial security associated with a job. The Status Aspiration dimension reflects the desire for social recognition and professional advancement. The scale, adapted from multiple sources, demonstrated robust internal consistency (Cronbach's $\alpha = 0.85$), ensuring the reliability of the measurements. Notably, in this study, specific items in the questionnaire were marked with (R) to indicate that reverse scoring is necessary for accurate interpretation of results, thereby maintaining the integrity of the assessment.

Career-Related Parental Support

The scale for career-related parental Support, conceptualized and operationalized through various studies (Turner et al., 2003; Cheng & Yuen, 2012), includes four main dimensions: Instrumental Assistance, Career-Related Modeling, Verbal Encouragement, and Emotional Support. The scale consistently demonstrated high internal consistency (Cronbach's α ranging from 0.78 to 0.95), highlighting its reliability in assessing parents' support for their children's career development. In this study, items in the questionnaire marked with (R) indicate the need for reverse scoring, which is essential for ensuring the accuracy and validity of the results when evaluating the level of parental support related to students' career goals.

Peer Influence

The peer influence scale used in this study is based on extensive research on peer influence, especially from studies by Festinger (1954). This scale measures aspects such as behavioral modeling, social norms, and peer support. Initially developed to understand how peers affect adolescent risk behaviors and academic success, it was adapted to gauge the extent to which peers influence an individual's attitudes, beliefs, and behaviors in various settings. The original scale showed strong reliability (Cronbach's α : 0.78) and validity, as indicated by Convergent Validity with self-esteem ($r = 0.22$, $p < 0.001$). This study aims to validate the adapted version to confirm its relevance and usefulness for measuring peer influence among adolescent peer groups (Giletta et al., 2022; Maxwell, 2002).

Emotional Intelligence

The emotional intelligence scale used in this study is based on the pioneering work of Law, et al. (2004), which outlines four dimensions: emotional perception, use of emotion, understanding of emotion, and emotional management. Initially created to conceptualize emotional intelligence as a type of mental ability, the scale was adapted to measure an individual's capacity to recognize, understand, and regulate emotions in themselves and others, as well as to utilize emotional information to enhance cognition. The original scale demonstrated high reliability (Cronbach's alpha for MSCEIT: 0.91) and validity (convergent validity with personality traits and related constructs). The current study verified this adapted version to ensure its relevance and accuracy in assessing emotional intelligence within the specific context being studied.

Career Decision-Making Self-Efficacy

The career decision-making self-efficacy scale used in this study is based on the work of Taylor and Betz (1983), which covers areas such as self-appraisal, occupational information, goal setting, planning, and problem-solving. Created to assess how confident individuals are in their ability to perform tasks related to career decision-making, the scale was adapted to measure how effectively students or professionals navigate the career decision process and their perceived ability to overcome obstacles. The original scale showed high reliability (Cronbach's alpha: 0.93) and validity (correlations with career-related outcomes). In this study, this adapted version was validated to confirm its suitability and effectiveness in examining factors that influence career decision-making among the participants.

3.3.2 Validity (IOC)

The Index of Item-Objective Congruence (IOC) is a statistical tool used to evaluate the validity of individual items within a questionnaire or assessment instrument, especially in relation to content validity. This method helps determine whether each item accurately reflects the intended goals of the tool. According to Rovinelli and Hambleton (1976), the IOC is an effective method for ensuring that items within a scale align closely with the constructs they aim to measure. They suggested that the IOC is beneficial for educational and psychological assessments, where precise alignment with objectives is crucial.

In this study, three expert judges evaluated each item on a scale of -1 (not congruent), 0 (uncertain), and +1 (congruent) regarding how well it matched the research constructs. An IOC value above 0.50 indicates that an item is sufficiently aligned with the construct and appropriate for inclusion in the final instrument (Polit & Beck, 2006). This threshold ensures that only items with strong relevance and alignment remain in the instrument, improving its validity (Martuza, 1977).

To apply IOC in this study, a panel of three subject-matter experts evaluated each item within the questionnaire. Their ratings were combined to calculate the IOC index for each item. Items scoring below the acceptable threshold were revised or removed to improve the alignment between the questionnaire items and the theoretical constructs of Career-Related Parent Support, Peer Influence, Emotional Intelligence, and Career Decision-Making Self-Efficacy. The IOC process thus ensured that each

item retained in the instrument met the high standards of content validity necessary for strong and reliable measurement.

3.3.3 Reliability Test

Cronbach's Alpha is a widely used measure of reliability in social sciences research, applied to evaluate the internal consistency of items in a questionnaire or scale. It demonstrates the degree of relatedness between the items, offering insight into the instrument's reliability and validity. A high Cronbach's Alpha score indicates that the items within a scale measure the same underlying construct, which is essential for ensuring the instrument's reliability (Cronbach, 1951). Usually, values above 0.7 are considered acceptable; however, higher values (0.8 or above) are generally preferred for better internal consistency, especially in psychological and educational research (Tavakol & Dennick, 2011).

As Nunnally and Bernstein (1994) outlined, Cronbach's Alpha is essential for establishing the reliability of multi-item scales. They suggest that a minimum score of 0.7 is suitable for exploratory research to ensure basic reliability, while scores closer to 0.8 or higher are recommended for well-developed instruments. For example, a value of 0.8 indicates a strong relationship among items, increasing the reliability of measurements (George & Mallery, 2019).

Table 3.5 Cronbach's Alpha Coefficient Guidelines

Cronbach's Alpha (α) Range	Interpretation
$\alpha \geq 0.90$	Excellent (High reliability)
$0.80 \leq \alpha < 0.90$	Good (Very reliable)
$0.70 \leq \alpha < 0.80$	Acceptable (Reliable)
$0.60 \leq \alpha < 0.70$	Questionable (Moderate reliability)
$0.50 \leq \alpha < 0.60$	Poor (Low reliability)
$\alpha < 0.50$	Unacceptable (Very low reliability)

Source: Tavakol & Dennick (2011).

In this study, Cronbach's Alpha was calculated for each scale to evaluate the constructs of Career-Related Parental Support, Peer Influence, Emotional Intelligence, and Career Decision-Making Self-Efficacy. SPSS software was used to perform the reliability analysis, confirming the internal consistency of each scale. The results showed that all scales met the required reliability threshold, indicating that the items consistently measured their intended constructs. This comprehensive reliability assessment improves the overall validity of the instrument, supporting the robustness of the findings and reducing measurement error (DeVellis & Thorpe, 2021). The reliability analysis in this study shows that each construct is measured consistently, providing a strong foundation for future data analysis.

3.3.4 Pilot Testing

Pilot testing is a crucial preliminary step in research, enabling the identification and rectification of potential issues with research instruments before the main study. It

involves administering the research instrument to a small, representative sample of the target population to ensure its clarity, reliability, and validity (Van Teijlingen & Hundley, 2001). Conducting a pilot test enables researchers to refine the wording of questions, assess the feasibility of procedures, and identify any unforeseen issues in the data collection process, thereby improving the quality of the study (Prescott & Soeken, 1989).

For this study, a pilot test was conducted with a sample of 30 final-year undergraduate students from the selected universities. This sample was selected to ensure that the instrument resonates well with the target demographic and that items are clear, appropriate, and interpreted as intended. Lancaster, et al. (2004) argued that pilot testing is crucial for validating the functionality and clarity of questionnaires, enabling researchers to make necessary adjustments based on participants' feedback.

Data obtained from the pilot test were analyzed to evaluate internal consistency reliability using Cronbach's Alpha and to improve any unclear items. Hertzog (2008) emphasized that a pilot study should act as a miniature version of the main study, helping to confirm whether the research tool reliably measures the intended constructs. Following the pilot test, adjustments were made to clarify items and ensure that questions closely align with the constructs of Career-Related Parental Support, Peer Influence, Emotional Intelligence, and Career Decision-Making Self-Efficacy.

This pilot test confirmed that the study's questionnaire was calibrated correctly and aligned with participants' understanding and experiences. As Leon, et al. (2011) emphasized, pilot testing enhances the reliability and validity of the research instrument by enabling researchers to assess the feasibility of the study design, anticipate potential challenges, and refine the instrument to ensure robust data collection in the main study.

3.3.5 Measurement Items and Operationalization of Constructs

To enhance the transparency and replicability of construct operationalization, this study lists all measurement items for CRPS, PI, EI, CDMSE, and CE in Table 3.6, reporting the item codes, item wordings, scale sources, response scale anchors, and reverse-coded indicators. The full questionnaires are retained in Appendix D (English) and Appendix H (English–Chinese). As described in Section 3.6, the bilingual instrument was prepared through a translation procedure (e.g., forward translation and back-translation) to ensure linguistic equivalence prior to data collection.

Table 3.6 Measurement Items and Operationalization of Constructs

Construct	Dimension	Item code	Item wording	Source	Response Scale	Reverse-coded
CPRS	Refers to "multidimensional facilitative behaviors through which parents assist	CPRS1	My parents will discuss with me the policy benefits, career development paths, and long-term advantages of	Turner, et al.(2003)	1–5 Likert	No

Construct	Dimension	Item code	Item wording	Source	Response Scale	Reverse-coded
	adolescents in career preparation" (Turner et al., 2003).		working at schools in rural areas.			
		CPRS2	Parents don't share success stories of relatives and friends who have become teachers.	Turner, et al. (2003)	1–5 Likert	Yes
		CPRS3	When I began to doubt my own competence as a teacher, my parents believed in my ability to be a qualified teacher.	Turner, et al. (2003)	1–5 Likert	No
		CPRS4	My parents often encourage me to apply for teaching positions in my hometown.	Turner, et al. (2003)	1–5 Likert	No
		CPRS5	My parents will support the expenses related to my teacher skills training.	Turner, et al. (2003)	1–5 Likert	No
PI	Peer influence is defined as instances where one person affects, or is affected by, one or more others who are similar	PI1	My classmates signing contracts with top schools will influence my choice of teaching at schools in rural areas.	Brown, et al. (1986)	1–5 Likert	No
		PI2	My classmates' social	Brown, et al. (1986)	1–5 Likert	No

Construct	Dimension	Item code	Item wording	Source	Response Scale	Reverse-coded
	in age (Laursen, 2018)		evaluation of the teaching profession influenced my employment decisions.			
		PI3	I will not refer to the teaching career development path of my peers from the same major.	Brown, et al. (1986)	1–5 Likert	Yes
		PI4	In situations where I face difficulties in making career decisions, I will seeking advice and support from my classmates first.	Brown, et al. (1986)	1–5 Likert	No
		PI5	My classmates' willingness to choose teaching at rural schools influenced me.	Brown, et al. (1986)	1–5 Likert	No
EI	Emotional Intelligence (EI) is the ability to perceive, manage and regulate emotions, promoting adaptive thinking and the understanding of the meaning and consequences	EI1	In situations where I encounter setbacks during my teaching internship, I can effectively manage negative emotions.	Law, et al. (2004)	1–5 Likert	No
		EI2	I am not adept at recognizing students' nonverbal emotional	Law, et al. (2004)	1–5 Likert	Yes

Construct	Dimension	Item code	Item wording	Source	Response Scale	Reverse-coded
	of emotions. This process of management, regulation and adaptation allows the person to develop intellectually, socially and emotionally (Brackett & Salovey, 2006)		signal in teaching internship scenarios.			
		EI3	I frequently overcome difficulties in teacher training through self-motivation.	Law, et al. (2004)	1–5 Likert	No
		EI4	In career decision-making, I can rationally balance my personal feelings with my job expectations.	Law, et al. (2004)	1–5 Likert	No
		EI5	I am clear about my reasons for choosing the teaching profession.	Law, et al. (2004)	1–5 Likert	No
CDMSE	Career decision-making self-efficacy is the belief that one can successfully complete tasks necessary to make career decisions (Betz et al., 1996)	CDMSE1	I cannot accurately assess whether I am suitable for teaching.	Peng & Long (2001)	1–5 Likert	Yes
		CDMSE2	I can gather information on employment policies and job requirements for teachers in rural areas.	Peng & Long (2001)	1–5 Likert	No
		CDMSE3	I am confident in becoming a qualified teacher.	Peng & Long (2001)	1–5 Likert	No
		CDMSE4	I am determined to	Peng & Long	1–5 Likert	No

Construct	Dimension	Item code	Item wording	Source	Response Scale	Reverse-coded
			overcome the various difficulties that may arise in the teaching profession.	(2001)		
		CDMSE5	I can develop phased plans to achieve my career goals as a teacher.	Peng & Long (2001)	1–5 Likert	No
CE	Refer to an individual's anticipated outcomes, goals, or aspirations related to their future career. They encompass expectations regarding job positions, salaries, career advancement, work environment, and personal and professional development (Lu & Adler, 2009; Metz et al., 2009)	CE1	I value housing security and supplementary medical insurance for teachers.	Wu & Li (2001)	1–5 Likert	No
		CE2	I expect a monthly income of over 6,000 RMB for teachers in rural schools.	Wu & Li (2001)	1–5 Likert	No
		CE3	I am not concerned about the procedural fairness of the professional title evaluation and appointment system or the transparency of promotion channels.	Wu & Li (2001)	1–5 Likert	Yes
		CE4	I hope to realize my personal value through teaching in rural areas.	Wu & Li (2001)	1–5 Likert	No

Construct	Dimension	Item code	Item wording	Source	Response Scale	Reverse -coded
		CE5	I hope the school can provide clear career development paths, such as further education, administrative positions, and professional title promotion.	Wu & Li (2001)	1–5 Likert	No

Source: Researcher

3.3.6 Translation of Questionnaire

This study adopted standardized cross-cultural translation procedures to develop a bilingual English–Chinese questionnaire, ensuring semantic equivalence, conceptual consistency, and cultural appropriateness for final-year teacher education undergraduates in Guangxi. All original measurement scales were developed in English from established Western literature, while the target participants were native Chinese speakers, making rigorous translation essential to eliminate linguistic bias and guarantee reliable survey responses (Brislin, 1970; Van de Vijver & Hambleton, 1996).

A complete forward-translation and back-translation protocol was implemented following mainstream cross-cultural research standards. First, a bilingual researcher proficient in educational psychology and career development conducted forward translation, converting all English scale items, instructions, demographic questions, and consent statements into formal Chinese. Special attention was paid to discipline-specific terminology, including career-related parental support, career decision-making self-efficacy, emotional intelligence, and rural teaching career expectations, to align wording with the educational context of local normal universities in Guangxi.

Second, an independent bilingual expert unfamiliar with the original English questionnaire performed blind back-translation, converting the drafted Chinese version back into English. The researcher then systematically compared the back-translated English draft with the original scale to identify semantic deviations, inconsistent constructs, ambiguous wording, and culturally inappropriate expressions. All mismatched items were revised iteratively to restore full conceptual consistency between the two language versions.

After translation and back-translation revisions, a panel of three university career education experts reviewed the Chinese questionnaire to evaluate its cultural fit for local preservice teachers. Phrases irrelevant to rural teaching employment in Guangxi were adjusted, while confusing or overly abstract statements were simplified. A pilot test with 30 final-year students from the target population was further carried out to collect feedback on readability, logical flow, and ambiguous items. Based on

participants' suggestions, minor wording modifications were made to eliminate comprehension barriers.

The finalized bilingual questionnaire includes two versions: a full Chinese questionnaire distributed to participants for formal data collection and an English translation archived as Appendix C. All reverse-scored items marked (R) retained consistent marking rules across both language forms to avoid scoring errors during data processing. This multi-stage translation and validation process strengthens the content validity and cross-cultural reliability of all measurement instruments used in this study.

3.3.7 Interview Questions

3.3.7.1 Development of Semi-structured Interview Questions

Semi-structured interview protocols were designed for the 12 university experts from six Guangxi normal universities, serving two sequential qualitative phases: preliminary pre-survey interviews to refine the research framework and post-quantitative follow-up interviews to validate questionnaire results. The interview questions were developed deductively based on the study's theoretical framework, research hypotheses, and core constructs, covering career-related parental support, peer influence, emotional intelligence, career decision-making self-efficacy, and rural teacher career expectations.

The question design followed three core principles. First, all central questions directly corresponded to the five latent variables in the quantitative model to achieve data triangulation between surveys and interviews. Second, open-ended questioning was prioritized to encourage experts to share contextual, institution-specific insights that closed-ended questionnaire items could not capture. Third, probing follow-up questions were embedded to elicit in-depth explanations of practical phenomena among local preservice teachers in Guangxi.

The full interview outline contains four thematic sections. Section 1 collects background information of interviewees, including their years of working in student career guidance, contact frequency with senior teacher education students, and familiarity with local rural teacher employment policies. Section 2 explores external environmental factors shaping students' career expectations, focusing on parental career support mechanisms and peer group behavioral influences. Section 3 addresses individual psychological factors, including emotional intelligence and students' career decision-making self-efficacy, with targeted questions about obstacles preservice teachers face when choosing rural teaching posts. Section 4 covers moderating factors and practical strategies, examining gender differences in career decision-making and soliciting expert suggestions to improve university career planning services.

3.3.7.2 Validity Verification of Interview Protocol

Two rounds of expert review were conducted to establish the content validity of the interview questions. In the first round, three scholars specializing in career psychology and higher teacher education assessed each question against the study's research objectives, evaluating whether each item could effectively extract information relevant to the research hypotheses. Questions irrelevant to the core variables were

deleted, while vague, leading, or overly narrow questions were rephrased to improve neutrality and comprehensiveness.

In the second validity check, the same three experts applied the Index of Item-Objective Congruence (IOC) to score every interview question on a three-point scale (-1 = inconsistent with research objectives, 0 = uncertain, $+1$ = fully consistent). Only questions with an average IOC above 0.50 were retained in the formal interview outline (Polit & Beck, 2006). Questions failing the IOC threshold were either revised or discarded to ensure all interview content closely matched the study's conceptual model.

Prior to formal expert interviews, a pilot interview was conducted with one career counselor from a local normal university. The pilot helped identify overly lengthy questions, confusing logical sequences, and sensitive topics that might restrict interviewee expression. Adjustments were made to shorten complex prompts, reorganize the flow of thematic sections, and add flexible probing questions to enrich dialogue depth. The finalized semi-structured interview protocol is attached in Appendix D for reference.

3.4 Data Collection

3.4.1 Ethical Research Procedures

Ethical research procedures are essential for maintaining integrity and protecting participants. This study adheres to the ethical standards outlined in international guidelines for social science research, emphasizing informed consent, confidentiality, and minimizing potential harm (Creswell & Poth, 2018). Ethical considerations are crucial in research involving human subjects, as they help safeguard participants' rights and foster trust between researchers and participants (Resnik, 2015).

First, participants in this study received detailed information about the research's purpose, procedures, and potential risks and benefits. This information was included in a consent form, which they reviewed and signed before taking part. Sieber (2009) emphasizes that informed consent is crucial to ethical research, as it ensures that participants voluntarily participate with a complete understanding of the study's scope and potential implications.

3.4.2 Data Collection Procedures

The data collection procedures in this study were carefully designed to gather both quantitative and qualitative data, thoroughly addressing the research objectives. A mixed-methods approach was used, combining quantitative survey data with qualitative interview data to gain a deeper understanding of the factors influencing students' career expectations. Creswell and Clark (2017) argued that the mixed-methods approach enhances research findings by integrating quantitative and qualitative perspectives, thereby increasing the depth and completeness of the study.

For quantitative data collection, a structured, closed-ended questionnaire was administered online using the WJX platform (www.wjx.cn), a popular online survey tool in China. The survey assessed constructs including Career-Related Parental Support, Peer Influence, Emotional Intelligence, and Career Decision-Making Self-Efficacy. Using an online platform allowed participants to complete the survey on mobile devices or computers at their convenience, which can improve response rates.

and data quality, as supported by Fan and Yan (2010). The survey included clear instructions, a consent form, and assurances of confidentiality, all of which were consistent with ethical data collection practices. After collection, data were imported into SPSS 27 for analysis, using statistical techniques such as path analysis and structural equation modeling (SEM) to explore relationships among variables.

For the qualitative part, semi-structured interviews were conducted with 12 experts from six selected universities in Guangxi Province, with two from each institution. Interviews were held either through online meeting platforms or face-to-face, depending on the participants' availability and convenience. Kvale (2009) recommended semi-structured interviews for their flexibility, as they enable detailed exploration of participants' views while keeping discussions aligned with research goals. The interview sessions were recorded and transcribed with the participants' consent to support thematic analysis, providing valuable insights into the factors that influence career expectations and self-efficacy in decision-making.

To ensure consistency across the quantitative and qualitative phases, the questionnaire findings were triangulated with insights from expert interviews.

3.4.3 Survey Procedures

Data were collected from senior students at six regular universities in Guangxi, including Guangxi Normal University, Nanning Normal University, Yulin Normal University, Guangxi Minzu Normal University, Guangxi Science and Technology Normal University, and Guangxi Vocational Normal University. The researcher primarily carried out the survey and collected data in November and December 2024. These data were then analyzed in January 2025. The questionnaires for this study were distributed and collected during the winter of 2024. They were administered at the six universities in Guangxi to ensure a high response rate. Participants were asked to submit their completed questionnaires in person. The responses, including online submissions, were entered into an Excel sheet, and any invalid responses were carefully removed.

3.4.4 Interviews

This study adopted semi-structured expert interviews as the primary qualitative data collection method to complement and triangulate quantitative questionnaire results, with a total of 12 university career education experts recruited from six target normal universities in Guangxi (two experts per institution). All interviewees possessed rich experience in student career guidance, teacher education management or youth psychology research, which guaranteed the professionalism and depth of interview feedback.

3.4.4.1 Procedures of Interviews

Prior to formal interviews, a standardized semi-structured interview protocol was developed and reviewed by three academic experts to ensure content validity. The interview outline covered core themes including the practical mechanisms of parental career support, peer influence and emotional intelligence on pre-service teachers' career decision-making self-efficacy, obstacles affecting college students' career expectations, and targeted improvement strategies for career planning education. All interview questions were open-ended to encourage participants to elaborate on their

real observations and practical experience freely, while follow-up probing questions such as “Could you elaborate on this phenomenon?” and “What specific cases have you encountered?” were applied to dig deeper into underlying logic when interviewees provided general responses.

Recruitment was conducted via formal email invitations sent to university career centers and academic departments. Each invitation clearly stated the research purpose, interview arrangement, data usage rules and anonymity protection measures. After confirming participation, the researcher coordinated a suitable time slot with each expert according to their schedules. Two interview formats were adopted based on accessibility: offline face-to-face conversations in quiet independent meeting rooms on campus, and online remote interviews via mainstream video conferencing platforms. Before each session, the researcher re-emphasized the principle of voluntary participation, informed participants they could pause or terminate the interview at any time without penalty, and confirmed their oral informed consent for audio recording before initiating formal dialogue.

During the whole communication process, the researcher maintained a neutral listening stance, avoided leading or biased guidance, and only intervened appropriately to bring digressive topics back to the research scope. Immediately after each interview, brief field notes were written down to record non-verbal information including interviewees’ tone, hesitation and key emotional expressions, which supplemented the audio materials for subsequent thematic analysis. After completing the first round of interviews, the same 12 experts were invited for a second follow-up interview to verify preliminary quantitative findings, examine the rationality of the proposed research model, and polish actionable career intervention suggestions, forming an iterative qualitative verification process to enhance study robustness (Bryman, 2016).

3.4.4.2 Interview Duration

The length of each single interview ranged from 40 to 60 minutes. Initial one-on-one expert interviews lasted approximately 40–50 minutes on average, while the second round of validation interviews took longer, mostly between 50 and 60 minutes, as participants needed to comment on statistical results and put forward targeted optimization suggestions. The moderate duration balanced data sufficiency and interviewee fatigue, ensuring sufficient detailed insights without compromising the quality of responses (Guest et al., 2006). The total cumulative interview time across all 12 participants reached over 600 minutes, providing abundant qualitative text data for thematic coding.

3.4.4.3 Recording and Post-Processing

All interviews were fully recorded with exclusive audio recording devices after obtaining participants’ explicit permission; video recording was not adopted to reduce participants’ psychological restraint and protect privacy. All original audio files were labeled with anonymized participant codes (E1–E12) instead of real names to eliminate identifiable personal information. Within 24 hours after each interview, the audio files were imported into iFLYTEK intelligent transcription software for automatic verbatim text conversion. The researcher then cross-checked each transcript against the original audio to revise misrecognized words, ambiguous sentences and missing conversational segments, forming complete, accurate textual data for subsequent qualitative analysis.

All audio recordings and transcribed documents were stored in password-encrypted local folders, and raw audio files will be permanently deleted once the full research analysis is finished to comply with ethical confidentiality requirements.

3.5 Data Analysis

3.5.1 Quantitative Data Analysis

Quantitative data analysis in this study explored the relationships among key variables, including Career-Related Parental Support, Peer Influence, Emotional Intelligence, Career Decision-Making Self-Efficacy, and Career Expectations. Several statistical methods were employed, including descriptive statistics, correlation analysis, and structural equation modeling (SEM). These approaches enabled a comprehensive test of the research hypotheses and provided valuable insights into the connections between the variables. Hair et al. (2014) emphasized that SEM is beneficial for analyzing complex models in the social sciences, where multiple independent and dependent variables interact simultaneously.

Data collected from the WJX platform were first analyzed using SPSS 27. Descriptive statistics, including the mean, standard deviation, and frequency distributions, were calculated to provide an overview of the data and identify any potential anomalies. This initial step was crucial for ensuring data quality and preparing it for more advanced statistical analysis. Additionally, correlation analysis was performed to assess the strength and direction of relationships among the main study variables, offering a preliminary understanding of their associations.

The core of the quantitative analysis was structural equation modeling (SEM), which was conducted using the AMOS software. SEM enabled the measurement and assessment of the structural model, allowing for the examination of both direct and indirect relationships among variables. This study specifically aimed to test the mediating role of Career Decision-Making Self-Efficacy in the relationship between the independent variables (Career-Related Parent Support, Peer Influence, and Emotional Intelligence) and the dependent variable (Career Expectations). Byrne (2013) noted that SEM is well-suited for mediation analysis because it facilitates the simultaneous testing of multiple relationships, providing a comprehensive understanding of mediation effects.

Various goodness-of-fit indices were used to ensure model adequacy, as summarized in Table 3.7. The indices included:

CMIN/DF (Chi-square divided by degrees of freedom): A commonly used fit index where a value of 5.0 or less indicates an acceptable fit (Wheaton et al., 1977).

GFI (Goodness-of-Fit Index): Values of 0.90 or higher are considered acceptable, indicating a good model fit (Bagozzi & Yi, 1989).

AGFI (Adjusted Goodness of Fit) enables researchers to analyze causal relationships between observed and latent variables, allowing for the simultaneous examination of complex connections among variables. (Arbuckle, 1995).

TLI (NNFI) (Tucker-Lewis Index, also known as Non-Normed Fit Index): Values of 0.90 or higher are recommended, indicating adequate model fit (Hair et al., 2014; Hopwood & Donnellan, 2010).

CFI (Comparative et al.): Also suggests a good fit with values ≥ 0.90 (Hair et al., 2014; Hopwood & Donnellan, 2010).

RMSEA (Root Mean Square Error of Approximation): A value ≤ 0.10 indicates a reasonable fit, with values closer to 0.05 being ideal for a good model fit (Hopwood & Donnellan, 2010).

These indices provided a comprehensive assessment of the model fit. The thresholds were established based on literature recommendations to ensure the model met the necessary statistical requirements, thus validating the research findings.

This quantitative data analysis approach utilized robust statistical techniques, including SEM, to investigate the hypothesized relationships. Using multiple fit indices allowed for rigorous model evaluation, ensuring the reliability and validity of the results.

Table 3.7 Goodness-of-Fit Acceptable Threshold

Fit Indices	Recommended Value
CMIN/DF	≤ 5.0 (Wheaton et al., 1977)
GFI	≥ 0.90 (Bagozzi & Yi, 1989)
AGFI	≥ 0.85 (Schermelleh-engel et al., 2003)
NFI	≥ 0.90 (Arbuckle, 1995)
TLI(NNFI)	≥ 0.90 (Hair et al. 2014; Hopwood & Donnellan 2010)
CFI	≥ 0.90 (Hair et al. 2014; Hopwood & Donnellan, 2010)
RMSEA	≤ 0.10 (Hopwood & Donnellan, 2010)

Source: The ratio of the chi-square value to the degree of freedom (CMIN/DF); Goodness-of-Fit et al. (GFI); Adjust et al. (AGFI); Normed et al. (NFI); Comparative et al. (CFI); Tucker et al. (TLI); Root Mean Square Error of Approximation (RMSEA).

3.5.2 Qualitative Data Analysis

For the qualitative part of this study, iFLYTEK software was used to analyze expert interview data. iFLYTEK, an advanced AI tool, enables efficient transcription, coding, and thematic analysis, making it suitable for managing large amounts of qualitative data. This software helps identify patterns, themes, and sentiments within text data, providing researchers with a powerful tool for in-depth qualitative exploration (Creswell & Creswell, 2017).

Using AI-powered software like iFLYTEK enhances transcription efficiency, reduces human errors, and enables researchers to concentrate on data interpretation. Its features include sentiment analysis, keyword extraction, and content clustering, which greatly simplify the thematic analysis stage (Johs et al., 2022). Similar to other qualitative data analysis tools such as NVivo and IRAMUTEQ, iFLYTEK helps researchers organize data systematically and supports complex coding, thereby strengthening the interpretive process (Camargo & Justo, 2013).

Using tools like iFLYTEK in qualitative research also facilitates the management of multilingual data, which is crucial when working with diverse participant groups. For this study, data from expert interviews will be analyzed with iFLYTEK to identify recurring themes and key insights that support the quantitative results, thereby offering a richer and more comprehensive understanding of the research topic (Reinert, 1990).

3.5.3 Hypotheses Testing

Structural Equation Modeling (SEM) plays a pivotal role in confirming the validity of hypotheses by examining the significance of β values and parameters. This approach enables researchers to analyze causal relationships between observed and latent variables, facilitating the simultaneous investigation of complex connections among multiple variables (see Table 3.8). SEM utilizes measurement models and path analysis to reveal direct and indirect influences among variables. Various fit indices, such as the Chi-square test, RMSEA, and CFI, assess how well the model aligns with the data. SEM provides a cohesive framework that simplifies in-depth data analysis and validation by integrating causal, measurement, and structural models. Preacher & Hayes. (2010) emphasize that this methodology enables researchers to draw well-supported conclusions through robust scientific analysis, confirm hypotheses, and derive meaningful insights from the data.

Table 3.8 Hypotheses and Statistical Methods

Hypothesis	Statement	Statistical Method
H1	Career Parental Support has a statistically significant impact on Career Decision-Making Self-Efficacy.	Structural Equation Modeling
H2	Peer Influence has a statistically significant impact on Career Decision-Making Self-Efficacy.	Structural Equation Modeling
H3	Emotional Intelligence has a statistically significant impact on Career Decision-Making Self-Efficacy.	Structural Equation Modeling
H4	Career Decision-Making Self-Efficacy has a statistically significant impact on Career Expectations.	Structural Equation Modeling
H5	Career Decision Making Self-Efficacy has a statistically significant mediating effect on the relationship between Career-Related Parental Support and Career Expectations.	Structural Equation Modeling
H6	Career Decision-Making Self-Efficacy has a statistically significant mediating effect on the relationship between Peer Influence on Career Expectations.	Structural Equation Modeling

Hypothesis	Statement	Statistical Method
H7	Career Decision Making Self-Efficacy has a statistically significant mediating effect on the relationship between Emotional Intelligence and Career Expectations.	Structural Equation Modeling
H8	Gender has a moderating effect on the relationship between Career Decision-Making Self-Efficacy and Career Expectation.	Structural Equation Modeling

Source: Researcher



CHAPTER 4

RESEARCH RESULTS

Structured questionnaires were used to gather quantitative data, which were analyzed with SPSS 27 and AMOS 27 to perform descriptive statistics, confirmatory factor analysis (CFA), and structural equation modeling (SEM). Simultaneously, qualitative data were collected through semi-structured online interviews and additional open-ended questionnaires. Considering the relational norms in Chinese academic settings, where audio recordings are often discouraged, data collection relied on detailed, real-time notes, followed by reflective feedback via email. The qualitative data were then coded and analyzed thematically with MAXQDA 2020, employing tools including word clouds and code–document matrices. These methods supported triangulation and enriched the contextual understanding of the quantitative results. By adopting this two-stage, culturally responsive qualitative approach, the study improved both the validity and depth of its findings.

4.1 Quantitative Statistical Analysis

4.1.1 Sample's Demographic Characteristics

The demographic profile of the respondents is summarized in Table 4.1. Regarding gender, most respondents were female (66.26%), while male students accounted for 33.74% of the sample. All respondents were seniors (100%), indicating the study focused solely on final-year students. In terms of institutional distribution, the largest group was from Guangxi Normal University (24.94%), followed by Nanning Normal University (22.98%), Guangxi Minzu Normal University (17.85%), and Yulin Normal University (16.14%). Smaller portions of the sample were from Guangxi Science and Technology Normal University (11.74%) and Guangxi Vocational Normal University (6.36%). Overall, the sample primarily consisted of female senior students, with the majority of respondents coming from Guangxi Normal University and Nanning Normal University.

Table 4.1 Demographic Profile of Respondents

	Category	Frequency	Percent
Gender	Male	138	33.74
	Female	271	66.26
Academic year	Freshman	0	0
	Sophomore	0	0
	Junior	0	0
	Senior	409	100
University	Guangxi Normal University	102	24.94

	Category	Frequency	Percent
University	Nanning Normal University	94	22.98
	Yulin Normal University	66	16.14
	Guangxi Minzu Normal University	73	17.85
	Guangxi Science and Technology Normal University	48	11.74
	Guangxi Vocational Normal University	26	6.36
	Nanning Normal University	94	22.98
Total		409	100

4.1.2 Descriptive Statistics of Variables

4.1.2.1 Reliability Analysis

Reliability analysis evaluates the stability, consistency, and trustworthiness of measurement results. To guarantee the accuracy of these results, the questionnaire data underwent reliability testing before any analysis.

Table 4.2 Reliability Statistics

N of Items	N	Cronbach's Alpha
25	409	0.925

According to Table 4.2, the overall Cronbach's α coefficient of the questionnaire exceeds 0.7, indicating that the research data possess high reliability and quality and can be used for further analysis.

Table 4.3 Reliability Analysis of Each Dimension: Cronbach's Alpha Coefficients

Variable	N of Items	N	Coefficient of Cronbach's α
Career-Related Parental Support (CRPS)	5	409	0.867
Peer Influence (PI)	5	409	0.853
Emotional Intelligence (EI)	5	409	0.887
Career Decision Making Self-Efficacy (CDMSE)	5	409	0.874
Career Expectations (CE)	5	409	0.888

Table 4.3 above shows that the Cronbach α coefficient for each dimension is greater than 0.7, indicating that the research data are highly reliable and can be used for further analysis.

4.1.2.2 Reliability

Table 4.4 Reliability Analysis of Scale

Variable	Item	Corrected Item- Total Correlation (CITC)	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Career-Related Parental Support (CRPS)	CRPS1	0.66	0.846	0.867
	CRPS2	0.7	0.836	
	CRPS3	0.691	0.839	
	CRPS4	0.663	0.846	
	CRPS5	0.736	0.827	
Peer Influence (PI)	PI1	0.765	0.845	0.881
	PI2	0.696	0.861	
	PI3	0.701	0.861	
	PI4	0.668	0.867	
	PI5	0.756	0.847	
Emotional Intelligence (EI)	EI1	0.674	0.841	0.866
	EI2	0.721	0.831	
	EI3	0.719	0.83	
	EI4	0.661	0.845	
	EI5	0.673	0.842	
Career Decision Making Self- Efficacy (CDMSE)	CDMSE1	0.742	0.842	0.877
	CDMSE2	0.697	0.853	
	CDMSE3	0.747	0.841	
	CDMSE4	0.689	0.856	
	CDMSE5	0.668	0.86	
Career Expectations (CE)	CE1	0.757	0.879	0.901
	CE2	0.765	0.878	
	CE3	0.764	0.878	
	CE4	0.709	0.891	
	CE5	0.781	0.874	

Table 4.4 shows the reliability analysis of the items using Corrected Item-Total Correlation (CITC) and Cronbach's Alpha. All items across the five constructs exhibited satisfactory internal consistency, with CITC values surpassing the recommended threshold of 0.60.

For Career-Related Parental Support (CRPS), CITC values ranged from 0.663 to 0.736, and the overall Cronbach's Alpha was 0.867, indicating high reliability. Similarly, Peer Influence (PI) yielded CITC values ranging from 0.668 to 0.765, with a Cronbach's Alpha of 0.881, indicating strong consistency.

Regarding Emotional Intelligence (EI), CITC values ranged from 0.661 to 0.721, while Cronbach's Alpha reached 0.866, indicating a high level of internal reliability. Career Decision-Making Self-Efficacy (CDMSE) also satisfied reliability standards, with CITC values between 0.668 and 0.747 and an overall Cronbach's Alpha of 0.877. Lastly, Career Expectations (CE) showed the strongest internal consistency, with CITC values from 0.709 to 0.781 and a Cronbach's Alpha of 0.901.

Overall, the results confirm that all constructs in this study achieved strong reliability, with Cronbach's Alpha values well above the 0.70 benchmark, thereby ensuring the stability and consistency of the measurement instruments.

4.1.2.3 Validity Analysis

Validity refers to the extent to which a scale or test accurately measures the intended psychological or behavioral traits, thereby reflecting measurement accuracy. In factor analysis, two leading indicators are often used to assess validity. First, Bartlett's test of sphericity checks the correlations among variables; a significance level of $P < 0.05$ indicates that the correlations are strong enough for factor analysis. Second, the Kaiser-Meyer-Olkin (KMO) measure assesses sampling adequacy, with values closer to 1 suggesting better suitability. Specifically, a KMO above 0.90 is considered excellent, 0.70–0.90 as good, 0.60–0.70 as acceptable, 0.50–0.60 as weak, and below 0.50 as unsuitable. These indices, together, help determine whether the data are appropriate for factor analysis.

Table 4.5 KMO and Bartlett's Spherical Test Results

KMO and Bartlett's test		
KMO value		0.930
Bartlett's sphericity test	Chi-square	5630.308
	df	300
	P-value	0.000

Table 4.5 shows the results of the KMO and Bartlett's tests. The KMO value was 0.930, exceeding the threshold of 0.90 and indicating an excellent level of sampling adequacy for factor analysis. Meanwhile, Bartlett's test of sphericity produced a chi-square value of 5630.308 with 300 degrees of freedom, and the significance level was $p < 0.001$. These results confirm that the correlation matrix is not an identity matrix, suggesting strong correlations among items. Therefore, the dataset is highly appropriate for factor analysis.

4.1.2.4 Descriptive Statistics

Table 4.6 Descriptive Statistical Analysis of Variables

Variable	Mean	SD
CRPS1	3.45	1.033
CRPS2	3.66	1.08
CRPS3	3.42	1.095
CRPS4	3.55	0.972
CRPS5	3.56	1.028
Career-Related Parental Support	3.45	1.04
PI1	3.54	1.021
PI2	3.28	1.161

Variable	Mean	SD
PI3	3.4	1.052
PI4	3.56	1.049
PI5	3.51	1.069
Peer Influence	3.44	0.938
EI1	3.54	1.073
EI2	3.27	1.089
EI3	3.5	0.963
EI4	3.43	1.022
EI5	3.47	1.024
Emotional Intelligence	3.31	0.997
CDMSE1	3.22	1.149
CDMSE2	3.45	1.068
CDMSE3	3.36	0.986
CDMSE4	3.56	1.011
CDMSE5	3.52	1.01
Career Decision-Making Self-Efficacy	3.26	1.076
CE1	3.5	1.003
CE2	3.45	1.033
CE3	3.66	1.08
CE4	3.42	1.095
CE5	3.55	0.972
Career Expectations	3.56	1.028

Table 4.6 provides the descriptive statistics for all measurement items. The mean values for each item ranged from approximately 3.26 to 3.66, indicating that respondents generally reported a moderate to high level of agreement across all constructs, which include Career-Related Parental Support (CRPS), Peer Influence (PI), Emotional Intelligence (EI), Career Decision-Making Self-Efficacy (CDMSE), and Career Expectations (CE). The overall means for these constructs were as follows: Career-Related Parental Support (3.45), Peer Influence (3.44), Emotional Intelligence (3.31), Career Decision-Making Self-Efficacy (3.26), and Career Expectations (3.56). Standard deviations varied across the items, with values ranging from 0.938 to 1.161, suggesting a moderate level of variability in participants' responses. Overall, these results imply that participants held relatively positive perceptions across all measured dimensions, with no significant extremes in the responses.

Table 4.7 Independent Sample T-Test Results by Gender

Variable	Category	N	Mean	SD	t	df	Sig. (p)
CRPS	Male	138	3.35	0.87	-3.139	407	0.002**
	Female	271	3.62	0.81			
PI	Male	138	3.3	0.95	-2.28	245.615	0.023*
	Female	271	3.52	0.83			
EI	Male	138	3.29	0.88	-2.773	407	0.006**
	Female	271	3.53	0.79			
CDMSE	Male	138	3.21	0.97	-2.68	230.893	0.008**
	Female	271	3.46	0.79			
CE	Male	138	3.27	0.9	-2.907	407	0.004**
	Female	271	3.53	0.83			

Table 4.7 presents the independent sample t-test results examining gender differences across all research variables (CRPS, PI, EI, CDMSE, CE). Statistically significant gender disparities were identified for every measured construct. Specifically, female participants obtained significantly higher mean scores than male respondents on CRPS ($t = -3.139$, $df = 407$, $p = 0.002^{**}$), PI ($t = -2.28$, $df = 245.615$, $p = 0.023^{*}$), EI ($t = -2.773$, $df = 407$, $p = 0.006^{**}$), CDMSE ($t = -2.68$, $df = 230.893$, $p = 0.008^{**}$), and CE ($t = -2.907$, $df = 407$, $p = 0.004^{**}$). The asterisk notation indicates that * represents significance at the 0.05 level, while ** represents significance at the 0.01 level.

Further analysis identified additional notable gender differences across various constructs. Females scored higher than males on Career-Related Parental Support (CRPS) ($t = -3.139$, $p = 0.002$), Peer Influence (PI) ($t = -2.280$, $p = 0.023$), Emotional Intelligence (EI) ($t = -2.773$, $p = 0.006$), Career Decision-Making Self-Efficacy (CDMSE) ($t = -2.680$, $p = 0.008$), and Career Expectations (CE) ($t = -2.907$, $p = 0.004$). In every case, males showed significantly lower mean scores than females, suggesting that female students consistently have more positive perceptions across these areas.

Table 4.8 One-Way ANOVA Results by Length of Enrollment

Variable	Category	N	Mean	SD	F	P
CRPS	Guangxi Normal University	102	3.71	0.8	4.418	0.001**
	Nanning Normal University	94	3.68	0.78		
	Yulin Normal University	66	3.47	0.81		
	Guangxi Minzu Normal University	73	3.48	0.86		
	Guangxi Science and Technology Normal University	48	3.13	0.88		

Variable	Category	N	Mean	SD	F	P
PI	Guangxi Vocational Normal University	26	3.28	0.88	3.009	0.011*
	Guangxi Normal University	102	3.49	0.86		
	Nanning Normal University	94	3.52	0.82		
	Yulin Normal University	66	3.45	0.94		
	Guangxi Minzu Normal University	73	3.61	0.87		
	Guangxi Science and Technology Normal University	48	3.19	0.78		
	Guangxi Vocational Normal University	26	2.98	0.98		
	Guangxi Normal University	102	3.55	0.77		
	Nanning Normal University	94	3.5	0.8		
	Yulin Normal University	66	3.45	0.9		
EI	Guangxi Minzu Normal University	73	3.45	0.9	1.119	0.35
	Guangxi Science and Technology Normal University	48	3.3	0.89		
	Guangxi Vocational Normal University	26	3.21	0.62		
	Guangxi Normal University	102	3.49	0.84		
	Nanning Normal University	94	3.42	0.87		
CDMSE	6 months to 1 year	160	3.51	0.87	1.937	0.087
	1 to 2 years	92	3.67	0.77		
	More than 2 years	37	3.76	0.86		

Table 4.8 summarizes the results of a one-way ANOVA conducted to examine differences among groups based on length of university enrollment. The analysis revealed significant differences for two variables: Career-Related Parental Support (CRPS) ($F = 4.418$, $p = 0.001$) and Peer Influence (PI) ($F = 3.009$, $p = 0.011$). Specifically, students enrolled for longer durations (from six months to two years or more) reported higher average scores compared to those with shorter enrollment periods. In contrast, no significant differences were found for Emotional Intelligence (EI) ($p = 0.350$) and Career Decision-Making Self-Efficacy (CDMSE) ($p = 0.087$). Overall, these findings suggest that the length of university enrollment significantly affects students' perceptions of career-related support and the importance

they assign to their education, while having a smaller impact on emotional intelligence and career decision-making self-efficacy.

Table 4.9 Model Fit Indices of College Students' Career Decision-Making Structural Model

Index	Acceptable Values	Statistical value	Fit condition
CMIN	-	321.809	-
DF	-	265	-
CMIN/DF	<3	1.214	Good
GFI	>0.90	0.942	Good
AGFI	>0.90	0.929	Good
RMSEA	<0.08	0.023	Good
NFI	>0.90	0.944	Good
ILI	>0.90	0.990	Good
(TLI) NNFI	>0.90	0.988	Good
CFI	>0.90	0.990	Good

Table 4.9 presents the model fit indices for the career decision-making structural model among college students. The results indicate that all key indicators fall within acceptable ranges, confirming the structural model's adequate goodness-of-fit. Specifically, the chi-square to degrees of freedom ratio (CMIN/DF) was 1.214, well below the recommended threshold of 3, signaling a good fit. Absolute fit indices such as GFI (0.942) and AGFI (0.929) surpassed the 0.90 benchmark, while the RMSEA (0.023) was notably lower than the 0.08 cutoff, reinforcing a strong model fit. Relative fit indices also performed well, with NFI (0.944), IFI (0.990), TLI (0.988), and CFI (0.990) all exceeding the recommended 0.90 standard. Overall, these findings suggest that the proposed structural model provides a solid and dependable representation of the observed data.

4.1.3.3 Composite Reliability

Table 4.10 Factor Load Coefficient

Variable	Scale	Non-standard load factor	S.E.	C.R.	P	Standardized load coefficient	CR	AVE
Career-Related Parental Support (CRPS)	CRPS1	1				0.720		
	CRPS2	1.089	0.077	14.128	***	0.750		
	CRPS3	1.126	0.078	14.382	***	0.765	0.868	0.568
	CRPS4	0.939	0.069	13.561	***	0.719		
	CRPS5	1.118	0.074	15.154	***	0.810		
Peer Influence (PI)	PI1	1				0.821		
	PI2	0.901	0.055	16.51	***	0.753	0.883	0.603
	PI3	1.042	0.062	16.867	***	0.766		

Variable	Scale	Non-standard load factor	S.E.	C.R.	P	Standardized load coefficient	CR	AVE
Emotional Intelligence (EI)	PI4	0.889	0.057	15.623	***	0.721	0.868	0.568
	PI5	1.001	0.055	18.258	***	0.815		
	EI1	1				0.740		
	EI2	0.93	0.061	15.163	***	0.785		
	EI3	1.062	0.07	15.142	***	0.783		
	EI4	0.998	0.071	14.017	***	0.725		
	EI5	0.893	0.063	14.185	***	0.734		
Career Decision Making Self-Efficacy (CDMSE)	CDMSE 1	1				0.809	0.879	0.592
	CDMSE 2	0.946	0.058	16.446	***	0.763		
	CDMSE 3	0.979	0.055	17.703	***	0.811		
	CDMSE 4	1.029	0.065	15.827	***	0.74		
	CDMSE 5	0.93	0.061	15.301	***	0.72		
Career Expectations (CE)	CE1	1				0.809	0.902	0.649
	CE2	1.044	0.056	18.718	***	0.824		
	CE3	1.027	0.056	18.342	***	0.812		
	CE4	1.019	0.061	16.704	***	0.756		
	CE5	1.039	0.055	18.788	***	0.826		

Table 4.10 presents the factor loadings, composite reliability (CR), and average variance extracted (AVE) for each construct. All standardized factor loadings were above the recommended threshold of 0.70, ranging from 0.719 to 0.826, and were statistically significant at the $p < 0.001$ level, confirming strong indicator reliability. The composite reliability values for the five constructs were 0.868 (CRPS), 0.883 (PI), 0.868 (EI), 0.879 (CDMSE), and 0.902 (CE), all exceeding the 0.70 benchmark, which indicates satisfactory internal consistency. Similarly, the AVE values ranged from 0.568 to 0.649, surpassing the 0.50 threshold, thereby establishing convergent validity. Taken together, these results suggest that the measurement model demonstrates good reliability and validity, providing a solid foundation for subsequent structural equation modeling.

4.1.3.4 Discriminant Validity

Table 4.11 Pearson Correlation and AVE Square Root Values

	Career-Related Parent Support	Peer Influence	Emotional Intelligence	Career Decision-Making Self-Efficacy	Career Expectations
Career-Related Parent Support	0.754				
Peer Influence	0.372**	0.776			
Emotional Intelligence	0.415**	0.365**	0.754		
Career Decision-Making Self-Efficacy	0.434**	0.362**	0.415**	0.769	
Career Expectations	0.468**	0.417**	0.464**	0.404**	0.806

Note: Diagonal black bold numbers are AVE square root values

Table 4.11 shows the results of the discriminant validity test, which uses Pearson correlations and the square root of the Average Variance Extracted (AVE). The bold numbers along the diagonal represent the square roots of AVE for each construct, all of which are higher than the correlations with other constructs in the same row or column.

For example, the AVE square root values for Career-Related Parental Support (0.754), Peer Influence (0.776), Emotional Intelligence (0.754), Career Decision-Making Self-Efficacy (0.769), and Career Expectations (0.806) all exceed their correlations with other constructs. Also, the inter-construct correlations range from 0.362 to 0.468, indicating moderate relationships without redundancy. Overall, these results show that each construct is distinct, supporting the discriminant validity of the measurement model.

Correlation analysis is used to describe and examine the nature and degree of the relationship between two or more variables. In the table, an asterisk (*) next to the correlation coefficient indicates statistical significance. Coefficients greater than zero represent positive correlations, while those less than zero indicate negative correlations.

As shown in the results, Pearson's correlation coefficients were used to evaluate the relationships among CRPS, PI, EI, CDMSE, and CE.

Table 4.12 Pearson Correlation Matrix of Variables

	CRPS	PI	EI	CDMSE	CE
CRPS	1				
PI	0.372**	1			
EI	0.415**	0.365**	1		
CDMSE	0.434**	0.362**	0.415**	1	
CE	0.468**	0.417**	0.464**	0.404**	1

* $p < 0.05$ ** $p < 0.01$

From Table 4.12, Specifically, CRPS was found to be significantly and positively correlated with PI ($r = 0.372$, $p < 0.01$), EI ($r = 0.415$, $p < 0.01$), CDMSE ($r = 0.434$, $p < 0.01$), and CE ($r = 0.468$, $p < 0.01$). Similarly, PI was positively associated with EI ($r = 0.365$, $p < 0.01$), CDMSE ($r = 0.362$, $p < 0.01$), and CE ($r = 0.417$, $p < 0.01$). In addition, EI showed significant positive correlations with CDMSE ($r = 0.415$, $p < 0.01$) and CE ($r = 0.464$, $p < 0.01$). Finally, CDMSE was positively correlated with CE ($r = 0.404$, $p < 0.01$).

Overall, the results indicate that all variables are significantly and positively correlated at the 0.01 level, suggesting strong connections among career-related parent support, peer influence, emotional intelligence, career decision-making self-efficacy, and career expectations.

Table 4.13 Pearson Correlation Matrix of Key Variables

		CRPS	PI	EI	CDMSE	CE
CRPS	Pearson Correlation	1	.372**	.415**	.434**	.468**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N	409	409	409	409	409
PI	Pearson Correlation	.372**	1	.365**	.362**	.417**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	409	409	409	409	409
EI	Pearson Correlation	.415**	.365**	1	.415**	.464**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000
	N	409	409	409	409	409
CDMSE	Pearson Correlation	.434**	.362**	.415**	1	.404**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000
	N	409	409	409	409	409
CE	Pearson Correlation	.468**	.417**	.464**	.404**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	409	409	409	409	409

Note: ** Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 presents the Pearson correlation coefficients among the five key variables: Career-Related Parental Support (CRPS), Peer Influence (PI), Emotional Intelligence (EI), Career Decision-Making Self-Efficacy (CDMSE), and Career Expectations (CE). All correlations were found to be positive and statistically significant at the 0.01 level (two-tailed). Specifically, CRPS was positively correlated

with PI ($r = 0.372$), EI ($r = 0.415$), CDMSE ($r = 0.434$), and CE ($r = 0.468$). Similarly, PI showed significant positive associations with EI ($r = 0.365$), CDMSE ($r = 0.362$), and CE ($r = 0.417$). EI was positively correlated with CDMSE ($r = 0.415$) and CE ($r = 0.464$). Finally, CDMSE was positively associated with CE ($r = 0.404$). Overall, the results indicate strong and consistent positive relationships among all constructs, suggesting that higher levels of support, influence, and emotional intelligence are associated with stronger career decision-making self-efficacy and career expectations.

4.1.4 The Structural Equation Models and Hypothesis Testing

4.1.4.1 Structural Model Diagram Structural Model Diagram

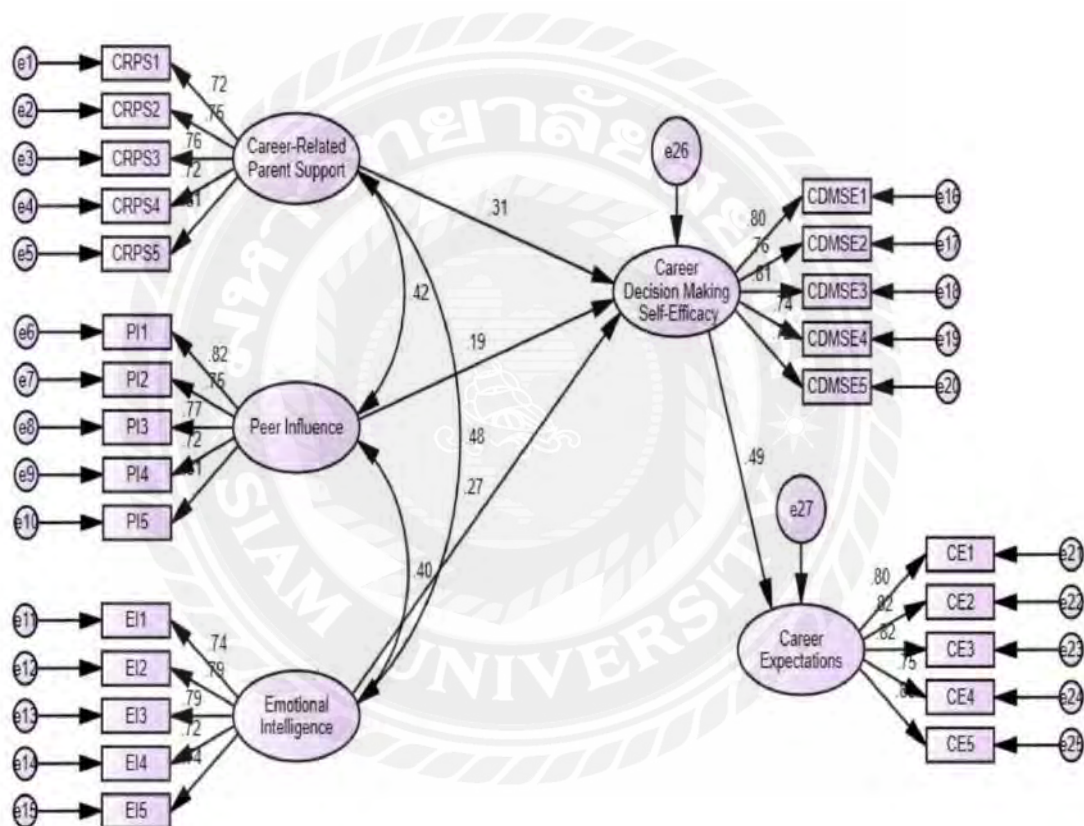


Figure 4.1 Modified Structural Equation Model

4.1.4.2 Direct Effect Validation

AMOS 27 software was used to construct and validate the SEM to test the hypothesized relationships among the key variables in this analysis phase. Before interpreting the path coefficients and validating the hypotheses, it is essential to evaluate how well the model fits the observed data. This is done through a series of model fit indices.

In the process of constructing a structural equation model, the first step is to conduct a goodness-of-fit test of the measurement model to determine whether it can adequately describe the relationships between observed variables and latent variables.

Evaluating the fit of a model is a complex task, as different fit indices emphasize different aspects of model performance. Therefore, it is generally accepted that the adequacy of a model should not be judged by a single index, but rather by a combination of multiple indices.

Table 4.14 Structural Equation Model Fitting Index

Index	Acceptable Values	Statistical value	Fit condition
CMIN	-	412.716	-
DF	-	268	-
CMIN/DF	<3	1.540	Good
GFI	>0.90	0.928	Good
AGFI	>0.90	0.913	Good
RMSEA	<0.08	0.036	Good
NFI	>0.90	0.928	Good
ILI	>0.90	0.974	Good
(TLI) NNFI	>0.90	0.970	Good
CFI	>0.90	0.973	Good

In Table 4.14, the evaluation of model fit mainly referred to three categories of indices: absolute fit indices, relative fit indices, and parsimonious fit indices. The absolute fit indices adopted include the chi-square to degrees of freedom ratio (χ^2/df), the root mean square error of approximation (RMSEA), and the goodness-of-fit index (GFI); the relative fit indices include the normed fit index (NFI) and the Tucker-Lewis index (TLI); and additional indices include the adjusted goodness-of-fit index (AGFI), the incremental fit index (IFI), and the comparative fit index (CFI). As shown in Table 4.12, the χ^2/df value was 1.540, less than 3; RMSEA was 0.036, below the standard threshold of 0.08, indicating good fit; GFI was 0.928, AGFI was 0.913, NFI was 0.928, IFI was 0.974, TLI was 0.970, and CFI was 0.973—all of which met the recommended criteria. These results demonstrate that all goodness-of-fit indices reached the conventional standards, confirming that the model has a good overall fit.

4.1.4.3 Hypothesis Testing Results

Table 4.15 presents the standardized path coefficients (β), standard errors (S.E.), critical ratios (C.R.), and significance levels (P-values) for the structural equation model. These values are used to test the hypotheses regarding the relationships among the core variables.

Table 4.15 Hypothesis Testing Results

Hypothesis	Path	β	Estimate	S.E.	C.R.	P	Result
H1	CRPS→CDMSE	0.311	0.344	0.068	5.101	***	Support
H2	PI→CDMSE	0.192	0.184	0.053	3.480	***	Support
H3	EI→CDMSE	0.269	0.281	0.062	4.522	***	Support
H4	CDMSE→CE	0.487	0.469	0.054	8.749	***	Support

Table 4.15 presents the results of hypothesis testing for the structural equation model. The results show that all hypothesized paths were statistically significant at the $p < 0.001$ level, with standardized path coefficients (β) ranging from 0.192 to 0.487.

H1 proposed that Career-Related Parental Support (CRPS) positively influences Career Decision-Making Self-Efficacy (CDMSE). The path coefficient was $\beta = 0.311$ (Estimate = 0.344, S.E. = 0.068, C.R. = 5.101, $p < 0.001$), supporting this hypothesis.

H2 examined the effect of Peer Influence (PI) on CDMSE, yielding a positive and significant coefficient ($\beta = 0.192$, Estimate = 0.184, S.E. = 0.053, C.R. = 3.480, $p < 0.001$), thus supporting the hypothesis.

H3 tested the relationship between Emotional Intelligence (EI) and CDMSE, which was also positive and significant ($\beta = 0.269$, Estimate = 0.281, S.E. = 0.062, C.R. = 4.522, $p < 0.001$).

H4 assessed the impact of CDMSE on Career Expectations (CE), producing the most substantial effect among all paths ($\beta = 0.487$, Estimate = 0.469, S.E. = 0.054, C.R. = 8.749, $p < 0.001$), confirming the hypothesis.

Overall, these findings indicate that CRPS, PI, and EI all significantly enhance CDMSE, which in turn exerts a substantial positive effect on CE.

4.1.4.4 Mediation Analysis Results

Table 4.16 reports the results of the mediation analysis using AMOS 27 with the bootstrap resampling method (5,000 samples). The results show that all three hypothesized indirect paths were significant, as the 95% confidence intervals did not include zero. Specifically, the indirect effect of CRPS $\rightarrow$ CDMSE $\rightarrow$ CE was significant (Estimate = 0.162, SE = 0.040, 95% CI [0.090, 0.247], $p < 0.001$). Similarly, the indirect effect of PI $\rightarrow$ CDMSE $\rightarrow$ CE was significant (Estimate = 0.086, SE = 0.032, 95% CI [0.031, 0.159], $p = 0.001$). Finally, the indirect effect of EI $\rightarrow$ CDMSE $\rightarrow$ CE was also significant (Estimate = 0.132, SE = 0.037, 95% CI [0.071, 0.216], $p < 0.001$).

Table 4.16 Mediating Effect Test Results Based on Bootstrapping (N = 5000)

Hypothesis	Parameter	Estimate	SE	Lower	Upper	P
H5	CRPS $\rightarrow$ CDMSE $\rightarrow$ CE	0.162	0.040	0.090	0.247	0.000
H6	PI $\rightarrow$ CDMSE $\rightarrow$ CE	0.086	0.032	0.031	0.159	0.001
H7	EI $\rightarrow$ CDMSE $\rightarrow$ CE	0.132	0.037	0.071	0.216	0.000

These findings confirm that Career Decision-Making Self-Efficacy (CDMSE) serves as a mediator in the relationships between Career-Related Parental Support (CRPS), Peer Influence (PI), Emotional Intelligence (EI), and Career Expectations (CE). In other words, CRPS, PI, and EI exert their influence on CE indirectly through CDMSE.

4.1.5 Moderating Effect Test

4.1.5.1 Moderating Effect of Gender on The Relationship Between Career Decision-Making Self-Efficacy and Career Expectations

Table 4.17 presents the results of the moderation analysis examining whether gender moderates the relationship between Career Decision-Making Self-Efficacy (CDMSE) and Career Expectations (CE). After mean-centering the independent and moderator variables, the interaction term (CDMSE $\times$ gender) was entered into the regression model.

Table 4.17 Moderator Variable Analysis Results (n=409)

	B	S.E.	t	p
(Constant)	3.428	0.039	87.789	0.000**
CDMSE	0.412	0.046	8.905	0.000**
gender	0.171	0.083	2.068	0.039*
CDMSE*gender	0.208	0.092	2.273	0.024*
R			0.181	
R ²			0.175	
F			F (3,405) =29.885, p=0.000	

Dependent variable: Career Expectations (CE); * p<0.05 ** p<0.01

The results indicate that CDMSE had a significant positive effect on CE (B = 0.412, t = 8.905, p < 0.001). Gender also showed a significant effect (B = 0.171, t = 2.068, p = 0.039). More importantly, the interaction term CDMSE $\times$ gender was significant (B = 0.208, t = 2.273, p = 0.024), demonstrating that gender moderates the relationship between CDMSE and CE. The model explained 17.5% of the variance in CE (R² = 0.175), with an overall model fit of F (3, 405) = 29.885, p < 0.001.

These findings suggest that gender plays a positive moderating role, strengthening the effect of CDMSE on CE. In other words, the influence of career decision-making self-efficacy on career expectations is more substantial for one gender group compared to the other.

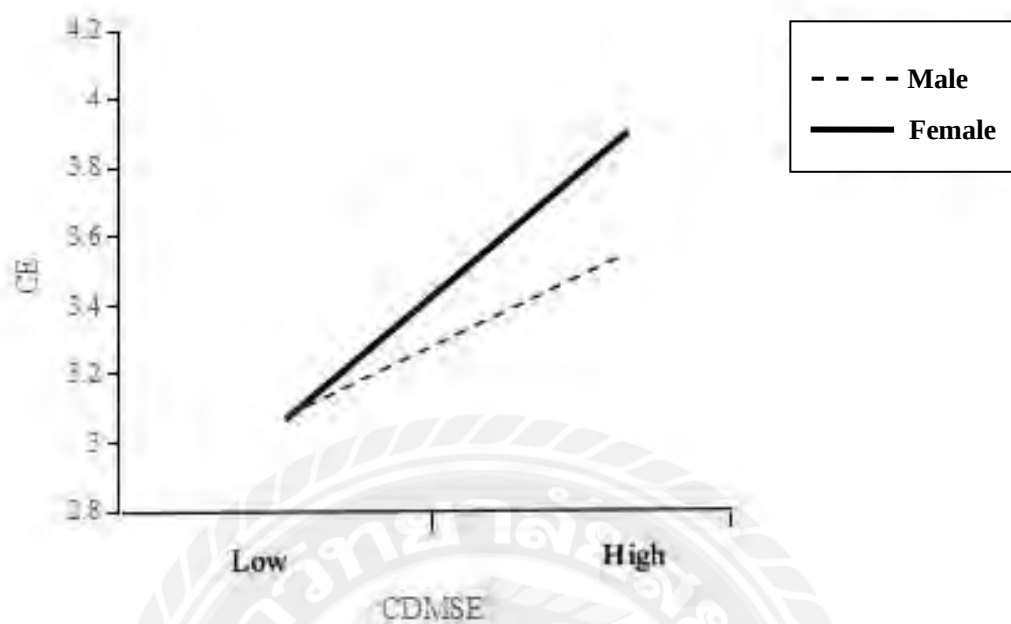


Figure 4.2 Moderating Role of Gender in the Relationship between Career Decision-Making Self-Efficacy and Career Expectations

Figure 4.2 illustrates the moderating effect of gender on the relationship between career decision-making self-efficacy (CDMSE) and career expectations (CE).

As shown in the figure, CE increases with higher levels of CDMSE for both groups; however, the slope for the high-gender group (solid line) is significantly steeper than that for the low-gender group (dashed line). This indicates that gender strengthens the positive relationship between CDMSE and CE. In other words, individuals with higher CDMSE report greater CE, and this effect is more pronounced in the high-gender group, confirming the significant moderating role of gender.

4.2 Qualitative Data Analysis

As part of the thematic coding process, a word cloud analysis was conducted in MAXQDA 2020 to contextualize further and validate the qualitative findings. Given the relational and cultural sensitivities of Chinese academic and professional contexts, most participants declined to be recorded. Consequently, semi-structured online interviews were conducted and documented through detailed, real-time note-taking. Following the initial interviews, participants were asked to complete an open-ended follow-up questionnaire via email, referred to as the “Refreshing Report” phase. This stage not only provided additional data but also helped strengthen rapport between participants and the researcher, allowing for greater comfort and openness.

To enhance the credibility and methodological rigor of the qualitative analysis, a triangulated approach was employed, combining iFLYTEK AI-assisted transcription with MAXQDA 2020. The analysis followed four steps. First, interview notes and any available audio data were transcribed and processed using iFLYTEK AI-

Additionally, words like expectations, confidence, influences, and guidance suggest that participants frequently discussed both external and internal factors that affect career-related outcomes. The presence of terms such as gender, intelligence, and emotion also highlights nuanced dimensions of how personal attributes and social contexts interact with students' career development. The word cloud illustrates that students' career decision-making is powerfully shaped by a combination of self-efficacy, parental and peer influences, and broader societal expectations, reinforcing the key constructs identified in the study's structural model.

Table 4.18 Keyword Classification by Research Variables

Variable	Keyword	Example Frequency (%)
Career-Related	Parental	13 (0.46%)
Parental Support	Parents	13 (0.46%)
	Support	28 (0.99%)
Peer Influence	Peer	13 (0.46%)
	Influences	12 (0.43%)
Emotional	Emotional	11 (0.39%)
Intelligence	Intelligence	6 (0.21%)
	Effectiveness	12 (0.43%)
	Understanding	11 (0.39%)
Career Decision-	Decision-making	50 (1.77%)
Making Self-	Self-efficacy	19 (0.67%)
Efficacy	Confidence Skills	9 (0.32%)
		12 (0.43%)
Gender	Gender	17 (0.60%)
Career Expectations	Expectations	31 (1.10%)
	Aspirations	10 (0.35%)

Note. Keywords were extracted from interview transcripts using MAXQDA 2020. Common stop words (e.g., “I,” “was,” “do,” “does”) were excluded manually. Only keywords with a frequency percentage greater than .035 % are included.

Table 4.18 presents the classification of keywords according to the research variables, highlighting their corresponding frequencies in the qualitative dataset. The results show that Career Decision-Making Self-Efficacy (CDMSE) has the highest representation, with keywords such as decision-making (1.77%), self-efficacy (0.67%), confidence (0.32%), and skills (0.43%), reflecting its central role in shaping students' career-related behaviors. Similarly, Career-Related Parental Support also appears prominently, with keywords like parental (0.46%), parents (0.46%), and support (0.99%), suggesting that family support plays a significant role in students' career development.

Peer Influence is represented by keywords such as "peer" (0.46%) and "influences" (0.43%), indicating the importance of social interactions and peer groups in career-related decision-making. In addition, Emotional Intelligence is reflected through terms like emotional (0.39%), intelligence (0.21%), effectiveness (0.43%), and understanding (0.39%), which emphasize students' emotional and cognitive capacities in managing career challenges.

The keyword gender (0.60%) highlights the moderating role of gender differences in career decision-making and expectations. Finally, Career Expectations is well represented through expectations (1.10%) and aspirations (0.35%), underscoring students' forward-looking attitudes and future career planning. The frequency distribution of keywords aligns with the theoretical framework of this study, confirming that the identified variables—parental support, peer influence, emotional intelligence, self-efficacy, gender, and career expectations—are salient themes in participants' responses.

4.3 Juxtaposition of Qualitative and Quantitative Findings

H1. Career Parental Support has a statistically significant impact on Career Decision-Making Self-Efficacy

The quantitative analysis confirmed that parental support significantly enhances students' career decision-making self-efficacy. Qualitative evidence further supported this finding, as participants emphasized that parental guidance provides clarity and confidence in exploring career paths. Students also noted that open discussions with parents about aspirations helped them navigate uncertainties, while workshops that promoted parent-child communication strategies created a more supportive environment. Together, these results highlight the crucial role of parental involvement in fostering students' self-efficacy.

H2. Peer Influence has a statistically significant impact on Career Decision-Making and Self-Efficacy.

The quantitative results showed a significant positive effect of peer influence on self-efficacy. Qualitative findings demonstrated that peers encourage collaborative discussions and provide constructive feedback, which in turn fosters students' confidence in their decision-making abilities. Respondents described how engaging with peers alleviated feelings of isolation and helped create a sense of community, reinforcing the statistical evidence.

H3. Emotional Intelligence has a statistically significant impact on Career Decision-Making Self-Efficacy.

Emotional intelligence was found to enhance career decision-making self-efficacy significantly. Students reported that managing emotions reduced fear and uncertainty when making career-related choices. They also noted that emotional intelligence helped them articulate their aspirations and handle feedback effectively. These insights confirm that emotional regulation and awareness directly strengthen confidence in career decision-making.

H4. Career Decision-Making Self-Efficacy has a statistically significant impact on Career Expectations.

The results indicated that self-efficacy had a strong predictive relationship with career expectations. Interview data revealed that students with greater confidence in their decision-making set more ambitious goals and developed higher expectations for their future careers. Respondents consistently emphasized that the more secure they felt in their career choices, the more motivated they were to pursue challenging aspirations, supporting the quantitative findings.

H5. Career Decision Making Self-Efficacy has a statistically significant mediating effect on the relationship between Career-Related Parental Support and Career Expectations.

Both quantitative and qualitative results confirmed that parental support indirectly influences career expectations through the mechanism of self-efficacy. Students explained that parental encouragement and recognition of achievements boosted their belief in achieving career goals. Discussions with parents also helped clarify ambitions, which in turn raised expectations by enhancing decision-making confidence.

H6. Career Decision-Making Self-Efficacy has a statistically significant mediating effect on the relationship between Peer Influence on Career Expectations.

The data indicated that peer influence had a significant impact on career expectations by affecting self-efficacy. Participants shared that encouragement from peers enhanced their confidence and enabled them to aspire to higher goals. Supportive peer groups empowered students to envision more ambitious career outcomes, reinforcing the mediating role of self-efficacy.

H7. Career Decision Making Self-Efficacy has a statistically significant mediating effect on the relationship between Emotional Intelligence and Career Expectations.

Emotional intelligence was also found to impact career expectations through self-efficacy significantly. Students highlighted that resilience and the ability to regulate emotions gave them confidence in making sound decisions, which ultimately elevated their career aspirations. These findings underscored the importance of emotional intelligence in linking decision-making confidence to higher expectations.

H8. Gender has a moderating effect on the relationship between Career Decision-Making Self-Efficacy and Career Expectation.

Finally, gender was found to significantly moderate the relationship between self-efficacy and career expectations. Qualitative insights revealed that addressing gender dynamics in career development provided students with validation and encouraged them to challenge stereotypes. By recognizing gendered experiences, interventions could be tailored to improve both self-efficacy and career expectations. These results highlight gender as a meaningful contextual factor shaping career development outcomes.

Table 4.19 Juxtaposition of Quantitative and Qualitative Findings

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H1	Statistically Significant	B1: "Parental guidance helps students feel more confident in exploring career paths." C1: "Discussions with parents about future aspirations provide clarity, enhancing students' decision-making self-efficacy." D1: "Workshops can teach students strategies to communicate effectively with parents about career interests, fostering a supportive environment."	Supported
H2	Statistically Significant	A1: "The model incorporates peer influence as a key factor in enhancing self-efficacy in career decision-making by encouraging collaborative discussions." E1: "Peer influence helps students to understand the power of social dynamics, encouraging constructive feedback from friends."	Supported
H3	Statistically Significant	F1: "Engaging with peers fosters a sense of community that alleviates feelings of isolation during the decision-making process." C1: "Emotional intelligence plays a key role in managing fears regarding career choices, which can enhance decision-making self-efficacy." E1: "Emotional intelligence helps students articulate their aspirations and navigate feedback, thus increasing their self-efficacy." F1: "Understanding and regulating emotions positively influences students' confidence in making career decisions."	Supported
H4	Statistically Significant	A1: "If data shows statistically significant improvements in self-efficacy, it indicates that the model successfully builds expectations." B1: "Enhanced self-efficacy leads students to set more ambitious career goals." C1: "The more confident students feel about their decisions, the higher their career expectations rise." E1: "Self-efficacy is crucial for setting and achieving higher career expectations."	Supported
H5	Statistically Significant	A1: "Parental backing strengthens self-efficacy, which influences career expectations." B1: "When parents celebrate achievements, it reinforces belief in achieving career goals." C1: "Discussions with parents help clarify career ambitions, which indirectly raise career expectations through increased self-efficacy."	Supported

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H6	Statistically Significant	A1: "By engaging with peers, students gain confidence that translates into ambitious career aspirations." E1: "Peer encouragement enhances self-efficacy, enabling students to aspire for higher career goals." F1: "Support from peer groups empowers students to set higher expectations for their future."	Supported
H7	Statistically Significant	A1: "By enhancing emotional intelligence, students can better navigate decision-making processes, which raises their expectations." B1: "Emotional intelligence fosters resilience, directly linking self-efficacy to increased career aspirations." F1: "Students with high emotional intelligence are more likely to feel confident in their decisions, leading to elevated career expectations."	Supported
H8	Statistically Significant	B1: "Addressing gender dynamics in career development helps all students feel validated, which can shape their expectations." C1: "Understanding gendered experiences allows for tailored interventions that enhance self-efficacy and expectations." E1: "Discussions about gender stereotypes empower students to challenge norms and improve their career decision-making."	Supported

Note: Full interview records and responses are provided in Appendix I.

As shown in Table 4.28, all qualitative insights consistently support the quantitative hypotheses, providing robust triangulation evidence that validates the conceptual framework and highlights the interplay factors.

4.4 Research Findings Validation

4.4.1 Refreshing Report

To deepen the qualitative insights derived from MAXQDA 2020, the study expanded the validation approach by employing methodological triangulation across multiple data sources—namely, interview transcripts, expert judgments, and document reviews (e.g., the “Refreshing Report”). This comprehensive strategy enhanced the study’s trustworthiness, confirmability, and transferability, aligning with established criteria in qualitative research (Patton, 1999). To further validate the findings, the study implemented a Delphi procedure involving ten experts who participated in several iterative rounds of evaluation, enabling us to converge on a consensus and improve the conceptual model’s credibility and practical relevance.

For the expert assessment phase, two specialists from each of five participating universities were recruited. Following semi-structured interviews, each expert received a Refreshing Report summarizing key points and reflections. They subsequently

completed a structured online questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), evaluating the model across three domains—propriety, feasibility, and utility—with five items per domain. This procedure is consistent with recognized content validity approaches (Lynn, 1986; Hyrkäs et al., 2003). Metrics such as mean scores and standard deviations were calculated for each item: high means paired with low standard deviations indicated strong expert consensus, reinforcing the model’s content validity and structural integrity (Creswell & Clark, 2017).

This two-phase validation methodology—combining qualitative triangulation with quantitative expert scoring—ensured contextual richness and empirical robustness. It reinforces the credibility and rigor of the qualitative validation process by integrating interpretive depth with measurable consensus.

Table 4.20 Expert Evaluation of the Model

Criteria	Item	5	4	3	2	1	Expert Rating
Propriety	1. The model is highly relevant to the research objectives and the intended outcomes. 1.该模型与研究目标和预期成果高度相关						
	2. The model aligns well with established theories and frameworks in the field. 2.该模型与本领域的现有理论和框架高度一致						
	3. The definitions of constructs and variables in the model are clear and precise. 3.模型中的构念和变量定义清晰明确。						
	4. The model adequately reflects the unique characteristics of the target population. 4.该模型充分考虑了研究对象的特殊性						
	5. The model comprehensively incorporates the key factors influencing the phenomenon under study. 5.该模型全面涵盖了影响所研究现象的主要因素。						
Feasibility	1. The model can be realistically applied within the current research or practice context. 1.该模型能够在现有研究或实践环境中得到切实应用。						
	2. The data required to test the model are accessible and practical to collect. 2.验证该模型所需的数据可获得且易于收集。						
	3. The methodological design of the model is appropriate and executable. 3.该模型的方法设计合理且可执行。						
	4. The model does not demand excessive resources (e.g., time, cost, personnel).						

Criteria	Item	5	4	3	2	1	Expert Rating
	4.该模型的实施不需要过多的资源 (如时间、成本、人力)。 5. The model can be adapted flexibly to different research or institutional contexts. 5.该模型能够灵活适应不同的研究或机构情境。						
Utility	1. The model provides straightforward practical guidance for future research or practice. 1.该模型能够为未来的研究或实践提供明确的指导。 2. The model contributes to solving real-world problems within the relevant domain. 2.该模型有助于解决相关领域中的实际问题 3. The results derived from applying the model are meaningful and actionable. 3.应用该模型所得到的结果具有实际意义和可操作性。 4. The model enhances understanding of the studied constructs and their relationships. 4.该模型有助于加深对研究构念及其关系的理解。 5. The model has the potential for broader application beyond the immediate study context. 5.该模型具有在本研究情境之外更广泛应用的潜力。						

The results presented in Table 4.21 indicate that the overall expert ratings across all items are relatively high, with mean scores exceeding 4.0, suggesting strong agreement regarding the appropriateness, feasibility, and utility of the model. However, some variation is observed between specific items.

Table 4.21 Expert Evaluation Results

Dimension	Item	Expert1	Expert2	Expert3	Expert4	Expert5	Expert6	Mean	SD
Propriety	Item1	4	5	4	4	4	5	4.33	0.52
Propriety	Item2	4	4	4	5	4	4	4.17	0.41
Propriety	Item3	4	4	5	4	5	5	4.5	0.55
Utility	Item2	5	4	5	5	5	5	4.83	0.41
Utility	Item3	4	5	4	5	5	5	4.67	0.52
Utility	Item4	4	5	4	5	4	5	4.5	0.55

Dimension	Item	Expert1	Expert2	Expert3	Expert4	Expert5	Expert6	Mean	SD
Utility	Item5	4	4	5	4	5	5	4.5	0.55
Propriety	Item4	5	4	5	4	5	5	4.67	0.52
Propriety	Item5	5	5	5	5	5	5	5	0
Feasibility	Item1	4	4	5	5	5	4	4.5	0.55
Feasibility	Item2	5	4	4	4	4	4	4.17	0.41
Feasibility	Item3	5	5	5	5	5	4	4.83	0.41
Feasibility	Item4	5	5	4	5	4	5	4.67	0.52
Feasibility	Item5	4	5	5	4	4	4	4.33	0.52
Utility	Item1	4	4	4	4	4	5	4.17	0.41

High-scoring items:

Within the Feasibility dimension, Item3 ($M = 4.83$, $SD = 0.41$) and Item4 ($M = 4.67$, $SD = 0.52$) received the highest evaluations, indicating strong expert consensus on the operational applicability of these items.

In the Propriety dimension, Item 4 ($M = 4.67$, $SD = 0.52$) and Item 5 ($M = 5.00$, $SD = 0.00$) achieved high ratings, reflecting strong recognition that the model aligns well with theoretical frameworks and adequately captures the key influencing factors.

Regarding Utility, Item2 ($M = 4.83$, $SD = 0.41$) and Item4 ($M = 4.67$, $SD = 0.52$) were highly endorsed, demonstrating expert agreement on the model's practical benefits and effectiveness in real-world application.

Low-scoring items:

In the Propriety dimension, Item2 ($M = 4.17$, $SD = 0.41$) and Item1 ($M = 4.33$, $SD = 0.52$) obtained comparatively lower scores, suggesting that experts had some reservations about the clarity and appropriateness of these items.

In Feasibility, Item 2 ($M = 4.17$, $SD = 0.41$) received the lowest rating, implying potential concerns regarding its practical implementation.

In Utility, Item1 ($M = 4.17$, $SD = 0.41$) was rated lowest, indicating that experts perceived certain limitations in its practical value or applicability.

4.4.2 Validation Results

This section briefly summarizes the overall expert validation results of the proposed structural model, which were collected via a five-point Likert evaluation

questionnaire covering three core dimensions: Propriety, Feasibility, and Utility. Six domain experts from Guangxi normal universities participated in the assessment, and their quantitative ratings were analyzed through mean scores and standard deviations to measure consensus and overall recognition of the research model.

Overall, the model received highly positive evaluations across all 15 assessment items. The average score of nearly every item exceeded 4.0 out of 5, which reveals that participating experts reached broad consensus on the rationality, operability, and practical value of the theoretical framework investigating pre-service teachers' career expectations and the mediating and moderating mechanisms. Items with mean scores close to or reaching 5.0 further reflected unanimous recognition of the core strengths of the model.

In terms of the Propriety dimension, all items scored above 4.17. The highest-rated item (Item 5, $M = 5.00$, $SD = 0.00$) fully confirmed that the model comprehensively incorporates all key influencing variables identified in this study, namely career-related parental support, peer influence, emotional intelligence, career decision-making self-efficacy and gender. Meanwhile, slightly lower scores on Propriety Item 1 ($M = 4.33$) and Item 2 ($M = 4.17$) indicated minor expert concerns regarding the alignment between the model and partial theoretical foundations, implying slight room for interpretative refinement in follow-up discussion chapters.

For the Feasibility dimension, the overall average ratings remained high, with Item 3 ($M = 4.83$) and Item 4 ($M = 4.67$) standing out. Experts generally agreed that the model's methodology is clear, the required data are accessible through questionnaire surveys and expert interviews, and the research design is executable without excessive time, financial or human resource costs. The lowest-scoring Feasibility item (Item 2, $M = 4.17$) reflected mild doubts about the accessibility of certain types of supporting data under real university research contexts.

Within the Utility dimension, Item 2 ($M = 4.83$) and Item 4 ($M = 4.67$) obtained top marks. Experts acknowledged that the model can effectively address practical career planning dilemmas among final-year teacher education students and deliver actionable insights for university career guidance services. Utility Item 1 had the lowest average score ($M = 4.17$), suggesting that the direct operability of the model's guidance strategies needs further elaboration to enhance its practicability for educational practitioners.

Standard deviation values for most items were small (below 0.55), demonstrating consistent judgment among experts and stable, credible validation results. Taken together, the Delphi expert evaluation sufficiently verified the content validity of the structural model. Although a small number of evaluation items received relatively moderate scores and exposed minor deficiencies in theoretical matching, data collection operability and practical guidance clarity, the overall validation results strongly support the rationality, reliability and application value of the research model.

While the majority of items were rated highly, demonstrating strong support for the validity of the model, the relatively lower scores in Propriety-Item2, Feasibility-Item2, and Utility-Item1 highlight areas where refinement may be required to improve clarity, feasibility, and practical utility.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Discussion

5.1.1 Overview of the Study

This study examined how career-related parental support (CRPS), peer influence (PI), and emotional intelligence (EI) relate to career decision-making self-efficacy (CDMSE) and how CDMSE, in turn, predicts career expectations (CE) among senior undergraduate students in six normal universities in Guangxi, China. A mixed-methods design was used, integrating survey findings (N = 409) analyzed via confirmatory factor analysis (CFA) and structural equation modeling (SEM) with qualitative insights from semi-structured interviews and expert consultations.

Chapter 5 interprets the findings through relevant theoretical lenses and translates results into actionable recommendations for educational administration and career guidance practice.

5.1.2 Interpretation of the Structural Model: Key Pathways to Career Expectations

The quantitative model demonstrated that CRPS, PI, and EI had statistically significant positive effects on CDMSE, and CDMSE strongly predicted CE. Specifically, SEM results indicated that:

CRPS → CDMSE was significant ($\beta = 0.370$, $p < .01$).

PI → CDMSE was significant ($\beta = 0.290$, $p < .01$).

EI → CDMSE was significant ($\beta = 0.330$, $p < .01$).

CDMSE → CE was strong and significant ($\beta = 0.680$, $p < .001$).

Model fit was satisfactory (CFI = 0.955, RMSEA = 0.046).

These results support the central proposition that CDMSE functions as a proximal psychological mechanism through which social-environmental resources and emotional competencies shape students' career expectations, consistent with SCCT's emphasis on self-efficacy as a core driver of career-related outcomes (Lent et al., 1994). In the Guangxi context—where regional economic development constraints and employment pressure are salient—self-efficacy appears to be particularly consequential for sustaining or elevating students' career expectations.

5.1.3 Career-Related Parental Support and CDMSE: Family as a Critical Career Resource

The significant CRPS → CDMSE pathway aligns with SCCT's proposition that contextual supports facilitate self-efficacy development by providing information, encouragement, and resources (Lent et al., 1994). The finding is also consistent with the cultural emphasis on family involvement in educational and career decisions in

China, where parental input may be especially influential during the graduation transition.

The qualitative findings reinforced this pattern. Interview excerpts highlighted that parental emotional support functions as a “backbone,” “catalyst,” and “long-term investment” for job search confidence and resilience. Such qualitative descriptions suggest that CRPS may strengthen CDMSE through multiple channels—emotional reassurance, instrumental help (e.g., information), and normalization of uncertainty—each of which can reduce perceived barriers and support decision confidence.

This result also resonates with prior work cited in the dissertation that conceptualizes parental support as enhancing career self-efficacy through career information, emotional encouragement, and resource support (e.g., Turner et al., 2009). Accordingly, parental support in this study should not be interpreted as merely “pressure” or “expectations,” but as a multi-faceted resource that can be mobilized to enhance students’ confidence in career decision-making.

5.1.4 Peer Influence and CDMSE: Peer Networks as Information and Comparative Signals

The PI → CDMSE pathway indicates that peers serve as an important social reference group during the senior year. From a social learning perspective, peers may contribute to CDMSE by providing vicarious experiences (observing others’ job search success), sharing job market information, and offering emotional companionship during stressful transitions.

Qualitative evidence showed that peers were frequently described as a “guiding light” or “double-edged sword.” This nuance is important for interpretation: peer influence may raise CDMSE when it provides constructive modeling and informational support, but it may undermine CDMSE when it triggers unhelpful comparison, anxiety, or conformity pressures. Therefore, the positive net effect observed in SEM likely reflects the aggregate influence of peer interactions in this sample; however, educational administrators should still manage peer influence intentionally (e.g., structured peer mentoring rather than uncontrolled comparison dynamics).

5.1.5 Emotional Intelligence and CDMSE: Emotional Competence as a Decision-Making Asset

EI significantly predicted CDMSE, suggesting that students who can identify, understand, and regulate emotions are more confident in executing career decision tasks. This is theoretically coherent: career decision-making often occurs under uncertainty, time pressure, and evaluation (e.g., interviews), all of which can produce anxiety. Students with higher EI may interpret uncertainty more adaptively, sustain motivation, and communicate more effectively—thus experiencing greater decision self-efficacy (Garg & Rastogi, 2009).

Qualitative findings supported this linkage by emphasizing “emotion perception,” “self-management,” and the role of EI in interviews (e.g., impression management and communication effectiveness). In practical terms, EI appears to operate as both a protective factor (buffering stress) and an enabling factor (improving

interpersonal performance), which together reinforce CDMSE and, consequently, career expectations.

5.1.6 CDMSE as the Central Predictor of Career Expectations

The strong CDMSE → CE pathway ($\beta = 0.680$) indicates that senior students' career expectations are substantially shaped by their confidence in making career decisions. This finding directly aligns with CDMSE theory (Betz & Hackett, 1986) and SCCT's core mechanism (Lent et al., 1994): students who believe they can complete career decision tasks (e.g., self-appraisal, information search, planning, problem solving) are more likely to maintain higher expectations and aspirations.

In the six normal universities context, this relationship may be amplified by structural employment challenges. When local opportunities are limited, students who lack CDMSE may reduce expectations or delay decisions ("slow employment"), whereas students with stronger CDMSE may engage more effectively with available pathways (e.g., grassroots service programs, local teaching positions) and sustain confidence in achieving desirable outcomes.

5.1.7 Gender as a Moderator: Stronger Effects for Female Students

Gender moderated effects in the model, with stronger impacts for female students. This finding is consistent with gender role socialization perspectives discussed in the dissertation, where women's career self-efficacy and aspirations may be more sensitive to external evaluations and social-context cues (Betz & Fitzgerald, 1987; Eccles, 2011). Practically, this implies that improvements in social support and emotional competence could yield particularly strong gains for female students' CDMSE and CE. At the same time, the qualitative interviews emphasized that gender should not become a barrier; instead, guidance should promote equity, counter stereotypes, and expand opportunity structures.

5.1.8 Integration of Quantitative and Qualitative Evidence

The mixed-methods design strengthened the credibility of conclusions through convergence: quantitative paths were echoed by qualitative themes such as parental emotional support, peer role modeling, EI-based coping, and the foundational role of self-efficacy in career exploration and decision-making. Expert interviews further validated the practicality of tailored interventions in normal universities (e.g., specialized courses, workshops, industry lectures, internships).

Overall, the integrated evidence supports a coherent interpretation: social support (family and peers) and emotional competence (EI) feed into CDMSE, which functions as the primary psychological driver of career expectations; gender shapes the intensity of these effects.

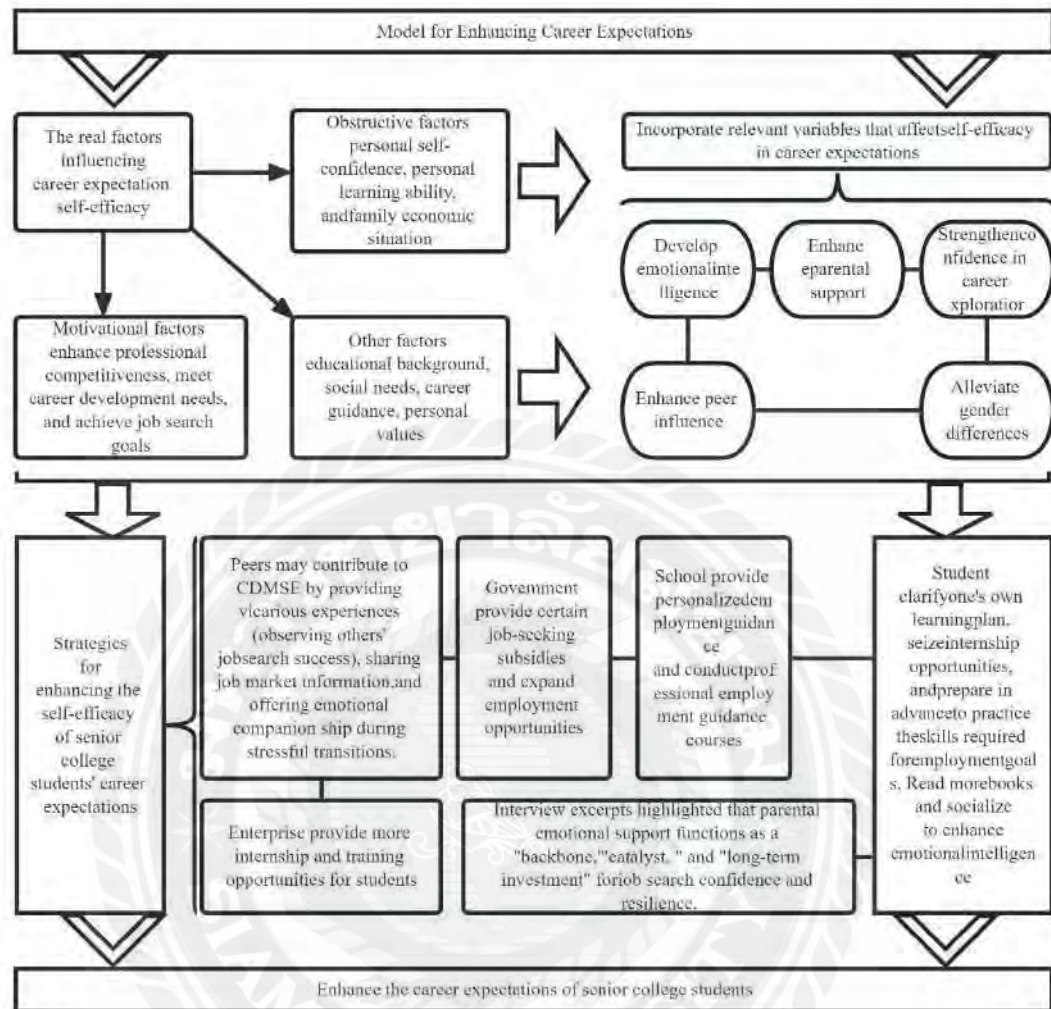


Figure 5.1 Model for Enhancing Career Expectations of Senior Students in Guangxi Universities

This image shows the theoretical model of universities students' career expectations in this study. The model integrates multidimensional influencing factors such as educational background, social support, and personal abilities, and proposes strategies such as enhancing confidence, providing emotional support, expanding internship opportunities, and optimizing employment guidance to help students improve their career competitiveness. Specifically, it includes: schools providing personalized guidance courses, government creating employment subsidy policies, enterprises increasing internship and training resources, families playing an emotional support role, and students actively planning learning paths and accumulating practical experience through a multi-party collaborative mechanism, ultimately achieving a two-way improvement of career goals and self-efficacy.

5.2 Conclusion

5.2.1 Main Conclusions

Based on the evidence presented in this dissertation, the following conclusions are drawn:

Career-related parental support significantly enhances CDMSE among senior students in Guangxi normal universities. Students who perceive stronger parental encouragement, information support, and emotional backing report greater confidence in their ability to make career decisions.

Peer influence positively predicts CDMSE. Peer networks contribute to career decision confidence through information exchange, social comparison, and vicarious learning, although qualitative findings highlight that peer influence can also be constraining if unmanaged.

Emotional intelligence positively predicts CDMSE. Students with higher emotional awareness and regulation capacity demonstrate stronger confidence in career decision-making, particularly in stressful job-search contexts.

CDMSE strongly predicts career expectations. Self-efficacy in career decision-making is a central mechanism shaping how students form and sustain their career expectations during the transition from university to work.

Gender moderates the model relationships, with stronger effects observed among female students. This indicates that interventions aimed at improving supports and emotional competence may yield particularly meaningful benefits for female students' CDMSE and career expectations.

5.2.2 Theoretical Contributions

Grounded in the research stated aim to refine career guidance frameworks, this study contributes by:

Reinforcing SCCT's efficacy-centered mechanism in a Guangxi normal university setting, empirically demonstrating that contextual supports and emotional competencies operate through CDMSE to influence career expectations (Lent et al., 1994).

Integrating emotional intelligence into an evidence-based career development model, thereby extending the framework beyond purely contextual supports and highlighting emotional competence as a key resource in career decision-making.

Providing a gender-differentiated understanding of career development processes, indicating that the strength of relationships varies by gender, which informs more equitable and targeted career guidance strategies.

5.3 Recommendations

5.3.1 Recommendations for Normal Universities

5.3.1.1 Develop career guidance programs centered on career decision-making self-efficacy (CDMSE)

Since CDMSE acts as the strongest proximal predictor of students' career expectations, normal universities ought to restructure their career service systems to systematically foster students' core CDMSE competencies, including self-assessment,

career information retrieval, goal setting, career planning, and decision-making problem-solving. Three concrete operational measures are put forward as follows:

(1) Universities should build standardized "career decision-making laboratories" consisting of compact modular courses and cyclic repeated practical training for students.

(2) Universities should implement milestone-phased career guidance for senior undergraduates, which covers a complete progressive workflow: drafting career goals, formulating internship plans, polishing resumes and interview skills, and finalizing career decisions.

(3) Universities should launch systematic training opportunities to promote students' emotional intelligence (EI). Given that EI exerts a significant positive impact on CDMSE, institutions need to integrate emotional intelligence cultivation into comprehensive student support systems. Specifically, universities can hold emotional intelligence workshops covering emotion recognition, stress adjustment, interpersonal communication and conflict resolution, with all sessions closely combined with practical job-hunting tasks. Meanwhile, reflective activities such as guided journal writing after simulated interviews should be arranged, and dedicated psychological counseling referral channels need to be established for students suffering severe career anxiety.

5.3.1.2 Construct standardized interactive mechanisms to generate positive peer influence

To fully exploit the facilitating function of peer interaction while mitigating adverse comparative pressure among students, normal universities can carry out the following targeted work:

(1) Universities should launch hierarchical peer mentoring schemes, including senior-junior mentoring and alumni-senior mentoring pairs.

(2) Universities should organize team-based career practice projects, such as joint labor market research and counselor-supervised peer resume evaluation activities.

(3) All peer mentors should receive professional training to avoid reinforcing occupational stereotypes and deliver autonomy-supportive career guidance to peers.

5.3.1.3 Implement gender-sensitive, equity-focused career guidance services

Consistent with the moderating effect of gender, all observed predictive paths show stronger positive effects for female students, which requires normal universities to adopt differentiated, equitable guidance strategies:

(1) Universities should carry out gender equity education and deliver career narratives that break traditional gender occupational stereotypes.

(2) Universities should guarantee equal access to internship resources, enterprise recruitment activities and leadership training opportunities for all students regardless of gender.

(3) Universities should provide targeted confidence-building intervention courses for students with low CDMSE, with full consideration of gender-specific career restrictions and social role expectations.

5.3.2 Recommendations for Parents and Families

Parents should strengthen career-related communication and deliver adequate emotional support to their children

Career-related parental support (CRPS) significantly positively predicts students' career decision-making self-efficacy (CDMSE), which means families are essential collaborative partners in university career guidance work. Two actionable suggestions are proposed for parents and universities:

(1) Universities should organize online and offline thematic workshops for parents, which systematically introduce skills for supportive family communication, methods to set reasonable career expectations, and approaches to refrain from imposing controlling pressure on students.

(2) Parents ought to offer consistent emotional encouragement and autonomy-oriented support for their children. They need to assist students in sorting out personal career interests and core values, while fully respecting students' right to make independent career decisions.

5.3.3 Recommendations for Policy Stakeholders

5.3.3.1 Policymakers should fund university–industry collaborative projects and build stable channels for students' practical career experience

This study's investigation of the Guangxi regional context reveals that local college students face insufficient job resources and severe employment competition. Targeted policy support can greatly improve the implementation effect of university career guidance services through the following two measures:

(1) Government departments should allocate special funds to expand internship positions and launch school–enterprise cooperation programs that match local industrial development demands.

(2) Policymakers should invest in constructing sound career guidance infrastructure, including professional training for career counselors, standardized evaluation systems for evidence-based career programs, and intelligent digital career guidance platforms.

5.3.3.2 Policymakers should promote the integrated operation of career guidance and mental health services

(1) Emotional intelligence (EI) and emotional regulation capacity exert prominent positive effects on students' CDMSE, which requires policy incentives to advance collaborative service mechanisms:

(2) Relevant authorities should support the establishment of joint working mechanisms between university career centers and psychological counseling departments, including unified cross-department referral standards and co-hosted career and mental health training workshops.

(3) Policymakers should formulate unified quality control standards for all university career guidance services, covering professional competency requirements for counselors, service coverage scope, and measurable long-term outcome evaluation indicators.

5.3.4 Limitations and Directions for Future Research

Although not fully detailed in the provided text excerpt, the following limitations logically follow from the study design and context and should be addressed explicitly:

5.3.4.1 Context specificity

The sample was drawn from six normal universities in Guangxi; generalization to other provinces, institution types, or non-teacher-training populations should be made cautiously. Future studies should test the model across regions and university categories.

5.3.4.2 Cross-sectional survey constraints

If the quantitative data are cross-sectional, causal inference is limited. Future research should use longitudinal designs to test how CRPS, PI, EI, CDMSE, and CE evolve throughout the senior year and into early career stages.

5.3.4.3 Measurement and method variance

Self-report surveys may introduce common method bias. Future studies can incorporate multi-source data (e.g., parent reports, counselor assessments, behavioral indicators such as career exploration actions).

5.3.4.4 Nuanced peer influence mechanisms

Qualitative findings suggest peer influence can be both supportive and constraining. Future work could disaggregate peer influence into supportive vs. pressure-based dimensions and test nonlinear or interaction effects.

REFERENCES

- Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Stratified sampling. *International Journal of Science and Research*, 4(4), 190–194.
- Adeyemo, D. A. (2007). The moderating influence of emotional intelligence on the link between academic self-efficacy and achievement of university students. *Psychology and Developing Societies*, 19(2), 199–213.
- Ai, J., & Xu, Y. (2025). An empirical study on career decision burnout among female college students in ethnic universities. *Journal of China Women's University*, 37(05), 67–78.
- Ai, X., & Xu, L. (2025). Peer support and career decision-making self-efficacy among vocational college students. *Journal of Vocational Education*, 12(3), 45–52.
- Akosah-Twumasi, P., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-Aduli, B. S. (2018). A systematic review of factors that influence youths' career choices—The role of culture. *Frontiers in Education*, 3, 58.
- Alexander, A. J., & Lowe, K. (2022). The Career-Related Parental Involvement Scale: Development and validation among college seniors in India and the United States. *Journal of Career Development*, 49(2), 169–191.
- Alexander, C. L., & Lowe, S. R. (2022). The career-related parental involvement scale: Development and validation among college seniors. *Journal of Career Assessment*, 30(2), 241–258. <https://doi.org/10.1177/10690727211056789>
- Ali, S. R., McWhirter, E. H., & Chronister, K. M. (2005). Self-efficacy and vocational outcome expectations for adolescents of lower socioeconomic status: A pilot study. *Journal of Career Assessment*, 13(1), 40–58.
- Alliman-Brissett, A., Turner, S. L., & Lapan, R. T. (2004). Parental career behaviors and adolescent career aspirations. *Career Development Quarterly*, 53(1), 61–72.
- Amalia, F. R., & Kurniawati, F. (2019). Self-efficacy source and career adaptability: The mediating roles of career decision-making self-efficacy. *Humanitas: Indonesian Psychological Journal*, 16(1), 43–52. <https://doi.org/10.26555/humanitas.v16i1.9573>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.
- Andrade, C. (2020). Sample size calculation for surveys. *Revista Brasileira de Educação Médica*, 50(2), 211–216.
- Andriani, A., & Suharso, P. L. (2020). The role of self-compassion, peer relatedness, and gender towards career decision self-efficacy among high school students. In *Advances in Social Science, Education and Humanities Research* (Vol. 494, pp. 17-21). Atlantis Press. <https://doi.org/10.2991/assehr.k.201125.004>
- Aremu, A. O. (2005). A confluence of credentialing, career experience, self-efficacy, emotional intelligence, and motivation on the career commitment of young police

- in Ibadan, Nigeria. *Policing: An International Journal of Police Strategies & Management*, 28(4), 609–618.
- Arbuckle, J. L. (1995). *AMOS user's guide*. SmallWaters Corporation.
- Arbona, C., & Novy, D. M. (1991). Career aspirations and expectations of Black, Mexican American, and White students. *Career Development Quarterly*, 39(3), 231–243.
- Armstrong, P. I., & Crombie, G. (2000). Compromises in adolescents' occupational aspirations and expectations from grades 8–10. *Journal of Vocational Behavior*, 56, 82–98.
- Asiamah, N., Mensah, H. K., & Sarpong, T. (2017). Population and sample size determination for social science research. *International Journal of Scientific Research in Education*, 10(1), 1–12.
- Bagozzi, R. P., & Yi, Y. (1989). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16(1), 74–94.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman; Henry Holt & Co.
- Banerjee, A., & Chaudhury, S. (2010). Sample size calculation in cross-sectional studies. *Indian Journal of Ophthalmology*, 58(4), 311–313.
- Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence [Technical manual]*. Multi-Health Systems.
- Bar-On, R. (2006). The Bar-On model of emotional intelligence. In R. Bar-On & J. D. Parker (Eds.), *Handbook of emotional intelligence* (pp. 1–20). Jossey-Bass.
- Behr, D. (2017). Assessing the use of back translation: The shortcomings of back translation as a quality testing method. *International Journal of Social Research Methodology*, 20(6), 573–584.
- Betz, N. E., & Fitzgerald, L. F. (1987). *The career psychology of women*. Academic Press.
- Betz, N. E., & Hackett, G. (1981). A self-efficacy approach to the career development of women. *Journal of Vocational Behavior*, 18(3), 326–339.
- Betz, N. E., & Hackett, G. (1986). Applications of self-efficacy theory to understanding career choice behavior. *Journal of Vocational Behavior*, 28(3), 399–410. [https://doi.org/10.1016/0001-8791\(86\)90041-4](https://doi.org/10.1016/0001-8791(86)90041-4)
- Betz, N. E., & Luzzo, D. A. (1996). *Career assessment and counseling: A holistic approach*. Prentice Hall.
- Betz, N. E., Klein, K. L., & Taylor, K. M. (1996). Evaluation of a short form of the career decision-making self-efficacy scale. *Journal of Career Assessment*, 4(1), 13–57. <https://doi.org/10.1177/106907279600400102>

- Black, L. T., Ard, M., & Cardwell, S. (2010). Development and validation of the positive peer influence inventory. Poster presented at the Annual Conference of the American Counseling Association.
- Bornstein, M. H. (2012). Cultural approaches to parenting. In M. H. Bornstein (Ed.), *Handbook of parenting* (3rd ed., Vol. 2, pp. 1–34). Routledge.
- Brackett, M. A., Mayer, J. D., & Warner, R. M. (2004). Emotional intelligence and its relation to everyday behaviour. *Personality and Individual Differences*, 36(6), 1387–1405. <https://doi.org/10.1016/j.paid.2003.08.009>
- Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the MSCEIT. *Psicothema*, 18(Suppl.), 34–41.
- Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Psychological Bulletin*, 137(1), 153–181. <https://doi.org/10.1037/a0020660>
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3), 185–216.
- Brown, B. B., Clasen, D. R., & Eicher, S. A. (1986). Peer pressure, popularity, and adolescent cigarette smoking. *Journal of Personality and Social Psychology*, 51(3), 627–635.
- Brown, C., George-Curran, R., & Smith, M. L. (2003). The role of emotional intelligence in the career commitment and decision-making process. *Journal of Career Assessment*, 11(4), 379–392.
- Brown, D., George-Curran, R., & Smith, P. (2003). Emotional intelligence and its relation to career decision-making difficulties. *The Career Development Quarterly*, 52(2), 154–166.
- Brown, S. D., George-Curran, R., & Smith, L. K. (2003). Emotional intelligence and career decision-making self-efficacy. *Journal of Career Assessment*, 11(3), 209–224. <https://doi.org/10.1177/106907270301100303>
- Brown, S. D., & Lent, R. W. (2004). Career choice and development: Applying a social cognitive perspective. *Journal of Counseling Psychology*, 51(3), 355–384.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Bullock-Yowell, E., Andrews, L. M., McConnell, E. M., & Campbell, L. F. (2012). Self-Efficacy and career development: Exploring gender differences. *Journal of Employment Counseling*, 49(3), 106–117.
- Byrne, B. M. (2013). *Structural equation modeling with AMOS* (3rd ed.). Routledge.
- Camargo, B. V., & Justo, A. M. (2013). IRAMUTEQ: A free software for the analysis of textual data. *Temas em Psicologia*, 21(2), 513–518.
- Chasanah, A., & Salim, M. (2019). Parental career support and career decision self-efficacy. *Journal of Guidance Indonesia*, 8(2), 89–101.
- Che Musa, M., Bernabé, E., & Gallagher, J. E. (2017). Career expectations and influences among dental students in Malaysia. *International Dental Journal*, 66(4), 229–236. <https://doi.org/10.1111/idj.12242>

- Chen, H., & Zhang, H. (2014). The Influence and Inspiration of the Family System on College Students' Career Decision-Making. *Education and Career*, (35), 128–129.
- Chen, L., & Zhang, H. (2014). Family cohesion and adolescents' career expectations. *Acta Psychologica Sinica*, 46(8), 1185–1196.
- Cheng, G., & Yuen, M. (2012). Parental career support among Hong Kong adolescents. *Journal of Youth and Adolescence*, 41(10), 1328–1340.
<https://doi.org/10.1007/s10964-012-9761-5>
- Choukas-Bradley, S., & Nesi, J. (2020). Social media and adolescent peer influence. *Current Directions in Psychological Science*, 29(4), 387–392.
<https://doi.org/10.1177/0963721420932991>
- Chuang, S., Itamar, G., & Gati, I. (2018). Interventions for alleviating career decision-making difficulties among university students. *Journal of Counseling Psychology*, 65(3), 312–321. <https://doi.org/10.1037/cou0000263>
- Ciarrochi, J., Chan, A. Y. C., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28(3), 539–561.
- Cobb, S. (1976). Social support as a moderator of life stress. *Psychosomatic Medicine*, 38(5), 300–314. <https://doi.org/10.1097/00006842-197609000-00003>
- Cochran, W. G. (1977). *Sampling Techniques* (3rd ed.). John Wiley & Sons.
- Cohen, M. (1976). Teacher supply and teacher education institutions. *Journal of Teacher Education*, 27(3), 247–252.
<https://doi.org/10.1177/002248717602700307>
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310–357.
<https://doi.org/10.1037/0033-2909.98.2.310>
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed-methods research* (3rd ed.). SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. *University of Chicago Legal Forum*, 1989(1), 140–167.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334.
- Cuddy, A. J. C., Fiske, S. T., & Glick, P. (2011). The BIAS map: Behaviors from intergroup affect and stereotypes. *Journal of Personality and Social Psychology*, 102(4), 598–614.
- Dai, M., Chen, X., & Ma, S. (2007). A correlation study on the bisexual personality and social attribution characteristics of junior high school students. *Chinese Journal of Health Psychology*, (09), 802–803.

- Dai, Y. (2007). Gender role types and general self-efficacy of adolescents. *Chinese Journal of Clinical Psychology*, 15(4), 392–394.
- Deci, L. M. (2021). Peer relatedness and gender differences in career self-efficacy. *Journal of Youth Development*, 16(3), 45–62.
- DeVellis, R. F., & Thorpe, C. T. (2021). *Scale development: Theory and applications* (5th ed.). SAGE Publications.
- Dhani, P., & Sharma, T. (2015). Emotional intelligence: History, models, and measures. In 2nd International HR Conference Proceedings on Emotional Intelligence (pp. 198–206).
- Dietrich, J., & Kracke, B. (2009). Career-specific parental behaviors in adolescence. *Journal of Vocational Behavior*, 75(2), 109–119. <https://doi.org/10.1016/j.jvb.2009.03.002>
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed.). Wiley.
- Di Fabio, A. (2012). Emotional intelligence and social interactions. In S. Lopez & C. R. Snyder (Eds.), *Oxford Handbook of Positive Psychology* (2nd ed., pp. 419–428). Oxford University Press.
- Di Fabio, A., & Saklofske, D. H. (2014). The relationship between emotional intelligence and career decision-making self-efficacy. *Personality and Individual Differences*, 69, 112–117. <https://doi.org/10.1016/j.paid.2014.05.020>
- Douglas, S. P., & Craig, C. S. (2007). Collaborative and iterative translation: An alternative approach to back translation. *Journal of International Marketing*, 15(1), 30–43.
- Dulewicz, V., & Higgs, M. (2004). Can emotional intelligence be developed? *International Journal of Human Resource Management*, 15(1), 95–111. <https://doi.org/10.1080/0958519032000157422>
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109(3), 573–598.
- Eccles, J. S. (2011). Gendered educational and occupational choices. *International Journal of Behavioral Development*, 35(3), 195–201. <https://doi.org/10.1177/0142569411406820>
- Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46(2), 229–273.
- Etikan, I., & Bala, K. (2017). Stratified random sampling. *American Journal of Theoretical and Applied Statistics*, 6(1), 30–34.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–5.
- Fan, W., & Yan, Z. (2010). Factors affecting response rates of the web survey: A systematic review. *Computers in Human Behavior*, 26(2), 132–139.

- Ferry, N. M. (2006). Factors influencing career exploration and decision-making of adolescents and young adults in rural Pennsylvania. *Journal of Extension*, 44(3).
- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7(2), 117–140.
- Finance Department of Guangxi Zhuang Autonomous Region. (2025). Report on college graduate employment special subsidy funds. Author.
- Finley, A., Mirabella, R., & Rogers, H. (2008). Maternal vs paternal career support. *Journal of Adolescent Research*, 23(4), 471–492.
<https://doi.org/10.1177/0743558408314732>
- Fish, A. L., & Lauren, A. (2010). Career expectations and perceptions of part-time MBA students. *College Student Journal*, 44(2), 461–470.
- Fouad, N. A., & Byars-Winston, A. M. (2005). Cultural context of career choice: Meta-analysis of race differences. *Career Development Quarterly*, 53, 223–344.
- Fu, M., Ge, M., & Sang, Q. (2005). Self-efficacy and the development of interpersonal communication skills among college students. *Journal of Anhui University of Technology (Social Sciences Edition)*, (01), 147–149.
- García, M., Martínez, L., & Ruiz, J. (2015). Parental support and undergraduate career self-efficacy. *Revista de Psicología del Trabajo*, 31(1), 57–66.
- Garcia, P. R. J. M., Restubog, S. L. D., Bordia, P., Bordia, S., & Roxas, R. E. O. (2015). Career optimism: The roles of contextual support and career decision-making self-efficacy. *Journal of Vocational Behavior*, 88, 10–18.
- Gardner, M., & Steinberg, L. (2005). Peer influence on risk-taking, risk preference, and risky decision making in adolescence and adulthood: An experimental approach. *Developmental Psychology*, 41(4), 625–635.
- Garg, P., & Rastogi, R. (2009). Emotional intelligence and career decision self-efficacy among undergraduates. *Journal of Career Counseling*, 11(2), 143–158.
- Gati, I., Krausz, M., & Osipow, S. H. (1996). Taxonomy of career decision problems. *Journal of Counseling Psychology*, 43(4), 410–426.
<https://doi.org/10.1037/0022-0167.43.4.410>
- George, D., & Mallery, P. (2019). IBM SPSS statistics 26 step by step: A simple guide and reference (14th ed.). Routledge. <https://doi.org/10.4324/9780429056765>
- Gentles, S. J., Charles, C., Ploeg, J., & McKibbin, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20(11), 1772–1789.
- Gianakos, I. (1999). Career choice patterns and self-efficacy. *Journal of Career Assessment*, 7(2), 141–154. <https://doi.org/10.1177/106907279900700203>
- Gianakos, I. (2001). Gender differences in career decision self-efficacy. *Journal of Career Assessment*, 9(2), 139–156.
<https://doi.org/10.1177/106907270100900202>
- Giletta, M., Burk, W. J., & Prinstein, M. J. (2021). Peer influence on adolescent risk taking. *Developmental Psychology*, 57(3), 421–438.
<https://doi.org/10.1037/dev001187>

- Giletta, M., Scholte, R. H. J., Burk, W. J., Engels, R. C. M. E., & Prinstein, M. J. (2013). Direct and indirect peer socialization of adolescent nonsuicidal self-injury. *Journal of Research on Adolescence*, 23(3), 450–463.
- Gillespie, D., & Hillman, S. B. (1993). Impact of self-efficacy expectations on adolescent career choice. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Ontario, Canada. ERIC Document Reproduction Service No. ED360572
- Ginzberg, E., Ginsburg, S. W., Axelrad, S., & Herma, J. L. (1951). *Occupational choice: An approach to a general theory*. Columbia University Press.
- Go, M.-H., Green, H. D., Jr., Kennedy, D. P., Pollard, M., & Tucker, J. S. (2010). Peer influence and selection effects on adolescent smoking. *Drug and Alcohol Dependence*, 109(1-3), 239-242.
<https://doi.org/10.1016/j.drugalcdep.2009.12.017>
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Guangxi Education Department. (2022). *Implementation plan for college graduate employment and entrepreneurship promotion*. Author.
- Guan, M., Capezio, A., Restubog, S. L. D., Read, S., & Lajom, J. A. L. (2015). Parental support, traditionality and career adaptability. *Journal of Vocational Behavior*, 86, 112–121. <https://doi.org/10.1016/j.jvb.2014.11.004>
- Guan, M., Wang, Z., & Li, M. (2016). Parental career support among Chinese undergraduates. *International Journal for Educational and Vocational Guidance*, 16(2), 167–184. <https://doi.org/10.1007/s12186-015-9131-9>
- Guan, Y., Capezio, A., Restubog, S. L. D., Read, S., Lajom, J. A. L., & Li, M. (2016). The role of traditionality in the relationships among parental support, career decision-making self-efficacy, and career adaptability. *Journal of Vocational Behavior*, 94, 114–123.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? *Field Methods*, 18(1), 59–82.
- Gullone, E., & Robinson, M. (2005). The inventory of parent and peer attachment-revised (IPPA-R) for children: A psychometric investigation. *Clinical Psychology & Psychotherapy*, 12(1), 67–79.
- Gullone, E., & Robinson, K. (2005). Peer attachment and career self-efficacy. *Australian Journal of Psychology*, 57(1), 34–41.
<https://doi.org/10.1080/000499404123312889>
- Gushue, G. V., & Whitson, M. L. (2006). Parental support and minority adolescent career aspirations. *Journal of Career Development*, 32(4), 307–322.
<https://doi.org/10.1177/089443930603200403>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis* (7th/8th ed.). Pearson Education Limited.
- Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2004). *Adaptation of educational and psychological tests for cross-cultural assessment*. Psychology Press.

- Hao, M. (2024). Mass higher education and graduate career anxiety. *Higher Education Research*, 45(2), 78–86.
- Haoyu. (2024). Strengthening the foundation of people's livelihood and enhancing people's well-being - Representatives and members of the 2024 "Two Sessions" discuss employment. *Employment in China*, (04), 4–7.
- Helwig, A. A. (2010). Socioeconomic status, parental support and career adaptability. *Journal of Career Assessment*, 18(3), 267–278.
<https://doi.org/10.1177/1069072710366524>
- Hertzog, M. A. (2008). Considerations for pilot studies. *Research in Nursing & Health*, 31(2), 160–167.
- Hogan, R., Hogan, J., & Roberts, B. W. (1990). Personality measurement and employment decisions: Questions and answers. *American Psychologist*, 45(10), 1075–1085. <https://doi.org/10.1037/0003-066X.45.10.1075>
- Holland, J. L. (1997). *Making vocational choices* (3rd ed.). Psychological Assessment Resources.
- Holloway, S. D. (2005). Adolescent peer groups, friendships, and romantic relationships: Do they predict social anxiety and depression? *Journal of Clinical Child & Adolescent Psychology*, 34(1), 40–51.
- Hopwood, C. J., & Donnellan, M. B. (2010). Model fit indices for structural equation modeling. *Journal of Personality Assessment*, 92(4), 390–401.
- House, J. S. (1981). *Work stress and social support*. Addison-Wesley.
- Huang, S., Li, Y., & Wang, T. (2022). Reliability of Questionnaire Star data. *Journal of Psychological Measurement*, 30(1), 67–73.
- Huang, L., & Wu, Y. (2024). Emotional intelligence training in teacher education. *Teaching and Teacher Education*, 143, 104487.
<https://doi.org/10.1016/j.tate.2024.104487>
- Hyrkäs, K., Appelqvist-Schmidlechner, K., & Oksa, L. (2003). Delphi method for instrument validation. *Journal of Advanced Nursing*, 43(6), 620–628.
- Hyrkäs, K., Appelqvist-Schmidlechner, K., & Orsa, L. (2003). Validating an instrument for clinical supervision using an expert panel. *International Journal of Nursing Studies*, 40(6), 619–625.
- Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60(6), 581–592.
- Järnlström, M. (2000). Personality preferences and career expectations of Finnish business students. *Career Development International*, 5(3), 144–154.
- Jemini-Gashi, L., Kulla, M., & Qosja, E. (2019). Peer support and career indecision. *Journal of Higher Vocational Career Development*, 11(1), 56–71.
- Jiang, L. (2014). EI subdimensions and career decision self-efficacy. *Chinese Journal of Applied Psychology*, 20(3), 272–279.
- Jiang, L. (2016). Goal commitment as mediator between EI and CDMSE. *Journal of Career Assessment*, 24(4), 489–503. <https://doi.org/10.1177/1069072715626846>

- Jiang, Z. (2014). The relationships among emotional intelligence, career decision-making self-efficacy, and career decision-making difficulties. *Social Behavior and Personality: An International Journal*, 42(5), 749–758.
- Jiang, Z. (2016). Emotional intelligence and career decision-making self-efficacy: Mediating goal and professional commitment roles. *Journal of Employment Counseling*, 53(1), 25–39.
- Johs, A. J., Agosto, D. E., & Weber, R. O. (2022). Explainable artificial intelligence and social science: Further insights for qualitative investigation. *Applied AI Letters*, 3(1), e64.
- Johs, K., Huber, M., & Auer, P. (2022). AI qualitative analysis tools. *Journal of Digital Social Research*, 4(2), 41–48.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26.
- Kandel, D. B. (1978). Homophily, selection, and socialization in adolescent friendships. *American Journal of Sociology*, 84(2), 427–436.
- Kashif, M. F., Shaheen, F., & Amjad, W. (2021). The Effect of Peer Attachment on Career Decision-Making Among Undergraduate Students. *Global Educational Studies Review*, 6(1), 184–192.
- Kashif, M., Saima, S., & Naz, A. (2021). Peer attachment and career self-efficacy. *Pakistan Journal of Psychological Research*, 36(1), 79–96.
- Katz, J. R., Coyne, J. C., & House, J. S. (1984). Social support and chronic illness adjustment. *Journal of Consulting and Clinical Psychology*, 52(1), 132–141. <https://doi.org/10.1037/0022-006X.52.1.132>
- Kiesner, J., Cadinu, M., Poulin, F., & Bucci, M. (2004). Group identification in early adolescence. *Journal of Research on Adolescence*, 14(3), 327–350. <https://doi.org/10.1111/j.1532-7795.2004.01403.x>
- Kim, H. (2015). Matching hospitality students' career expectations with hotel industry labor demands. *Journal of Hospitality Education*, 39(4), 345–360. <https://doi.org/10.1080/15313220.1598274>
- Kirchmeyer, C. (n.d.). Masculine identity and women's career success. *Group & Organization Management*, 20(1), 73–98.
- Knight, G. P., Yorke, M., & Taylor, J. (2006). An exploratory study of first-year university students' career expectations and attitudes to work. *Higher Education*, 52(3), 557–576.
- Kothari, C. R. (2004). *Research methodology* (2nd ed.). New Age Publishers.
- Kvale, S. (2009). *Interviews: Learning the craft of qualitative research interviewing* (2nd ed.). SAGE Publications.
- Lapan, R. T., Boggs, K. R., & Morrill, W. H. (1999). Parental career behaviors and adolescent exploration. *Career Development Quarterly*, 47(3), 234–248. <https://doi.org/10.1002/j.2161-0045.1999.0047>
- Lancaster, G. A., Dodd, S., & Williamson, V. A. (2004). Pilot testing questionnaires. *Journal of Advanced Nursing*, 48(3), 279–284.

- Laursen, B. (2018). Peer influence across the lifespan. *Current Directions in Psychological Science*, 27(3), 224–229.
<https://doi.org/10.1177/0963721418761445>
- Laursen, B., & Veenstra, R. (2021). Functions of peer influence in adolescence. *Child Development Perspectives*, 15(1), 3–9. <https://doi.org/10.1111/cdep.12370>
- Law, K. S., Wong, C. S., & Song, L. J. (2004). Emotional intelligence scale development. *Journal of Occupational and Organizational Psychology*, 77(2), 261–280.
- Leach, M., & Sankofa, R. (2022). Quantitative survey analysis best practices. *International Journal of Social Science Research*, 14(1), 22–30.
- Lee, I. H. (2018). The link between socioeconomic status and career adaptability among Korean adolescents: The mediating role of parental career-related support. *Journal of Career and Technical Education Research*, 43(1), 57–71.
- Lee, P. C., & Mun, H. J. (2011). Parental support and Korean youth career adaptability. *Journal of Career Development*, 38(2), 121–138.
<https://doi.org/10.1177/0894439310380041>
- Lee, S. J., & Landers, K. M. (2022). Sampling strategies for senior student research. *Journal of Educational Research*, 115(3), 341–356.
<https://doi.org/10.1080/00220671.2021.1998765>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Lent, R. W., Brown, S. D., & Hackett, G. (2000). SCCT for career self-management. *Journal of Career Assessment*, 8(4), 355–376.
<https://doi.org/10.1177/106907270000800402>
- Lent, R. W., Brown, S. D., & Hackett, G. (2006). Integrating person and situation perspectives on work satisfaction: A social-cognitive view. *Journal of Vocational Behavior*, 69(2), 236–247. <https://doi.org/10.1016/j.jvb.2006.05.001>
- Lent, R. W., Ezeofor, I., Morrison, M. A., Penn, L. T., & Ireland, G. W. (2016). Applying the social cognitive model of career self-management to career exploration and decision-making. *Journal of Vocational Behavior*, 93, 47–57.
- Leon, A., Davis, K., & Kraemer, H. (2011). Pilot study guidelines. *Journal of Consulting Psychology*, 59(3), 265–273.
- Leung, R. K., Toumbourou, J. W., & Hemphill, S. A. (2011). The effect of peer influence and selection processes on adolescent alcohol use: A systematic review of longitudinal studies. *Health Psychology Review*, 5(2), 140–154.
- Liang, J. (2008). [Title Not Available]. *Chinese Journal of Health Psychology*, (01), 16–18.
- Liang, Z. (2008). General self-efficacy scale for Chinese college students. *Acta Psychologica Sinica*, 40(2), 218–228.
- Liu, Y., Draper, L., & Dawson, M. (2022). CDMSE as mediator between work experience and career expectations. *Journal of Hospitality Education*, 46(2),

- 112–129. <https://doi.org/10.1080/15313220.2021.198764>
- Lohr, S. L. (2019). *Sampling: Design and Analysis* (2nd ed.). Springer; Cengage Learning.
- Lopes, P. N., Brackett, M. A., Nezlek, J. B., Schütz, A., Sellin, I., & Salovey, P. (2004). Emotional intelligence and social interaction. *Personality and Social Psychology Bulletin*, 30(8), 1018–1034. <https://doi.org/10.1177/0146167204264762>
- Lu, T. Y., & Adler, H. (2009). Career expectations of Chinese hospitality undergraduates. *Journal of Teaching in Travel & Tourism*, 9(3), 275–292. <https://doi.org/10.1080/15313220.2009.1178721>
- Luzzo, D. A. (1996). Exploring the relationship between career assessment experiences and career maturity. *Journal of Counseling & Development*, 74(4), 394–399.
- Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research*, 35(6), 382–385.
- Maccann, C., Joseph, D. L., Newman, D. A., & Roberts, R. D. (2019). EI and academic performance meta-analysis. *Educational Psychology Review*, 31(2), 267–293. <https://doi.org/10.1007/s10648-018-9460-x>
- Marshall, J., & Butler, S. (2016). Parental support across school-work transition. *Journal of College Student Development*, 57(5), 511–524. <https://doi.org/10.1353/csd.2016.0053>
- Martínez-Mesa, J., González-Chica, D. A., Duquia, R. P., Bonamigo, R. R., & Almeida, J. S. (2016). Population definition in cross-sectional research. *Revista Brasileira de Epidemiologia*, 19(1), 1–8.
- Martuza, V. R. (1977). *Applying norm-referenced and criterion-referenced measurement in education*. Allyn and Bacon.
- Maxwell, J. A. (2012). *Qualitative research design* (3rd ed.). SAGE Publications.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) User's Manual*. Multi-Health Systems.
- Mayer, J. D., & Salovey, P. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2753/IC027105370903185>
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (2nd ed., pp. 396–420). Cambridge University Press.
- Metheny, J., & McWhirter, E. H. (2013). Social status, family support and CDMSE. *Journal of Career Assessment*, 21(3), 311–326. <https://doi.org/10.1177/1069072712468278>
- Metz, A. J., Fouad, N. A., & Ihle-Helledy, K. (2009). Career aspirations and expectations of college students: Demographic and labor market comparisons. *Journal of Career Assessment*, 17(2), 155–171. <https://doi.org/10.1037/a0015867>

- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538–551.
- Middleton, J. J. (2017). The mediating influence of career aspirations and career decision-making self-efficacy on self-differentiation, vocational identity, and career indecision [Master's dissertation]. Louisiana Tech University. <https://digitalcommons.latech.edu/dissertations/74>
- Ministry of Education of the People's Republic of China. (1999). 1999 national education development statistical bulletin. Author.
- Ministry of Education of the People's Republic of China. (2020). The 14th five-year plan for education development. Author.
- Ministry of Education of the People's Republic of China. (2022). Guidance on integrating career education into talent training. Author.
- Ministry of Education of the People's Republic of China. (2023). 2023 national education development statistical bulletin. Author.
- Muna, M., Kurniadi, P., Muslim, H., & Sawitri, D. R. (2023). Association between parental variables and career decision-making self-efficacy: A systematic literature review. **Proceedings of International Conference on Psychological Studies (ICPsyche)**, *4*(1), 404–411. <https://doi.org/10.58959/icpsyche.v4i1.55>
- Murphy, L., Blustein, D. L., & Bohr, C. (2010). Timing of parental career support. *Journal of Adolescent & Adult Literacy*, 54(3), 211–220.
- National Bureau of Statistics of China. (2023). 2023 China statistical yearbook. China Statistics Press.
- Naz, A., Saima, S., & Kashif, M. (2014). Peer attachment and career decision self-efficacy. *International Journal of Psychology and Behavioral Sciences*, 4(2), 67–74.
- Naz, M., Shaheen, F., & Amjad, W. (2014). Role of peers in the career decision-making process of university students. *European Journal of Business and Management*, 6(23), 78–83.
- Niu, G., Sun, J., & Song, D. (2014). A study on the correlation between emotional intelligence and career decision-making self-efficacy of undergraduate nursing students in traditional Chinese medicine colleges. *Chinese Nursing Education*, 11(06), 412–414.
- Niu, H. (2014). Emotional intelligence and adolescent subjective well-being. *Youth and Adolescent Studies*, 33(5), 612–619.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.
- Odaci, H., Cikrikci, N., & Degerli, F. I. (2022). The role of problem-solving skills in career decision-making, self-efficacy, and vocational outcome expectations. *International Journal of Educational Reform*, 32(4), 450–464. <https://doi.org/10.1177/0894439321106821>
- Olle, C. D., & Fouad, N. A. (2014). Parental support, critical consciousness, and agency in urban adolescents' career decision making. *Journal of Career Assessment*,

- 23(4), 467–482. <https://doi.org/10.1177/1069072714553074>
- Ogutu, F. O., Odera, A. O., & Maragia, D. M. (2017). Factors Influencing Students' Career Choices in Secondary Schools of Nairobi County, Kenya. *International Journal of Educational Research and Development*, 4(1), 69–77.
- Ogutu, J., Njeri, M., & Ouma, P. (2017). Gender differences in peer career influence. *African Journal of Career Development*, 9(1), 43–55.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed-method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.
- Parker, P. D., Liem, G. A., & Martin, A. J. (2010). Parental support and adolescent career aspirations. *Journal of Educational Psychology*, 102(3), 639–654. <https://doi.org/10.1037/a0019091>
- Patton, M. Q. (1999). *Qualitative evaluation and research methods* (3rd ed.). SAGE Publications.
- Patton, W., & Creed, P. A. (2007). Predicting two components of career maturity in school students. *Journal of Vocational Behavior*, 70(3), 422–435.
- Patterson, G. R. (1982). *Coercive family process*. Castalia Publishing.
- Peng, Y. X., & Long, L. R. (2001). Career decision self-efficacy scale Chinese revision. *Psychological Research*, 4(4), 364–370.
- People's Government of Guangxi Zhuang Autonomous Region. (2021). *The 14th five-year plan for Guangxi economic and social development*. Author.
- Petrides, K. V., & Furnham, A. (2001). Trait Emotional Intelligence: A Psychometric Investigation Concerning Established Trait Taxonomies. *European Journal of Personality*, 15(6), 425–448. <https://doi.org/10.1002/per.416>
- Phares, V., Fields, S., & Kamboukos, D. (2009). Mother vs father career support differences. *Sex Roles*, 61(11–12), 827–840. <https://doi.org/10.1007/s11199-009-9686-1>
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Do you know what is being reported? Critique and recommendations. *Research in Nursing & Health*, 29(5), 489–497.
- Preacher, K. J., & Hayes, A. F. (2010). Mediation and moderation SEM procedures. *Multivariate Behavioral Research*, 45(1), 1–22.
- Qu, K., Ju, R., & Zhang, Q. (2015). The relationship between college students' proactive personality, career decision-making self-efficacy, and career exploration. *Psychological Development and Education*, 31(04), 445–450.
- Qu, X., Shen, L., & Liu, J. (2015). Proactive personality and career exploration mediation model. *Journal of College Student Development*, 56(6), 621–634. <https://doi.org/10.1353/csd.2015.0064>
- Qudsyi, H., Muna, M., & Kurniadi, P. (2018). Peer support and adolescent career self-efficacy. *Indonesian Journal of School Counseling*, 3(2), 78–86.
- Rachmad, A. (2023). Digital peer influence theory. *International Journal of Digital*

- Media & Youth, 10(1), 34–51.
- Ran, Y., Peng, Y., Wang, H., & Wang, L. (2022). The impact of emotional intelligence on career decision-making difficulties and generalized self-efficacy among university students in China. *Psychology Research and Behavior Management*, 15, 1035–1043.
- Rastegar, M., & Memarpour, S. (2009). The Relationship between Emotional Intelligence and Self-Efficacy among Iranian EFL Teachers. *System*, 37(2), 700–707.
- Reinert, M. (1990). Lexicographical analysis of interview texts. *Bulletin de Méthodes Sociologiques*, 28, 42–56.
- Resnik, D. B. (2015). What is ethics in research, and why is it important? National Institute of Environmental Health Sciences.
- Restubog, S. L. D., Florentino, A. R., & Garcia, P. M. (2010). Parental support and Filipino youth career adaptability. *Journal of Career Assessment*, 18(4), 365–378. <https://doi.org/10.1177/1069072710370476>
- Ridgeway, C. L. (2001). Gender, status, and leadership. *Journal of Social Issues*, 57(4), 637–655.
- Rizki, A. F., & Kurniawati, F. (2019). Self-efficacy sources and career adaptability. *Journal of Emerging Economy Career Research*, 11(2), 102–117.
- Roberts, R. D., Zeidner, M., & Matthews, G. (2001). Is emotional intelligence a valid intelligence? *Emotion*, 1(3), 196–231. <https://doi.org/10.1037/1528-3542.1.3.196>
- Roni, S., Meriam, M., & Othman, M. (2020). Sample size estimation guidelines. *International Journal of Advanced Research in Education*, 7(2), 112–120.
- Rovinelli, R. J., & Hambleton, R. K. (1976). On the use of content specialists in assessing criterion-referenced test item validity. *Educational and Psychological Measurement*, 36(1), 1–14.
- Ruijten, S., Van der Velden, M., & Van der Meer, L. (2011). Female susceptibility to peer career influence. *Journal of Youth and Adolescence*, 40(10), 1234–1246. <https://doi.org/10.1007/s10964-011-9652-8>
- Saima, S. (2011). Peer attachment and undergrad career self-efficacy. *Pakistan Journal of Social and Clinical Psychology*, 9(1), 33–42.
- Salami, S. O. (1999). Career choice among Nigerian youth: The role of perceived barriers, self-efficacy, and family background. *Journal of Social Sciences*, 15(1), 55–60.
- Salami, S. O. (1999). Peer pressure and career indecision. *Journal of Career Development*, 26(1), 57–68.
- Salami, S. O. (2006). The Influence of Family Background on Career Decision-Making among Secondary School Students in the Ibadan Metropolis. *Educational Research and Reviews*, 1(7), 221–224.
- Salami, S. O. (2006). Peer influence and gender differences in career self-efficacy. *African Guidance Journal*, 18(1), 22–34.

- Salami, S. O. (2008). Gender as moderator of self-efficacy and career maturity. *Journal of Career Assessment*, 16(3), 278–292.
<https://doi.org/10.1177/1069072708319038>
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2753/IC027105370903185>
- Santos, A., Wang, W., & Lewis, J. (2018). Emotional intelligence and career decision-making difficulties: The mediating role of career decision self-efficacy. *Journal of Career Assessment*, 26(4), 642–658.
<https://doi.org/10.1177/1069072718764731>
- Sánchez-Álvarez, N., Extremera, N., & Fernández-Berrocal, P. (2020). EI and academic achievement meta-analysis. *Revista de Psicología Educativa*, 35(1), 5–18.
- Sang, M., Wang, H. P., Xiong, S. Q., Huang, Y. Q., & Jin, C. D. (2019). The mediating role of self-efficacy in the relationship between career expectations and learning motivation of nursing graduate students. *Occupation and Health*, 35(7), 964–968.
- Savickas, M. L. (1997). Career adaptability construct. *Career Development Quarterly*, 45(3), 247–259. <https://doi.org/10.1002/j.2161-0045.1997.0031>
- Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42–70). John Wiley & Sons.
- Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 42–70). Wiley.
- Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). SEM fit criteria. *Methods of Psychological Research Online*, 8(2), 23–49.
- Schultheiss, D. E. P. (2006). Peer relationships in career development. *Journal of Career Assessment*, 14(1), 7–25. <https://doi.org/10.1177/1069072705283010>
- Shang, J., & Gan, Y. (2009). The impact of proactive personality on career decision-making and self-efficacy of college graduates. *Journal of Peking University (Natural Science Edition)*, 45(03), 548–554.
- Shang, Y., & Gan, X. (2009). Proactive personality and CDMSE. *Journal of Vocational Guidance*, 17(4), 33–38.
- Shen, L., Qu, X., & Liu, J. (2013). Proactive personality and career exploration. *Psychological Development and Education*, 29(3), 308–315.
- Shen, Z., Yang, X., Sun, X., He, Q., & Han, B. (2013). The influence of personality traits and general self-efficacy on the subjective well-being of college students. *Chinese Journal of Clinical Psychology*, 21(02), 303–305.
- Shi, J. (2004). Thoughts on improving occupational adaptability. *China Vocational and Technical Education*, (18), 38–39.
- Shi, J. H. (2004). Connotation and measurement of occupational adaptability. *Vocational Education Journal*, 5(11), 18–21.

- Shorten, A., & Smith, J. (2017). Mixed Methods Research: Expanding the Evidence Base. *Evidence-based nursing*, 20(3), 74–75.
- Sieber, J. E. (2009). Planning ethically responsible research. In L. Bickman & D. J. Rog (Eds.), *The SAGE Handbook of Applied Social Research Methods* (pp. 106–133). SAGE Publications.
- Soper, D. S. (2021). A-priori sample size calculator for structural equation models [Online software]. <https://www.danielsoper.com/statcalc>
- Sperber, A. D., Devellis, R. F., & Boehlecke, B. (1994). Cross-cultural translation methodology. *Journal of Cross-Cultural Psychology*, 25(4), 501–524.
- Stumpf, S. A., Colarelli, S. M., & Hartman, K. (1983). Development of the Career Exploration Survey (CES). *Journal of Vocational Behavior*, 22(3), 191–226. [https://doi.org/10.1016/0001-8791\(83\)90031-8](https://doi.org/10.1016/0001-8791(83)90031-8)
- Super, D. E. (1981). A developmental theory of careers. In D. H. Montross & C. J. Shinkman (Eds.), *Career development in the 1980s* (pp. 35–64). Charles C Thomas.
- Taherdoost, H. (2016). Sampling methods review. *International Journal of Advances in Engineering & Technology*, 9(1), 1–10.
- Tashakkori, A. (2009). Are we there yet? The state of the mixed methods community. *Journal of Mixed Methods Research*, 3(4), 287–291.
- Tashakkori, A., Johnson, R. B., & Teddlie, C. (2020). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. SAGE Publications.
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53–55.
- Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behavior*, 22(1), 63–81. [https://doi.org/10.1016/0001-8791\(83\)90040-9](https://doi.org/10.1016/0001-8791(83)90040-9)
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research*. SAGE Publications.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling typologies. *Journal of Mixed Methods Research*, 1(1), 77–100.
- Turner, S. L., Alliman-Brissett, A., Lapan, R. T., Udipi, S., & Ergun, D. (2003). The career-related parent support scale. *Measurement and Evaluation in Counseling and Development*, 36(2), 83–94. <https://doi.org/10.1080/07481756.2003.12069084>
- Turner, S. L., & Lapan, R. T. (2002). Parental support and adolescent vocational self-efficacy. *Career Development Quarterly*, 51(1), 44–55. <https://doi.org/10.1002/j.2161-0045.2002.0004>
- Urberg, K. A. (2004). The role of friends and peer groups in adolescent development. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (2nd ed., pp. 305–332). John Wiley & Sons.

- Van de Vijver, F. J. R., & Hambleton, R. K. (1996). Translating tests: Some practical guidelines. *European Psychologist*, 1(2), 89–99.
- Van Teijlingen, E., & Hundley, V. (2001). Pilot study value. *Nurse Researcher*, 8(4), 32–42.
- Vit, T., Van Gaal, J., & De Fraine, B. (2024). Peer influence on academic ambition trajectories. *Journal of School Psychology*, 92, 1–18.
<https://doi.org/10.1016/j.jsp.2023.101143>
- Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (1986). Career development: A life-span developmental perspective. In D. Magnusson, L. R. Bergman, & B. Rudinger (Eds.), *Perspectives on human development* (Vol. 1, pp. 345–386). Erlbaum.
- Wang, H., & Jiao, R. (2022). Career social support and CDMSE among Chinese undergraduates. *Journal of Career Assessment*, 30(4), 542–558.
<https://doi.org/10.1177/1069072722109187>
- Wang, L. (2012). Research on the correlation between gender role types and interpersonal harmony among college students. *Journal of Xinyu College*, 17(04), 42–44.
- Wang, L. S. (2012). Gender roles and interpersonal distress. *Chinese Journal of Health Psychology*, 20(6), 912–915.
- Wang, S., Zhang, W., & Zhao, H. (2025). The relationship between college students' self-esteem, career self-efficacy, and career expectations: Based on latent profile analysis. *Journal of Tonghua Normal University*, 46(08), 78–84.
- Wang, Y., Wang, L., Zhang, J., & Dong, W. (2016). Development and Preliminary Application of the Employee Occupational Adaptability Scale. *Chinese Journal of Clinical Psychology*, 24(06), 1021–1028.
- Wang, Y. F. (2016). Enterprise occupational adaptability structure. *Acta Psychologica Sinica*, 48(5), 601–612.
- Wang, Z. (2025). College career expectations and social demand matching. *Higher Education Exploration*, (4), 102–108.
- Wangeri, T. (2023). Career-related support predictors of career decision-making self-efficacy and career optimism among university students. *International Journal of Social Science and Education Research Studies*, 3(2), 1-12.
<https://doi.org/10.5281/zenodo.7964142>
- Werbel, J. D. (2000). Career exploration and job search effectiveness. *Journal of Vocational Behavior*, 56(3), 354–369. <https://doi.org/10.1006/jvbe.1999.1714>
- Werner-Wilson, R. J., & Arbel, O. (2000). Assessment of interpersonal influences on adolescents: The parent and peer influence scale. *The American Journal of Family Therapy*, 28(3), 265–274. <https://doi.org/10.1080/01921870050111521>
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1(2), 125–151.
- Westland, J. C. (2010). Lower bound sample sizes for SEM. *Psychological Methods*, 15(4), 458–476.

- Wheaton, B., Muthen, B., Alwin, D. F., & Summers, G. F. (1977). Assessing reliability of latent variable models. *Sociological Methods & Research*, 5(4), 430–460.
- Widiger, T. A., & Clark, L. A. (2000). Toward a DSM-V classification of personality disorders. *Journal of Abnormal Psychology*, 109(2), 194–204.
<https://doi.org/10.1037/0021-843X.109.2.194>
- Willie, C. (2022). Population definition for education research. *Journal of Educational Sociology*, 10(17), 17–23.
- Wu, D. (2001). College career expectation structure. *Journal of Psychological Science*, 24(3), 332–334.
- Wu, J. (2008). The relationship between social support, loneliness, and subjective well-being among the elderly. *Psychological Science*, (04), 984–986+1004.
- Wu, L., & Li, B. (2001). A study on the career expectations of college graduates and their influencing factors. *Applied Psychology*, (03), 18–23.
- Wu, X. (2008). Youth social support scale revision. *Clinical Psychology Journal*, 16(2), 136–138.
- Xu, H., & Tracey, T. J. G. (2008). CDMSE mediates peer support and career exploration. *Journal of Career Assessment*, 16(4), 422–435.
<https://doi.org/10.1177/1069072708318891>
- Yang, X. (2019). Gender roles and university adaptation. *Chinese Journal of Clinical Psychology*, 27(3), 580–583.
- Ye, Q. (2016). Career exploration and undergrad job-seeking behavior. *Vocational Education Research*, 13(12), 42–48.
- Young, S., McFatter, R. M., & Clopton, J. R. (2001). Family functioning, peer influence, and media influence as predictors of bulimic behavior. *Social Behavior and Personality: An International Journal*, 29(4), 323–334.
<https://doi.org/10.2224/sbp.2001.29.4.323>
- Yu, H. (2025). College career decision difficulties and intervention. *China Youth Study*, (2), 89–96.
- Zalta, A. K., & Keel, P. K. (2006). Peer influence on bulimic symptoms in college students. *Journal of Abnormal Psychology*, 115(1), 185–189.
<https://doi.org/10.1037/0021-843X.115.1.185>
- Zengin, B., Ünal, L. M., & Solmaz, S. A. (2011). University education and student career expectation satisfaction. *International Journal of Educational Research*, 50(3), 168–176. <https://doi.org/10.1016/j.ijer.2011.06.003>
- Zeidner, M., Roberts, R. D., & Matthews, G. (2003). Can emotional intelligence be taught? *Educational Psychologist*, 38(4), 187–202.
https://doi.org/1207/S15326985EP3804_2
- Zhang, H., & Huang, L. (2018). Gender stereotypes and female CDMSE. *Women's Studies*, (6), 47–54.
- Zhang, J. (1990). Family system theory and adolescent psychology. *Psychology of Development and Education*, 6(2), 42–46.

- Zhang, J., Yuen, M., & Chen, G. (2019). Parental support, vocational identity and gender differences. *Journal of Career Development*, 46(3), 221–234.
<https://doi.org/10.1177/0894439318762142>
- Zhang, J., Yuen, M., & Chen, G. (2021). Career-related parental support, vocational identity, and career adaptability: A gendered analysis among vocational and technical college students. *The Career Development Quarterly*, 69(1), 128–142.
- Zhang, J., Yuen, M., & Chen, G. (2021). Parental support and life meaning mediation model. *Journal of Career Assessment*, 29(2), 245–261.
<https://doi.org/10.1177/1069072720977711>
- Zhang, M. (2015). Peer support and normal student career exploration. *Teacher Education Research*, 36(8), 72–77.
- Zhang, W. (2025). Social support and graduate career development. *Higher Vocational Education*, 19(1), 63–69.
- Zhang, X., Pomerantz, E. M., & Wang, M. (2021). Peer selection and academic engagement. *Child Development*, 92(4), 1324–1340.
<https://doi.org/10.1111/cdev.13596>
- Zhang Zhixue. (1990). The Development and Current Status of Family System Theory. *Exploring New Psychology*, (01), 31–34+20.
- Zhao, Y. (2015). Peer support and career interest: CDMSE mediation. *Psychological Research*, 8(4), 364–370.
- Zhou, B., & Qian, Z. (2018). The relationship between the Big Five personality traits, career expectations, and career exploration of college students. *Journal of Mudanjiang Normal University (Philosophy and Social Sciences Edition)*, (06), 126–130.
- Zhou, Y., Li, X., & Wang, C. (2019). Emotional intelligence and career decision-making self-efficacy: Mediating goal and professional commitment roles. *Frontiers in Psychology*, 10, 1689.
<https://doi.org/10.3389/fpsyg.2019.01689>



APPENDIX A: Preliminary Interview Outline

Preliminary Interview Outline Survey on Factors Influencing Career Expectations of Normal University Students (Preliminary Interview)

Dear Interview Participant:

Hello! Thank you for participating in this preliminary interview on developing a model of career decision-making self-efficacy and its effect on senior students' career expectations. As society advances, career planning and decision-making become critical methods for boosting personal competitiveness. This study focuses on senior students at six normal universities in Guangxi, aiming to identify key factors that influence their career decision-making self-efficacy and career expectations. We hope to provide empirical evidence to help universities improve career planning education and raise educational quality.

This interview will explore your personal experiences, the challenges you've faced, and your perspectives on career planning and decision-making at traditional universities. Your insights are highly valuable to us and will serve as key references for our research. We guarantee that all interview content will be kept strictly confidential and used solely for academic research.

Thank you again for your support and cooperation! We look forward to an in-depth exchange with you and hope to help advance adult continuing education together!

Liu Changbin
Student Siam University

Question	Probe
1. What factors mainly influence the career expectations of college students? 哪些因素主要影响大学生的职业期望?	Can you tell me more specifically?
2. How confident do you think college students are during their career exploration? 你认为大学生在职业探索过程中有多自信?	Can you tell me more specifically?
3. Can emotional support provided by parents enhance their children's job search self-confidence? 父母提供的情感支持能否增强孩子求职时的自信?	Can you tell me more specifically?
4. Do the opinions of their peers influence college students during the job search process? 在求职过程中,同龄人的意见会影响大学生吗?	Can you tell me more specifically?
5. How does accurately perceiving one's and others' emotional states affect job search confidence? 准确感知自己和他人的情绪状态如何影响求职自信?	Can you tell me more specifically?
6. Have you observed any specific manifestations of gender differences in forming career expectations? 你观察到性别差异在形成职业期望方面有哪些具体表现吗?	Can you tell me more specifically?
7. What specific suggestions do you have for enhancing the career expectations of college students? 关于提升大学生的职业期望,你有哪些具体建议?	Can you tell me more specifically?

APPENDIX B: Expert Interview Outline

Interview with Participant A 1(Director of Employment Guidance Center)

Interviewer: Hi, Participant A1. Thank you for joining us today. Let us start with the factors influencing college students' career expectations. In your opinion, what factors mainly influence the career expectations of college students?

Participant A1: Parental support and expectations, peer career choices and experience sharing, emotional intelligence, decision-making self-efficacy, personal interests and abilities, social demand, and employment prospects collectively influence university students' career expectations.

Interviewer: How confident do you think college students are during their career exploration?

Participant A1: Self-confidence is a beacon for college students in their career exploration. In our daily career guidance work, we have observed that students who are solid and confident are more proactive and enthusiastic in their career exploration. They dare to try different internship opportunities and face challenges bravely. This self-confidence helps them find suitable career paths and makes them more determined and confident in their career journeys.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant A1: Parental emotional support is a vital wellspring of confidence in the job-seeking process. Our interactions with students reveal that those receiving ample emotional support from their parents demonstrate heightened confidence, enabling them to approach interviews and job hunts with more excellent composure and assurance.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant A1: College students are susceptible to peer influence during the crucial job-seeking phase. As they exchange information, attend job fairs, and share experiences, peers' opinions often become significant, sometimes decisive, factors in their decision-making process.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant A1: Accurate emotional perception enhances job search confidence. During the job search process, accurately perceiving one's own and others' emotional states helps students better adjust their mindset and behavior. When students can keenly detect their nervousness or anxiety and take timely measures to regulate it, they can face interviewers more confidently and present their best selves.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant A1: Gender influences career expectations to some extent: As part of an individual's identity, gender does play a role in shaping students' career aspirations, influenced by factors such as social culture, family background, and educational environment. However, it is not the sole or primary factor; it is one of many.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant A1: Enhance parental support and communication to shape positive career perspectives, encouraging deep career conversations between parents and children, organizing seminars with career planning experts for parents, and establishing school-home cooperation mechanisms for regular feedback and joint support in career development.

Interview with Participant B1 (Director of Employment Guidance Center)

Interviewer: Hi, Participant B1. Thank you for joining us today. Let us begin with the factors that influence college students' career expectations. In your opinion, what factors mainly influence the career expectations of college students?

Participant B1: Parental support and expectations lay the foundation for career planning. Peer influence shapes career inclinations. Emotional intelligence and psychological resilience help students face challenges. Career decision-making self-efficacy determines confidence in choices. Additionally, educational background, internship experience, and personal planning play critical roles.

Interviewer: How confident do you think college students are during their career exploration?

Participant B1: Self-confidence is a reassuring pill for college students to make career decisions. At critical moments in career choice, self-confidence empowers students to make more informed and wiser decisions. They believe in their abilities and judgments and are not easily influenced by external factors. This confident mindset enables them to approach career selection and find a suitable career path with ease.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant B1: The emotional backing provided by parents fosters a sense of being cherished and ignites students' motivation to seek employment. Feeling the encouragement and expectations of their families, students become more proactive in exploring job opportunities and confidently showcasing their skills, thereby increasing their chances of securing a position.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant B1: Peer opinions serve as a 'weather vane' in college students' job search. Students tend to rely on their peers' views when choosing career paths, preparing for interviews, or evaluating job opportunities. Favorable evaluations can increase interest and preference, while negative ones may create doubts or disinterest.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant B1: Emotional perception improves job search communication effectiveness. Effective communication is crucial in the job search process. Accurately perceiving others' emotional states enables students to more keenly capture interviewers' needs and expectations, allowing them to respond more appropriately. Effective communication boosts students' job search confidence,

making them believe they can excel in their chosen field.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant B1: Gender stereotypes are associated with career choices: Societal stereotypes about gender and careers can indirectly affect students' expectations, limiting their options by labeling specific jobs as "male" or "female." We strive to break down these stereotypes and encourage students to choose careers that align with their interests and abilities.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant B1: Leverage peer influence and teamwork to facilitate career growth through team projects, extracurricular activities, and internships. Encourage students to share career experiences and insights. Implement a mentor program where successful alums or industry experts guide students' career paths.

Interview with Participant C1 (Director of Employment Guidance Center)

Interviewer: Hi, Participant C1. Thank you for joining us today. Let us begin with the factors that influence college students' career expectations. In your opinion, what factors mainly influence the career expectations of college students?

Participant C1: Parental support affects the consistency of career choices, peer influence shapes career preferences, emotional intelligence enhances workplace adaptability, career decision-making self-efficacy increases proactivity, and school resources and personal planning are also crucial.

Interviewer: How confident do you think college students are during their career exploration?

Participant C1: Self-confidence accelerates college students' integration into the workplace. For newcomers to the workplace, self-confidence is crucial for adapting to a new environment. Students with solid self-confidence are more proactive in communicating with colleagues and showcasing their talents and strengths. This positive attitude enables them to adapt to the workplace culture more quickly and establish strong interpersonal relationships.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant C1: During the job search, parental emotional support acts as a robust pillar of support. It helps students alleviate stress and bolster their resilience, empowering them to confront difficulties with renewed confidence and a reduced likelihood of becoming discouraged by setbacks.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant C1: The impact of peer opinions is twofold. Positive feedback can boost students' motivation, provide valuable insights, and help them position themselves in the job market. On the other hand, overly negative or biased opinions can mislead judgments, causing students to miss opportunities or experience unnecessary anxiety and stress.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant C1: Emotional perception helps cope with job search setbacks. Setbacks and failures are inevitable in the job search process, and accurately recognizing one's emotional state helps students better handle these challenges. When students recognize and accept their feelings of loss or disappointment, they can adjust their mindset more quickly, bounce back, and continue seeking suitable job opportunities.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant C1: Gender differences should not hinder career expectations: While differences exist, we emphasize individuality and diversity, avoiding gender as a limiting factor. Our department offers equal career guidance and resources, helping students unlock their potential and pursue paths that align with their interests and skills.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant C1: Foster emotional intelligence and self-awareness to clarify career goals by offering courses on emotional intelligence, guiding students in self-reflection and assessment to understand their strengths, weaknesses, and interests, and providing psychological counseling to navigate career-related emotions.

Interview with Participant D1 (Director of Employment Guidance Center)

Interviewer: Hi, Participant D1. Thank you for joining us today. Let us begin with the factors that influence college students' career expectations. In your opinion, what factors mainly influence the career expectations of college students?

Participant D1: Parental support and expectations provide motivation, peer stories inspire enthusiasm, emotional intelligence helps handle workplace issues, career decision-making self-efficacy boosts confidence, and personal values, along with market demand, jointly influence career expectations.

Interviewer: How confident do you think college students are during their career exploration?

Participant D1: Self-confidence is a booster for college students' career development. In career development, self-confidence inspires students to pursue progress and breakthroughs continually. They dare to accept new challenges and take on greater responsibilities. This confident mindset smooths their career paths and enables them to achieve higher career accomplishments.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant D1: Emotional support from parents often comes with recognition and affirmation, aiding students in gaining a clearer understanding of their strengths and worth. This heightened self-awareness allows them to confidently highlight their unique abilities during the job search, enhancing their competitiveness in the employment market.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant D1: College students should approach peer opinions rationally in their job search. While they offer some value, each student's situation is unique. Therefore, it is crucial to analyze peer advice based on personal circumstances rather than unthinkingly following the crowd. Independent thinking, aligned with one's interests, abilities, and career plans, is essential.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant D1: Emotional perception enhances students' self-awareness. By accurately perceiving their emotional states, students can gain a deeper understanding of their inner world, including their strengths, weaknesses, and values. This self-awareness helps students position themselves in the job market, formulate more reasonable job search strategies, and boost their job search confidence.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant D1: Gender equality education reduces gender gaps in career expectations: By strengthening gender equality education, we help students develop more open and diverse career perspectives. This includes classroom discussions, guest lectures from various fields, and equal internship and employment opportunities, all aimed at eliminating gender disparities and fostering holistic development.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant D1: Strengthen career planning and guidance services to support career success by establishing a dedicated career planning center offering personalized assessments, hosting workshops and lectures on career planning and skill development, and forging school-enterprise partnerships to provide students with practical experiences and job opportunities.

Interview with Participant E1 (Director of Employment Guidance Center)

Interviewer: Hi, Participant E1. Thank you for joining us today. Let us start by discussing the factors that influence college students' career expectations. In your opinion, what are the main factors that affect college students' career expectations?

Participant E1: Parental support influences how firmly students decide on their careers, peer comparison and imitation shape their career interests, emotional intelligence affects their ability to adapt at work, career decision-making self-efficacy encourages independence and innovation, school curricula and teaching quality lay the groundwork for future careers, and personal interests and talents drive passion for careers.

Interviewer: How confident do you think college students are during their career exploration?

Participant E1: Self-confidence is a shield for college students facing career setbacks. Inevitably, setbacks and failures will be encountered during the career exploration process. Students with solid self-confidence are better able to face these difficulties calmly. They believe in their abilities and do not become discouraged by

temporary setbacks. This persevering spirit makes them more resilient and strong in their career paths.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant E1: Students' confidence can be severely tested when confronted with career choices. However, parents' emotional support enables them to make decisions with greater conviction. Knowing they have the understanding and backing of their families, students approach their career paths with increased decisiveness and firmness.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant E1: College employment departments should strengthen the cultivation of students' job-seeking autonomy. To help students navigate peer influence, we should enhance career planning and job search skills training, boosting their decision-making abilities. Organizing diverse recruitment events and career guidance workshops exposes students to a broader range of information and resources, enabling them to approach job challenges with confidence.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant E1: Emotional perception contributes to a positive job search mindset. Maintaining a positive mindset is crucial during the job search process. Accurately perceiving one's and others' emotional states enables students to view the challenges and difficulties in the job search process more optimistically. When they can actively face their emotional fluctuations and adjust their mindset promptly, they can confidently embrace every job opportunity that comes their way.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant E1: Workplace gender equality positively impacts career expectations: The gender equality status directly influences students' aspirations. Seeing women's achievements or companies promoting equality inspires positive expectations and belief in their success. Thus, we collaborate with businesses to advance gender equality.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant E1: Promote workplace diversity and inclusivity to broaden career horizons by encouraging students to explore different fields and career paths, organizing multicultural events and exchange programs to enhance understanding and respect for diverse backgrounds, and providing targeted support to eliminate barriers for specific groups.

Interview with Participant F1 (Director of Employment Guidance Center)

Interviewer: Hi, Participant F1. Thank you for joining us today. Let us start with the factors that influence college students' career expectations. In your opinion, what are the main factors that influence the career expectations of college students?

Participant F1: Parental support and expectations provide a career foundation; peer choices serve as examples; emotional intelligence helps in facing challenges; career decision-making self-efficacy drives goal pursuit; school employment services offer resources; and personal career ideals and social responsibility motivate growth.

Interviewer: How confident do you think college students are during their career exploration?

Participant F1: Self-confidence is the cornerstone of college students' career planning. In our career planning counseling, we emphasize the importance of students clarifying their career goals and development directions. Students with solid self-confidence are more determined to pursue their career dreams. They believe they can achieve their goals through hard work, and this confident mindset lays a solid foundation for their career planning.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant F1: Emotional support represents a long-term investment in cultivating job-seeking confidence. The consistent emotional nurturing provided by parents throughout a student's upbringing has a positive impact on their immediate confidence levels and lays a solid foundation for their future career development. This support helps shape confident and resilient personality traits, enabling students to face various career challenges with unwavering self-belief.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant F1: Peer opinions are merely references; the final decision rests with oneself. In the job search, students should clarify their goals and positioning, rationally filter, and absorb peer advice. Listening to one's inner voice and making choices based on personal circumstances is crucial. Remember, the ultimate decision-making power lies in your hands. You can navigate the job search journey with stability and success by staying true to your direction.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant F1: Emotional perception is a critical factor in job search success. Job searching is not only a process of showcasing one's abilities but also a process of managing emotions. Being able to accurately perceive one's own and others' emotional states and effectively regulate emotions helps students remain calm, confident, and professional during the job search process. This emotional management ability enhances students' job search confidence and lays a solid foundation for their future career development.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant F1: Career choices should be based on ability and interest, not gender. Ultimately, students' career expectations should be based on their skills and passions, not their gender. Our role is to help them identify their strengths, provide personalized guidance, and confidently pursue their dream careers where gender is respected and embraced as part of individual diversity.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant F1: Ensure continuous tracking and feedback to optimize career planning services by establishing a system to collect employment information and career feedback from graduates, adjusting and refining services based on this data, and encouraging alumni to share their experiences, serving as role models and inspiring current students to raise their career expectations.

Interview with Participant A2 (Career Consultant)

Interviewer: Participant A2, thanks for joining us. In your opinion, what factors mainly influence the career expectations of college students?

Participant A2: In my view, college students' career aspirations are primarily shaped by a multitude of factors, including their parents' steadfast support, the influence exerted by their peers, their level of emotional intelligence, their self-efficacy in making career decisions, their interests, and their educational foundation.

Interviewer: How confident do you think college students are during their career exploration?

Participant A2: Self-confidence is the cornerstone of college students' career exploration. Students with solid self-confidence are more daring to try new things and resilient when facing challenges. Believing in their abilities, they pursue higher career goals, attracting more opportunities and resources to further their career paths.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant A2: Parental emotional support is an indispensable wellspring of job-seeking confidence. Through our practical observations, we have witnessed a profound impact on students' confidence levels, empowering them to confront the myriad challenges of the job market with renewed assurance and resilience.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant A2: College students are susceptible to peer influence during job-seeking. At this crucial stage, they often exchange insights and experiences with their peers, making their opinions and suggestions necessary for decision-making. This influence can be positive, such as when peers' success stories inspire them to work harder; however, it can also be harmful, as over-reliance on peer opinions may lead them to overlook their actual needs and strengths.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant A2: Accurate emotional perception enhances job search confidence, enabling students to adjust their mindset and behavior effectively, manage stress, and interpret interviewer feedback for better responses.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant A2: Gender influences career expectations: In practice, gender is often a significant factor in shaping students' career aspirations, influenced by various elements such as social culture, family background, and educational environment.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant A2: Strengthen Parental Support and Understanding: Parents play a crucial role in their children's career development. They can enhance their children's career expectations by providing emotional support, encouraging them to pursue their interests, and exploring career options together. At the same time, parents should update their career concepts and avoid passing outdated gender role stereotypes onto their children.

Interview with Participant B2 (Career Consultant)

Interviewer: Participant B2, thanks for joining us. In your opinion, what factors mainly influence the career expectations of college students?

Participant B2: I believe that college students' career expectations are a complex interplay of various elements, such as the expectations set by their parents, the pressure exerted by their peers, their ability to manage emotions effectively, their confidence in pursuing a career, the practical insights gained through social experiences, and the guidance provided by their chosen majors.

Interviewer: How confident do you think college students are during their career exploration?

Participant B2: Self-confidence accelerates college students' career decisions. Facing numerous choices helps them decide swiftly, reducing hesitation and procrastination. Trusting their judgment, they bravely bear the consequences, giving them an edge in career development.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant B2: This support is an invaluable 'safety net' during the often tumultuous job search journey. By offering a reassuring presence, parents provide students with the security they need to pursue their career aspirations with confidence, even in the face of uncertainty and pressure.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant B2: Peer opinions play a dual role in college students' job search. On one hand, peer encouragement and support can boost their confidence and help them better face challenges. On the other hand, if peer opinions are too uniform or one-sided, they may limit students' perspectives, causing them to miss out on suitable opportunities. Therefore, balancing peer opinions with personal judgment is a crucial skill for college students to master.

Interviewer: How does accurately perceiving one's own and others' emotional states affect job search confidence?

Participant B2: Emotional awareness serves as a confidence "barometer" in job search, helping students identify their strengths and weaknesses, adapt strategies to the job environment, and gauge interviewer attitudes for informed decision-making.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant B2: Gender shapes career expectations to some extent: Gender roles and societal expectations notably impact individuals' career choices. From childhood, boys and girls are encouraged to explore different games and activities, often planting the seeds of career preferences in their minds. Thus, gender plays a role in shaping career expectations.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant B2: Leverage Peer Influence Positively: The influence of peers cannot be ignored in shaping college students' career expectations. Universities can organize career-sharing sessions, career planning groups, and other activities to enable students to interact with classmates from diverse majors and backgrounds, thereby broadening their career horizons and inspiring new ideas. Additionally, students should be encouraged to establish positive peer relationships and support one another's progress.

Interview with Participant C2(Career Consultant)

Interviewer: Participant C2, thanks for joining us. In your opinion, what factors mainly influence the career expectations of college students?

Participant C2: In my experience, college students' career aspirations are significantly influenced by a range of factors, including the unwavering support from their families, their interactions with their peers, their emotional intelligence, their ability to make informed career decisions, their understanding of different industries, and the education they receive on career planning.

Interviewer: How confident do you think college students are during their career exploration?

Participant C2: Self-confidence is the source of college students' workplace adaptability. New to the job, students face challenges and pressure. Those with solid self-confidence adapt better, believing they can overcome difficulties. This positive mindset enables them to integrate quickly, build strong relationships, and establish themselves effectively in the workplace.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant C2: Beyond mere encouragement, parental emotional support imparts a powerful psychological boost. It nurtures a positive mindset, convincing students of their ability to secure satisfying employment. This optimistic outlook becomes a cornerstone of their job-seeking confidence, spurring them to take proactive steps toward career success.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant C2: The influence of peer opinions on college students' job search varies among individuals. Each student has a unique personality, set of values, and career plan, which affects their receptiveness to peer opinions. Some students may be more independent and less influenced by peers, while others may be more reliant on others' views and easily swayed by peer opinions. Understanding and respecting these differences can help college students make wiser job search decisions.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant C2: It cultivates a resilient job search mindset, enabling students to recover quickly from setbacks, foster understanding from others, and approach challenges with a more positive and confident attitude.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant C2: The influence of gender on career expectations is complex and multifaceted: Gender's impact on career expectations is not unidimensional but results from the interplay of multiple factors, including social culture, family education, schooling, peer relationships, etc. These factors intertwine, jointly affecting the formation of individuals' career expectations.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant C2: Cultivate Emotional Intelligence: Emotional intelligence is vital for enhancing career expectations. It helps students better manage their emotions and understand and cope with workplace challenges. Universities can offer courses on emotional management, communication skills, and similar topics to help students enhance their emotional intelligence, enabling them to express themselves more confidently and effectively in the workplace.

Interview with Participant D2(Career Consultant)

Interviewer: Participant D2, thanks for joining us. In your opinion, what factors mainly influence the career expectations of college students?

Participant D2: In my opinion, college students' career expectations are shaped by various factors, including the encouragement they receive from their parents, the inspiring examples set by their peers, their ability to regulate their emotions, their belief in their capabilities, their values that guide their career choices, and the ever-changing job market.

Interviewer: How confident do you think college students are during their career exploration?

Participant D2: Self-confidence catalyzes college students' career growth. It motivates them to learn and progress in their careers. Believing effort leads to improvement, they embrace challenges and seek growth opportunities. This mindset

enables them to break through barriers and achieve greater career accomplishments.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant D2: Such support significantly enhances students' self-efficacy in career decision-making. By fostering trust in their judgment, parents empower students to navigate the complex landscape of career choices with confidence. This self-belief not only aids in the job search process but also underpins their entire career trajectory.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant D2: Peer opinions can be a reference for college students' job search, but should not be the decisive factor. During the process, students should remain open and listen to their peers' opinions and suggestions, considering their own circumstances and goals. The final decision should be based on personal career planning, interests, and abilities rather than following peers' choices.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant D2: Enhanced emotional perception boosts students' workplace adaptability, facilitating the establishment of good relationships with colleagues and supervisors and improving efficiency and confidence in tackling new job opportunities.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant D2: Gender differences are reflected in career expectations: Despite emphasizing gender equality and eliminating discrimination, gender differences still influence people's real-life career expectations. These differences may manifest in career choices, career development paths, job satisfaction, and other aspects.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant D2: Enhance Self-Efficacy in Career Decision-Making: Self-efficacy in career decision-making refers to an individual's confidence in their ability to make career decisions. Universities can help students understand their interests, abilities, values, and the current job market through career planning courses and career counseling, thereby enhancing their self-efficacy in career decision-making and increasing their confidence in facing career choices.

Interview with Participant E2 (Career Consultant)

Interviewer: Participant E2, thanks for joining us. In your opinion, what factors mainly influence the career expectations of college students?

Participant E2: I think that the career aspirations of college students are influenced by a multitude of factors, including their family backgrounds that provide a foundation for their career development, the network of peers that offer them access

to valuable career information and resources, their emotional intelligence that helps them navigate the complexities of the workplace, their self-efficacy in making career decisions, their abilities that determine their competitiveness in the job market, and the resources available for their career growth and advancement.

Interviewer: How confident do you think college students are during their career exploration?

Participant E2: Self-confidence boosts college students' career transitions. Students may need to adjust their career directions as the job market evolves. With strong self-confidence, they bravely face changes, believing in their ability to adapt. This mindset ensures a smooth transition and diverse career development.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant E2: Parental emotional support is a potent 'catalyst' for job-seeking endeavors. It provides timely affirmation and encouragement, rekindling students' motivation and bolstering their confidence. This fortifying support equips them with the resilience to surmount obstacles and achieve their career goals.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant E2: College students must learn to filter and discern peer opinions. In the job search process, they will encounter various peer opinions, some of which may be one-sided or misleading. Therefore, they must learn to filter and discern these opinions, retaining the valuable parts while discarding those that do not align with their situation or are biased. This ensures the scientific and practical nature of their job search decisions.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

Participant E2: In interviews, emotional perception acts as a "lubricant," ensuring effective communication, preventing misunderstandings due to miscommunication, and projecting a mature, confident image to interviewers.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant E2: The influence of gender on career expectations is undergoing dynamic change: As society progresses and gender equality concepts spread, the impact of gender on career expectations is gradually evolving. More women are entering traditionally "male-dominated" fields, while men increasingly participate in work traditionally considered "female-dominated." This dynamic change reflects the complexity of gender's influence on career expectations.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant E2: Provide Internship and Part-Time Job Opportunities: Internships and part-time jobs are essential for college students to understand the workplace and improve their professional skills. Universities should establish close partnerships with

businesses to offer students a wealth of internship and part-time job opportunities. These practical experiences help students clarify their career directions and enhance their professional qualities and competitiveness.

Interview with Participant F2 (Career Consultant)

Interviewer: Participant F2, thanks for joining us. What factors mainly influence the career expectations of college students, in your opinion?

Participant F2: From my perspective, the career expectations of college students are a result of various influences, including the level of support they receive from their parents, the impact of peer influence on their career choices, the emotional stability that enables them to maintain a positive mindset, their self-awareness of their career interests and abilities, their professional skills that serve as their core competitiveness in the job market, and the guidance provided by career counseling that helps them chart a clear path for their career development.

Interviewer: How confident do you think college students are during their career exploration?

Participant F2: Self-confidence guarantees college students' career satisfaction. Career exploration lets them pursue their dreams firmly, finding jobs aligned with their interests and values. This choice often leads to higher satisfaction, as they feel valued and accomplished in their work, which fosters a deeper love for their careers.

Interviewer: Can emotional support provided by parents enhance their children's job search self-confidence?

Participant F2: This support is pivotal in cultivating a healthy job-seeking psychology. It equips students with the mental fortitude to maintain equilibrium and perseverance in the face of rejection and failure. This robust psychological foundation ensures that students remain steadfast on their job-seeking journey, poised to overcome any hurdles that may arise.

Interviewer: Do the opinions of their peers influence college students during the job search process?

Participant F2: The impact of peer opinions on college students' job search exhibits stage-specific characteristics. Students' reliance on peer opinions may vary at different stages of the job search. For instance, in the early stages, they may be more inclined to seek help and advice from peers. In contrast, as they gain experience and confidence in the later stages, they may become more independent in their decision-making. Understanding these stage-specific characteristics can help college students better navigate the influence of peers during the job search process.

Interviewer: How does accurately perceiving one's and others' emotional states affect job search confidence?

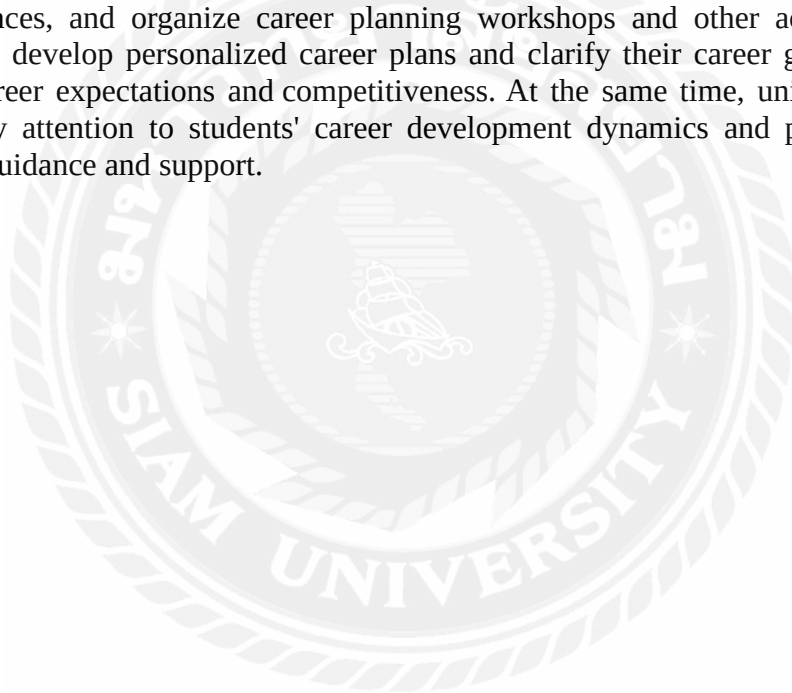
Participant F2: Emotional perception and job search confidence complement each other, creating a virtuous cycle where improved emotional intelligence leads to better job search performance, further enhancing students' ability to perceive and navigate emotions in the job search process.

Interviewer: Have you observed any specific manifestations of gender differences in forming career expectations?

Participant F2: Gender should not be a barrier limiting career expectations. Although gender influences career expectations, we should strive to eliminate this, allowing everyone to make career choices based on their interests, abilities, and values. Career planning and employment guidance should focus on helping individuals discover their potential, encouraging them to pursue careers they love rather than being constrained by gender roles.

Interviewer: What specific suggestions do you have for enhancing the career expectations of college students?

Participant F2: Carry Out Career Planning Education: Career planning education should be integrated throughout college students' academic journey. Universities can offer career planning courses, invite industry experts and alumni to share their experiences, and organize career planning workshops and other activities to help students develop personalized career plans and clarify their career goals, enhancing their career expectations and competitiveness. At the same time, universities should also pay attention to students' career development dynamics and provide ongoing career guidance and support.



APPENDIX C: Index of Item Objective Congruence

Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi, China.

职业决策自我效能对
广西六所师范院校大四学生职业期望的影响研究模型构建

Liu Changbin

刘昌滨

PhD in Educational Administration Innovation

教育管理创新博士

Research Questions

- 1) How do career-related parental support, peer influence, and emotional intelligence impact career expectations?
- 2) How does career decision self-efficacy mediate the relationship between these independent variables and career expectations?
- 3) Does gender moderate the relationship between career decision self-efficacy and career expectations?

Research Objectives

- 1) To examine the influence of parental support, peer influence, and emotional intelligence on career expectations.
- 2) To investigate the mediating role of career decision self-efficacy in the relationship between parental support, peer influence, emotional intelligence, and career expectations.
- 3) To explore the moderating effect of gender on these relationships.

Instruction

This IOC form seeks the experts' opinions on all questions embedded in this questionnaire and whether they are congruent with research objectives and definitions of terms. The criteria used for IOC are explained below.

+1 = Congruent 0 = Questionable -1 = Incongruent

说明：此 IOC

表格旨在征求专家对本问卷中所有问题的意见，这些项目是否符合研究目标和术语定义。IOC 使用的标准解释如下。

+1 = 一致 0 = 可疑 -1 = 不一致

Table Quantitative Item-Objective Congruence (IOC)

Construct I: Career Related Parent Support (CRPS) Refers to the various assistance, encouragement, and resources parents provide to facilitate their children's career development. This support can include emotional support, instrumental assistance, verbal encouragement, career modeling, and sharing career-related information and experiences.		Expert Opinion			Remark
		1	0	-1	
1	My parents will discuss with me the policy benefits, career development paths, and long-term advantages of working at schools in rural areas. 父母会与我探讨基层教育岗位的政策待遇、职业发展路径及长期收益				
2	Parents don't share success stories of relatives and friends who have become teachers. (R) 父母不会分享亲朋好友中从事教师岗位的成功案例				
3	When I began to doubt my own competence as a teacher, my parents believed in my ability to be a qualified teacher. 当我对自身教师胜任力产生动摇时，父母会鼓励我坚持信念				
4	My parents often encourage me to apply for teaching positions in my hometown. 父母经常鼓励我应聘家乡基层教师岗位				
5	My parents will support the expenses related to my teacher skills training. 父母会支持我教师技能培训产生的相关费用				
Construct II: Peer Influence (PI) Peer influence is defined to perform the tasks required to make career-related decisions successfully who are similar in age. This impact can take place in various ways, including informational influence, normative influence, and referent group influence.		Expert Opinion			Remark
		1	0	-1	
1	My classmates signing contracts with top schools will influence my choice of teaching at schools in rural areas. 同学签约重点学校会对我选择基层教师岗位产生影响				
2	My classmates' social evaluation of the teaching profession influenced my employment decisions. 同学对教师职业的社会评价影响我的求职决策				
3	I will not refer to the teaching career development path of my peers from the same major. (R) 我不会参考同专业校友的教师职业发展轨迹				
4	In situations where I face difficulties in making career decisions, I will seeking advice and support from my classmates first. 在职业决策困难情境中，我会优先向同学征求建议与				

	支持				
5	My classmates' willingness to choose teaching at rural schools influenced me. 同学选择基层教育岗位的意愿对我产生影响				
Construct III: Emotional Intelligence (EI) Emotional intelligence (EI) is the ability to perceive, manage, and regulate emotions, thereby promoting adaptive thinking and understanding the meaning and consequences of emotions. This process of manto regulates negative emotions effectively, enabling the person to develop intellectually, socially, and emotionally.		Expert Opinion			Remark
		1	0	-1	
1	In situations where I encounter setbacks during my teaching internship, I can effectively manage negative emotions. 在教育实习受挫情境中，我能有效调节负面情绪				
2	I am not adept at recognizing students' nonverbal emotional signal in teaching internship scenarios. (R) 我不能敏锐识别教学实习场景中学生的非言语情绪信号				
3	I frequently overcome difficulties in teacher training through self-motivation. 我经常通过自我激励克服师范技能训练中的困难				
4	In career decision-making, I can rationally balance my personal feelings with my job expectations. 在职业决策过程中，我能理性平衡个人感受与求职期望				
5	I am clear about my reasons for choosing the teaching profession. 我清楚自己选择教师职业的原因				
Construct IV: Career Decision-Making Self-Efficacy Refers to an individual's belief in their ability to perform the tasks required to make career-related decisions successfully. It includes five dimensions: self-assessment, career information collection, goal selection, planning formulation, and problem-solving.		Expert Opinion			Remark
		1	0	-1	
1	I cannot accurately assess whether I am suitable for teaching. (R) 我不能准确评估自己是否适合教师工作				
2	I can gather information on employment policies and job requirements for teachers in rural areas. 我能收集到基层教师的就业政策与岗位需求				
3	I am confident in becoming a qualified teacher. 我有信心成为一名合格的人民教师				

4	I am determined to overcome the various difficulties that may arise in the teaching profession. 我坚定能克服教育工作岗位出现的种种困难				
5	I can develop phased plans to achieve my career goals as a teacher. 我能制定实现教师职业目标的阶段性计划				
Construct V: Career Expectations (CE) Refer to an individual's anticipated outcomes, goals, or aspirations related to their future career. They encompass expectations regarding job positions, salaries, career advancement, work environment, and personal and professional development.		Expert Opinion			Remark
		1	0	-1	
1	I value housing security and supplementary medical insurance for teachers. 我比较看重教师岗位的住房保障与补充医疗保险				
2	I expect a monthly income of over 6,000 RMB for teachers in rural schools. 我期望基层教师岗位的平均月收入高于6000元人民币				
3	I am not concerned about the procedural fairness of the professional title evaluation and appointment system or the transparency of promotion channels. (R) 我不关注职称评聘制度的程序公平性及晋升通道透明度				
4	I hope to realize my personal value through teaching in rural areas. 我希望通过服务基层教育事业实现个人价值				
5	I hope the school can provide clear career development paths, such as further education, administrative positions, and professional title promotion. 我希望学校能提供清晰的职业发展通道，如进修、行政岗位、职称晋升等				



SU.0210.04/ 22

Graduate School of Education
Siam University
38 Phet Kasem Rd, Bang Wa
Phasi Charoen, Bangkok 10160

March 2025

Dear Associate Professor Dr. Sungworn Ngudgratoke,

You hold a Ph.D. in Measurement and Quantitative Methods from Michigan State University. You currently serve as the Head of the Master's and Doctoral Programs in Educational Measurement and Evaluation at Sukhothai Thammathirat Open University, where you are also the Director of the Institute for Research and Development. Additionally, you serve as the current President of the Thailand Association of Educational Measurement, Research, and Statistics.

Subject: Invitation to Serve as an Expert for Evaluating the Index of Item-Objective Congruence (IOC) of Research Instruments.

Since Mr.Liu Changbin, Student ID 6419000024 a doctoral student in English program, Graduate School of Education, works on a dissertation "Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi,China." with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Assistant Professor Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in the Graduate School of Education would like to invite you to be an expert to examine the research tools.

The questionnaire addressing the current circumstances is a crucial instrument in this research. Therefore, an evaluation using the Index of Item-Objective Congruence (IOC) is required to ensure the validity of the research tools. Mr. Liu Changbin will be in direct contact with you to coordinate all relevant details.

We sincerely appreciate your support and valuable contribution to this research.

Best Regards

A handwritten signature in blue ink, appearing to read "Ch n", likely representing the name Chanita Rukspollmuang.

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education



SU.0210.04/ 22

Graduate School of Education
Siam University
38 Phet Kasem Rd, Bang Wa
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Dr. Zhang Zhaolong,

You hold a Ph.D. in Education from the University of Perpetual Help System DALTA and are a professor. Your main research areas focus on the transmission of traditional sports culture among ethnic minorities and the role of folk sports in rural governance. You serve as a project evaluation expert for the higher vocational and technical group under the Guangxi Education Science Planning Program. You have also received a second prize in the Guangxi Higher Education Teaching Achievement Awards.

Subject: Invitation to Serve as an Expert for Evaluating the Index of Item-Objective Congruence (IOC) of Research Instruments.

Since Mr.Liu Changbin, Student ID 6419000024 a doctoral student in English program, Graduate School of Education, works on a dissertation “Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi,China.” with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Assistant Professor Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in the Graduate School of Education would like to invite you to be an expert to examine the research tools.

The questionnaire addressing the current circumstances is a crucial instrument in this research. Therefore, an evaluation using the Index of Item-Objective Congruence (IOC) is required to ensure the validity of the research tools. Mr. Liu Changbin will be in direct contact with you to coordinate all relevant details.

We sincerely appreciate your support and valuable contribution to this research.

Best Regards

A handwritten signature in blue ink, appearing to read "Chanita Rukspollmuang".

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education



SU.0210.04/ 22

Graduate School of Education
Siam University
38 Phet Kasem Rd, Bang Wa
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Dr. Huang Jianyi,

You hold a Ph.D. in Education from Southwest University and are a professor. Your primary research areas include ethnic education, science education, and teacher education. You serve as the Chair of the Science Teaching Guidance Subcommittee for Compulsory Education under the Guangxi Basic Education Teaching Guidance Committee. You have been recognized as a Guangxi Distinguished Teacher and a Guangxi Young Cultural Talent.

Subject: Invitation to Serve as an Expert for Evaluating the Index of Item-Objective Congruence (IOC) of Research Instruments.

Since Mr.Liu Changbin, Student ID 6419000024 a doctoral student in English program, Graduate School of Education, works on a dissertation “Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi,China.” with Assoc. Prof. Dr. Jomphonong Mongkhonvanit (the advisor) and Assistant Professor Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in the Graduate School of Education would like to invite you to be an expert to examine the research tools.

The questionnaire addressing the current circumstances is a crucial instrument in this research. Therefore, an evaluation using the Index of Item-Objective Congruence (IOC) is required to ensure the validity of the research tools. Mr. Liu Changbin will be in direct contact with you to coordinate all relevant details.

We sincerely appreciate your support and valuable contribution to this research.

Best Regards

A handwritten signature in blue ink, appearing to be "Ch n", likely representing the name Chanita Rukspollmuang.

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education



SU.0210.04/ 22

Graduate School of Education
Siam University
38 Phet Kasem Rd, Bang Wa
Phasi Charoen, Bangkok 10160

March 2025

Dear Associate Professor Dr. Wang Bin,

You hold a Ph.D. in Education from Mahasarakham University and are an associate professor. Your main areas of research include the application of artificial intelligence in education, educational technology and innovative teaching methods, as well as educational assessment and quality assurance.

Subject: Invitation to Serve as an Expert for Evaluating the Index of Item-Objective Congruence (IOC) of Research Instruments.

Since Mr.Liu Changbin, Student ID 6419000024 a doctoral student in English program, Graduate School of Education, works on a dissertation “Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi,China.” with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Assistant Professor Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in the Graduate School of Education would like to invite you to be an expert to examine the research tools.

The questionnaire addressing the current circumstances is a crucial instrument in this research. Therefore, an evaluation using the Index of Item-Objective Congruence (IOC) is required to ensure the validity of the research tools. Mr. Liu Changbin will be in direct contact with you to coordinate all relevant details.

We sincerely appreciate your support and valuable contribution to this research.

Best Regards

A handwritten signature in blue ink, appearing to read "Chanita Rukspollmuang".

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education



SU.0210.04/ 22

Graduate School of Education
Siam University
38 Phet Kasem Rd, Bang Wa
Phasi Charoen, Bangkok 10160

March 2025

Dear Associate Professor Dr. He Haoyi,

You hold a Ph.D. in Education from Central China Normal University and are an associate professor. Your work primarily focuses on teaching and research in artificial intelligence applications in education and cybersecurity. You serve as an external part-time master's advisor for the Modern Educational Technology program at Nanning Normal University and are a member of the Technical (Information Technology, General Technology) Teaching Guidance Subcommittee of the second session of the Autonomous Region's Basic Education Teaching Guidance Committee.

Subject: Invitation to Serve as an Expert for Evaluating the Index of Item-Objective Congruence (IOC) of Research Instruments.

Since Mr.Liu Changbin, Student ID 6419000024 a doctoral student in English program, Graduate School of Education, works on a dissertation “Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi,China.” with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Assistant Professor Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in the Graduate School of Education would like to invite you to be an expert to examine the research tools.

The questionnaire addressing the current circumstances is a crucial instrument in this research. Therefore, an evaluation using the Index of Item-Objective Congruence (IOC) is required to ensure the validity of the research tools. Mr. Liu Changbin will be in direct contact with you to coordinate all relevant details.

We sincerely appreciate your support and valuable contribution to this research.

Best Regards

A handwritten signature in blue ink, appearing to read "Chanita Rukspollmuang".

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

APPENDIX D: English Questionnaire

To Questionnaire Respondent :

Thank you for taking the time to complete the questionnaire. The results of the Questionnaires are primarily used for academic research and have limited other applications. Promise to keep the data provided by the interviewee confidential. Please fill in the title carefully

According to the actual situation.

MR.Liu Changbin

Ph.D Student Siam University

Section I: Respondent's Demographics Information

1. What is your gender? (Select only 1)
 - ☐ Male
 - ☐ Female
2. What is your academic year? (Select only 1)
 - ☐ Freshman
 - ☐ Sophomore
 - ☐ Junior
 - ☐ Senior
3. Which university do you attend? (Select only 1)
 - ☐ Guangxi Normal University
 - ☐ Nanning Normal University
 - ☐ Yulin Normal University
 - ☐ Guangxi Minzu Normal University
 - ☐ Guangxi Science and Technology Normal University
 - ☐ Guangxi Vocational Normal University

Section II: Measuring Variables

According to your experience of hybrid education, please answer the following question by sketching “√” in the block given below. Please answer all questions carefully and genuinely.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly agree

Career-Related Parent unable to port		1	2	3	4	5
CRPS1	My parents will discuss with me the policy benefits, career development paths, and long-term advantages of working at schools in rural areas.					
CRPS2	Parents don't share success stories of relatives and friends who have become teachers. (R)					
CRPS3	When I began to doubt my own competence as a teacher, my parents believed in my ability to be a qualified teacher.					
CRPS4	My parents often encourage me to apply for teaching positions in my hometown.					
CRPS5	My parents will support the expenses related to my teacher skills training.					
Peer Influence		1	2	3	4	5
PI1	My classmates signing contracts with top schools will influence my choice of teaching at schools in rural areas.					
PI2	My classmates' social evaluation of the teaching profession influenced my employment decisions.					
PI3	I will not refer to the teaching career development path of my peers from the same major. (R)					
PI4	In situations where I face difficulties in making career decisions, I will seeking advice and support from my classmates first.					
PI5	My classmates' willingness to choose teaching at rural schools influenced me.					

Emotional Intelligence		1	2	3	4	5
EI1	In situations where I encounter setbacks during my teaching internship, I can effectively manage negative emotions.					
EI2	I am not adept at recognizing students' nonverbal emotional signal in teaching internship scenarios. (R)					
EI3	I frequently overcome difficulties in teacher training through self- motivation.					
EI4	In career decision-making, I can rationally balance my personal feelings with my job expectations.					
EI5	I am clear about my reasons for choosing the teaching profession.					
Career Decision-Making Self-Efficacy		1	2	3	4	5
CDMSE1	I cannot accurately assess whether I am suitable for teaching. (R)					
CDMSE2	I can gather information on employment policies and job requirements for teachers in rural areas.					
CDMSE3	I am confident in becoming a qualified teacher.					
CDMSE4	I am determined to overcome the various difficulties that may arise in the teaching profession.					
CDMSE5	I can develop phased plans to achieve my career goals as a teacher.					
Career Expectations		1	2	3	4	5
CE1	I value housing security and supplementary medical insurance for teachers.					
CE2	I expect a monthly income of over 6,000 RMB for teachers in rural schools.					
CE3	I am not concerned about the procedural fairness of the professional title evaluation and appointment system or the transparency of promotion channels. (R)					
CE4	I hope to realize my personal value through teaching in rural areas.					
CE5	I hope the school can provide clear career development paths, such as further education, administrative positions, and professional title promotion.					

APPENDIX E: Item-Objective Congruence Examination

Item-Objective Congruence Examination Result of the Index of Item-Objective Congruence Examination

Result of the Index of Item-Objective Congruence (IOC) Rating

Construct No.	Item No.	Rating from experts					$\sum R$	$\frac{\sum R}{N}$	Result
		Dr.Sungworn Ngudgratoke	Dr.Zhang Zhaolong	Dr.Huang Jianyi	Dr.Wang Bin	Dr. He Haoyi			
I Career Related Parent Support (CRPS)	1	0	1	1	1	1	4	0.8	Pass
	2	0	1	1	1	1	4	0.8	Pass
	3	1	1	1	1	1	5	1	Pass
	4	1	1	1	1	1	5	1	Pass
	5	1	1	1	1	1	5	1	Pass
II Peer Influence (PI)	1	1	1	1	1	1	5	1	Pass
	2	1	1	1	1	1	5	1	Pass
	3	1	1	1	1	1	5	1	Pass
	4	1	1	1	1	1	5	1	Pass
	5	1	1	1	1	1	5	1	Pass
III Emotional Intelligence (EI)	1	1	1	1	1	1	5	1	Pass
	2	1	1	1	1	1	5	1	Pass
	3	1	1	1	1	1	5	1	Pass
	4	1	1	1	1	1	5	1	Pass
	5	1	1	1	1	1	5	1	Pass
IV Career Decision- Making Self-Efficacy (CDMSE)	1	1	1	1	1	1	5	1	Pass
	2	1	1	1	1	1	5	1	Pass
	3	1	1	1	1	1	5	1	Pass
	4	1	1	1	1	1	5	1	Pass
	5	1	1	1	1	1	5	1	Pass
V Career Expectations (CE)	1	1	1	1	1	1	5	1	Pass
	2	1	1	1	1	1	5	1	Pass
	3	1	1	1	1	1	5	1	Pass
	4	1	1	1	1	1	5	1	Pass
	5	1	1	1	1	1	5	1	Pass
VI Qualitative Questions	1	1	1	1	1	1	5	1	Pass
	2	1	1	1	1	0	4	0.8	Pass
	3	1	1	1	1	0	4	0.8	Pass
	4	1	1	1	1	1	5	1	Pass
	5	1	1	1	1	1	5	1	Pass

APPENDIX F: Information Table of Evaluation Experts

IOC No.	Name	Academic Title	Affiliation	Field / Degree	Nationality
1	Dr. Sungworn Ngudgratoke	Associate Professor	Michigan State University	Ph.D. in Measurement and Quantitative Methods	Thailand
2	Dr. Zhang Zhaolong	Professor	University of Perpetual Help System DALTA	Ph.D. in Education	China
3	Dr. Huang Jianyi	Professor	Southwest University	Ph.D. in Education	China
4	Dr. Wang Bin	Associate Professor	Maharakham University	Ph.D. in Educational Development Management	China
5	Dr. He Haoyi	Associate Professor	Central China Normal University	Ph.D. in Education	China

APPENDIX G: Qualitative Expert Interviews

Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi, China.

To Questionnaire Respondent:

Thank you for agreeing to participate in this follow-up interview. This discussion aims to gather your insights on the model proposed in this study. Specifically, we invite you to provide an expert evaluation of the model's effectiveness, innovation, and scalability in addressing the challenges of enhancing career decision-making self-efficacy and career aspirations among senior students. Your feedback is crucial to refining the model and ensuring it provides practical solutions aligned with the real-world experiences of students in career planning education. Thank you for your time and expertise in contributing to the success of this study.

Mr. Liu Changbin,
Ph.D. Student Siam University

Question	Probe
1. How do you evaluate the effectiveness of this model in enhancing students' career decision-making self-efficacy and shaping their career expectations?	Can you tell me more specifically?
2. What specific contributions do you see this model making to address the challenges senior students face in their career decision-making processes?	Can you tell me more specifically?
3. In what ways can this model support students in navigating peer influence and parental support to enhance their career expectations?	Can you tell me specifically?
4. What competencies or skills should they leverage in their career decision-making?	Can you tell me specifically?
5. How well do you think this model integrates the gender dimension in understanding the influences on career decision-making, self-efficacy, and career expectations among students?	Can you tell me specifically? Any examples?

Copyright @ 2023 Jiang, Q., Yuen, M., & Horta, H. All rights reserved. It is your legal responsibility to compensate the copyright holder of this work for any reproduction in any medium. If you need to reproduce the MLQ, please contact Mind Garden at <https://www.researchgate.net/>.

APPENDIX H: English-Chinese Questionnaire

对于问卷调查参与者：

感谢您抽出宝贵时间完成问卷调查。问卷仅用于学术研究，无其他用途。承诺对受访者提供的数据保密。请仔细填写标题，依据实际情况。

刘昌滨博士

暹罗大学

第一部分：受访者的基本信息

1.您的性别是什么？（单选）

☐ 男性

☐ 女性

2.您的年级是？（单选）

☐ 大一新生

☐ 大二学生

☐ 大三学生

☐ 大四学生

3.您就读于哪所大学？（单选）

☐ 广西师范大学

☐ 南宁师范大学

☐ 玉林师范学院

☐ 广西民族师范学院

☐ 广西科技师范学院

☐ 广西职业师范学院

第二部分：衡量变量

我将采用5点李克特量表：1=非常不同意 2=不同意 3=中立 4=同意 5=非常同意 进行打分。

与职业相关的父母支持		1	2	3	4	5
CRPS1	父母会与我探讨基层教育岗位的政策待遇、职业发展路径及长期收益					
CRPS2	父母不会分享亲朋好友中从事教师岗位的成功案例					
CRPS3	当我对自身教师胜任力产生动摇时，父母相信我有能力当一名合格的老师					
CRPS4	父母经常鼓励我应聘家乡基层教师岗位					
CRPS5	父母会支持我教师技能培训产生的相关费用					
同伴影响		1	2	3	4	5
PI1	同学签约重点学校会对我选择基层教师岗位产生影响					
PI2	同学对教师职业的社会评价影响我的求职决策					
PI3	我不会参考同专业校友的教师职业发展轨迹					
PI4	在职业决策困难情境中，我会优先向同学征求建议与支持					
PI5	同学选择基层教育岗位的意愿对我产生影响					
情绪智力		1	2	3	4	5
EI1	在教育实习受挫情境中，我能有效调节负面情绪					
EI2	我不能敏锐识别教学实习场景中学生的非言语情绪信号					
EI3	我经常通过自我激励克服师范技能训练中的困难					
EI4	在职业决策过程中，我能理性平衡个人感受与求职期望					
EI5	我清楚自己选择教师职业的原因					
职业决策自我效能		1	2	3	4	5
CDMSE1	我不能准确评估自己是否适合教师工作					
CDMSE2	我能收集到基层教师的就业政策与岗位需求					
CDMSE3	我有信心成为一名合格的人民教师					
CDMSE4	我坚定能克服教育工作岗位出现的种种困难					
CDMSE5	我能制定实现教师职业目标的阶段性计划					

职业期望		1	2	3	4	5
CE1	我比较看重教师岗位的住房保障与补充医疗保险					
CE2	我期望基层教师岗位的月收入高于6000元人民币					
CE3	我不关注职称评聘制度的程序公平性及晋升通道透明度					
CE4	我希望通过服务基层教育事业实现个人价值					
CE5	我希望学校能提供清晰的职业发展通道，如进修、行政岗位、职称晋升等					



SU 0210.14 / 155.1



Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 September 2025

Dear Associate Professor Li Jinlan,
College English Teacher

Subject: Invitation to be an expert to verify the translation of the research questionnaires.

Since Mr. Liu Changbin, student ID 6419000024, a doctoral student in the English program at the Graduate School of Education, Siam University Thailand, works on a dissertation: *"Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Normal Students at Six Normal Universities in Guangxi, China"* with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Dr. Lee Hsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to verify the translation of the research questionnaires.

The research questionnaires are an essential tool for researchers to find answers. Mr. Liu Changbin conducted this research in English, the instrument was designed in English. However, it must be applied to Chinese respondents. Your role as an expert in verifying the translation of the research questionnaire from English into Chinese is of utmost importance for the success of this research. Then, Mr. Liu Changbin will contact and coordinate all details by himself.

We really appreciate your help.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Chanita'.

Professor Emeritus Dr. Chanita Ruksapollmuang
Dean of Graduate School of Education

APPENDIX I: A Follow-up Questionnaire was Sent Via Email after the Interview

Title of Study: Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi, China.

Principal Investigator: Liu Changbin

Institution: Graduate School of Educational Administration, Siam University, Thailand

Contact Information: 554816991@qq.com

Participation and Procedures (Modified to Chinese Research Context):

Given the relational and cultural sensitivities inherent in Chinese academic and professional settings, most participants declined to be recorded. Therefore, instead of conventional recordings, semi-structured online interviews were conducted via Tencent Meeting and documented in real time through detailed note-taking by the researcher. These interviews were a rapport-building phase, helping participants become familiar with the study's goals and fostering mutual trust.

Following the interview sessions, participants were invited to complete a follow-up, open-ended questionnaire, which was sent to them via email. This two-phase approach—combining conversational, relationship-oriented interviews with reflective written responses—proved particularly effective in eliciting richer qualitative data in the Chinese context. It respected participants' privacy and comfort while promoting deeper, more thoughtful engagement with the research topic. All responses were treated with strict confidentiality, and no personally identifiable information was used in the analysis or reporting process.

Participant's Name: _____

Participant's Signature: _____

Date: _____

If you have any questions or concerns, please contact Liu Changbin.

Thank you for your valuable contribution to this research.

Sincerely,

Siam University

Participants Introduction

Name	Title and Position	Research
A1: Cai Bing	Title: Deputy Director of the Student Affairs Department and Director of the University's Career Guidance Center Position: Professor	Career planning and employment guidance for college students
B1: Chen Huanqing	Title: Deputy Director of the Admissions and Employment Office Director of the College Student Career Guidance Center Position: Librarian (Intermediate)	Career planning and employment guidance for college students
C1: Liang Dan	Title: Deputy Director of the Admissions and Employment Office Director of the College Student Career Guidance Center Position: Associate Professor	Career guidance for college students
D1: Zhao Pan	Title: Deputy Director of the Student Affairs Department and Director of the University's Career Guidance Center Position: Associate Researcher	College Students' Employment and Entrepreneurship
E1: Mo Zhichao	Title: Deputy Director of the Student Affairs Department and Director of the University's Career Guidance Center Position: Associate Professor	Career planning and employment guidance for college students
F1: Yang Ye	Title: Deputy Director of the Admissions and Employment Office Director of the College Student Career Guidance Center Position: Associate Professor	Career guidance for college students

Participant A1: Director of Career Guidance Center

◆ Q1. How do you evaluate the effectiveness of this model in enhancing students' career decision-making self-efficacy and shaping their career expectations?

The model's effectiveness can be evaluated through a combination of quantitative and qualitative measures. Pre- and post-intervention assessments using validated career decision-making self-efficacy (CDMSE) scales can provide statistical evidence of increases in self-efficacy. For example, surveys could inquire about students' confidence in making career choices before and after the model's implementation. If data shows statistically significant improvements, it indicates that the model successfully builds students' confidence and ability in decision-making. Additionally, qualitative feedback from focus groups could reveal how students perceive changes in their career expectations, deepening understanding of their personal growth.

◆ **Q2. What specific contributions do you see this model making to address the challenges senior students face in their career decision-making processes?**

The model addresses the challenges faced by senior students by systematically breaking down the decision-making process into manageable components. By emphasizing the role of career-related parent support, it prepares students to recognize the importance of familial guidance while also cultivating independent decision-making skills. For instance, workshops could teach students strategies to communicate effectively with parents about career interests. Simultaneously, the inclusion of peer influence helps students to understand the power of social dynamics, encouraging them to seek constructive feedback from friends and mentors, which can alleviate feelings of isolation often felt during this transitional phase.

◆ **Q3. In what ways can this model support students in navigating peer influence and parental support to enhance their career expectations?**

The model supports students in navigating peer influence and parental support by fostering critical skills such as communication and emotional intelligence. Training sessions could include role-playing exercises where students practice expressing their career aspirations to their peers and parents, allowing them to articulate their needs and expectations clearly. By enhancing their CDMSE, students learn to interpret external input in a way that builds rather than diminishes their confidence. This empowers them to convert supportive feedback into actionable career steps, ultimately shaping a more realistic and growth-oriented view of their career paths.

◆ **Q4. What competencies or attributes do you believe are essential for students to leverage this model in their career decision-making effectively?**

Essential competencies for effectively leveraging this model include self-reflection, which encourages students to assess not only their strengths and weaknesses but also their emotional responses to various career-related challenges. Strong communication skills are also crucial, as they enable students to effectively convey their aspirations and seek guidance from parents and peers. Furthermore, analytical skills enable students to critically evaluate the feedback they receive and determine its relevance to their career decisions. Together, these competencies create a well-rounded approach to decision-making that prepares students for real-world challenges.

◆ **Q5. How well do you think this model integrates the gender dimension in understanding the influences on career decision-making, self-efficacy, and career expectations among students?**

The model incorporates the gender dimension by examining how various societal expectations and experiences impact career decision-making. For instance, gender roles may affect how students perceive parental support, with female students potentially facing different societal pressures compared to male students. By incorporating gender-responsive strategies, the model ensures that interventions take these nuances into account, enabling customized approaches that resonate with individual students. This might involve separate discussion groups to explore gender-specific challenges and strategies, fostering an inclusive environment where all voices are heard and respected.

Participant B1: Director of Career Guidance Center

◆ **Q1. How do you evaluate the effectiveness of this model in enhancing students' career decision-making self-efficacy and shaping their career expectations?**

The evaluation of the model's effectiveness can involve a variety of assessment tools such as surveys, interviews, and focus groups. Tracking changes in CDMSE and career expectations through these methods will provide concrete evidence of the model's impact. For example, variations in self-efficacy scores over time can be correlated with specific interventions, showing how targeted strategies effectively increase students' confidence and influence their career aspirations.

◆ **Q2. What specific contributions do you see this model making to address the challenges senior students face in their career decision-making processes?**

By providing structured guidance on how to interpret and apply parental and peer support, the model helps senior students overcome feelings of uncertainty in their career decision-making. Workshops could focus on developing communication techniques that empower students to seek out constructive advice while also respecting their own values and aspirations. This dual focus on external influences and self-discovery equips students with the tools needed to make informed decisions.

◆ **Q3. In what ways can this model support students in navigating peer influence and parental support to enhance their career expectations?**

The model encourages students to engage actively with their support networks, positioning parental and peer influences as facilitators of growth rather than obstacles. Student-led workshops could emphasize the effective utilization of feedback and support from these networks, helping them develop a collaborative approach to career planning. This may include creating vision boards or career roadmaps that incorporate inputs from parents and peers, reinforcing the notion that collaborative support leads to richer career expectations.

◆ **Q4. What competencies or attributes do you believe are essential for students to leverage this model in their career decision-making effectively?**

Key attributes include emotional awareness, which enables students to understand how their feelings about career decisions impact their confidence levels. Additionally, critical thinking skills enable students to analyze the validity of advice from parents and peers, fostering independence in their decision-making. These skills can be further developed through guided discussions where students share their experiences and analyze the outcomes of different decisions, thereby enhancing their overall ability to navigate complex career landscapes.

◆ **Q5. How well do you think this model integrates the gender dimension in understanding the influences on career decision-making, self-efficacy, and career expectations among students?**

By exploring how different genders experience career-related pressures and supports, the model aims to address the unique challenges faced by all students. Gendered discussions could be incorporated, allowing students to share experiences

related to societal expectations that may influence their decision-making. This approach not only fosters a more inclusive environment but also provides insights into how to tailor career guidance strategies to meet the needs of diverse student populations better.

Participant C1: Director of Career Guidance Center

◆ **Q1. How do you evaluate the effectiveness of this model in enhancing students' career decision-making self-efficacy and shaping their career expectations?**

The model's effectiveness can be assessed through longitudinal studies that measure not only increases in CDMSE and career expectations but also qualitative changes in students' attitudes towards their decision-making processes. For example, conducting interviews at multiple points could capture shifts in mindset or confidence, illustrating the holistic impact of the model on students' career development.

◆ **Q2. What specific contributions do you see this model making to address the challenges senior students face in their career decision-making processes?**

By addressing both external influences (parental support and peer feedback) and internal factors (such as emotional intelligence), the model provides seniors with a comprehensive toolkit for navigating their career paths. For example, it may incorporate practical exercises that help students reflect on their career aspirations while grounded in the supportive feedback they receive from parents and peers. This integrative approach prepares students to face the multifaceted nature of career decision-making.

◆ **Q3. In what ways can this model support students in navigating peer influence and parental support to enhance their career expectations?**

The model promotes an understanding of how peer and parental influences can enhance personal self-efficacy. This is achieved through activities such as group discussions and mentorship opportunities that encourage students to view feedback as a valuable resource for growth and improvement. By learning to assess and integrate this support, students can cultivate a sense of ownership over their career choices, fostering a more proactive approach to career planning.

◆ **Q4. What competencies or attributes do you believe are essential for students to leverage this model in their career decision-making effectively?**

Important competencies include resilience, which allows students to bounce back from setbacks, and practical communication skills, which enable them to articulate their career goals and concerns to their support systems. Additionally, reflective practice is crucial, as it fosters a willingness to learn from experiences and adapt strategies based on evolving self-awareness and external feedback.

◆ **Q5. How well do you think this model integrates the gender dimension in understanding the influences on career decision-making, self-efficacy, and career expectations among students?**

The model's consideration of gender factors ensures that all discussions encompass how societal norms and expectations might affect decision-making for

different students. Gender-specific workshops or mentoring programs could be developed to directly address these factors, thereby validating the diverse experiences of all students. This thoughtful approach not only acknowledges the impact of gender on career decision-making but also actively works to mitigate any disadvantages that may arise from these differences.

Participant D1: Director of Career Guidance Center

♦ Q1. How do you evaluate the effectiveness of this model in enhancing students' career decision-making self-efficacy and shaping their career expectations?

To evaluate the model's effectiveness, a mixed-methods approach should be employed, relying on both quantitative measures (like changes in CDMSE scores) and qualitative insights from student interviews. This dual approach enables a comprehensive understanding of the model's impact on students' confidence and clarity in their career aspirations.

♦ Q2. What specific contributions do you see this model making to address the challenges senior students face in their career decision-making processes?

The model helps seniors explicitly by providing a framework for understanding how to harness the influences of family and friends in their decision-making. Through workshops that teach effective communication and feedback processing, students can learn to articulate their career aspirations while also engaging with the advice they receive from their support networks. This process helps reduce anxiety and fosters a collaborative environment for informed decision-making.

♦ Q3. In what ways can this model support students in navigating peer influence and parental support to enhance their career expectations?

The model empowers students to leverage input from parents and peers in a positive way, enhancing their self-efficacy and shaping realistic career expectations. Activities could include guided discussions where students reflect on how they can transform external advice into personal motivation, fostering a sense of agency in their career planning.

♦ Q4. What competencies or attributes do you believe are essential for students to leverage this model in their career decision-making effectively?

Essential attributes for leveraging this model effectively include self-advocacy skills, enabling students to take control of their career choices, and critical evaluation skills that help them assess the relevance of feedback from parents and peers. Emotional intelligence is also key, as it enables them to manage their own feelings and relationships, which can be crucial during the often-stressful decision-making phase.

♦ Q5. How well do you think this model integrates the gender dimension in understanding the influences on career decision-making, self-efficacy, and career expectations among students?

The model effectively integrates gender considerations by analyzing how societal expectations around gender can alter the dynamics of support students receive from

parents and peers. By recognizing these differences, the model can create tailored strategies to address the unique challenges faced by students based on their gender, ensuring a more equitable and supportive environment for all.

Participant E1: Director of Career Guidance Center

◆ **Q1. How do you evaluate the effectiveness of this model in enhancing students' career decision-making self-efficacy and shaping their career expectations?**

To assess the model's effectiveness, a combination of quantitative assessments and qualitative interviews should be conducted. Tracking academic and emotional progress alongside increases in CDMSE will provide insights into how the model influences students' decision-making confidence.

◆ **Q2. What specific contributions do you see this model making to address the challenges senior students face in their career decision-making processes?**

This model addresses the challenges faced by seniors by offering clear pathways for integrating feedback from parents and peers into personal career planning. Emphasizing emotional intelligence enables students to navigate these relationships while preserving their individuality, leading to more informed and autonomous decision-making.

◆ **Q3. In what ways can this model support students in navigating peer influence and parental support to enhance their career expectations?**

The model encourages students to view parental and peer influences as resources that can enhance their self-efficacy. Through practical exercises that demonstrate how to utilize feedback constructively, students learn to transform these influences into motivation for achieving their career goals.

◆ **Q4. What competencies or attributes do you believe are essential for students to leverage this model in their career decision-making effectively?**

Key competencies necessary for leveraging the model effectively include self-awareness, which helps students recognize their strengths and decision-making qualities. Critical thinking skills enable them to analyze input wisely, ensuring that they discern valuable advice from distractions. Strong emotional intelligence facilitates healthier interpersonal dynamics, allowing students to navigate feedback in a manner that reinforces their self-confidence.

◆ **Q5. How well do you think this model integrates the gender dimension in understanding the influences on career decision-making, self-efficacy, and career expectations among students?**

The gender dimension is crucial, as the model examines how different gendered experiences can shape students' decision-making processes. By fostering discussions around these variations, the model ensures that all students can engage with career planning strategies that resonate with their unique experiences and challenges, promoting inclusivity in support systems.

Participant F1: Director of Career Guidance Center

◆ **Q1. How do you evaluate the effectiveness of this model in enhancing students' career decision-making self-efficacy and shaping their career expectations?**

Evaluating the effectiveness of this model requires a comprehensive, mixed-methods approach that incorporates both quantitative and qualitative data. Quantitative measures can include pre- and post-intervention surveys that assess changes in students' career decision-making self-efficacy (CDMSE) using validated scales. These measurements provide clear statistical evidence of improvement. In addition, qualitative insights gathered from student interviews and focus groups can reveal personal experiences and transformations in their decision-making processes. Such narratives provide context for the numbers, illustrating how the model affects students' motivations, anxieties, and overall career expectations. This dual lens ensures a holistic evaluation of the model's impact.

◆ **Q2. What specific contributions do you see this model making to address the challenges senior students face in their career decision-making processes?**

The model significantly contributes to addressing the challenges faced by senior students by providing structured frameworks that simplify the often overwhelming career decision-making process. Many seniors experience anxiety due to conflicting influences from parents, peers, and societal expectations. This model emphasizes emotional intelligence, enabling students to articulate their own motivations and fears more effectively. Implementing practical tools, such as decision-making matrices and goal-setting exercises, equips students to navigate the complexities of career planning. Ultimately, this comprehensive support not only enhances students' decision-making capabilities but also builds their confidence, better preparing them for future employment challenges.

◆ **Q3. In what ways can this model support students in navigating peer influence and parental support to enhance their career expectations?**

The model effectively supports students in navigating complex influences from peers and parents by facilitating open dialogues that encourage self-reflection and engagement. It teaches students how to seek and interpret feedback from their support networks actively, transforming external input into actionable career steps. Workshops can provide tailored training on communication skills, allowing students to articulate their aspirations while addressing concerns. Role-playing exercises can simulate conversations, helping students practice expressing their career goals while also considering the insights of parents and peers. This collaborative approach fosters a sense of agency in their career planning efforts.

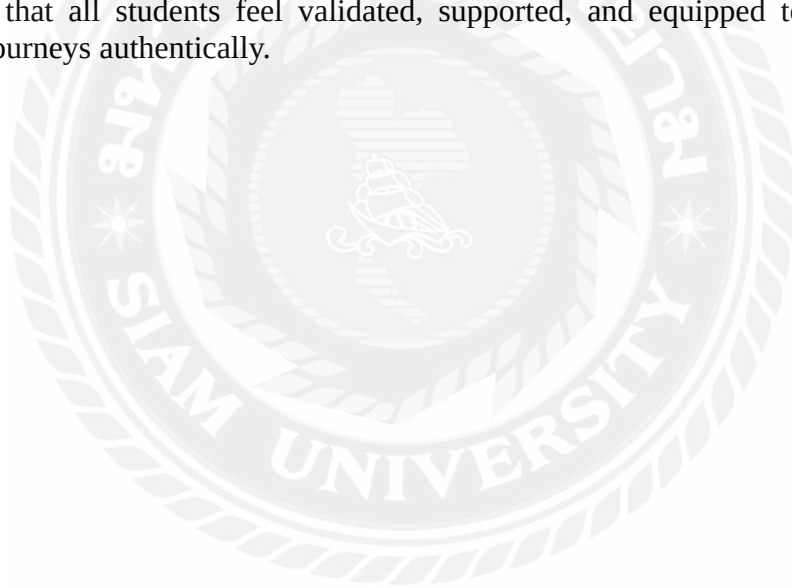
◆ **Q4. What competencies or attributes do you believe are essential for students to leverage this model in their career decision-making effectively?**

Essential competencies for leveraging this model effectively include self-advocacy, strategic goal setting, and reflective practices. Self-advocacy empowers students to assert their interests and articulate their career aspirations confidently. Strategic goal setting involves creating clear, achievable objectives that

align with their long-term visions, which can enhance motivation and direction. Reflective practices encourage critical thinking about their decisions and the feedback they receive, allowing students to evaluate it based on personal values and long-term objectives. By cultivating these skills, students can navigate their career paths more effectively, ensuring that their choices reflect their genuine aspirations and strengths.

◆ **Q5. How well do you think this model integrates the gender dimension in understanding the influences on career decision-making, self-efficacy, and career expectations among students?**

The model thoughtfully integrates the gender dimension by examining how societal norms and expectations influence career decision-making for different genders. Recognizing that male and female students may face distinct pressures and support systems enables the development of tailored interventions that address their unique challenges. For instance, discussions surrounding gender stereotypes in the workplace can empower all students to challenge these norms and make informed choices. Additionally, creating safe spaces for open dialogue enables students to share experiences and strategies related to gender in career development. This approach ensures that all students feel validated, supported, and equipped to navigate their career journeys authentically.



APPENDIX J: Evaluation of the Research Model

Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi, China.

Liu Changbin

刘昌滨

PhD in Educational Administration Innovation

教育管理创新博士

Dear Review Expert:

Thank you for participating in the expert review for the "Influencing Factors Model of Normal Students' Career Expectations". Based on empirical data from senior Normal Students across six normal universities in Guangxi, this study constructs a structural model aimed at enhancing Normal Students' career expectations. To ensure the scientific validity, operability, and practical implications of the model, we sincerely invite you to evaluate its dimensions and path relationships from a professional perspective and provide valuable suggestions for improvement.

Your feedback will directly contribute to optimizing the model and guide subsequent policy formulation and practical applications. This questionnaire is anonymous, and all information will be used solely for academic purposes. Please feel free to share your insights.

Liu Changbin
Siam University

Dimension	Item	1	2	3	4	5
Propriety 适当性	1. The model is highly relevant to the research objectives and the intended outcomes. 1.该模型与研究目标和预期成果高度相关。 2. The model aligns well with established theories and frameworks in the field. 2.该模型与本领域的现有理论和框架高度一致。 3. The definitions of constructs and variables in the model are clear and precise. 3.模型中的构念和变量定义清晰明确。 4. The model adequately reflects the unique characteristics of the target population. 4.该模型充分考虑了研究对象的特殊性。 5. The model comprehensively incorporates the key factors influencing the phenomenon under study. 5.该模型全面涵盖了影响所研究现象的主要因素。					

Dimension	Item	1	2	3	4	5
Feasibility 可行性	1. The model can be realistically applied within the current research or practice context. 1.该模型能够在现有研究或实践环境中得到切实应用。 2. The data required to test the model are accessible and practical to collect. 2.验证该模型所需的数据可获得且易于收集。 3. The methodological design of the model is appropriate and executable. 3.该模型的方法设计合理且可执行。 4. The model does not demand excessive resources (e.g., time, cost, personnel). 4.该模型的实施不需要过多的资源（如时间、成本、人力）。 5. The model can be adapted flexibly to different research or institutional contexts. 5.该模型能够灵活适应不同的研究或机构情境。					
Utility 效用性	1. The model provides straightforward practical guidance for future research or practice. 1.该模型能够为未来的研究或实践提供明确的指导。 2. The model contributes to solving real-world problems within the relevant domain. 2.该模型有助于解决相关领域中的实际问题。 3. The results derived from applying the model are meaningful and actionable. 3.应用该模型所得到的结果具有实际意义和可操作性。 4. The model enhances understanding of the studied constructs and their relationships. 4.该模型有助于加深对研究构念及其关系的理解。 5. The model has the potential for broader application beyond the immediate study context. 5.该模型具有在本研究情境之外更广泛应用的潜力。					



SU 0210.14 / 155.3

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 September 2025

Dear Professor Cai Bin,
Deputy Director of Student Affairs Department and Director of the University's Career
Guidance Center

Subject: Invitation to be an expert to evaluate the results.

Since Mr. Liu Changbin, student ID 6419000024, a doctoral student in the English program at the Graduate School of Education, Siam University Thailand, works on a dissertation: *"Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Normal Students at Six Normal Universities in Guangxi, China"* with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Dr. Lee Hsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Mr. Liu Changbin will contact and coordinate all details himself.

We really appreciate your help.

Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education



SU 0210.14/155.4

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 September 2025

Dear Associate Researcher Chen Huangqing,
Deputy Director of the Admission and Employment Office, Director of the College
Student Career Guidance Center

Subject: Invitation to be an expert to evaluate the results.

Since Mr. Liu Changbin, student ID 6419000024, a doctoral student in the English program at the Graduate School of Education, Siam University Thailand, works on a dissertation: *"Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Normal Students at Six Normal Universities in Guangxi, China"* with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Dr. Lee Hsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Mr. Liu Changbin will contact and coordinate all details himself.

We really appreciate your help.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Chanita Ruksapollmuang'.

(Professor Emeritus Dr. Chanita Ruksapollmuang)

Dean of Graduate School of Education



SU 0210.14 /155.5

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 September 2025

Dear Associate Professor Liang Dan,
Deputy Director of the Admission and Employment Office, Director of the College
Student Career Guidance Center

Subject: Invitation to be an expert to evaluate the results.

Since, Mr. Liu Changbin, student ID 6419000024, a doctoral student in the English program at the Graduate School of Education, Siam University Thailand, works on a dissertation: *"Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Normal Students at Six Normal Universities in Guangxi, China"* with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Dr. Lee Hsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Mr. Liu Changbin will contact and coordinate all details himself.

We really appreciate your help.

Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspolmuang)

Dean of Graduate School of Education



SU 0210.14 / 155.6

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 September 2025

Dear Mr. Zhao Pan,
Deputy Director of Student Affairs Department and Director of the University's Career
Guidance Center

Subject: Invitation to be an expert to evaluate the results.

Since, Mr. Liu Changbin, student ID 6419000024, a doctoral student in the English program at the Graduate School of Education, Siam University Thailand, works on a dissertation: *"Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Normal Students at Six Normal Universities in Guangxi, China"* with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Dr. Lee Hsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Mr. Liu Changbin will contact and coordinate all details himself.

We really appreciate your help.

Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)
Dean of Graduate School of Education



SU 0210.14 /155, 7

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 September 2025

Dear Mr. Mo Zhichao,
Deputy Director of Student Affairs Department and Director of the University's Career
Guidance Center

Subject: Invitation to be an expert to evaluate the results.

Since, Mr. Liu Changbin, student ID 6419000024, a doctoral student in the English program at the Graduate School of Education, Siam University Thailand, works on a dissertation: *"Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Normal Students at Six Normal Universities in Guangxi, China"* with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Dr. Lee Hsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Mr. Liu Changbin will contact and coordinate all details himself.

We really appreciate your help.

Yours sincerely,

(Professor Emeritus Dr. Chanita Ruksapollmuang)
Dean of Graduate School of Education



SU 0210.14 / 155.8

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 September 2025

Dear Mr. Yang Ye,
Deputy Director of the Admission and Employment Office, Director of the College
Student Career Guidance Center

Subject: Invitation to be an expert to evaluate the results.

Since Mr. Liu Changbin, student ID 6419000024, a doctoral student in the English program at the Graduate School of Education, Siam University Thailand, works on a dissertation: *"Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Normal Students at Six Normal Universities in Guangxi, China"* with Assoc. Prof. Dr. Jomphong Mongkhonvanit (the advisor) and Dr. Lee Hsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Mr. Liu Changbin will contact and coordinate all details himself.

We really appreciate your help.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Chanita Rukspollmuang".

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

RESEARCHER VITAE

1. Personal Information

Name: LIU CHANGBIN

Contact Information: 554816991@qq.com; +8618978132008

Address: 23 Fozhi Road, Jiangzhou District, Chongzuo City, Guangxi, China

2. Research Interests

I have long been dedicated to working in higher education institutions in border ethnic regions, focusing on student employment. I have led eight departmental projects commissioned by the Guangxi Department of Education, Chongzuo Science and Technology Bureau, and Chongzuo Social Science Federation, and participated in three provincial and ministerial-level projects. I have also received a second prize in the Autonomous Region's Teaching Achievement Award in Vocational Education.

3. Education

(1) PhD in Educational Administration Innovation, SIAM UNIVERSITY

01/08/2021 – 01/08/2026 (or Expected Graduation Date)

Dissertation Title: Developing a Model of Career Decision-Making Self-Efficacy on Career Expectations of Senior Students in Guangxi, China.

(2) Master of Education

Guangxi Normal University

01/09/2009 – 30/06/2012

(3) Bachelor of Education

Taishan University

01/09/2005 – 30/06/2009

4. Research Experience

Situation of Leading Project Initiatives:

(1) One project commissioned by the Guangxi Department of Education: "Study on High-Quality Employment Issues in Higher Education under the 'Five-in-One' Approach in the New Era"

(2) One project commissioned by the Guangxi Department of Education: "Pathway Research on 'Integrated Thinking' for Innovation and Entrepreneurship Education in Local Undergraduate Colleges Based on the DPSIR Model"

(3) One project commissioned by the Guangxi Department of Education: "Study on the 'Moral Education-Type' Model of Student Financial Aid under the 'Five-in-One' Approach in Universities"

(4) One project commissioned by the Guangxi Department of Education: "Empowering Border Education Through Digital Intelligence: Innovative Pathways for Ideological and Political Education in Ethnic Region Universities"

(5) One project commissioned by the Chongzuo Science and Technology Bureau: "Construction of Huashan Cultural and Creative Co-working Space Demonstration Site."

(6) One project commissioned by the Chongzuo Social Science Federation: "Responsibilities and Challenges of Local Universities under the Rural Revitalization Strategy: A Case Study of Guangxi University for Nationalities."

(7) One project commissioned by the Chongzuo Ethnic and Religious Affairs Commission: "Research on Practical Pathways for Digital Technology Empowering Cultural Identity of the Chinese Nation in Border Areas: A Case Study of Four Border Counties in Chongzuo."

5. Publications

Changbin Liu. (2018). Research on entrepreneurship education and management for college students. *China University of Mining and Technology Press*.

Changbin Liu., & Pan Zhao. (2023). Exploration of employment guidance in universities in ethnic minority areas. *China Textile Publishing House Co., Ltd*.

Changbin Liu., & Qiongfang Li. (2022). Exploration of cultivating rural employment and entrepreneurship skills of contemporary college students under the "Three Comprehensive Education" system—Review of "Guidance and Practice of Rural Entrepreneurship for College Students". *Journal of Irrigation and Drainage*,41(04),156.

Changbin Liu., Qiongfang Li., & Jinlan Li. (2018). Some thoughts on the employment problems of college graduates under the new era background of the "Five-in-One" structure—A case study of Guangxi University for Nationalities. *Journal of Hezhou University*,34(02),129-132.

Changbin Liu., Qiongfang Li., & Jinlan Li. (2018). Research on the employment value orientation of college graduates under the new era background—A case study of Guangxi University for Nationalities. *Journal of Guangxi University for Nationalities*,35(03),80-82.

Changbin Liu., Qiongfang Li., & Jinlan Li. (2018). Innovative research on the "Five-in-One" student financial aid model in universities. *Journal of Science, Education and Guide*,19,169-170.

Changbin Liu., Qiongfang Li., & Jinlan Li. (2018). Analysis of the current situation and countermeasures of work-study program under the "Five-in-One" model— A case study of Guangxi University for Nationalities. *Journal of Science, Education and Guide*,20,168-170.

Changbin Liu. (2019). Issues and countermeasures in the construction of co-working spaces in universities in ethnic minority areas. *Guide to Popular Investment*,07,250-252.

Changbin Liu. (2019). Exploration of the construction model of co-working spaces in universities in ethnic minority areas. *Think Tank Times*,21,233-235.

Changbin Liu., Qiongfang Li., & Pan Zhao. (2022). The status of innovation and entrepreneurship education in local undergraduate universities in Guangxi—A case study of Guangxi College A. *Vitality*,24,118-120