

The Influence of Parental Career Support on Career Adaptability of Vocational College Students

Zhen Han, Xiaohui Zhang

Henan Medical College, Zhengzhou, Henan, 451191, China

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Abstract: A cluster sampling method was used to conduct a survey on college students' career adaptability scale and occupational related parental support scale in a vocational medical college, and SPSS 22.0 was used for data analysis. The results showed that there was a significant positive correlation between the factors of parental support and career adaptability; The regression coefficients of parental verbal support and emotional support are positively significant, while the support of the working model has a negative effect; The regression coefficients of parental verbal support, self-efficacy, resilience, and hope are significant; Parental support has a positive predictive effect on students' career adaptability. From this, it can be seen that family support plays a fundamental role in the employability of college students, and improving the ways and content of parental support can effectively enhance career adaptability.

Super and Savickas (1997) pointed out that career is a series of social learning, work, and life content as a whole, not just work roles, and proposed that career adaptability is the core ability that integrates various career roles of an individual, that is, "the individual's level of preparedness to respond to predictable career tasks, career roles involved, and unpredictable career problems in the face of career changes or career situations" [1]. From this, it can be seen that the traditional "environment adaptation" career view reduces people's subjective initiative [2], while career adaptation emphasizes the interaction between people and the environment in the process of career development, reflecting the individual's ability to actively adapt to new and constantly changing living environments during the process of career development [3]. So, career adaptability reflects an individual's ability to adapt to external living environments during their career development process.[4]

According to the concept of career adaptability, it can be seen that career adaptability is generated and shaped by the combined force of individual internal factors and external social environment factors [5]. There is a positive correlation between parents' career support behavior and career decision-making, self-efficacy, and career maturity. Vocational college students are a special group, most of whom choose higher vocational education because of their low scores in the college entrance examination and are unable to choose regular undergraduate courses. Therefore, their learning abilities and attitudes are not as good as those of ordinary colleges and universities.[6] Through vocational education in school, they may face more problems in the employment process. Based on this, this article explores the impact of parental support on career adaptability in this group, in order to identify the problems, can provide targeted suggestions to improve the career adaptability of

vocational college students.

1. Research methods

1.1. Research subjects

Using cluster sampling method, a vocational medical college student was selected as the research object, and questionnaires were distributed and collected using a questionnaire star. A total of 840 valid questionnaires were collected in this survey, including 356 males and 484 females. 281 students in first grade, 327 students in second grade, and 232 students in third grade.

1.2. Research tools

The 1.2.1 College Student Career Adaptation Strength Scale adopts the College Student Career Adaptation Strength Scale compiled by Taiwanese scholar Wu Shuwan. This scale consists of four dimensions, namely career focus, career control, career curiosity, and career confidence. It includes four reverse scoring questions, a total of 21 items, and is scored back using Likert's 5-point scoring system. The higher the score, the higher the career adaptability [7].

The 1.2.3 Career Related Parent Support Scale adopts the Career Related Parent Support Scale developed by Hu Yanjun (2009), which includes four dimensions: verbal encouragement, emotional support, work model support, and vocational skill support, totaling 25 questions. This questionnaire uses Likert's 5-point scoring system, with 1-5 points calculated from the score levels of very non-compliant, relatively non-compliant, uncertain, relatively compliant, and very compliant. The higher the score, the higher the level of parental support related to the subject's profession [8].

1.3. Statistical processing

SPSS 22.0 was used for data analysis, and the data was exported from the questionnaire star and organized. Descriptive statistical analysis, Pearson correlation analysis, and stratified regression analysis were conducted.

2. Research results

2.1. Basic situation of career adaptability

The statistical results show that career confidence is 3.40 ± 0.50 , career curiosity is 3.71 ± 0.53 , career control is 3.04 ± 0.48 , and career attention is 3.81 ± 0.56 ; Career focus is highest, while career control is lowest. In the comparative analysis of boys and girls, boys had higher career control and confidence than girls, but did not reach a statistically significant level. Girls had significantly higher career curiosity and attention than boys ($T=6.77, 7.62, P=0.009, 0.000$); In the comparison of grades, the career confidence of the first grade is significantly higher than that of the second and third grades ($F=0.93, P=0.009$), and the career curiosity of the second grade is significantly higher than that of the first and second grades ($F=4.77, P=0.008$).

2.2. Analysis of social support and career adaptability

Through Pearson correlation analysis, there is a significant positive correlation between various factors of parental support and career adaptability. The results are shown in Table 1.

Table 1: Correlation analysis of psychological capital, social support, and career adaptability

	Parents verbal support	Parental emotional support	Work Model Support	Vocational skill support
Career curiosity	.469**	.450**	.252**	.345**
Career Confidence	.362**	.423**	.270**	.330**
Career control	.155**	.219**	.102**	.170**
Career Focus	.467**	.341**	.146**	.236**

2.3. Regression analysis of parental work support on career adaptability

Regression analysis of parental work support on career adaptability, $F=52.006$, $P<0.01$. The regression coefficients of each factor were 0.267, 0.255, -0.039, and 0.043, respectively. The data shows that the impact of parental support on career adaptability is mainly reflected in verbal and emotional support, while work model support has a negative effect, as shown in Table 2.

Table 2: Regression analysis of parental work support on career adaptability

Model	B	t	Sig.	R2	F	sig
(constant)	2.219	22.761	.000	0.240	52.006	0.000
Parents verbal support	.267	5.304	.000			
Parental emotional support	.255	4.108	.000			
Work Model Support	-.039	-.834	.405			
Vocational skill support	.043	.774	.439			

3. Discussion

The results of this survey show that career focus scores are the highest, while career control scores are the lowest, which is different from the research results of Jiang Li (2015) [9]. Through individual plans, it is known that it is still related to the current employment situation of college students. Compared to 7 years ago, the current employment situation is even more severe, with various information constantly being exposed through various new media. College students are already well-known before graduation, so among their career adaptation abilities, career focus scores are the highest and career control scores are the lowest.

In the comparative analysis of boys and girls, boys had higher career control and confidence than girls, but did not reach a statistically significant level, while girls had significantly higher career curiosity and attention than boys. In individual interviews, many boys expressed the idea of 'not achieving success', while girls were more recognized by their schools and majors. In the comparison of grades, the career confidence and career control of the first grade are significantly higher than those of other grades. The second grade has significantly higher career curiosity than other grades. This result is similar to the research results of Zhao Xiaoyun (2013) [10]. This difference mainly comes from the impact of career planning and employment guidance courses after enrollment.

Research has found a significant positive correlation between career related parental support and career adaptability. According to Cohen's explanation, R^2 values of 0.02, 0.13, and 0.26 in the regression represent small, medium, and large effects, respectively. In the regression between career related parental support and career adaptability, $R^2=0.240$, which is a moderate effect, indicating that 24.0% of the variance in career adaptability can be explained by career related parental support. The above results indicate that the more support they receive from their parents, the more they are able to

experience their earnest hopes. At high levels of expectations, they are more able to shift towards their parents' expectations, thereby better establishing their career goals and adjusting their career coping strategies more autonomously. However, the regression coefficients of each factor show that the impact of parental support on career adaptability is mainly reflected in verbal and emotional support, while work model support has a negative effect. In individual interviews, it was found that parental support is more reflected in language and emotions. However, due to the fact that most of the surveyed parents do not have substantive work experience (medical major), the suggestions provided in terms of work models are generally not practical. That is to say, because parents often imagine how to deal with providing work for their children, which is actually hearsay and has no practical reference significance. On the contrary, it appears redundant to children, leading to aversion.

Most vocational college students come from rural areas, and their parents' understanding of the majors they study is not comprehensive. They are more inclined to stay at a limited personal level, especially in the context of changing employment environments, and still position their future careers according to traditional ideas. Therefore, the work model of parents supports that in order to effectively improve students' career adaptability, parents should first learn and comprehensively improve themselves. Only then can we establish strong preaching skills in front of our children. In addition, due to the failure of vocational college students in the college entrance examination, some students do not recognize the school and major, so their future academic and employment positioning is not clear, resulting in strong learning motivation but weak willpower for vocational college students; Social positioning is more rational, but confidence in one's employment prospects is not strong. Therefore, in the process of adaptation education and career planning assistance for college students entering vocational colleges, it is necessary to strengthen their academic positioning and career goal positioning training, such as conducting career planning consultation and guidance, organizing simulated job fairs, and other activities to help students fully understand themselves and actively utilize their own advantages.

4. Conclusion

There is a significant positive correlation between career related parental support and career adaptability. Effectively improving the ways and content of parental support can achieve the expected results and enhance students' career adaptability.

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