A STUDY ON FACTORS INFLUENCING CAREER ADAPTABILITY AMONG CHINESE HIGH SCHOOL STUDENTS

ZHANG CHI

Graduate School Srinakharinwirot University

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ZHANG CHI

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ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

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ZHANG CHI

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of MASTER OF EDUCATION

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THE THESIS TITLED

A STUDY ON FACTORS INFLUENCING CAREER ADAPTABILITY AMONG CHINESE HIGH SCHOOL STUDENTS

BY

ZHANG CHI

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION IN M.ED. (EDUCATIONAL PSYCHOLOGY AND GUIDANCE)
AT SRINAKHARINWIROT UNIVERSITY

(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)
Dean of Graduate School

ORAL DEFENSE COMMITTEE

..... Advisor	Chairperson
(Associate Professor Dr. Monthira Jarupeng)	(Associate Professor Dr. Ujsara Prasertsin)
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(Associate Professor Dr. Patcharaporn Srisawat)	(Associate Professor Dr. Skol Voracharoensri)

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Author	ZHANG CHI
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Advisor	Associate Professor Dr. Monthira Jarupeng
Co-Advisor	Associate Professor Dr. Patcharaporn Srisawat

In recent years, China's employment environment has changed, facing the dilemma of employment difficulties for high school students and mass unemployment among middle-aged people. In order to solve the above problems, the state has improved the career planning ability of young people by issuing policies and strengthening school education. However, compared with Western countries, the career planning education of Chinese teenagers is still in its infancy. This study uses personality, emotional intelligence, self-efficacy and social support as independent variables to explore the career adaptability level of high school students. Through questionnaire surveys on factors such as career adaptability, personality, emotional intelligence, self-efficacy and social support, the influence and relationship between the dependent variable and the four independent variables are comprehensively analyzed. A total of 304 questionnaires from high school students at Lanzhou New Oriental School were collected, and the results of the questionnaires were subjected to correlation and multiple regression analysis. The results revealed that emotional intelligence, self-efficacy, and social support significantly predict career adaptability, with emotional intelligence demonstrating the strongest effect, followed by self-efficacy and social support. Personality traits, however, did not show a statistically significant influence.

Keywords: emotional intelligence,self-efficacy,social support,Personality,career adaptability

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CHAPTER 1
INTRODUCTION

1.1 Background

The reform of China's college entrance examination system has transitioned from the traditional division of liberal arts and sciences to the 3+1+2 subject selection model. This model allows students to choose subjects based on their interests and strengths. However, this reform raises a crucial question: How can students select subjects that truly suit them? Many college students are dissatisfied with their majors. A significant reason for this dissatisfaction is a lack of understanding about themselves, universities, majors, and careers during their high school years. Many high school students make their major decisions based solely on their college entrance examination scores, leading to a clear sense of aimlessness. Career development is a lifelong journey, and in a rapidly changing world, scholars increasingly emphasize the importance of career adaptability for teenagers and young adults. Secondary school is a pivotal stage for career preparation, development, and exploration. During this period, students integrate their career goals with their academic pursuits, while also exploring life goals and personal growth. This integration plays a vital role in shaping their future. Career adaptability and academic achievement should positively reinforce one another throughout secondary school, allowing students to align their career aspirations with their educational objectives (Shu et al., 2024).

At the same time, Chinese youth also must face challenges brought about by changes in the employment environment. China's employment situation has become increasingly severe in recent years, with various structural and cyclical factors contributing to this trend. Rapid economic growth has been accompanied by significant industrial restructuring, which has led to a mismatch between the skills possessed by job seekers and the requirements of the labor market. Additionally, the COVID-19 pandemic has exacerbated unemployment rates and economic uncertainty, further complicating the job market for recent graduates. Graduates face several challenges

when seeking employment. Firstly, the sheer number of graduates entering the job market each year creates intense competition for a limited number of positions. According to data from the Ministry of Education, the number of college graduates reached a record high of 9.09 million in 2021, further intensifying the competition (Ministry of Education of the People's Republic of China, 2021). Secondly, many graduates lack practical experience and soft skills, which are increasingly valued by employers (Robbins et al., 2004). The traditional emphasis on theoretical knowledge in China's education system often leaves graduates underprepared for the demands of the workplace.

Based on the above reasons, it is of great significance to carry out career planning education for high school students and promote their career development levels, research indicates that career planning education can significantly improve students' career cognition and decision-making abilities(Gu et al., 2020), It also helps students better understand their interests and abilities, leading to choices that align more closely with their personal development goals. In the past, the scope of career guidance work in Chinese high schools was very narrow. Geographically, it was only carried out in some ordinary high schools in Shanghai, Guangzhou, Beijing, and other regions. Although most high schools have opened career design guidance courses in recent years, however, due to the pressure of exam-oriented education, many schools prioritize enrollment rates in practice, limiting the effectiveness of career planning education. The insufficient awareness of the importance of career planning education among students, parents, and teachers is a key reason why it remains difficult to advance. Educational policymakers need to place greater emphasis on career planning education and provide more resources and support to promote the comprehensive development of high school students (Chen et al., 2021).

Previously, career maturity was used to measure individual career development levels. In recent years, this concept has evolved into career adaptability (Super & Knasel, 1981). Career adaptability refers to the readiness and resources an individual possesses to cope with changing work and career conditions. It encompasses four key

dimensions: concern, control, curiosity, and confidence. Concern involves planning and preparing for the future; control is about taking responsibility for one's career; curiosity reflects exploring possible selves and future scenarios; and confidence relates to believing in one's ability to pursue and achieve career goals (Bocciardi et al., 2017)

Studies have shown that career adaptability is crucial for successfully navigating the modern, dynamic labor market. Individuals with high career adaptability are better equipped to handle career transitions, overcome challenges, and seize new opportunities. For high school students, fostering career adaptability can lead to more resilient and flexible career paths. This approach is particularly relevant in today's fast-changing world, where traditional career paths are becoming less common and the ability to adapt is increasingly valued (Savickas, 2005, 2013).

Incorporating career adaptability into career planning education can enhance students' ability to manage their career development proactively. By emphasizing the development of concern, control, curiosity, and confidence, educators can help students build the skills necessary to thrive in diverse and unpredictable career environments (Hirschi, 2012).

In China's education system, high school students face a highly competitive environment, with significant pressure to perform academically. This pressure not only affects their mental health but also deeply influences their career aspirations and choices (Li et al., 2013). Cultural values such as collectivism, respect for authority, and the importance of education further impact students' career adaptability. In this context, exploring the factors influencing the career adaptability of Chinese high school students is of great importance. Numerous studies have discussed various factors affecting career adaptability, such as personality, self-efficacy, emotional intelligence, and social support. Additionally, optimism, attribution styles, parental values, and family environment have also been proven to be related to career adaptability (Li et al., 2015; Xu et al., 2014).

Personality, such as the Big Five dimensions (openness, conscientiousness, extraversion, agreeableness, and neuroticism), play a significant role in shaping an

individual's career adaptability. For instance, conscientious individuals tend to be more organized and goal-oriented, which can enhance their career planning and adaptability (Robbins et al., 2004). Extraverts may find it easier to seek and utilize social resources, further supporting their career adaptability (Shin & Kelly, 2013). Recent research has shown that career adaptability is a key mediator in the relationships between personality traits and career exploration behavior. Career concern and career curiosity were identified as the most significant dimensions in this mediation model, advancing the understanding of how different personality traits predict career exploration behavior (Li et al., 2015).

Emotional intelligence (EI) refers to the ability to recognize, understand, and manage one's own emotions and the emotions of others. High EI can contribute to better stress management, improved interpersonal relationships, and enhanced decision-making skills, all of which are crucial for career adaptability(Salovey & Mayer, 1990). In the context of Chinese high school students, EI may help them navigate the pressures of the education system and make informed career choices(Jiang, 2016). In career decision-making, the role of emotional experience, illustration, and communication is essential (Kidd, 1998). (Çizel, 2018) emphasized that EI is vital for success in various life domains, including career adaptability. Emotions and EI are important for understanding and explaining career paths. Previous studies have shown that EI is a strong predictor of career adaptability (Vashisht et al., 2023).

Self-efficacy, or the belief in one's own ability to succeed in specific situations, is a critical factor in career adaptability (Bandura, 1997). Students with high self-efficacy are more likely to set challenging goals, persist in the face of obstacles, and recover from setbacks (Lent et al., 2000). This confidence in their capabilities can drive proactive career planning and adaptability. Research has demonstrated that general self-efficacy is related to the dimensions of career adaptability, particularly confidence (Rossier, 2015). A study by (Öncel, 2014) found that general self-efficacy was most strongly correlated with confidence, followed by control, curiosity, and concern. Other studies have investigated the predictive value of general self-efficacy for career planning (Zikic

& Klehe, 2006) and career optimism (McIlveen et al., 2013), suggesting that self-efficacy can predict career adaptability.

Social support from parents, peers and teachers can significantly influence students' career adaptability (Wang & Castañeda - Sound, 2008). Supportive relationships provide emotional encouragement, informational resources, and practical assistance, helping students explore career options, make decisions, and cope with challenges. In China, where familial expectations and societal norms heavily influence career choices, social support plays a particularly vital role. Some studies have examined support from parents, friends, and teachers simultaneously. For example, Hirschi (Hirschi, 2009) found that students who received support from parents, friends, relatives, and teachers more frequently reported higher career adaptability. Similarly, (Hui et al., 2018) found that social support from family members, friends, and significant others is positively linked to university students' career adaptability.

Although the research on career adaptability in China has made some progress, there is still a lot of room for development compared with other countries. The research on career adaptability in China is still in its infancy, especially the research on high school students is still very limited. In the relevant research content, most scholars use 1-2 factors as mediators or independent variables to study, while this research uses 4 factors as independent variables for comprehensive analysis at the same time. This type of research is also very rare, especially with high school students as the research subjects.

Understanding the interplay between personality, emotional intelligence, self-efficacy, and social support in influencing career adaptability among Chinese high school students is crucial for developing targeted interventions. Such insights can inform educators, counselors, and policymakers in creating supportive environments that foster students' career adaptability, ultimately contributing to their long-term success and well-being. My research aims to provide a reference for improving the career adaptability of high school students and high school vocational education, and to contribute to the improvement of relevant educational theories and methods. By examining the roles of

personality traits, emotional intelligence, self-efficacy, and social support, this research will provide a more comprehensive understanding of how these variables interact to affect students' career adaptability. The practical significance of this study lies in its potential to inform the development of targeted interventions and policies aimed at enhancing career adaptability among Chinese high school students. The insights gained from this research can help educators, counselors, and policymakers design effective career education programs that address the specific needs of students.

1.2 Research Question

1.2.1 What are the factors related to high school students' career adaptability?

1.2.2 What are the factors that affect high school students' career adaptability?

1.3 Objectives of Research

1.3.1 To study correlations beween personality, emotional intelligence, self-efficacy, social support factors and career adaptability.

1.3.2 To investigate the influence of personality, emotional intelligence, self-efficacy and social support on the career adaptability of Chinese high school students.

1.4 Significance of Research

1.4.1 Academic Significance

This study aims to contribute to the existing body of knowledge on career adaptability by exploring the specific factors that influence career adaptability among Chinese high school students. By examining the roles of personality traits, emotional intelligence, self-efficacy, and social support, this research will provide a more comprehensive understanding of how these variables interact to affect students' career adaptability. The findings will extend theoretical frameworks in career development, particularly within the context of Chinese culture, this can lead to the development of more culturally nuanced theories in career adaptability and vocational psychology.

1.4.2 Practical Significance

The practical significance of this study lies in its potential to inform the development of targeted interventions and policies aimed at enhancing career adaptability among Chinese high school students. The insights gained from this research can help educators, counselors, and policymakers design effective career education programs that address the specific needs of students. For instance, understanding the impact of emotional intelligence and social support on career adaptability can lead to the implementation of programs that enhance these areas, thereby improving students' ability to make informed career decisions. Additionally, the study can guide the development of resources and support systems that foster students' self-efficacy and understanding of their own personality traits, ultimately contributing to their overall well-being and career satisfaction. By addressing these practical aspects, the research can play a crucial role in preparing students for successful transitions from high school to higher education and the workforce, leading to more fulfilling and successful career paths.

1.5 Scope of Research

Time scope: This study aims to explore the influencing factors of modern high school students' career adaptability.

Regional scope: This study takes high school students in a city in western China as the research subjects. The career adaptability factors obtained in the study can reflect the career adaptability status of high school students of the same level or type in the whole province and some provinces and can also provide a reference for the career adaptability status, influencing factors and improvement strategies of high school students across the country. However, since it is impossible to distribute questionnaires to senior high school graduating students, the research subjects of this study are students in the first and second years of high school, which may cause certain limitations to the results of this study.

Sample: The target population for this study consists of approximately 304 students in their first and second year of a high school in Lanzhou city, China. We will employ a census method, where every student in the population will be included in the study, ensuring that all students have an opportunity to participate. Since the entire population is surveyed, this method eliminates the need for random sampling and minimizes selection bias. By including every student, we can achieve a comprehensive and accurate representation of the population, allowing for more robust and generalizable results.

1.6 Definition of Terms

1.6.1 Career adaptability refers to an individual's readiness and resources for coping with current and anticipated tasks of vocational development. It encompasses four key dimensions: concern, control, curiosity, and confidence. Concern involves planning and preparing for the future; control is about taking responsibility for one's career; curiosity reflects exploring possible selves and future scenarios; and confidence relates to believing in one's ability to pursue and achieve career goals

1.6.2 Personality refers to the enduring characteristics and behaviors that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. In this study, personality is defined using the five-factor model, which refers to the five core personality traits: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. These traits encompass a broad spectrum of individual differences in behavior, thoughts, and emotions. Openness reflects creativity and a willingness to engage with novel ideas, conscientiousness relates to self-discipline and goal-oriented behavior, extraversion involves sociability and energy, agreeableness is associated with cooperation and kindness, and neuroticism refers to emotional instability and the tendency to experience negative emotions. Together, these five traits provide a comprehensive framework for understanding personality in this study.

1.6.3 Emotional intelligence refers to a set of skills that allow individuals to recognize, understand, manage, and utilize emotions in themselves and others. These skills are crucial for effective communication, relationship-building, and problem-solving. Emotional intelligence plays a key role in personal growth by fostering self-awareness, emotional regulation, and empathy, while also enhancing leadership capabilities through improved decision-making, conflict resolution, and the ability to inspire and motivate others. High emotional intelligence enables individuals to navigate complex social interactions and adapt to changing environments, contributing to both personal and professional success.

1.6.4 Self-efficacy refers to an individual's belief in their ability to successfully execute the behaviors required to achieve specific goals or desired outcomes. It reflects a person's confidence in their capacity to influence events that affect their life, overcome challenges, and take control of their own success. Self-efficacy plays a crucial role in motivation, perseverance, and decision-making, as individuals with higher self-efficacy are more likely to set challenging goals, stay committed in the face of obstacles, and recover from setbacks. This belief significantly impacts personal growth, performance, and overall well-being.

1.6.5 Social support refers to the emotional, physical, informational, instrumental, and financial assistance provided by individuals within an individual's social network, including parents, peers and teachers. Emotional support involves empathy, encouragement, and understanding, while physical support refers to tangible actions that help meet physical needs. Informational support consists of guidance, advice, and knowledge sharing, whereas instrumental support includes practical help with tasks or responsibilities. Financial support involves monetary assistance when needed.

1.7 Research hypothesis

In my study, the independent variables were personality, emotional intelligence, self-efficacy and social support. The dependent variable was career adaptability.

1.7.1 The personality, emotional intelligence, self-efficacy and social support will correlate the career adaptability of students.

1.7.2 The personality, emotional intelligence, self-efficacy and social support will influence the career adaptability of students.

1.8 Research Conceptual Framework

The conceptual framework for this study is designed to explore the factors influencing career adaptability among Chinese high school students. The independent variables include personality (Robbins et al., 2004), emotional intelligence(Salovey & Mayer, 1990), self-efficacy (Bandura, 1997), and social support (Wang & Castañeda - Sound, 2008), while the dependent variable is career adaptability (Savickas, 1997). The framework outlines the hypothesized relationships between these variables.

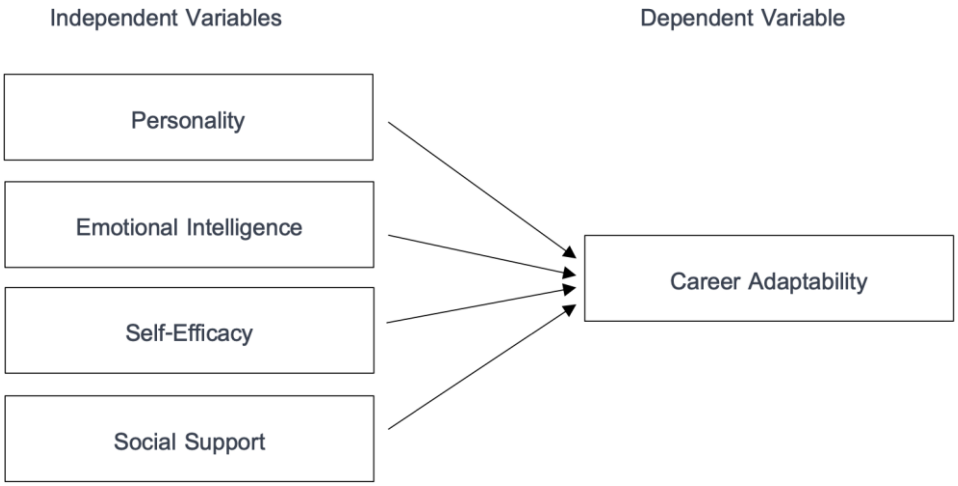

Figure 1 Framework of the Study

CHAPTER 2
LITERATURE REVIEW

In this chapter, the dependent variable Career Adaptability, along with the four independent variables representing the factors influencing Career Adaptability, will be thoroughly reviewed and expounded upon. Detailed explanation of each of these variables will be carried out combing with relevant theoretical literature, and the existing research on the correlations between these independent variables and the dependent variable will also be discussed in depth:

2.1 Career Adaptability

2.1.1 Meaning of Career Adaptability

The concept of career adaptability was initially introduced by (Super, 1980) as an evolution from the core notion of career maturity. Defined by (Super & Knasel, 1981) as an adult's "readiness to cope with changing work and working conditions" (p. 195), career adaptability represents an individual's capacity to successfully manage role transitions while maintaining occupational equilibrium. Although predominantly applicable to adolescents and adults, this construct has been observed to manifest even in childhood through imagined future work roles(Johnston, 2018).

The theoretical foundations of career adaptability were systematically examined by (Savickas, 1997), who positioned it as both a successor to career maturity and an integrative framework for Super's life-span, life-space theory. This integration encompasses four dimensions: individual differences, developmental stages, identity formation, and contextual influences. Within this paradigm, career adaptability is conceptualized as comprising the psychosocial resources required to address evolving occupational demands. These resources include task adaptation competencies, self-directed learning capabilities, and career trajectory regulation skills. Furthermore, the significance of career adaptability has been amplified by contemporary labor market requirements for flexible workforces. The construct is frequently operationalized as a set of psychosocial competencies for addressing ambiguous challenges arising from

vocational development tasks, professional transitions, and workplace adversities. Collectively, identity formation and adaptive capacities serve as navigational mechanisms in dynamic employment environments.

Subsequently, (Savickas, 2005) refined this conceptualization within career construction theory (CCT), defining career adaptability as "a psychosocial construct that denotes an individual's readiness and resources for coping with current and imminent vocational development tasks, occupational transitions, and personal traumas" (p. 51). This theoretical framework was further elaborated through the identification of four cardinal adapt-abilities: concern (future-oriented planning), control (agentic responsibility), curiosity (role exploration), and confidence (self-efficacy in goal attainment) (Savickas, 2013).

In summary, career adaptability constitutes a multidimensional psychosocial resource system that facilitates occupational adjustment. Its core components include task adaptation proficiency, continuous learning engagement, and career path modulation. The construct's contemporary relevance is underscored by organizational demands for workforce flexibility, while its theoretical value lies in providing a structured approach to addressing complex vocational challenges across professional trajectories.

2.1.2 Factors of Career Adaptability

Career adaptability was conceptualized by Savickas as a multidimensional construct comprising attitudes, behaviors, and competencies employed to navigate evolving occupational demands (Bocciardi et al., 2017). This framework consists of four core dimensions: concern (future orientation), control (decisional autonomy), curiosity (exploratory behavior), and confidence (self-efficacy).

The manifestation of adaptive strategies is influenced by three contextual factors: historical period, geographical location, and social roles. Consequently, optimal research methodology requires examination of specific developmental tasks or occupational transitions within their sociocultural contexts (Savickas, 2013). Within career construction theory, these dimensions were organized hierarchically, with the four

adaptive resources representing the highest level of abstraction. Each dimension serves distinct functions in managing vocational challenges throughout career development.

Career Concern: Future-oriented planning is emphasized in this dimension, where proactive attitudes are cultivated through career interventions. Conversely, career indifference, characterized by planning deficits and pessimistic outlooks, may emerge in its absence.

Career Control: Personal agency in career decision-making constitutes this dimension. While external consultation may occur, ultimate responsibility resides with the individual. Career indecision represents the negative manifestation of this dimension.

Career Curiosity: This dimension encompasses exploratory behaviors assessing person-environment fit, with theoretical roots in vocational development literature. Deficient curiosity may result in occupational naivety and distorted self-perception.

Career Confidence: Self-efficacy beliefs regarding educational and vocational choices define this dimension, developed through problem-solving experiences. Career inhibition represents the counterproductive extreme.

Empirical evidence suggests these dimensions represent acquirable competencies rather than fixed traits (Savickas & Porfeli, 2012) (Koen et al., 2012) supporting the malleability of career adaptability resources.

2.1.3 Significant of Career Adaptability

The theoretical transition from career maturity to career adaptability has been recognized as a conceptual simplification of lifespan, life-space theory, enabling unified developmental explanations across age groups (Savickas, 1997). This paradigm shift has strengthened theoretical integration by emphasizing contextual adaptation and motivational coherence, while aligning with contemporary interests in adult development within dynamic technological and economic environments. Notably, the school-to-work transition has been reconceptualized as an adaptive challenge rather than a maturational milestone.

Career adaptability has been established as a critical meta-competency that facilitates the acquisition of specific vocational skills (Briscoe & Hall, 1999). Empirical

evidence demonstrates significant positive correlations between career adaptability and multidimensional career success indicators, including promotion rates, compensation levels, and job performance metrics (Bocciardi et al., 2017).

Proactive adaptive behaviors have been shown to enhance employment outcomes across career transitions. During unemployment periods, the cultivation of career competence, systematic option exploration, and strategic planning have been associated with improved job matching quality (Koen et al., 2012). Adolescent populations with developed adaptive capacities demonstrate superior transition management, reduced unemployment duration, and more informed career decisions.

The developmental trajectory of adaptability dimensions (concern, control, curiosity, confidence) exhibits characteristic asynchronies that account for individual differences in career decision-making readiness (Savickas, 2013). Moderate dimensional disharmony produces normative variation, while severe imbalance leads to pathological patterns manifesting as indifference, indecision, unrealism, or inhibition. This dimensional framework provides diagnostic utility for career counseling interventions.

In contemporary volatile work environments, career adaptability has emerged as an essential psychological resource for role navigation and developmental balance (Chen et al., 2020). Its cultivation represents a strategic response to accelerating technological and societal changes, ultimately contributing to vocational fulfillment and life meaning.

2.1.4 Measurement of Career Adaptability

Career adaptability assessment is typically structured around a four-dimensional model that accounts for individual differences in vocational readiness and resource allocation (Savickas, 2013). While structured interviews represent the optimal evaluation method, standardized instruments have been developed for group counseling and educational applications. The most widely adopted measures include the Career Adapt-Abilities Scale (CAAS) and its abbreviated version (CAAS-SF) (Maggiori et al., 2017).

The CAAS instrument consists of 24 items equally distributed across four subscales measuring concern, control, curiosity, and confidence as psychosocial

resources for vocational adaptation. Cross-cultural validation studies have confirmed metric invariance, though residual and scalar invariance were not established (Savickas & Porfeli, 2012). Reliability analyses indicate acceptable to excellent internal consistency for subscales (α = .75-.89) and consistently excellent reliability for the total score (α > .90) across international samples.

Derived from the CAAS 2.0 through principal component analysis (N = 2,800), the CAAS-SF maintains the original four-factor structure while reducing the item count to 12 (Savickas & Porfeli, 2012). The psychometric reduction process, employing promax rotation and scree plot analysis, preserved the theoretical integrity of the adaptability construct. Both versions demonstrate robust psychometric properties for research and applied settings.

2.1.5 Research on Career Adaptability

Theoretical foundations of career adaptability have been firmly established through peer-reviewed models and frameworks, with dimensional constructs clearly delineated in contemporary literature. Empirically, this construct has been extensively operationalized as a key variable across diverse research contexts (Chen et al., 2020).

Educational research has demonstrated that career adaptability functions as a catalyst for students' sustainable development (Chen et al., 2020). Familial influences have been examined through the lens of career-specific parenting behaviors, where parental vocational characteristics have been found to significantly predict offspring adaptability (Guan et al., 2018). Specifically, parental support has been positively correlated with intrinsic fulfillment values and work-life balance orientations.

Organizational studies have revealed dynamic interrelationships between career adaptability and workplace behaviors. Spurk et al.'s (Spurk et al., 2020) longitudinal analysis identified parallel developmental trajectories between adaptability and proactive career behaviors, suggesting mutual reinforcement mechanisms. These findings collectively underscore the construct's multidimensional applicability across developmental contexts.

2.2 Personality

2.2.1 Meaning of Personality

The etymological roots of personality can be traced to the Latin term "persona," originally denoting theatrical masks worn by performers (Schultz & Schultz, 2005). This linguistic origin has been interpreted as suggesting that personality primarily represents observable external characteristics - the social facade presented to others.

The construct has been formally defined by authoritative sources as follows:

The APA Dictionary of Psychology (2007) characterizes personality as enduring behavioral and psychological patterns that constitute an individual's distinctive adaptation to existence, encompassing stable traits, motivational drives, value systems, cognitive abilities, and affective tendencies.

Encyclopedia Britannica (2024) conceptualizes personality as consistent patterns of cognition, affect, and behavior that are manifested particularly in social contexts, incorporating both innate and learned characteristics that differentiate individuals.

Contemporary scholarship universally acknowledges personality's determinative role in behavioral outcomes, though theoretical perspectives vary regarding its structural organization and developmental trajectories. The construct's multidimensional nature has been consistently emphasized across definitions, particularly its function in mediating person-environment interactions.

2.2.2 Factors of Personality

The psychoanalytic framework, originally developed by Sigmund Freud, postulates that human cognition and behavior are principally determined by unconscious motivations and intrapsychic conflicts (Zhang, 2020). Within this paradigm, personality structure is conceptualized as comprising three interdependent systems: The Id - operating through primary process thinking governed by the pleasure principle; The Ego - mediating reality through secondary process thinking; The Superego - embodying moral standards internalized during early ontogeny The dynamic interaction among these systems is posited to shape behavioral manifestations during social engagement.

Jung's analytical framework conceptualizes the psyche as comprising three mutually influential systems: the conscious ego, personal unconscious, and collective unconscious. Through the intersection of fundamental attitudes (extraversion/introversion) and cognitive functions (thinking/feeling/sensation/intuition), eight distinct psychological types were identified. For instance: Extraverted thinkers demonstrate rule-bound behavior with affective suppression; Introverted thinkers exhibit abstract ideation with limited social pragmatism

Adler's theoretical orientation emphasizes sociocultural determinants, proposing that personality is actively constructed through conscious life experiences rather than biologically predetermined drives. This perspective notably diverges from Freudian theory by de-emphasizing psychosexual development in favor of social embeddedness.

Erikson's epigenetic model extends psychoanalytic principles through eight psychosocial stages characterized by adaptive crisis resolution. Trait theorists including Allport, Cattell, and Eysenck systematically operationalized personality dimensions: Allport defined traits as consistent response dispositions; Cattell employed factor analysis to identify fundamental traits. Eysenck established three biologically based dimensions through psychometric validation (Eysenck, 1990).

2.2.3 Measurement of Personality

The Myers-Briggs Type Indicator (MBTI), developed by Katharine Cook Briggs and Isabel Briggs Myers during the 1920s (Briggs, 1976), remains one of the most widely utilized self-report measures derived from Jungian typology (Schultz & Schultz, 2005). This instrument operationalizes Jung's theoretical constructs through dichotomous personality dimensions.

Pioneering research conducted at the Gerontology Research Center (National Institutes of Health) by McCrae and Costa (Costa Jr & McCrae, 1992) established five fundamental personality dimensions: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. These constructs were empirically validated through multimodal assessment methodologies incorporating self-reports, objective measures, and external observer ratings.

The NEO Personality Inventory-Revised (NEO-PI-R) was subsequently developed as a comprehensive 240-item instrument measuring these five factors. For research contexts requiring brevity, the NEO-Five Factor Inventory (NEO-FFI) was created as a psychometrically robust 60-item alternative, demonstrating comparable construct coverage (Magalhães et al., 2014). Both instruments maintain standardized administration protocols, with completion times of approximately 45 and 15 minutes respectively.

2.2.4 Research on Personality and Career Adaptability

Proactive personality has been established as a significant predictor of both career self-adjustment and adaptability enhancement (Savickas & Porfeli, 2012). Academic populations exhibiting proactive dispositions demonstrate greater initiative in developing adaptive competencies (Guan et al., 2017), suggesting enhanced capacity for career resource development during exploratory phases.

Career adaptability has been identified as a critical mediator between personality dimensions and exploration behaviors, with career concern and curiosity emerging as the most salient mediating factors (Li et al., 2015). Meta-analytic evidence confirms systematic relationships between Big Five personality traits and student career adaptability (Vashisht et al., 2023).

The Chinese context study revealed a sequential mechanism wherein proactive personality facilitates workplace thriving, subsequently enhancing adaptability (Jiang, 2017) Notably, this mediating effect was found to be more pronounced among less proactive individuals, suggesting compensatory dynamics in adaptability development.

The cumulative evidence underscores proactive personality's dual pathways of influence through self-regulation and adaptability enhancement, highlighting the importance of proactive disposition development for optimal career exploration outcomes.

2.3 Emotional Intelligence

2.3.1 Meaning of Emotional Intelligence

Emotional intelligence (EI) is operationally defined as the capacity to accurately perceive, effectively utilize, comprehensively understand, and adaptively regulate emotions (Colman, 2015). Individuals demonstrating high EI levels are characterized by their ability to: (1) identify emotional states in themselves and others, (2) employ emotional data to inform cognitive processes and behavioral responses, (3) differentiate and classify affective experiences with precision, and (4) modulate emotional expressions according to situational demands.

While the terminology was initially introduced in 1964, widespread academic recognition was achieved following the publication of Goleman's (Goleman & Intelligence, 1995) seminal work. In subsequent conceptualizations, EI was characterized as a multidimensional construct comprising competencies predictive of leadership effectiveness (Goleman, 2003).

The most rigorous theoretical framework was established by Salovey and Mayer (Mayer & Salovey, 1997), who sought to operationalize EI according to established psychometric standards for intelligence measures. Their evolving conceptual model progressed from an initial formulation emphasizing emotion perception, cognitive integration, comprehension, and regulation (Salovey & Mayer, 1990) to a refined four-branch model specifying discrete but interrelated competencies: emotional perception, facilitation, understanding, and management.

Contemporary scholarship consequently recognizes EI as a critical meta-competency facilitating both intrapersonal development and professional effectiveness through sophisticated emotional self-regulation and interpersonal attunement.

2.3.2 Factors of Emotional Intelligence

The Four-Branch Model of Emotional Intelligence, originally conceptualized by Mayer and Salovey (Mayer & Salovey, 1997), operationalizes emotional intelligence as comprising four interdependent competencies: emotional perception, utilization, comprehension, and regulation. This model provides a systematic framework for

examining individual variations in affective information processing, while demonstrating EI's significant contributions across multiple life domains (Salovey & Grewal, 2005).

Daniel Goleman's Mixed Model of Emotional Intelligence (EI) represents a conceptual expansion beyond purely ability-based frameworks, establishing a comprehensive taxonomy of competencies critical for leadership efficacy and professional performance. Originally introduced in the seminal 1995 publication and subsequently refined through longitudinal research (Goleman, 2016), this theoretical model is structured around five fundamental EI dimensions: self-awareness, self-regulation, social competence, empathic capacity, and motivational drive.

Goleman's model suggests that these five EI competencies are crucial for leadership effectiveness and personal success. By developing these skills, individuals can enhance their ability to manage themselves and their relationships, ultimately leading to better performance and fulfillment in various aspects of life

The trait model of emotional intelligence was originally conceptualized by Petrides (Petrides et al., 2007) through a systematic differentiation from ability-based approaches. This theoretical framework has been progressively refined across multiple scholarly publications. Trait EI is operationally defined as "a constellation of emotional self-perceptions situated at the fundamental strata of personality hierarchies" (Petrides & Furnham, 2001). This construct encompasses both behavioral tendencies and subjectively assessed competencies, with measurement being conducted exclusively through self-report methodologies - in marked contrast to ability-based models that evaluate objectively demonstrable skills.

2.3.3 Measurement of Emotional Intelligence

The measurement of emotional intelligence has been operationalized through various standardized instruments. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), developed as the primary assessment tool for the ability-based model (Mayer, 2002), employs emotion-laden problem-solving tasks analogous to cognitive ability tests. This instrument systematically evaluates performance across the four theoretical EI domains, generating both dimensional and composite scores.

Within the mixed model paradigm, two principal behavioral assessment tools have been established: the Emotional Competence Inventory (ECI, 1999) and its subsequent iteration, the Emotional and Social Competence Inventory (ESCI, 2007), including its academic adaptation (ESCI-U). These instruments, conceptualized by Goleman and Boyatzis(Boyatzis et al., 2000), quantify observable emotional and social competencies through standardized behavioral indicators.

Self-report methodologies constitute a distinct measurement approach, with the EQ-i 2.0 (Bar-On & Parker, 2000) representing the most extensively validated instrument in this category. Alternative self-report measures include the SUEIT and Schutte EI model (Pérez et al., 2005). For brief assessments, the Wong and Law Emotional Intelligence Scale WLEIS (Wong & Law, 2002) has been widely adopted, featuring 16 items that capture four essential EI dimensions across personal and professional domains.

2.3.4 Research on Emotional Intelligence and Career Adaptability

The relationship between emotional intelligence (EI) and career adaptability has been extensively examined in contemporary research. EI was originally conceptualized by Mayer and Salovey (Salovey & Mayer, 1990) as the cognitive capacity to perceive, comprehend, and regulate emotional information. This construct was subsequently operationalized by Petrides and Furnham (Petrides & Furnham, 2006) through four core dimensions: emotional regulation (affective self-control), emotional perception (identification of self/others' emotions), social application (strategic emotional utilization), and positive self-concept (life orientation and achievement appraisal).

Within vocational psychology, the significance of emotional competencies has been empirically established across multiple studies. Career decision-making processes have been demonstrated to be significantly influenced by emotional processing capacities (Kidd, 1998), with emotional-cognitive integration being identified as fundamental to career narrative construction (Brown et al., 2003). As evidenced by longitudinal research (Vashisht et al., 2023), EI has emerged as a robust predictor of career adaptability across professional domains.

Empirical validation was provided through a sample of 361 university students, where inverse correlations were observed between EI levels and career indecision (measured via standardized assessment instruments). Higher EI levels have been consistently associated with enhanced emotional metacognition and affective-cognitive integration, facilitating vocational exploration and decision-making efficacy. The past decade has witnessed increasing recognition of EI as a critical determinant in career development trajectories (Di Fabio et al., 2014).

EI has been established as a multidimensional construct that significantly contributes to career adaptability through three primary mechanisms: enhanced emotional processing, optimized cognitive functioning, and improved decision-making capacity. These competencies collectively promote vocational exploration effectiveness, challenge resilience, and long-term career success.

2.4 Self-efficacy

2.4.1 Meaning of Self-efficacy

The construct of self-efficacy was first introduced by Bandura (Bandura, 1997) as a fundamental psychological concept. It is defined as an individual's conviction in their capability to organize and execute courses of action required to attain designated performance outcomes This cognitive appraisal mechanism governs motivational processes, behavioral patterns, and environmental interactions, significantly influencing goal selection, effort expenditure, and performance attainment across diverse domains. Unlike static personality traits, self-efficacy beliefs are context-dependent and vary according to situational demands.

Empirical evidence has demonstrated that self-efficacy serves as a critical determinant of human achievement and psychological well-being. Individuals exhibiting high self-efficacy are characterized by challenge-oriented approaches to difficult tasks, resilient responses to setbacks, and adaptive attribution patterns (Bandura, 2010) Conversely, those with low self-efficacy tend to demonstrate threat-avoidance behaviors, maladaptive attribution styles, and heightened vulnerability to stress-related disorders.

General self-efficacy has been conceptualized as a global belief system regarding one's capacity to cope with diverse life challenges. Judge et al. (Judge et al., 1998) operationalized it as the perceived ability to mobilize cognitive, motivational, and behavioral resources for life management. This construct has been further elaborated by Schwarzer et al. (Luszczynska et al., 2005) as a stable internal attribution mechanism that facilitates proactive problem-solving across novel situations. Particularly during adolescence, general self-efficacy has been identified as a crucial psychological resource for navigating critical educational and vocational transitions (Savickas, 2005).

2.4.2 Factors of Self-efficacy

Within Bandura's (Bandura, 1988) social cognitive framework, self-efficacy is conceptualized as the core mechanism through which observational learning and social experiences shape personality development. This paradigm posits that behavioral responses and cognitive processes are predominantly influenced by modeled behaviors observed in social contexts. As a mediator between environmental stimuli and personal outcomes, self-efficacy emerges through experiential learning and self-appraisal processes (Mischel & Shoda, 1995).

Social learning theory (Ormrod & Davis, 2004) elucidates how group dynamics facilitate skill acquisition. Competence development is mediated through observational learning mechanisms (imitation and modeling), while social feedback calibrates self-perception accuracy and interpersonal acceptance. Within this framework, self-efficacy represents an individual's metacognitive assessment of transferable group competencies.

The self-concept paradigm (McAdams, 1996) characterizes self-perception as an organized, dynamic construct shaped through lifelong interpretation of external cues. Achievement outcomes are mediated by learned self-schemas that systematically influence both self-appraisal and social relationship management.

Attribution theory (Heider, 1958) delineates three causal dimensions affecting self-appraisal:

Locus: Internal attributions enhance self-efficacy following success but diminish it after failure

Stability: Stable attributions for failure establish negative performance expectations

Controllability: Uncontrollable failures elicit maladaptive emotional responses

2.4.3 Measurement of Self-efficacy

The measurement of self-efficacy has been systematically operationalized through the General Self-Efficacy Scale (GSE; (Schwarzer & Jerusalem, 1995), which was developed to evaluate global perceived self-efficacy. This psychometric instrument was specifically designed to predict adaptive responses to daily stressors and major life adversities. The scale has been validated for application across adult populations, with demonstrated utility in adolescent samples.

Perceived self-efficacy has been conceptualized as an optimistic self-appraisal mechanism (Schwarzer & Jerusalem, 1995), representing individuals' conviction in their capacity to overcome novel challenges and adverse circumstances. As a resilience factor, this construct is measured through ten items that assess coping competence while presupposing stable internal attributions of success. The operational nature of this construct has been established through its demonstrated behavioral predictability, rendering it particularly valuable for clinical interventions and behavioral modification programs. It should be noted, however, that domain-specific efficacy measures are required for precise assessment in specialized contexts.

2.4.4 Research on Self-efficacy and Career Adaptability

Empirical evidence has established significant associations between general self-efficacy and career adaptability dimensions, with confidence being identified as the most strongly correlated component (Öncel, 2014) (Rossier, 2015). The predictive validity of self-efficacy has been demonstrated across multiple career development constructs, including career planning (Zikic & Klehe, 2006) and career optimism (McIlveen et al., 2013).

Cross-cultural validation of this relationship has been achieved through multiple studies examining Career Decision Self-Efficacy (CDSE) and career adaptability. Significant correlations have been consistently reported between CDSE and the Career Adapt-Abilities Scale (CAAS) total scores across diverse cultural contexts ((Douglass & Duffy, 2015).

The General Self-Efficacy Scale has been empirically validated as an effective measurement tool for assessing this psychological construct. The robust relationship between self-efficacy and career adaptability underscores the importance of developing self-efficacy beliefs to facilitate career development and adaptive career behaviors.

2.5 Social Support (parents, teachers and peers)

2.5.1 Meaning of Social Support

Social support is operationally defined as multidimensional assistance encompassing emotional, instrumental, informational, and financial resources provided through interpersonal relationships (Sarason et al., 1983). This construct has been demonstrated to serve protective psychological functions by facilitating adaptation to life transitions and mitigating crisis impacts.

The construct comprises two fundamental dimensions: perceived availability of support (Wills, 1991) and actualized support behaviors. These manifestations can be categorized as: Affective (nurturance and belongingness), Cognitive (advice and guidance) and Material (financial and practical aid).

Support sources have been classified into: Natural systems (family, friends, partners), Formal systems (professional services, organizations) and non-human systems (pet companionship).

The efficacy of social support as a coping mechanism has been shown to be mediated by source characteristics (Hogan et al., 2002). Within career development contexts, relational systems including familial, educational, and peer networks have been identified as critical influences (Blustein, 2011).

2.5.2 Factors of Social Support

Four primary functions of social support have been identified in the literature (Uchino, 2004):

Emotional Support: Characterized by expressions of empathy, affection, and psychological nurturance.

Tangible Support: Manifested through material or financial assistance.

Informational Support: Comprising guidance, advice, and knowledge sharing

Companionship Support: Fostering social belonging and interpersonal connectedness.

Within career development contexts, three critical support sources have been established (Blustein, 2011).

Parental Support Operationalized as nurturing behaviors demonstrating unconditional acceptance, this construct encompasses attachment, cohesion, and positive reinforcement. Empirical evidence consistently demonstrates its predictive validity for adolescent psychosocial outcomes(Essau et al., 2008).

Peer Support Defined as reciprocal assistance among individuals sharing similar characteristics, this support modality exists on a continuum from informal to professionalized forms: Informal: Mutual aid among acquaintances; Formal: Structured interventions by trained specialists; Digital: Online platforms facilitating disclosure (Paterson et al., 2013).

Teacher Support Conceptualized through two theoretical lenses:

1. Broad Perspective: Encompassing informational, instrumental, emotional, and appraisal dimensions across all educational contexts(Tardy, 1985).

2. Narrow Perspective: Limited to classroom-specific interpersonal dynamics (Fraser, 1998).

2.5.3 Measurement of Social Support

The measurement of social support has been operationalized through several validated instruments. The Social Support Scale (SSS), originally developed by Peeters et al. (Peeters et al., 1995), evaluates four core dimensions:

1. Emotional support (perceived empathy and concern)
2. Appraisal support (recognition and validation)
3. Instrumental support (tangible assistance)
4. Informational support (guidance provision)

A widely implemented adaptation, the Multidimensional Scale of Perceived Social Support (MSPSS), has been established as a 12-item instrument assessing three primary support sources. Three domain-specific measures have been empirically validated (Hlad′ o et al., 2020):

Parental Support Measurement The PCBC-CZ (Hlad′o & Ježek, 2018), adapted from (Keller & Whiston, 2008) original, is a 15-item scale assessing.

Educator Support Measurement The Teacher Support Scale (Metheny et al., 2008) comprises 21 items across four subscales.

Peer Support Measurement The 7-item Close Friend Support Scale, adapted from PCBC-CZ, evaluates.

2.5.4 Research on Social Support and Career Adaptability

Parental Influence Cognitive, affective, and behavioral parenting dimensions have been identified as critical precursors to adolescent career development. Three primary mechanisms have been established. Occupational socialization through work concept introduction and role modeling (Savickas, 2002). Career interest formation during developmental transitions (Cheng & Yuen, 2012).

Parental interventions have been demonstrated to enhance goal pursuit motivation and buffer career-related stress (Garcia et al., 2012).

Educator support has been empirically linked to enhanced academic motivation, improved career planning capacity and strengthened decision-making self-efficacy (Di Fabio & Kenny, 2015).

Peer influence manifests through Behavioral modeling in academic contexts, Motivation modulation and Career adaptability enhancement(Kenny & Bledsoe, 2005).

CHAPTER 3
METHODOLOGY

3.1 The design of the research

This study aims to investigate the factors that affect the career adaptability of Chinese high school students. By investigating and analyzing the impact of personality, emotional intelligence, self-efficacy, and social support on career adaptability, the government, schools, and parents can better understand the impact of career adaptability on high school students.

3.2 Population and Samples

Sample: The target population for this study consists of approximately 304 students in their first and second year of a high school in Lanzhou city, China. We will employ a census method, where every student in the population will be included in the study, ensuring that all students have an opportunity to participate. Since the entire population is surveyed, this method eliminates the need for random sampling and minimizes selection bias. By including every student, we can achieve a comprehensive and accurate representation of the population, allowing for more robust and generalizable results.

Since it is impossible to distribute questionnaires to senior high school graduating students, the research subjects of this study are students in the first and second years of high school, which may cause certain limitations to the results of this study.

3.3 Research Instruments

The present research developed a Likert 5-point scale questionnaire, namely career adaptability and factors affecting career adaptability questionnaire. The questionnaire was divided into six sections based on the variables of this study, with a total of 110 items. The content validity of the questionnaire was evaluated using the Index of Item-Objective Congruence (IOC), reviewed by three experts in the relevant

field. The items that had scores higher than or equal to 0.5 were reserved. Based on the experts' IOC ratings, the items in the questionnaire were carefully reviewed. 1) In the career adaptability (12 items), IOC values were all 1; Cronbach's Alpha value was 0.996; CICT values ranged from 0.761 to 0.828. 2) In the personality section (60 items), IOC values were all 1; Cronbach's Alpha value was 0.992; CICT values ranged from 0.789 to 0.853. 3) In the emotional intelligence section (16 items), IOC values were all 1; Cronbach's Alpha value was 0.971, CICT values ranged from 0.785 to 0.837. 4) In the self-efficacy (10 items), IOC values were all 1; Cronbach's Alpha value was 0.952, CICT values ranged from 0.760 to 0.824. 5) In the social support (12 items), IOC values were all 1; Cronbach's Alpha value was 0.951, CICT values ranged from 0.722 to 0.788. The overall Cronbach's Alpha value of the entire questionnaire scale was 0.996, reflecting a great level of reliability.

3.3.1 Career Adaptability Scale

In this study, I used The Career Adapt-Abilities Scale-Short Form (CAAS-SF). The CAAS-SF is a condensed version of the Career Adapt-Abilities Scale (CAAS), designed to measure an individual's career adaptability (Maggiori, Rossier, & Savickas, 2017; Soares et al., 2023; Kenny et al., 2022). The CAAS-SF includes items that assess four dimensions of career adaptability: Concern (preparing for the future); Control (taking responsibility for the future); Curiosity (exploring possible future selves and scenarios); Confidence (pursuing aspirations). The CAAS-SF consists of 12 items, each rated on a 5-point Likert scale. To score the CAAS-SF: Sum the scores for the items within each dimension to obtain the dimension scores. Higher scores indicate greater career adaptability in that dimension.

Example:

Table 1 Career Adaptability Scale

Topic content	1	2	3	4	5
1. I am thinking about what my future will be like.					
2. I am preparing for the future.					
3. I am becoming aware of the educational and vocational choices that I must make.					
4. I am making decisions by myself.					

3.3.2 Personality Scale

In this study, I used The NEO-Five Factor Inventory (NEO-FFI) measures five major domains of personality: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. This 60-item version provides equivalent comprehensiveness to the NEO-PI-R and is suitable for use in projects where a brief measure of the FFM is needed (Buchanan, Johnson, & Goldberg, 2005; Magallanes et al., 2014). The scale was a 5-point scale. Sum the scores for the items within each dimension to obtain the dimension scores. Higher scores indicate higher personality in that dimension.

Example:

Table 2 Personality Scale

Topic content	1	2	3
1. I am not a worrier.			
2. I often feel inferior to others.			
3. When I'm under a great deal of stress, sometimes I feel like I'm going to pieces.			
4. I rarely feel lonely or blue.			

3.3.3 Emotional Intelligence Scale

In this study, I used the Wong and Law Emotional Intelligence Scale (WLEIS). The WLEIS is a commonly used short scale for measuring Emotional Intelligence (EI) (Wong and Law, 2002). This scale is concise yet effective, focusing on four dimensions of EI with a total of 16 items. The WLEIS provides a concise and effective measure of emotional intelligence, focusing on key dimensions relevant to both personal and professional contexts. The WLEIS uses a 6-point Likert scale, In the present study, the scale was changed to a 5-point scale. Sum the scores for the items within each dimension to obtain the dimension scores. Higher scores indicate higher emotional intelligence in that dimension.

Example:

Table 3 Emotional Intelligence Scale

Topic content	1	2	3	4	5
1. I have a good sense of why I have certain feelings most of the time.					
2. I have good understanding of my own emotions.					
3. I really understand what I feel.					
4. I always know whether or not I am happy.					

3.3.4 Self-Efficacy Scale

The General Self-Efficacy Scale (GSES) is a widely used instrument designed to assess an individual's belief in their ability to cope with a variety of difficult demands in life. It was developed by Schwarzer and Jerusalem in 1995 and has been validated in multiple languages and cultural contexts. The scale's ten items are designed to measure this construct, each referring to successful coping and implying an internal-stable attribution of success. The GSES consists of 10 items, each rated on a 4-point Likert scale, In the present study, the scale was changed to a 5-point scale. To score the GSES, sum the scores for all 10 items. The total score ranges from 10 to 50, with higher scores indicating higher self-efficacy.

Example:

Table 4 Self-Efficacy Scale

Topic content	1	2	3	4	5
1. I can always manage to solve difficult problems if I try hard enough.					
2. If someone opposes me, I can find the means and ways to get what I want.					
3. It is easy for me to stick to my aims and accomplish my goals.					
4. I am confident that I could deal efficiently with unexpected events.					

3.3.5 Social Support Scale

The Social Support Scale (SSS) is designed to measure the perceived social support individuals receive from various sources, such as family, friends, and significant others (Peeters, M. C., Buunk, B. P., & Schaufeli, W. B., 1995). One widely used version of the SSS is the Multidimensional Scale of Perceived Social Support (MSPSS). The MSPSS consists of 12 items and assesses three sources of support: family, friends, and significant others. The MSPSS measures social support across three subscales: parents Support (Items 3, 4, 8, 11); peers Support (Items 6, 7, 9, 12); Significant Others Support (Items 1, 2, 5, 10). Each item is rated on a 7-point Likert scale. In this study, the scale was changed to a 5-point scale, and the Significant Others Support is replaced by teacher support. To score the MSPSS, sum the scores for the items within each subscale to obtain the subscale scores. Higher scores indicate higher perceived social support from the respective source.

Example:

Table 5 Social Support Scale

Topic content	1	2	3	4	5
1. There is a teacher who is around when I am in need.					
2. There is a teacher with whom I can share my joys and sorrows.					
3. My family really tries to help me.					
4. I get the emotional help and support I need from my family.					

According to Smith et al. (2010), the scoring criteria are defined as follows:

1.00 - 1.79 = at the very low level

1.80 - 2.59 = at the low level

2.60 - 3.39 = at the moderate level

3.40 - 4.19 = at the high level

4.20 - 5.00 = at the highest level

The validity and reliability of measurement

3.4 Data Collection

Since high school students are prohibited from using mobile phones in school, the questionnaire is planned to be a paper version, which will be distributed to students and collected by teachers.

3.5 Data Analysis

The project plans to use computer systems, for data processing and statistical analysis. All data will be processed and analyzed using software tools. The analyses to be conducted include:

1. Descriptive Statistics: Mean, standard deviation, percentage.
2. Correlation Analysis: Pearson correlation.
3. Impact Analysis: Multiple regression analysis.

CHAPTER 4
RESEARCH RESULT

Combining previous literature research, this study identified four factors influencing career adaptability. To comprehensively analyze the impact of these four factors, the following research methods will be employed based on the results of the questionnaire survey using Computer System:

1) Descriptive Statistic Analysis: Basic statistics will be conducted on the core variables, including minimum, maximum, mean, and standard deviation.

2) Correlation Analysis: The relationship between the research dependent

independent variables: personality, emotional intelligence, self-efficacy, social support and the dependent variable career adaptability will be examined. The correlation coefficient's sign and magnitude will be used to determine the strength and direction of the relationship between each factor and growth mindset.

3) Multiple Linear Regression Analysis: The impact of independent variables: personality, emotional intelligence, self-efficacy, social support on the the dependent variable career adaptability will be examined.

In the analyses mentioned above, various statistical indicators will be used. To better understand the meanings of these indicators, the following explanations are provided:

N is the number of samples.

Min represents the minimum value.

Max represents the maximum value.

M denotes the mean.

SD stands for standard deviation.

R is the coefficient of determination.

R^2stands for coefficient of determination.

Y stands for career adaptability.

X_1 stands for personality.

X_2 stands for emotional intelligence.

X_3 stands for self-efficacy.

X_4 stands for social support.

4.1 Descriptive Analysis

Each variable in the questionnaire utilized a Likert 5-point scale, with scores representing the average score of each item under the variable, ranging from 1 to 5 points. The descriptive results of each variable in this study are presented in Table 6.

Table 6 Variable Description

variables	N	Min	Max	M	SD
career adaptability	304	1.250	5.000	3.616	0.847
personality	304	1.400	4.967	3.630	0.849
emotional intelligence	304	1.313	5.000	3.634	0.845
self-efficacy	304	1.300	5.000	3.602	0.859
social support	304	1.083	5.000	3.231	0.874

Descriptive analysis is used to study the overall situation of quantitative data, and describes the overall situation of the data through information such as mean value or skewness. From the above table, we can see that the absolute value of kurtosis is less than 3, and the current data distribution is flat and approximates normal distribution. The skewness is all around 0, and the current data distribution is offset and approximates normal distribution.

The mean values of all variables ranged from 3.231 to 3.634 (out of 5 points), indicating that the sample group as a whole showed a medium to high psychological

trait level. For example, the mean value of career adaptability was 3.616, which is consistent with the conclusion of the study that "highly adaptable groups are more likely to obtain career development opportunities (Zou, Wang & Gu, 2025).

4.2 Correlation Analysis

Pearson correlation analysis was employed to examine the correlation between the four influencing factors and career adaptability. The degree of correlation between two variables is represented by the correlation coefficient, which ranges from -1 to 1. A negative correlation coefficient indicates a negative relationship between the two variables, and the larger the absolute value of the correlation coefficient, the stronger the correlation between the two variables.

Table 7 Correlation analysis

	Y	X_1	X_2	X_3	X_4	X_5
Y	1					
X_1	.936**	1				
X_2	.971**	.946**	1			
X_3	0.960**	.942**	.965**	1		
X_4	0.946**	.917**	.949**	.938**	1	

** Correlation is significant at the 0.01 level.

Correlation analysis is used to study the correlation between five items, namely, career adaptability, personality, emotional intelligence, self-efficacy, and social support, and the Pearson correlation coefficient is used to indicate the strength of the correlation. Specific analysis shows that:

The correlation coefficient between personality and career adaptability is 0.936, and it shows a significant level of 0.001, which indicates that personality and career adaptability have a significant positive correlation. The correlation coefficient between

emotional intelligence and career adaptability is 0.971, and it shows a significant level of 0.001, which indicates that emotional intelligence and career adaptability have a significant positive correlation. The correlation coefficient between self-efficacy and career adaptability is 0.960, and it shows a significant level of 0.001, which indicates that self-efficacy and career adaptability have a significant positive correlation. The correlation coefficient between social support and career adaptability is 0.946, and it shows a significant level of 0.001, which indicates that social support and career adaptability have a significant positive correlation.

4.3 Regression Analysis

Based on the correlation analysis above, significant correlations between the four influencing factors and **career adaptability** were observed. X_1 to X_4, as independent variables, and Y as the dependent variable, were implied to establish a multiple linear regression model.

Table 8 Model Summary

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.977	.954	.953	2.195

As shown in Table [10], the overall R value of the regression model is 0.977, indicating a moderate correlation between the independent variables and the dependent variable. The coefficient of determination (R^2) is 0.954, suggesting that the independent variables collectively explain 95.4% of the variance in growth mindset. The adjusted R^2

(0.953) provides a more conservative estimate of the model's explanatory power, accounting for the number of predictors. The standard error of the estimate (2.19) reflects the average distance between predicted and observed values of the dependent variable.

Table 9 ANOVA

Source	Sum of Squares	df	Mean Square	F	p-value
Regression	29869.726	4	7467.432	1549.555	<.001***
Residual	1440.905	299	4.819		
Total	31310.632	303			

*** $p < 0.001$

The ANOVA table shows that the F value of the regression model is 1549.555, and the corresponding p value is less than 0.001, indicating that the regression model is significant, that is, at least one independent variable has a significant effect on the dependent variable.

The regression part explains most of the variation (29869.726 / 31310.632 = about 95.4%), while the residual part explains less variation (1440.905 / 31310.632 = about 4.6%).

Table 10 Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	p-value
1	(Constant)	.406	.922		.440	.660
	X_1	.093	.058	.065	1.588	.113
	X_2	.373	.043	.497	8.729	<.001
	X_3	.300	.061	.254	4.919	<.001
	X_4	.171	.040	.177	4.305	<.001

The regression coefficients show that:

X_2 (Beta=0.497), X_3 (Beta=0.254), and X_3 (Beta=0.177) have a significant positive impact on the dependent variable ($p < 0.001$);

X_1 (Beta=0.065) and the constant term did not reach a significant level ($p > 0.05$), and their theoretical necessity or measurement reliability and validity may need to be re-evaluated.

Unstandardized regression equation:

$$Y= 0.406 + 0.093\times X_1 + 0.373\times X_2 + 0.300\times X_3 + 0.171\times X_4$$

Standardized regression equation:

$$Z= 0.497\times X_2 + 0.254\times X_3 + 0.177\times X_4$$

CHAPTER 5
CONCLUSION AND DISCUSSION

This study explored the influencing factors of high school students' career adaptability through quantitative data analysis. The results revealed that emotional intelligence, self-efficacy, and social support significantly predict career adaptability, with emotional intelligence demonstrating the strongest effect, followed by self-efficacy and social support. Personality traits, however, did not show a statistically significant influence.

5.1 Brief Summary of the Study

This study investigated the factors influencing high school students' career adaptability by analyzing relationships between key psychological constructs. First, demographic data (e.g., gender distribution, parental education levels) were examined. Subsequent descriptive statistical analyses explored associations between career adaptability and four factors: personality, emotional intelligence, self-efficacy, and social support. A Pearson Product-Moment Correlation Coefficient (PPMC) analysis quantified these relationships, followed by multiple regression analysis to identify predictive factors. Finally, predictive equations were developed to model the influence of these variables.

The PPMC results indicated positive correlations between all factors and career adaptability. Emotional intelligence showed the strongest correlation ($r = 0.971$), followed by self-efficacy ($r = 0.960$), social support ($r = 0.946$), and personality ($r = 0.936$). These findings confirmed Hypothesis 1.7.1: Personality, emotional intelligence, self-efficacy, and social support correlate with students' career adaptability.

Regression analysis further validated that emotional intelligence, self-efficacy, and social support significantly predict career adaptability, supporting Hypothesis 1.7.2: Personality, emotional intelligence, self-efficacy, and social support influence career adaptability, with emotional intelligence, self-efficacy, and social support demonstrating stronger effects than personality.

5.2 Discussion of the Results

Key Predictors of Career Adaptability

The dominance of emotional intelligence as the strongest predictor aligns with prior research emphasizing its role in career decision-making (Di Fabio & Kenny, 2015). High emotional intelligence enables students to navigate uncertainty, manage stress, and adapt to evolving career landscapes—a critical skill in adolescence (Super, 1980). Similarly, self-efficacy's significant influence supports Bandura's (Bandura, 1997) social cognitive theory, which posits that belief in one's capabilities drives proactive career behaviors. Social support's contribution echoes findings by (Hirschi et al., 2015), who identified familial and peer encouragement as buffers against career indecision.

The Non-Significant Role of Personality

Despite a high correlation ($r = 0.936$), personality did not independently predict career adaptability in regression models. This discrepancy may stem from overlapping variance between personality traits (e.g., conscientiousness, openness) and emotional intelligence or self-efficacy (Podsakoff et al., 2003). For instance, traits like emotional stability (a facet of personality) might be conflated with emotional intelligence in measurement. Future studies should employ structural equation modeling to disentangle these relationships.

Cultural Contextualization

The high mean career adaptability scores observed in this study may reflect China's collectivist cultural environment, which prioritizes academic achievement and conformity to societal expectations. Students might report elevated adaptability due to social desirability bias, as career planning is often perceived as a communal responsibility rather than an individual endeavor (Leung et al., 2011). This cultural pressure to "succeed" could inflate self-reported adaptability, a limitation noted in cross-cultural career studies (Sawitri & Creed, 2017).

5.2.1 Correlation and Regression Analysis of Emotional Intelligence and High School Students' Career Adaptability

The results of the correlation analysis indicated a strong and statistically significant positive relationship between emotional intelligence (EI) and high school

students' career adaptability ($r = .971$, $p < .001$). This finding suggests that students with higher EI tend to demonstrate greater adaptability in career-related tasks and decision-making processes, echoing prior research that links EI to better coping, decision-making, and career exploration outcomes (Mayer et al., 2008).

In the regression analysis, emotional intelligence emerged as the most significant predictor of career adaptability ($\beta = .338$, $p < .001$), explaining a substantial proportion of the variance ($R^2 = .942$). This supports the growing body of literature emphasizing the pivotal role of EI in facilitating career-related adjustment, particularly in dynamic or uncertain vocational contexts (Di Fabio & Kenny, 2015).

Students with high emotional intelligence are better equipped to recognize, understand, and regulate their emotions, which is crucial when confronting career uncertainty, overcoming setbacks, and making informed decisions. Moreover, EI enables students to align their career goals with personal strengths and values, and to remain flexible amid changing labor market conditions (Goleman & Intelligence, 1995; Super, 1980).

However, the exceptionally high correlation coefficient ($r > .90$) should be interpreted with caution. Such a strong relationship may indicate measurement overlap or shared variance between the constructs assessed by the EI and career adaptability scales, potentially inflating the results (Podsakoff et al., 2003) Future studies should consider using alternative or multi-method assessments to mitigate this issue and better isolate the unique contribution of EI.

5.2.2 Correlation and Regression Analysis of Self-Efficacy and High School Students' Career Adaptability

Self-efficacy also demonstrated a strong and significant positive correlation with career adaptability ($r = .960$, $p < .001$). Regression results revealed that self-efficacy was a significant predictor of adaptability ($\beta = .300$, $p < .001$), accounting for 92.1% of the variance ($R^2 = .921$). These findings are consistent with Bandura's (Bandura, 1997) social cognitive theory, which asserts that self-efficacy enhances individuals' capacity for goal setting, persistence, and effective coping strategies.

In the context of career development, high self-efficacy facilitates exploratory behaviors, problem-solving, and resilience in the face of obstacles (Betz & Hackett, 2006). Moreover, self-efficacy contributes to students' confidence in handling career transitions, making it a central construct in career construction theory (Savickas, 2005).

The predictive strength of self-efficacy was slightly lower than that of emotional intelligence (β = .300 vs. .338), its contribution remains substantial. This may indicate that while EI provides the emotional regulation needed for adaptive functioning, self-efficacy drives the motivation and action required for effective career planning and engagement.

Self-efficacy may interact with EI to enhance career adaptability—suggesting a potentially synergistic relationship worth exploring in future interaction or moderation models (Fabio & Palazzeschi, 2008).

5.2.3 Correlation and Regression Analysis of Social Support and High School Students' Career Adaptability

Social support exhibited a significant positive correlation with career adaptability ($r = .946$, $p < .001$). The regression analysis further confirmed that social support was a significant, though relatively weaker, predictor of career adaptability ($\beta = .171$, $p < .001$), accounting for 89.5% of the variance ($R^2 = .895$).

These findings reinforce the importance of social support in career development, particularly within collectivist cultural contexts, where family, teachers, and peers often play a key role in influencing career choices (Guan et al., 2013; Leung et al., 2011). Prior studies have demonstrated that social support can buffer against career indecision, foster self-confidence, and provide informational and emotional resources that facilitate adaptability (Hirschi et al., 2015).

However, the relatively low regression coefficient compared to EI and self-efficacy suggests that social support may function more as a contextual or moderating factor, enhancing the effects of internal traits rather than serving as a primary determinant of adaptability. It is possible that individuals with high EI or self-efficacy are better able

to mobilize or benefit from social support, indicating a potential interaction effect that warrants further investigation.

5.2.4 Correlation and Regression Analysis of Personality and High School Students' Career Adaptability

Personality traits were also found to be strongly and positively correlated with career adaptability ($r = .936$, $p < .001$). Despite this, the regression analysis revealed that personality did not significantly predict career adaptability ($\beta = .093$, $p = .113$), indicating that its direct effect may be limited in the presence of other psychological factors.

This apparent contradiction may be attributed to multicollinearity, as certain personality traits—particularly conscientiousness and openness—often overlap conceptually and empirically with constructs like emotional intelligence and self-efficacy (Furnham et al., 2009). For example, conscientious individuals may naturally exhibit higher levels of self-regulation and goal orientation, traits that also contribute to self-efficacy and adaptability.

It is possible that the influence of personality traits is mediated by more dynamic psychological constructs. For instance, emotionally stable individuals may be more likely to develop higher emotional intelligence, which in turn enhances career adaptability (Zhou & Santos, 2007). Future research should consider conducting mediation or structural equation modeling analyses to better understand the indirect pathways through which personality influences adaptability.

The use of broad trait-based models (e.g., the Big Five) may obscure the contribution of specific personality dimensions. Finer-grained analysis of trait subcomponents could reveal more nuanced relationships that are not captured in global trait scores (Costa Jr & McCrae, 1992).

5.3 Suggestions for Educators

Based on the findings and reflections of this study, the following suggestions are proposed for educators, counselors, and school administrators to effectively enhance high school students' career adaptability:

1. Integrate Emotional Intelligence Training into Curriculum

Given the strong predictive power of emotional intelligence on career adaptability, educators should incorporate activities that cultivate self-awareness, emotional regulation, empathy, and interpersonal skills. Programs such as SEL (Social and Emotional Learning) can be tailored to fit the cultural and developmental context of high school students (Brackett & Rivers, 2014).

2. Foster Self-Efficacy through Mastery Experiences

Teachers should create opportunities for students to experience success in academic and extracurricular domains. Providing constructive feedback, goal-setting workshops, and peer mentoring can strengthen students' belief in their ability to handle career-related challenges (Bandura, 1997).

3. Strengthen School-Based Social Support Systems

Schools can play a pivotal role in providing emotional and informational support through career counseling services, teacher-student mentoring relationships, and peer support groups. Encouraging a supportive school climate can help students feel more confident and connected in their career planning process.

4. Provide Individualized Career Guidance

Educators should consider the diverse personality traits, emotional needs, and cultural backgrounds of students when offering career guidance. A personalized and student-centered approach that respects individual differences is more effective than one-size-fits-all interventions.

5. Promote Reflective Practices

Encouraging students to engage in self-reflection exercises, such as career journals, personality assessments, and future-self visualizations, can help them gain clarity about their strengths, interests, and long-term goals—thereby improving career adaptability.

5.4 Suggestions for Research

This study opens several avenues for further academic inquiry into the development of career adaptability among adolescents:

1. Incorporate Qualitative Approaches

While quantitative data offers generalizability, qualitative methods such as interviews, focus groups, and case studies can provide richer insights into students lived experiences, especially regarding cultural expectations, identity development, and internal conflicts about career choices.

2. Examine Cultural and Socioeconomic Variables

Future research should explore how cultural values, family background, and socioeconomic status influence students' access to career resources and the way they construct career meaning. Comparative studies between collectivist and individualist cultures can yield deeper cross-cultural understanding.

3. Expand to Diverse Student Populations

To enhance generalizability, further studies should include diverse samples from different regions, school types (urban/rural, public/private), and ability levels. Exploring gender and minority group differences in career adaptability could also uncover important equity considerations.

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APPENDIX

1. Career Adaptability Scale

Career adaptability refers to an individual's readiness and resources for coping with current and anticipated tasks of vocational development. It encompasses four key dimensions: concern, control, curiosity, and confidence. Concern involves planning and preparing for the future; control is about taking responsibility for one's career; curiosity reflects exploring possible selves and future scenarios; and confidence relates to believing in one's ability to pursue and achieve career goals.

In this study, I used The Career Adapt-Abilities Scale-Short Form (CAAS-SF). The CAAS-SF is a condensed version of the Career Adapt-Abilities Scale (CAAS), designed to measure an individual's career adaptability (Maggiori, Rossier, & Savickas, 2017; Soares et al., 2023; Kenny et al., 2022). The CAAS-SF includes items that assess four dimensions of career adaptability: Concern (preparing for the future); Control (taking responsibility for the future); Curiosity (exploring possible future selves and scenarios); Confidence (pursuing aspirations). The CAAS-SF consists of 12 items, each rated on a 5-point Likert scale. To score the CAAS-SF: Sum the scores for the items within each dimension to obtain the dimension scores. Higher scores indicate greater career adaptability in that dimension.

Questionnaire 1: Career Adaptability Scale

Topic	1	2	3	4	5
Concern					
1. I am thinking about what my future will be like.					
2. I am preparing for the future.					
3. I am becoming aware of the educational and vocational choices that I must make.					
Control					
4. I am making decisions by myself.					
5. I am taking responsibility for my actions.					
6. I am counting on myself.					
Curiosity					

Topic	1	2	3	4	5
7. I am looking for opportunities to grow as a person.					
8. I am investigating options before making a choice.					
9. I am observing different ways of doing things.					
Confidence					
10. I am taking care to do things well.					
11. I am learning new skills.					
12. I am working up to my ability.					

2. Personality Scale

Personality refers to the enduring characteristics and behaviors that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns.

In this study, I used The NEO-Five Factor Inventory (NEO-FFI) measures five major domains of personality: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. Here are the 60 items categorized by these five dimensions:

Questionnaire 2: Personality Scale

Topic	1	2	3	4	5
Neuroticism					
1. I am not a worrier.					
2. I often feel inferior to others.					
3. When I'm under a great deal of stress, sometimes I feel like I'm going to pieces.					
4. I rarely feel lonely or blue.					
5. I often feel tense and jittery.					
6. Sometimes I feel completely worthless.					

Topic	1	2	3	4	5
7. I rarely feel fearful or anxious.					
8. I often get angry at the way people treat me.					
9. Too often, when things go wrong, I get discouraged and feel like giving up.					
10. I am seldom sad or depressed.					
11. I often feel helpless and want someone else to solve my problems.					
12. At times I have been so ashamed I just wanted to hide.					
Extraversion					
13. I like to have a lot of people around me.					
14. I laugh easily.					

Topic	1	2	3	4	5
15. I don't consider myself especially "light-hearted".					
16. I really enjoy talking to people.					
17. I like to be where the action is.					
18. I usually prefer to do things alone.					
19. I often feel as if I'm bursting with energy.					
20. I am a cheerful, high-spirited person.					
21. I am not a cheerful optimist.					
22. My life is fast-paced.					
23. I am very active and full of energy.					

Topic	1	2	3	4	5
24. I would rather go my own way than be a leader of others.					
Openness to Experience					
25. I don't like to waste my time daydreaming.					
26. Once I find the right way to do something, I stick to it.					
27. I am intrigued by the patterns I find in art and nature.					
28. I believe letting students hear controversial speakers can only confuse and mislead them.					
29. Poetry has little or no effect on me.					

Topic	1	2	3	4	5
30. I often try new and foreign foods.					
31. I seldom notice the moods or feelings that different environments produce.					
32. I believe we should look to our religious authorities for decisions on moral issues.					
33. Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement.					
34. I have little interest in speculating on the nature of the universe or the human condition.					
35. I have a lot of intellectual curiosity.					

Topic	1	2	3	4	5
36. I often enjoy playing with theories or abstract ideas.					
Agreeableness					
37. I try to be courteous to everyone I meet.					
38. I often get into arguments with my family and co-workers.					
39. Some people think I'm selfish and egotistical.					
40. I would rather cooperate with others than compete with them.					
41. I tend to be cynical and skeptical of others' intentions.					

Topic	1	2	3	4	5
42. I believe that most people will take advantage of you if you let them.					
43. Most people I know like me.					
44. Some people think of me as cold and calculating.					
45. I'm hard-headed and tough-minded in my attitudes.					
46. I generally try to be thoughtful and considerate.					
47. If I don't like people, I let them know it.					
48. If necessary, I am willing to manipulate people to get what I want.					

Topic	1	2	3	4	5
Conscientiousness					
49. I keep my belongings clean and neat.					
50. I'm pretty good about pacing myself so as to get things done on time.					
51. I'm not a very methodical person.					
52. I try to perform all the tasks assigned to me conscientiously.					
53. I have a clear set of goals and work toward them in an orderly fashion.					
54. I waste a lot of time before settling down to work.					

Topic	1	2	3	4	5
55. I'm known for my prudence and common sense.					
56. When I make a commitment, I can always be counted on to follow through.					
57. Sometimes I'm not as dependable or reliable as I should be.					
58. I am a productive person who always gets the job done.					
59. I never seem to be able to get organized.					
60. I strive for excellence in everything I do.					

3. Emotional Intelligence Scale

Emotional intelligence encompasses a set of skills that enable individuals to navigate their emotional landscape effectively, influencing both personal growth and leadership capabilities.

In this study, I used the Wong and Law Emotional Intelligence Scale (WLEIS). The WLEIS is a commonly used short scale for measuring Emotional Intelligence (EI) (Wong and Law, 2002). This scale is concise yet effective, focusing on four dimensions of EI with a total of 16 items (Self-Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, Regulation of Emotion). The WLEIS provides a concise and effective measure of emotional intelligence, focusing on key dimensions relevant to both personal and professional contexts. The WLEIS uses a 6-point Likert scale, In the present study, the scale was changed to a 5-point scale. Sum the scores for the items within each dimension to obtain the dimension scores. Higher scores indicate higher emotional intelligence in that dimension.

Questionnaire 3: Emotional **Intelligence Scale**

Topic	1	2	3	4	5
Self-Emotion Appraisal (SEA)					
1. I have a good sense of why I have certain feelings most of the time.					
2. I have good understanding of my own emotions.					
3. I really understand what I feel.					
4. I always know whether or not I am happy.					
Others' Emotion Appraisal (OEA)					
5. I always know my friends' emotions from their behavior.					
6. I am a good observer of others' emotions.					

Topic	1	2	3	4	5
7. I am sensitive to the feelings and emotions of others.					
8. I have good understanding of the emotions of people around me.					
Use of Emotion (UOE)					
9. I always set goals for myself and then try my best to achieve them.					
10. I always tell myself I am a competent person.					
11. I am a self-motivated person.					
12. I would always encourage myself to try my best.					
Regulation of Emotion (ROE)					
13. I am able to control my temper and handle difficulties rationally.					
14. I am quite capable of controlling my own emotions.					
15. I can always calm down quickly when I am very angry.					
16. I have good control of my own emotions.					

4. Self-Efficacy Scale

Self-efficacy refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments.

The General Self-Efficacy Scale (GSES) is a widely used instrument designed to assess an individual's belief in their ability to cope with a variety of difficult demands in life. It was developed by Schwarzer and Jerusalem in 1995 and has been validated in multiple languages and cultural contexts. The scale's ten items are designed to measure this construct, each referring to successful coping and implying an internal-stable attribution of success. The GSES consists of 10 items, each rated on a 4-point Likert scale, In the present study, the scale was changed to a 5-point scale. To score the GSES, sum the scores for all 10 items. The total score ranges from 10 to 50, with higher scores indicating higher self-efficacy.

Questionnaire 4: Self-Efficacy Scale

Topic	1	2	3	4	5
1. I can always manage to solve difficult problems if I try hard enough.					
2. If someone opposes me, I can find the means and ways to get what I want.					
3. It is easy for me to stick to my aims and accomplish my goals.					
4. I am confident that I could deal efficiently with unexpected events.					
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.					
6. I can solve most problems if I invest the necessary effort.					
7. I can remain calm when facing difficulties because I can rely on my coping abilities.					

Topic	1	2	3	4	5
8. When I am confronted with a problem, I can usually find several solutions.					
9. If I am in trouble, I can usually think of a solution.					
10. I can usually handle whatever comes my way.					

5. Social Support Scale

Social support can be defined as the emotional, physical, informative, instrumental, and financial aid provided by people around an individual, such as parents, peers, and teachers.

The Social Support Scale (SSS) is designed to measure the perceived social support individuals receive from various sources, such as family, friends, and significant others (Peeters, M. C., Buunk, B. P., & Schaufeli, W. B., 1995). One widely used version of the SSS is the Multidimensional Scale of Perceived Social Support (MSPSS). The MSPSS consists of 12 items and assesses three sources of support: family, friends, and significant others. The MSPSS measures social support across three subscales: parents Support (Items 3, 4, 8, 11); peers Support (Items 6, 7, 9, 12); Significant Others Support (Items 1, 2, 5, 10). Each item is rated on a 7-point Likert scale. In this study, the scale was changed to a 5-point scale, and the Significant Others Support is replaced by teacher support. To score the MSPSS, sum the scores for the items within each subscale to obtain the subscale scores. Higher scores indicate higher perceived social support from the respective source.

Questionnaire 5: Social Support Scale

Topic	1	2	3	4	5
Family Support					
1. My family really tries to help me.					
2. I get the emotional help and support I need from my family.					
3. I can talk about my problems with my family.					
4. My family is willing to help me make decisions.					
Friends Support					
5. My friends really try to help me.					
6. I can count on my friends when things go wrong.					
7. I have friends with whom I can share my joys and sorrows.					
8. I can talk about my problems with my friends.					
Teacher Support					
9. There is a teacher who is around when I am in need.					
10. There is a teacher with whom I can share my joys and sorrows.					
11. I have a teacher who is a real source of comfort to me.					
12. There is a teacher in my life who cares about my feelings.					