

The Relationship Between the Influence of Knowledge of Future Career Orientation, Role of University Career Guidance, and Parental Background on Future Career Readiness Among University Students in the Shandong Province, China

Ding Lei¹, Nor Aishah Buang^{1*}

¹ Faculty of Education & Liberal Sciences, City University Malaysia, Malaysia

* Corresponding Author: aishah.buang@city.edu.my

Received: 3 August 2024 | Accepted: 5 December 2024 | Published: 15 February 2025

DOI: <https://doi.org/10.55057/ajress.2025.7.1.20>

Abstract: *The aim of this dissertation is to look at the involvement of University Guidance, and parental encouragement in the preparation of university students in Shandong province, China for their prospective careers. Carrying out a quantitative study design, the research invited 350 university students to the study to assess the impact of educational support and family support on career choice. To enhance reliability, a pilot survey was conducted to eliminate any problems with the questionnaire and to employ existing scales for participants' responses. Validity measures were observed by developing a survey with the right items based on the objectives of the study: the survey was both structured and semi-structured which effectively captured all the various views to be considered. The quantitative data analysis method included descriptive statistics, which was used to identify the trends displayed by participants, and inferential statistics to compare differences in motivational factors and career satisfaction. The research also showed the correlation between the support, which was given by universities and parents, and students' intentions to plan their career activity. The study has some limitations such as sectioning the study within a particular area, response bias arising from self-administration of questionnaires, and the fact that the data collected is for a particular period/ cross-sectional, thus does not allow causality inferences. However, this study is not without limitations hence the need to consider the limitations. Despite these limitations, this study offers insights into the motivational support's role in career development to students in Shandong province.*

Keywords: University Guidance, Career Development, Parental Motivation, University Students, Quantitative Research, Shandong Province, Survey Analysis, Career Planning, Educational Motivation, Higher Education, Correlation Analysis, Student Aspirations, China

1. Introduction

It is necessary to state that career development is one of the significant factors that define a student's academic experience and future effectiveness. This paper focuses on the analysis of the significance of University Guidance and parental motivation in the career planning of university students in Shandong province, China, which is a part of a dissertation. The research questions arising from the study include an exploration of the effect of the two types of motivation on the student's career choice and planning process.

In the context of the competition in higher education and in the job market, the role of educational institutions as well as parents' encouragement can define a student's choice. The dissertation took a quantitative approach; the researcher administered questionnaires to 350 university students to establish how the motivational factors play out in their career decisions (Zhou et al., 2024). The study used the pilot survey to make an assessment of the validity of the used questionnaire and measured reliability by using existing scales.

Validity was considered in survey construction, ensuring that questions corresponded to the research aims and included both metric and open-ended investigations of participants' experiences. Quantitative research was based on descriptive measurement, which allowed mapping of the main trends and the use of inferential measurement to reveal possible associations between variables, for example, between motivational support and career satisfaction.

As a result, the study happens to shed light on various relations involving University Guidance, parental motivation, and the career development of the students. Thus, the present study emphasizes the role of the institutions and households in the formation of the students' professional orientations (Xu et al., 2023). However, the study also brings certain methodological limitations, such as its reliance on a particular region, respondent's self-report, and calendar time cross-sectional study design, which admitted analysis of causal relationships. All in all, the dissertation provides significant suggestions for researchers in examining the nature of motivational support and its impact on the career planning of university students in Shandong province with the purpose of strengthening the educational and familial support for students' career planning.

2. Article on Introduction

Career development remains a significant part of a student's schooling because it is a transition between a student's education and career goals. In China, the education system is very competitive, and students are under pressure to make proper decisions, concerning their further working careers (Ahiafor & Ren, 2024). In light of this, the dissertation study starts with the first chapter, which is the introduction chapter, with a purposive aim of assessing the involvement of University Guidance and parental motivation within the career development process of university students in Shandong province, China. This chapter provides the background information of the study, research problem, justification, and relevance of the study that forms the background to the presented research.

Addressing this situation, the dissertation starts by acknowledging the increasing relevance of the issue of career development within the frameworks of higher education. Due to the dynamism in the market, especially, the labour market, students are expected to make managerial choices in their careers while still in school (Qi et al., 2024). The stress involved in making the right career decision is worsened by the societal norms, family influence, and direction given by the education facilities. These pressures are even more apparent in China, mainly because education and the socio-cultural environment foster cut-throat competitiveness and the acquisition of good grades and professional success (Wang et al., 2022). The purpose of this research will be to identify how University Guidance and parental motivation, influence the careers of university students in Shandong province.

The research problem stems from the fact that despite the fact that Chinese university students are availed of career guidance services, little is known about the extent to which such services

actually impact students' career decisions (Liu, 2023). Furthermore, the role of parents is not well defined as they play a major role in motivating and encouraging their children to push hard in their respective courses with an aim of getting a good job in the future. It is against this backdrop that this dissertation aims to fill the gaps by establishing the level of University Guidance and parental motivation on the career planning of the students.

Therefore, the rationale for this research is well founded on the understanding that: career planning is a multivariate process. University Guidance services are specifically meant to assist students, in dealing with the challenges of the job market since the service provides the necessary types of equipment and knowledge to enable the student to make the right decision (Wang et al., 2024). However, the usefulness of these services depends on the manner in which they are offered and perceived by the beneficiaries, namely the students. Likewise, the parent's motivation also has a positive impact on students' perception of their careers. The parent plays a social role by attending to their children's needs either psychologically, financially, or by offering advice (Zhang & Cherng, 2024). In detail, it is essential to distinguish where these two types of motivation intertwine and how the interdependence of both kinds serves as a base for developing suitable career preparation and assistance for students.

Thus, it is crucial to mention that the results of this study can be further helpful for educational institutions and families to know the suitable ways of supporting students in their career choices. From this study, insights into the specifics of external and internal influences that predetermine students' choices can be derived, and therefore the results of this study may help improve the University Guidance programs, moreover, it can assist parents in providing proper support to their children in their choice of career (Huang et al., 2022). In a wider perspective, the outcomes of the present study could be valuable for training politicians and school teachers about the absence of unity in the existing career counselling services which established viewpoints both in the institution as well as in the familial background.

In a bid to accomplish these research objectives, the study uses a survey research technique with Shandong University students as the target population of 350 students (Wang et al., 2022). All the survey questions' aims and objectives are prepared specifically to determine the extent to which University Guidance and parents' motivation have contributed to students' career choices. The collected data will be used to do descriptive and inferential statistics to determine relationships between the variables (Qi et al., 2024). In this respect, the focus on a particular region offers a thorough understanding of the tendencies in the field of career planning in the context of Chinese higher education at large.

The limitations and assumptions of the study are also outlined in the introduction chapter, whereby the study's focus on only one province limits the generalizability of the findings. Thus, even though the subjects of this study are representative of Chinese university students in Shandong province, the findings cannot be universally generalizable to other areas with ethnic, economic, or educational differences (Zhou et al., 2024). Furthermore, the method of data collection that was used involves self-completion of questionnaires, and this method is likely to suffer from response bias whereby the students tend to give answers that they think are socially desirable. Of course, the study has its drawbacks: The sample size is limited, and volunteers cannot be considered a representative sample of the population, as all participants in the study received compensation for their participation (Ahiafor & Ren, 2024). However, the study still has the potential to attract researchers' attention and contribute to the development of further studies on the subject.

3. Literature Review

Career development is a multifaceted process that has been the concern of many scholars, and therefore, the literature review synthesizes the facts about university students' career development focusing on the influence of university guidance and parental motivation in Shandong province, China. Career development is acknowledged to be an essential stage in students' learning process, as well as the shift from academic to working life needs to be discussed and facilitated.

It is noteworthy that students' career guidance at universities remains one of the essential factors of their professional formation. Entrepreneurship education at universities was also noted to have a positive impact on the students' entrepreneurial intentions, with the level of entrepreneurial competence moderating the relationship, as confirmed by Lv et al. (2021). According to Su et al. (2021) university support and resources were found to have an influence on the students' attitudes towards entrepreneurship. Zhang (2023) observed that academic achievement and motivation of the students depends on teachers' expectation and support. According to González-Zamar et al. (2020), positive and healthy relationships evident in the classroom, particularly between teachers and students, lead to higher achievements.

Same to the family background, parental influence is also very vital in determining the kind of careers that the students want to pursue. Neuenschwander and Hofmann proved in 2022 that parental support plays a role of a moderator in the connection between career decision-making and work adjustment. Some of the factors that Li (2020) discovered to affect students' career decisions include; Parent economic status, Parent education level, and Family's expectation towards the student's career choice. Sawitri and Creed (2022) showed an interesting pattern of the multidimensionality of adolescent-parent career congruence-job search preparatory behaviours. Guo and Baruch (2021) conducted a study showing that career success in China is affected by a city's institutional capital and people's migration status.

The motivation from both the university side and parents is revealed as the conference's key theme. Abercrombie et al. (2019) and Lee (2019) indicate that teaching youngsters' encouragement has a direct positive effect on the learners' motivation and achievement levels agreed by parental involvement. According to Zhang (2022), an interaction between parents and teachers fosters the necessary environment for the vocational students to find information from their teachers about jobs. Ortan et al. (2021) revealed that teacher and parental motivation enhance self-efficacies as well as students' career development.

Career readiness continues to be an issue, seeing that a 2020 NACE poll shows that 39. Only 4% of college graduates in the current generation were deemed sufficient in preparing them for the market. J. Gao (2019) stated that internship experiences increase career readiness and L. Gao (2019) explained cultural factors and the influence of the family on the students' perception of career preparedness.

SCCT encompasses personal, social, and environmental journey considerations in choosing a career path (Chiu et al., 2023). Power distance and collectivism are two-part cultural dimensions on which the Cultural Dimensions theory looks at the Chinese context regarding career decisions (Rattrie et al., 2020). Career motivation is analysed by the Self-Determination Theory (SDT); it concerns the intrinsic and extrinsic motivation classified by autonomy, competence, and relatedness (Ryan & Deci, 2022).

As for the specific case of the Shandong province, several pieces of research are available and interesting. Wang et al. (2021) investigated the factors that may impact university students' attitude towards participation in grassroots employment activities while focusing on the role of parents' encouragement and teachers' nudging. In this paper, Yuena (2020) discussed the case of normal students who receive public funding, demonstrating that parental demands and money mentality influence career decisions. In Zhou et al. (2024), the author addressed several predictors for seeking the master's degree: socioeconomic status & parental encouragement.

Liu et al. (2020) made a meta-synthesis to analysis of academic performance and family SES in China and the role of parents' education and resources. Another study conducted by Gu et al. (2020) to determine effects of career courses on the career readiness of Chinese university students; it noted teacher and parental motivation as vital.

Zhao and Wu (2022) stressed the need for the implementation of career development courses among Chinese undergraduate students and urged teachers to play the roles of enablers and parents as the encouragers. In their study on students' perceptions of career exploration, Han et al. (2021) elaborated on the regional aspect of Shandong province analysing the Economic structure of the region and its impacts on employment opportunities and career mobility.

Jiao and Liang (2022) to explore socio-cultural and educational realities in Shandong province and focus on motivation as a key determinant influencing students' performance and careers. Xu et al. (2023) examined the relationships between parent-teacher communications and their influence on secondary school learners' career journey, and confirmed that autonomy support was significantly related to career development.

Despite this enlightening corpus of studies, however, several voids hold the University guidance programs are not given adequate attention for the career development of students, the role of parental guidance and university support systems as a research area is relatively unexplored, there is a dearth of literature regarding cultural influence on young people to define their career choices especially in Shandong province, and longitudinal studies tracking students' carry out career over a period of time.

This paper discusses the factors affecting the career development of university students in Shandong province and based on the evidence found in the literature review, the factors are intertwined and multiple. Again, on the same concern, even though both university guidance and parental motivation are known to positively influence students' achievement, it is important that future studies relax the model by ensuring that more encompassing studies are done within this Shandong culture (Tamilmani et al., 2021). The literature analysis enlightens the complexity of career development to university learners in the Shandong province. It underlines the importance of the University's guidance and parents' motivation among learners; however, it also takes into account the learners' cultural, economic and social background. Thus, only by filling in the respective gaps in the existing knowledge will future research provide the foundation for improving the Chinese University Students' Career Development strategies.

4. Methodology

In the methodology chapter, the correctly planned plan of how to study the factors determining the students' career decisions, parents' motivation, and University counselling in Shandong Province, China is presented. The study will seek to fulfil these objectives to give a broad

perception of how the elements influence career development and employability among university students (Ochilova, 2020). The design is paid special attention to guaranteeing its reliability to collect quantitative and, at the same time, qualitative data that capture a broad range of students' experience and opinions. The study sample will comprise 350 students, the population will be taken through stratified random technique to have a proportionate representation from engineering, business, social sciences, and humanities faculties. This strategy responds in an effort to capture a broad spectrum of participants' inputs regarding career guidance and parental support as well as to generate generalizable data of the students within Shandong Province (Ng & Wei, 2020). The strategy of applying SR sampling will help attain validity as well as offering greater variance so that research findings examining how career guidance and parental involvement influence students' career choices would be more precise per field of study.

The data collection that will be employed in the study is cross-sectional and will entail use of surveys as well as interviews. To be used in the study, a survey instrument will be created with both such type questions as well as general questions relating to career information, parental involvement and university career services (Amitai & Van Houtte, 2022). Closed-ended questions will help arrive at numerical data close to performing regression analysis, and open-ended questions will offer textual data for Thema analysis. The use of mixed-methods in the research helps in answering the research questions effectively by ensuring a quantitative and qualitative approach to deal with the factors affecting career readiness.

Besides the two questionnaires, face-to-face semi-structured interviews will also be conducted with a purposive sample of 20-25 students. These interviews are conducted to elicit further qualitative data concerning the students' personal experience which offers contextual data to the findings of the quantitative study (Baeriswyl et al., 2021). Interview questions will include issues like: career decision-making, parents, universities' career services as well as the evaluator. This part of the research work is necessary for capturing the richness of details and the nuances of the ways in which career guidance and parental support impact the students' career preparedness.

The collected quantitative data from the two surveys will be analysed using statistical methods like regression analysis to determine the relationship, direction, and intensity of career orientation level, parents' influence, and university guidance. The interviews shall be conducted in a way that will yield qualitative data and the qualitative data collected from the interviews shall be analysed using thematic analysis in a bid to establish other themes and patterns concerning career development (Fang, 2017). To increase the credibility of the findings, the study intends to triangulate the quantitative and qualitative results thus providing a detailed picture of factors that define career readiness.

The target population in this case comprises university students from Shandong Province, and across most fields of study. The study involves 350 students to have a wide coverage of students and ensure the research covers all the objectives. The survey will include 20 to 25 questions all of which will be tailored for measuring the effect of university and parental support for the students' preparation for their careers (Lazarides et al., 2020). It is believed that employment of this approach will help in enhancing understanding and establishing the relationship between university guidance and parental motivation on students' career aspirations and preparedness. The collection of the data will be done through electronic administration of the surveys to cover a large market and with equal market share. Some of the questions that will be incorporated in the questionnaire may include; awareness of career choices, university career centre

encounters, parental encouragement, among others. Qualitative data will be analysed using NVivo software where key themes will be identified initially and using the BIC grouping to identify statistically the importance of variables in relation to each other (Baroudi & Shaya, 2022). This paper also aims at ensuring that ethical issues are well addressed. Participants will be asked to provide approvals to partake in the study and will be informed of the objective, procedure and all possible hazards of the venture. Subject to their choice respondents will have a right to consent to have themselves withdrawn from the study at any given time they will not undergo any form of repercussions. Participants' identities will not be revealed, the paper and participants will be anonymous, and data will be securely kept to avoid misrepresentation of the participants. Any probable risks like emotional or psychological irritation, will be reduced by coming up with contact details for psychological assistants and also posing questions in the survey that are less disturbing.

Data analysis will include quantitative analysis that will help in determining variables' relationship, pattern or trends. This paper's primary will employ frequency distribution and use of percentages and means to describe the guidance services offered in universities, motivation of parents for their children's career choice, and career readiness. This will involve interaction with subgroups to assess differences in association with discipline and institution (Harrison et al., 2022). This will help in presenting the data in a manner that can easily be understood, especially the various patterns that shall be identified. The interpretation will relate statistical conclusions to practical discourses, so as to offer a clear explanation of the role of university guidance and parental support in students' career establishment. Some limitations that are noted in the study entail the fact that the study took place in Shandong Province therefore the findings might not apply to other regions. However, the research is expected to offer understanding of the University guidance and Parents' motivation on career planning and development (Bektaş et al., 2022). The conclusions are expected to be useful for policymakers, teachers, and parents to explain strategies for the promotion of students' vocational ambitions and their preparation for the future.

5. Conclusion

Summing up, the author of the article, focusing on the dissertation, focuses on the crucial influence of the University Guidance and parental motivation on the career planning of university students in Shandong province, China. The study has revealed that those who receive formal institutional guidance together with parental/family support have some positive effect on students' career choices. The study also focuses on the proper organization of the University Guidance services that are relevant to the student's needs and directions. Also, it emphasizes the effective role of parents in encouraging and offering directions to their children on the choice of careers.

Despite the significance of the findings of the study concerning career planning dynamics, the study also recognizes some limitations, which include limitations in terms of geographical coverage of Shandong province and self-completed survey data. Such factors could restrict the generalisability of the study's conclusions. However, the research still provides the basis for understanding multi-factorial interactions between motivational factors on the students' decision-making regarding their careers.

Therefore, the outcomes of the present study may assist in designing better career-course programs for universities and provide parents with more appropriate knowledge on how to contribute to their children's appropriate career choices. Making a practical synthesis of the

results obtained, the study fits into the general topic of students' career navigation and offers specific suggestions for improvement in this sphere for educational institutions and families.

Acknowledgement

It is the authors' privilege to acknowledge the following organizations for the support they have extended to ensure this research came to fruition: I have benefited from the available resources and the institution's guidance to see through the completion of this dissertation. The support and help from the university staff have proved to be very instrumental, in the formation of the posit that and directing this study.

Particular gratitude goes to the research supervisor for help, suggestions, and tolerances that relevantly enhanced the research and helped in sharpening the research. To the authors, several aspects need to be pointed out, in particular, the participants of the study who willingly dedicated their valuable time and shared their perceptions of the research with the authors, which made the data collection efficient and valuable.

Finally, the authors would like to thank their families and friends for their support and patience throughout this project. I would like to acknowledge my friends and relatives for supporting me throughout the completion of this research and believing in the importance of its completion. Without the help of all these people and institutions, this dissertation could not have been completed.

References

- Abercrombie, S., Hushman, C. J., & Carbonneau, K. J. (2019). The influence of timing of peer cooperation on learning. *Educational Psychology*, 39(7), 881-899. Retrieve From: <https://www.tandfonline.com/doi/abs/10.1080/01443410.2019.1567690> [Retrieved On: 30.07.2024]
- Ahiafor, M., & Ren, Q. (2024). A Comparative Analysis of The Motivations, Frustrations, And Career Aspirations of Pakistani and Chinese Medical Students Studying in China: A Cross-Sectional Study at Four Medical Universities in Shandong Province. *American J Sci Edu Re: AJSER*, 152. Retrieve From: <https://www.cmjpublishers.com/wp-content/uploads/2023/12/a-comparative-analysis-of-the-motivations-frustrations-and-career-aspirations-of-pakistani-and-chinese-medical-students-studying-in-china-a-cross-sec.pdf> [Retrieved On: 30.07.2024]
- Amitai, A., & Van Houtte, M. (2022). Being pushed out of the career: Former teachers' reasons for leaving the profession. *Teaching and Teacher Education*, 110, 103540. Retrieve From: <https://www.sciencedirect.com/science/article/pii/S0742051X21002651> [Retrieved On: 30.07.2024]
- Baeriswyl, S., Bratoljic, C., & Krause, A. (2021). How homeroom teachers cope with high demands: Effect of prolonging working hours on emotional exhaustion. *Journal of School Psychology*, 85, 125-139. Retrieve From: <https://www.sciencedirect.com/science/article/pii/S002244052100011X> [Retrieved On: 30.07.2024]
- Baroudi, S., & Shaya, N. (2022). Exploring predictors of teachers' self-efficacy for online teaching in the Arab world amid COVID-19. *Education and Information Technologies*, 27(6), 8093-8110. Retrieve From: <https://link.springer.com/article/10.1007/s10639-022-10946-4> [Retrieved On: 30.07.2024]
- Bektaş, F., Kılınç, A. Ç., & Gümüş, S. (2022). The effects of distributed leadership on teacher professional learning: mediating roles of teacher trust in principal and teacher motivation. *Educational studies*, 48(5), 602-624. Retrieve From:

- https://www.researchgate.net/profile/Sedat-Guemues/publication/342936539_The_effects_of_distributed_leadership_on_teacher_professional_learning_mediating_role_s_of_teacher_trust_in_principal_and_teacher_motivation/links/5f2befc0458515b7290724fd/The-effects-of-distributed-leadership-on-teacher-professional-learning-mediating-roles-of-teacher-trust-in-principal-and-teacher-motivation.pdf [Retrieved On: 30.07.2024]
- Cheng, F. (2017). Study on career planning of Chinese college students based on online recruitment information. *Creative Education*, 8(15), 2455-2462. Retrieve From: <https://www.scirp.org/journal/paperinformation?paperid=81265> [Retrieved On: 30.07.2024]
- Chiu, H. Y., Chiang, C. M., Kang, Y. N., Chen, C. C., Wu, C. C., Chiu, Y. H., ... & Wei, P. L. (2023). Development of a social cognitive career theory scale for measuring the intention to select surgery as a career. *Heliyon*, 9(11). Retrieve From: [https://www.cell.com/heliyon/fulltext/S2405-8440\(23\)08893-X](https://www.cell.com/heliyon/fulltext/S2405-8440(23)08893-X) [Retrieved On: 30.07.2024]
- Gao, Y. (2019). The way collaboration benefits vocational students: a case study of a joint venture college in China. *Asia Pacific Journal of Education*, 39(1), 65-78. Retrieve From: <https://www.tandfonline.com/doi/abs/10.1080/02188791.2019.1572594> [Retrieved On: 30.07.2024]
- González-Zamar, M. D., Ortiz Jiménez, L., Sánchez Ayala, A., & Abad-Segura, E. (2020). The impact of the university classroom on managing the socio-educational well-being: A global study. *International journal of environmental research and public health*, 17(3), 931. Retrieve From: <https://www.mdpi.com/1660-4601/17/3/931> [Retrieved On: 30.07.2024]
- Guo, L., & Baruch, Y. (2021). The moderating role of a city's institutional capital and people's migration status on career success in China. *Human Relations*, 74(5), 678-704. Retrieve From: <https://journals.sagepub.com/doi/pdf/10.1177/0018726720946102> [Retrieved On: 30.07.2024]
- Han, L., Jia, J., & Wang, L. (2021). Economic and educational factors played roles in the development of regional vision impairment in Shandong province, China. *Scientific Reports*, 11(1), 16614. Retrieve From: <https://www.nature.com/articles/s41598-021-95906-7> [Retrieved On: 30.07.2024]
- Harrison, G. E., Vickers, E., Fletcher, D., & Taylor, G. (2022). Elite female soccer players' dual career plans and the demands they encounter. *Journal of Applied Sport Psychology*, 34(1), 133-154. Retrieve From: https://www.researchgate.net/profile/Grace-Harrison-6/publication/338619020_Elite_female_soccer_players%27_dual_career_plans_and_the_demands_they_encounter/links/6465dad59533894cac780143/Elite-female-soccer-players-dual-career-plans-and-the-demands-they-encounter.pdf [Retrieved On: 30.07.2024]
- Huang, J., Qiao, T., Song, Z., & Yan, J. (2022). How does the social support influence junior college students' occupational identity in pre-school education?. *Frontiers in Psychology*, 13, 884606. Retrieve From: <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.884606/pdf> [Retrieved On: 30.07.2024]
- Jiao, S., & Liang, F. (2022). Sustainable development of high school English learners in China: Motivation and its impact on their English achievement. *Sustainability*, 14(19), 12619. Retrieve From: <https://www.mdpi.com/2071-1050/14/19/12619> [Retrieved On: 30.07.2024]
- Lazarides, R., Dicke, A. L., Rubach, C., & Eccles, J. S. (2020). Profiles of motivational beliefs in math: Exploring their development, relations to student-perceived classroom characteristics, and impact on future career aspirations and choices. *Journal of*

- educational psychology, 112(1), 70. Retrieve From: <https://psycnet.apa.org/manuscript/2019-30969-001.pdf> [Retrieved On: 30.07.2024]
- Lee, H. (2019). Teachers' negative emotional feedback can facilitate students' learning: The role of epistemic motivation in undertaking divergent-and convergent-thinking tasks. *Educational Psychology*, 39(7), 900-922. Retrieve From: <https://www.tandfonline.com/doi/abs/10.1080/01443410.2019.1592115> [Retrieved On: 30.07.2024]
- Li, K., Peng, M. Y. P., Du, Z., Li, J., Yen, K. T., & Yu, T. (2020). Do specific pedagogies and problem-based teaching improve student employability? A cross-sectional survey of college students. *Frontiers in psychology*, 11, 1099. Retrieve From: <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01099/full> [Retrieved On: 30.07.2024]
- Liu, J., Peng, P., & Luo, L. (2020). The relation between family socioeconomic status and academic achievement in China: A meta-analysis. *Educational Psychology Review*, 32, 49-76. Retrieve From: <https://link-springer-com-443.webvpn.synu.edu.cn/content/pdf/10.1007/s10648-019-09494-0.pdf> [Retrieved On: 30.07.2024]
- Liu, Y. (2023). The Central Government-funded Teacher Education Policy in China: Impacts on Career-choice Motivation of Pre-service Teachers. Taylor & Francis. Retrieve From: <https://books.google.com/books?hl=en&lr=&id=O1TcEAAQBAJ&oi=fnd&pg=PA2005&dq=Role+of+teacher+and+parental+motivation+in+career+planning+and+development+of+university+students+in+the+Shandong+province,+China.&ots=OeDiQz9DSM&sig=Ww9luvCysvtgCq9zqgxBLScIfU> [Retrieved On: 30.07.2024]
- Lv, Y., Chen, Y., Sha, Y., Wang, J., An, L., Chen, T., ... & Huang, L. (2021). How entrepreneurship education at universities influences entrepreneurial intention: Mediating effect based on entrepreneurial competence. *Frontiers in psychology*, 12, 655868. Retrieve From: <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.655868/full> [Retrieved On: 30.07.2024]
- Neuenschwander, M. P., & Hofmann, J. (2022). Career decision, work adjustment, and person–job fit of adolescents: Moderating effects of parental support. *Journal of Career Development*, 49(1), 76-89. Retrieve From: <https://journals.sagepub.com/doi/full/10.1177/0894845321995960> [Retrieved On: 30.07.2024]
- Ntoumanis, N., Ng, J. Y., Prestwich, A., Quested, E., Hancox, J. E., Thøgersen-Ntoumani, C., ... & Williams, G. C. (2021). A meta-analysis of self-determination theory-informed intervention studies in the health domain: Effects on motivation, health behavior, physical, and psychological health. *Health psychology review*, 15(2), 214-244. Retrieve From: <https://www.tandfonline.com/doi/pdf/10.1080/17437199.2020.1718529> [Retrieved On: 30.07.2024]
- Ochilova, G. O. (2020). Empirical research results of family business influence on children's motivation for entrepreneurship. *European Journal of Research and Reflection in Educational Sciences*. Great Britain. Progressive Academic Publishing. Research Impact Factor: RIF, 3(8), 13. Retrieve From: <http://www.idpublications.org/wp-content/uploads/2020/11/Full-Paper-EMPIRICAL-RESEARCH-RESULTS-OF-FAMILY-BUSINESS-INFLUENCE-ON-CHILDRENS-MOTIVATION-FOR.pdf> [Retrieved On: 30.07.2024]
- Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. *International journal of environmental research and public health*, 18(23), 12763. Retrieve From: <https://www.mdpi.com/1660-4601/18/23/12763> [Retrieved On: 30.07.2024]

- Qi, Y., Liu, Y., Huang, B., Xie, S., Liu, J., & Si, J. (2024). How Important Are Parental Career Expectations? A Subtle and Long-Term Influence on Adolescents' Career Aspirations. *Journal of Youth and Adolescence*, 53(5), 1091-1100. Retrieve From: <https://link.springer.com/article/10.1007/s10964-023-01917-0> [Retrieved On: 30.07.2024]
- Rattrie, L. T., Kittler, M. G., & Paul, K. I. (2020). Culture, burnout, and engagement: A meta-analysis on national cultural values as moderators in JD-R theory. *Applied Psychology*, 69(1), 176-220. Retrieve From: <http://dspace.stir.ac.uk/bitstream/1893/30106/1/Main%20document.pdf> [Retrieved On: 30.07.2024]
- Retrieve From: <https://www.mdpi.com/1660-4601/19/23/15620> [Retrieved On: 30.07.2024]
- Ryan, R. M., & Deci, E. L. (2024). Self-determination theory. In *Encyclopedia of quality of life and well-being research* (pp. 6229-6235). Cham: Springer International Publishing. Retrieve From: https://selfdeterminationtheory.org/wp-content/uploads/2023/01/2022_RyanDeci_SDT_Encyclopedia.pdf [Retrieved On: 30.07.2024]
- Sawitri, D. R., & Creed, P. A. (2022). Adolescent–parent career congruence as a predictor of job search preparatory behaviors: The role of proactivity. *Journal of Career Development*, 49(1), 60-75. Retrieve From: <https://journals.sagepub.com/doi/pdf/10.1177/0894845321992548> [Retrieved On: 30.07.2024]
- Su, Y., Zhu, Z., Chen, J., Jin, Y., Wang, T., Lin, C. L., & Xu, D. (2021). Factors influencing entrepreneurial intention of university students in China: integrating the perceived university support and theory of planned behavior. *Sustainability*, 13(8), 4519. Retrieve From: <https://www.mdpi.com/2071-1050/13/8/4519> [Retrieved On: 30.07.2024]
- Tamilmani, K., Rana, N. P., Wamba, S. F., & Dwivedi, R. (2021). The extended Unified Theory of Acceptance and Use of Technology (UTAUT2): A systematic literature review and theory evaluation. *International Journal of Information Management*, 57, 102269. Retrieve From: <https://bradscholars.brad.ac.uk/bitstream/handle/10454/18159/tamilmani-et-al-2020.pdf?sequence=5&isAllowed=y> [Retrieved On: 30.07.2024]
- Wang, D., & Zhang, L. J. (2021). Sustainability as a goal in teaching workforce retention: exploring the role of teacher identity construction in preservice teachers' job motivation. *Sustainability*, 13(5), 2698. Retrieve From: <https://www.mdpi.com/2071-1050/13/5/2698> [Retrieved On: 30.07.2024]
- Wang, D., Guo, D., Song, C., Hao, L., & Qiao, Z. (2022). General self-efficacy and employability among financially underprivileged Chinese college students: The mediating role of achievement motivation and career aspirations. *Frontiers in Psychology*, 12, 719771. Retrieve From: <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.719771/pdf> [Retrieved On: 30.07.2024]
- Wang, S., Nakatsuka, M., & Takada, S. (2021). Influencing Factors of College Student's willingness to be a Candidate of Grassroot Employment Project in China Case Study of the Selected College Student Village Official in Shandong Province. *Journal of Rural Planning Studies*, 1(1), 77-84. Retrieve From: https://www.jstage.jst.go.jp/article/jrps/1/1/1_77/_pdf [Retrieved On: 30.07.2024]
- Xu, R., Deng, L., Fang, X., Jia, J., Tong, W., Zhou, H., ... & Zhou, H. (2023). Association among parent–teacher relationship, autonomy support, and career development of high school students across school types. *Journal of Career Development*, 50(3), 595-611. Retrieve From: <https://journals.sagepub.com/doi/abs/10.1177/08948453221123629> [Retrieved On: 30.07.2024]
- Xu, R., Deng, L., Fang, X., Jia, J., Tong, W., Zhou, H., ... & Zhou, H. (2023). Association among parent–teacher relationship, autonomy support, and career development of high school students across school types. *Journal of Career Development*, 50(3), 595-

611. Retrieve From: <https://journals.sagepub.com/doi/abs/10.1177/08948453221123629> [Retrieved On: 30.07.2024]
- Yuena, X. (2022). A Case Study of Factors Influencing Default of Provincial Publicly-Funded Normal Students——Taking the Case of Default of the First Publicly-Funded Normal Students in Shandong Province as an Example. *Academic Journal of Humanities & Social Sciences*, 5(14), 50-56. Retrieve From: <https://francis-press.com/uploads/papers/t70Uy5yrnB8CL25M8yp1OLnOfbpPDrQbZBJXwxR3.pdf> [Retrieved On: 30.07.2024]
- Zhang, Q. (2023, October). The Influence of Family Factors and Teacher Expectations on Secondary School Students' Academic Achievement Motivation: A Multiple Linear Regression Analysis based on the Program for International Student Assessment (PISA) 2018 Database of Four Provinces in China. In *2023 7th International Seminar on Education, Management and Social Sciences (ISEMSS 2023)* (pp. 1907-1929). Atlantis Press. Retrieve From: <https://www.atlantis-press.com/article/125993457.pdf> [Retrieved On: 30.07.2024]
- Zhang, S. H., & Cherng, Y. (2024). The relationship between learning motivation and learning engagement of Chinese state-funded normal university students: The mediating role of professional identity. *International Journal of Innovative Research and Scientific Studies*, 7(2), 509-520. Retrieve From: <https://www.ijirss.com/index.php/ijirss/article/download/2680/459> [Retrieved On: 30.07.2024]
- Zhao, T., & Wu, J. (2022). How do career development courses help Chinese undergraduate students achieve healthy and quality career development?. *International journal of environmental research and public health*, 19(23), 15620.
- Zhou, Y., Liu, Y., Xue, W., Li, X., Yang, Z., & Xu, Z. (2024). Factors that influence the intent to pursue a master's degree: evidence from Shandong Province, China. *Frontiers in Psychology*, 15, 1284277. Retrieve From: <https://www.frontiersin.org/articles/10.3389/fpsyg.2024.1284277/full> [Retrieved On: 30.07.2024]
- Zhou, Y., Liu, Y., Xue, W., Li, X., Yang, Z., & Xu, Z. (2024). Factors that influence the intent to pursue a master's degree: evidence from Shandong Province, China. *Frontiers in Psychology*, 15, 1284277. Retrieve From: <https://www.frontiersin.org/articles/10.3389/fpsyg.2024.1284277/pdf> [Retrieved On: 30.07.2024]