

The Influence of Teacher Support on Vocational Students' Career Values and Career Decision-making Self-efficacy: A Case Study of Chongqing City Management College

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Abstract

The objectives of this study were as follows:

1) to explore the influencing factors of vocational values and career decision-making self-efficacy of higher vocational students in Chongqing, 2) to explore the influence of teacher support on vocational values and self-efficacy of vocational decision-making in Chongqing, and 3) to put forward suggestions for improving the self-efficacy of vocational values and career decision-making of higher vocational students. In this study, 325 questionnaire responses were obtained from a sampling survey of students in Chongqing Vocational College of Urban Management, and a quantitative study was carried out, using non-independent sample T and univariate analysis. The results of regression analysis were as follows: The β value of the influence of teacher support on Career values was 0.531, which was greater

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than 0, indicating that there was a positive and significant relationship between teacher support and Career values. When higher vocational students felt more supported by the teachers, they would have an improvement on their career values. The β value of teacher support self-efficacy for career decision-making was 0.457.

Keywords: Teacher Support, Vocational Competence Self-efficacy, Career Values, Vocational Students

1. Introduction

Career choice is the only way for higher vocational students to enter the workplace, and the vocational values education of higher vocational students is an important part of whether higher vocational students can be successfully employed, which undertakes the tasks of transmitting vocational theories, guiding employment practice, and cultivating professional ethics. Improving the problems existing in vocational values education is not only an urgent requirement to solve the unemployment problem of higher vocational students, but also an inevitable trend for higher vocational students to develop themselves, improve their competitiveness in job market, and realize the healthy development of their careers. Scholars have a lot of research and different perceptions of Career values and career decision-making self-efficacy.

Kleinknecht and Hefferin (1982) believe that “career planning is a continuous process of self-evaluation and goal setting”. Barker (1998) believes that career planning is to make career choices and formulate career plans after obtaining and using one’s own relevant career information, so as to achieve one’s career goals.

QIU Sairong (2019) believes that a trait is a unique property that distinguishes it from others. For a group, a trait is a different property that distinguishes it from the group, and a trait is a “characteristic property or quality”.

Yau Shaoyun (2019) believes that the cultivation of Career values have an impact on people’s career choices, career development paths and other professional behaviors. Super (1953b) believes that Career values are the individual’s desire

for approval and respect for his work, including three elements: intrinsic value, extrinsic value, and extrinsic reward (4). Schwartz (1999) believes that Career values are indicative of one's work goals (9).

Jepson sees career decision-making as a complex cognitive process through which decision-makers organize information about themselves and their professional environment, carefully consider the prospects for a variety of alternative careers, and make a public commitment to professional behavior. Taylor and Betz (1983) believe that Career decision self-efficacy is the self-assessment or confidence of the decision-maker's ability to accomplish various tasks.

The study of Reeve et al. (2004) suggests that the more teachers support teachers use self-directed support in teaching, the higher the student engagement could be. The study of Ouyang Dan (2005) suggests that teacher support is the perception of teachers' attitudes and behaviors in the process of interaction with students.

This study helps students cope with stress and challenges, enhance their learning ability, and promote their growth and development through teacher-supported research on Career values and Career decision-making self-efficacy.

2. Research Purposes

1. To explore the influencing factors of vocational values and self-efficacy of vocational decision-making among higher vocational students in Chongqing;
2. To explore the influence of teacher support on the vocational values and self-efficacy of vocational decision-making of higher vocational students in Chongqing;
3. Put forward suggestions for improving the vocational values and self-efficacy of vocational decision-making of Chongqing vocational students.

3. Materials and Methods

3.1 Participants

In this study, Chongqing vocational college students are the main research object. A sample survey of students in Chongqing City Management College,

a representative vocational college in Chongqing, was conducted by convenience sampling method, and about 325 questionnaires were randomly sampled in different types of samples according to the proportion of grades and majors. This study plans to collect data and conduct quantitative research in the 2024 academic year by distributing questionnaires.

3.2 Variables

Independent variable: Teacher support

Dependent variables: 1) Career decision-making self-efficacy
2) Career values

3.3 Research Instruments

The research instrument of this study is a questionnaire on the self-efficacy of vocational values and career decision-making of higher vocational students in Chongqing City Management College, which is divided into four parts:

Part 1: Student's basic information;

Part II: Questionnaire on Students' Occupational Values (Ling Wenyi, 1999), consisting of 22 questions;

Part III: Questionnaire on Students' Career decision-making self-efficacy (Peng Yongxin & Long Lirong, 2001), including 13 questions;

Part IV: Student's Perception of Teacher Support (Stornes et al., 2008;), consisting of 22 questions. All above mentioned parts of the questionnaire are defined as a rating scale.

The steps to develop the research instrument were as follows:

1. Learn relevant concepts, theories, and research papers. A questionnaire was assembled based on the Career values of students of Chongqing Vocational College of Urban Management.

2. Make a questionnaire on students' Career values of Chongqing Vocational College of Urban Management, and the consultant will formulate the questionnaire

according to the suggestions of 5 people (3 school teachers, 1 HR of well-known enterprises, and 1 data research expert). Then, the Item-Objective Congruence index (IOC) was used to test the content validity. The results of the quality inspection by experts found that there is a congruence value for each item between 0.80 - 1.00 which is considered to pass the criteria. Having a congruence index value of 0.50 or higher is considered appropriate or consistent within acceptable criteria.

3. The research instrument was tested by 100 students using Cronbach's alpha coefficient formula, with the reliability.

4. Complete the research instrument by collecting questionnaires from a sample group.

In this study, Computer calculation program should be used instead of SPSS. because it was copyrighted. Firstly, the questionnaire was designed according to the selected scale, and the five-point scoring method was used for measurement. The questionnaire was distributed and the data were collected through the questionnaire, and the reliability and validity analysis were carried out using Cronbach's alpha coefficient as the measurement index. After that, the common variance bias test was performed, and the common method variant. The existence of homology bias may reduce the credibility of the research results, so it needs to be controlled accordingly. Finally, correlation analysis, difference analysis and regression analysis were performed.

4. Data Analysis

In this study, hypothesis testing and regression analysis between variables predict changes in dependent variables by establishing mathematical models to predict changes in independent variables. The steps of the study are as follows:

Firstly, it is necessary to analyze and judge the fit degree of the constructed model, and use the index of R square value to judge the fit of the constructed model. The variance inflation factor (VIF) or tolerance value is used to determine whether the model has collinearity problems. When the VIF value is greater than 5,

it means that the model has a collinearity problem. The relationship between VIF and tolerance is: tolerance = 1/VIF value, so if the variance inflation factor is used, the tolerance level needs to be greater more than 0.2.

Secondly, the significance of the independent variable to the relationship between the dependent variable was judged by regression analysis, and the p value of the dependent variable was judged by the independent variable, if the value was less than 0.05, it indicated that there was a significant influence between the independent variable and the dependent variable.

Finally, determine whether the independent variable has a positive or negative effect on the dependent variable. If the value is greater than 0, it means that the independent variable has a positive effect on the dependent variable, otherwise if the value is less than 0, it means that the independent variable has a negative effect on the dependent variable β .

4.1 Teachers support regression analysis of Career values

In this model, the control variables (gender, grade and place of origin) and teacher support were taken as independent variables, and Career values were put into the model as dependent variables for regression analysis, and the results of the analysis are shown in Table 1.

Firstly, the fit degree of the model was tested, and the R squared value of the model was used as the judgment index, and the R squared value of the model was 0.238, which proved that the control variable and the teacher-supported variable could explain the change of the dependent variable occupational value by 23.8%, and the VIF value of teacher-supported in the model was less than 5, so there was no collinearity problem.

Secondly, the significance of the independent variable teacher support to the dependent variable of Career values was judged. Through the F test in Table 25, it can be seen that teacher support has a significant effect on Career values ($p < 0.001$), indicating that there is a significant relationship between teacher support and Career values.

According to Table 1, the β value of the independent variable teacher support and the dependent variable occupational value is 0.531, which is greater than 0, indicating that there is a positive and significant relationship between teacher support and the dependent variable. Therefore, H1: Teacher support for higher vocational students has a significant positive impact on Career values.

In addition, analyzing the relationship between the control variable and the dependent variable occupational values shows that:

There was no significant relationship between gender and occupational values as the dependent variable ($P=0.849>0.05$). There was no significant relationship between grade and dependent variable occupational values ($P=0.129>0.05$). There was no significant relationship between place of origin and dependent variable occupational values ($P=0.109>0.05$).

The summary analysis shows that the teacher support variable has a significant positive impact on Career values. However, gender, grade, and place of origin among the control variables do not have an impact on career values.

Table 1: Regression analysis of teacher support for Career values

variable	B	t	p	Collinearity Tolerance	diagnosis VIF
(Constant)	1.404	3.409	0.001		
1. gender	-0.026	-0.191	0.849	0.979	1.021
2. grade	-0.088	-1.520	0.129	0.975	1.026
3. Place of origin	0.179	1.606	0.109	0.997	1.003
4. Teacher support	0.531	9.551	0.000	0.982	1.018
R^2			0.238		
Adjust R^2			0.229		
F			25.037***		
D-W values			2.120		

Comment: $p<0.001$

2. The independent variable is teacher support, and the dependent variable is Career values

4.2 Regression analysis of self-efficacy of professional decision-making supported by teachers

In this study, the control variables (gender, place of origin and grade) and teacher support were taken as independent variables, and the self-efficacy of career decision-making was put into the model as the dependent variables for regression analysis, and the results of the analysis are shown in Table 2.

Firstly, the fit degree of the model was tested, and the R squared value of the model was used as the judgment index, and the R squared value of the model was 0.218, which proved that the control variable and the teacher-supported variable could explain the change of the self-efficacy of the dependent variable career decision-making by 21.8%, and the VIF value of teacher-supported in the model was less than 5, so there was no collinearity problem.

Secondly, the significance of the independent variable teacher support to the self-efficacy of the dependent variable for career decision-making was judged. The F test in Table 2 showed that teacher support had a significant effect on career decision-making self-efficacy ($p < 0.001$), indicating that there was a significant relationship between teacher support and career decision-making self-efficacy.

According to Table 2, the β value of the independent variable teacher support and the self-efficacy of the dependent variable career decision was 0.457, which was greater than 0, indicating that there was a positive and significant relationship between teacher support and the dependent variable. Therefore, when higher vocational students feel more teacher support, it will promote their career decision-making self-efficacy, so H2: Teacher support for higher vocational students has a significant positive impact on career decision-making self-efficacy.

In addition, analyzing the relationship between the control variable and the dependent variable occupational decision self-efficacy showed that:

There was no significant relationship between gender and the self-efficacy of dependent variable career decision-making ($P=0.185>0.05$). There was no significant relationship between the place of origin and the self-efficacy of the dependent variable occupational decision-making ($P=0.134>0.05$). There was no significant relationship between grade and the self-efficacy of the dependent variable career decision ($P=0.789>0.05$).

The summary analysis shows that teacher support has a significant positive impact on the self-efficacy of professional decision-making. However, gender, grade, and place of origin do not affect the self-efficacy of career decisions.

Table 2 Regression analysis of teacher support for Career decision-making self-efficacy

Variable	B	t	p	Collinearity Tolerance	diagnosis VIF
(Constant)	1.832	4.911	0.000		
Gender	-0.163	-1.328	0.185	0.979	1.021
Grade	-0.014	-0.268	0.789	0.975	1.026
Place of origin	0.151	1.502	0.134	0.997	1.003
Teacher support	0.457	9.078	0.000	0.982	1.018
R^2			0.218		
Adjust R^2			0.208		
F			22.298***		
D-W values			2.077		

Comment: 1.* $p<0.05$; ** $p<0.01$; *** $p<0.001$

2. The independent variable is teacher support, and the dependent variable is career decision self-efficacy

4.3 Summary of research results

This study explores the impact of higher vocational students' perception of teacher support on Career values. Teachers supported the research on the impact

of self-efficacy on career decision-making, conducted a questionnaire survey on the group of higher vocational students, and analyzed the survey data to test the validity of the hypothesis of this study, and the test results are shown in Table 3:

Table 3: Summary of study results

serial number	Research hypothesis	Whether it is true or not
H1	Teacher support for higher vocational students has a significant positive impact on Career values.	establish
H2	Teacher support has a significant positive impact on the self-efficacy of career decision-making.	establish

Source: Compiled from this study

4.4 Research Framework

Starting from the given perspectives and research, the researchers reviewed theories and concepts, related research, and other research related to faculty support, Career values, and self-efficacy in professional decision-making. The theoretical basis of this study mainly includes the career development theory and the “trait-factor” theory, which are closely related to this study. Figure 1 of the research framework of this paper is shown.

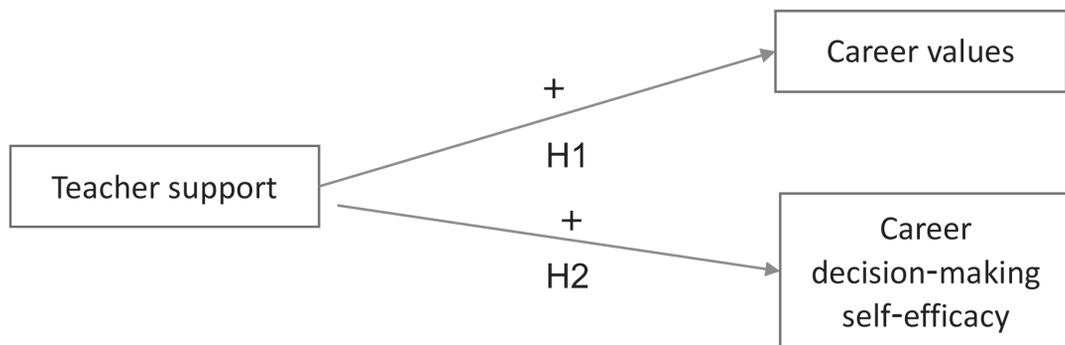


Figure 1 Research the model

Source: Compiled from this study

5. Conclusion and Discussion

5.1 Discussion:

In this study, a sample random data of students from a higher vocational college in Chongqing were collected by stratified sampling method to verify the relationship between teacher support, career decision-making self-efficacy and Career values of higher vocational students. Based on the statistics and analysis of 325 questionnaires of higher vocational students, the following discussion was obtained:

1. Teacher support can positively affect students' Career values, which means that the improvement of teacher support can enhance the Career values of higher vocational students, which is similar to the results of QIU Shaoyun (2019) on the impact of teacher support on Career values, which verifies the validity of hypothesis H1.

2. Teacher support can positively influence the self-efficacy of career decision-making. It implies that the improvement of teacher support can promote the formation of self-efficacy of career decision-making of higher vocational students, which is similar to the findings of Wang and Eccles (2013) and Dutta & Sahney (2022) on teacher support, which validates hypothesis H2.

5.2 Conclusion:

1. The most significant factor influencing students' Career values and Career decision-making self-efficacy in teacher support was that there were significant differences in the overall aspect of teacher support between different weekly class hours. After the LSD post-hoc comparison, students with less than 10 class hours per week had the lowest perceived teachers, and students with ≥ 40 class hours per week had the highest perceived teachers. Teachers should pay more attention to students with fewer class hours per week and strengthen career guidance for them.

2. The creation of the teaching team should be strengthened, the students' perception of teacher support should be improved, the mentor system should be

established, the students should be guided to plan their career development, they should be provided with professional career advice and support, and they should be guided to acquire positive professional attitudes and values.

3. Teachers should pay attention to students' own personality characteristics and potential, stimulate their intrinsic motivation and career development potential through personalized education and guidance, and guide them to establish positive Career values. According to the results of the study, the perceived teacher support of science students was significantly lower than that of liberal arts students, so teachers should pay more attention and give more affection to science students.

5.3 Recommendations

Based on the results and experience of this study, the following suggestions for future research are drawn:

First, future research could consider collecting data in different ways to support and facilitate the career development of vocational students.

Second, future research can carry out more in-depth research on vocational students from different regions and cultural backgrounds, and can provide support for students from different regions and cultural backgrounds.

Third, follow-up research can be based on specific groups and specific regions to study the relationship between Career values and teacher support.

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