

University-home Partnerships for Enhancing Students' Career Adapting Responses: A Moderated-mediation Model

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Abstract : Purpose - Building upon career construction theory and the conservation of resources theory, we developed a moderated mediation model to examine how the perceived university support impact students' career adapting responses, namely, crystallization, exploration, decision and preparation, via the mediator career adaptability and moderator perceived parental support. Design/methodology/approach - The multi-stage sampling strategy was employed and survey data were collected. Structural equation modeling was used to perform the analysis. Findings - Perceived university support could directly promote students' career adaptability, and promote three career adapting responses, namely, exploration, decision and preparation. It could also impact four career adapting responses via mediation effect of career adaptability. Its impact on students' career adaptability can greatly increase when students' receive parental related career support. Research limitations/implications - The cross-sectional design limits causal inference. Conducted in China, our findings should be cautiously interpreted in other countries due to cultural differences. Practical implications - University support is vital to students' career adaptability and supports from parents can enhance this process. University-home collaboration is necessary to promote students' career adapting responses. For students, seeking and utilizing as much supporting resources as possible is vital for their human resources development. On an organizational level, universities could benefit from our findings by introducing the practices which ask students to rate the career-related courses and encourage them to chat with parents regularly. Originality/ value - Using recently developed scale, current work contributes to the literature by investigating the impact of multiple contextual factors on students' career adapting response. It also provide the empirical support for the role of human intervention in fostering career adapting responses.

Keywords : career adapability, university and parental support, China studies, sociology of education

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