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Professional identity, psychological flexibility and career decision-making difficulties among Chinese college graduating students

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Abstract

At present, the employment situation of college students is grim, and the difficulty of employment is gradually increasing, the state and society began to pay attention to the current situation of college students' employment, and more and more people began to pay attention to the influencing factors of the difficulty of career decision-making. Therefore, whether college students can make correct career decisions in employment will become one of the main factors of whether they are employed or not. Often, the decision-making process will include: lack of self-knowledge, lack of understanding of the major studied, lack of mastery of the situation of the employment environment and so on. That is why career identity and psychological flexibility are the main research areas of college students' career decision-making difficulties. Based on the perspective of career identity and psychological flexibility to explore the career decision-making difficulties of higher vocational specialty students, to find its correlation, in order to reduce the career decision-making difficulties of college students and make correct career decisions. In this study, the current situation of college students' professional identity, psychological flexibility and career decision-making difficulties and the correlation between the three were studied by using the College Students' Professional Identity Questionnaire, the Multidimensional Psychological Flexibility Scale and the Career Decision-Making Difficulties Scale. The study randomly selected 1,200 graduates of Anhui Finance and Trade Vocational College as the research object, obtaining a valid sample number of 1,106. The questionnaire data were statistically analyzed using software such as SPSS and AMOS. The conclusions of the study are: (1) There is a significant difference between college students' career decision-making difficulties in terms of gender; and there is a significant difference between college students' professional identity, psychological elasticity, and career decision-making difficulties in terms of professional choice. (2) There is a significant negative correlation between college students' professional identity and career decision-making difficulties, and the higher the professional identity, the

lower the career decision-making difficulties. There is a significant negative correlation between psychological elasticity and career decision-making difficulties among college students, and those with high levels of psychological elasticity have lower career decision-making difficulties. There is a significant positive correlation between college students' professional identity and psychological flexibility, and the higher their professional identity, the higher their psychological flexibility. (3) Psychological flexibility plays a partial mediating role in professional identity and career decision-making difficulties.

Keywords: professional identity, psychological flexibility, career decision-making difficulties, university students

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1. Introduction

In today's fast-changing social and employment environment, Chinese university graduates are faced with many career choices and decision-making difficulties. According to the latest statistics released by the Ministry of Education, the number of undergraduate graduates in China in 2022 will be more than 10.76 million, an increase of 1.67 million compared with 2021. Under such a severe and complicated employment situation, the difficulty for college students to choose a career and find a job is also increasing dramatically. Whether college students can make the right decision when choosing a career is one of the important factors affecting their employment after graduation, and the difficulty of career decision-making has become the focus of many people's attention.2022, the State Council held an executive meeting, which insisted on promoting the employment of college graduates as the top priority. Therefore, in order to achieve the grand goal of common prosperity, it is very important for the country and the people to enable college students to choose a suitable job and make correct career decisions as early as possible. They need to face the complex and changing job market, uncertain job prospects and considerations in terms of personal interests, abilities and values. In this process, career identity and psychological resilience become key factors.

Professional identity refers to an individual's sense of identification with the occupational role and identity that he or she is or will be engaged in. It reflects an individual's understanding and acceptance of his or her career choice and career direction. The formation of professional identity involves the individual's self-concept, career awareness and career exploration, and it has an important impact on the individual's career satisfaction, work motivation and career fulfillment. According to Qin (2009), professional identity is a process of emotional acceptance and recognition based on students' full understanding of the profession they are studying and their knowledge of the content and skills of the profession, which is expressed through outward behaviors and inward matching feelings, and it is a kind of process of emotional and attitudinal awareness and behavioral transfer.

Psychological flexibility refers to the psychological qualities of adaptability, elasticity and creativity when individuals face career choices and changes. Psychological flexibility enables individuals to flexibly adjust their career goals, adapt to new career environments and changes, and proactively seek opportunities and challenges for career development. It is important for coping with career uncertainty and pressure, as well as achieving adaptability in personal career development. There is no unified concept of psychological resilience and most of the time it is defined as a psychological quality in the face of crisis and stress. Therefore, this study considers psychological resilience as the psychological quality of positively coping with the difficulties and challenges faced by university students during their professional studies and career decision-making processes.

Career decision-making difficulties are developed on the basis of career decision-making and career decision-making undirectedness, so we can better understand career decision-making difficulties after understanding the concepts of career decision-making and career decision-making undirectedness. Career development theory states that career choice plays an important role in an individual's life and carries the key to realizing self-worth. College stage is the key period of individual value and personality shaping, it is especially important for the realization of individual self-worth to actively explore the career that suits one's ability, make good career planning and smooth employment. The employment of college students is related to the quality of talent cultivation in colleges and universities, and is closely related to the development of education, however, with the continuous development and change of the information society, although the employment channels have been expanded, the complicated career information online and offline brings many career decision-making problems to individuals, therefore, helping college students to overcome the difficulties of career decision-making and stable employment has an important value for good career planning.

Under the national situation dominated by market economy, how to make a correct career choice is a problem that every college student must face. Under the mode of students' self-selection and the double-selection mode of enterprises and employees, the pressure of college students' career choice has become more diversified. There are pressure from the society, family pressure and their own pressure, etc. Making correct career decisions is an important way to relieve college students' employment pressure and realize their self-worth. With the increasing number of college students graduating, the transformation of enterprises and job changes brought by changes in economic patterns, and the lack of students' understanding of their own characteristics, the employment situation faced by college students is still severe and faces more difficulties.

Through the analysis and collation of existing literature, it is found that four aspects of demographic variables, namely gender, grade, professional category and professional choice, have an impact on professional identity, psychological flexibility and the level of difficulty in career decision-making, so these four demographic variables are used in this study for discussion and analysis. Previous studies we can find that professional identity as an important cognitive process has a significant impact on career decision-making difficulties. Therefore, it is necessary to explore professional identity as an important factor affecting career decision-making difficulties. However, Chinese college students face some challenges in terms of professional identity, psychological resilience and career decision-making difficulties. On the one hand, due to the diversity and uncertainty of career choices, they may face confusion, anxiety and pressure, and have difficulties in determining their career goals and development directions. On the other hand, the traditional education system and employment concepts may limit their knowledge and exploration of careers, and lack of understanding and adaptability to diverse careers. Therefore, it is essential to study and pay attention to Chinese college students' career identity, psychological resilience and career decision-making difficulties. By gaining a deeper understanding of the causes and influencing factors of these problems, we can provide effective support and guidance for the career development of college students, and promote them to cope with career challenges in a healthy and positive way, and to achieve their personal career goals and achievements.

In this study, the speciality graduates of Anhui Finance and Trade Vocational College were selected as subjects, and the study used random sampling by filling out the questionnaire star network questionnaire, and the software was set up so that the recovered questionnaires did not have the problem of missing values. It is of great significance to study college students' professional identity, psychological resilience and career decision-making difficulties, which can provide targeted guidance and support for college students' development. Firstly, to guide college students to make professional choices: college students' professional choices are the cornerstone of their future career development. Understanding college students' professional identity, psychological resilience and career decision-making difficulties can help college students recognize their interests and strengths, provide them with more accurate guidance on their professional choices, and improve their professional satisfaction and success rates. Secondly, to support the psychological health and adaptability of college students: college students face many pressures from academics, social life and family, and their psychological health problems are becoming more and more prominent. Studying the psychological resilience of college students can help to understand their ability to cope with stress and adapt to difficulties, provide psychological support and interventions for college students, and improve their mental health. In addition, it promotes the career development of college students: college students often feel confused and uncertain when facing career decisions.

Studying the career decision-making difficulties of college students can help understand the problems and challenges of college students in career planning, and provide career counselling, guidance and other support for college students to help them better plan their career paths and achieve their personal career goals. Finally, it enriches the research field of vocational psychology: professional identity, psychological flexibility and career decision-making difficulties of college students are important research contents in vocational psychology. Through in-depth study of college students' professional psychological characteristics, it can add new understanding and revelation to the theory and practice of vocational psychology and provide valuable research results for the development of the field. In summary, the study of college students' professional identity,

psychological resilience and career decision-making difficulties is of great significance in guiding college students' professional choices, supporting their psychological health and adaptability, promoting their career development, and enriching the research field of vocational psychology.

Objectives of the Study - This study aimed to investigate Chinese college students' professional identity, psychological flexibility and career decision-making difficulties as an important research area, which involves their career development and psychological health. Specifically, it sought to describe the profile of the respondents in terms of their sex, age, grade level, major, type of university where studying, and location of residence; determined graduating students level of professional identity, psychological flexibility and career decision making difficulties; tested if there is possible difference on the variables when grouped based on respondents profile; explored the relationship among the three variables being studied; and proposed an action plan to promote the career development of college students in order to help Chinese college students better develop their career identity, improve their psychological resilience, and cope with career decision-making difficulties.

2. Methods

Research Design - This study employed a descriptive quantitative research design to investigate the relationships between professional identity, psychological flexibility, and career decision-making difficulties among Chinese college graduating students. Descriptive quantitative method was chosen to capture and quantify the prevalence and nature of these constructs within the target population. The study likely used validated questionnaires and scales to gather quantitative data from a sample of graduating students. Utilizing established psychometric scales and questionnaires, the study collected numerical data from a substantial sample of graduating students. Statistical analyses, including descriptive statistics (e.g., means, standard deviations), correlations, and possibly regression analyses, were then employed to analyze the data. Additionally, correlational analyses may have been conducted to investigate the associations between professional identity, psychological flexibility, and the level of difficulties experienced in making career choices. By quantifying these constructs and their relationships, the study aimed to provide a comprehensive understanding of the factors influencing career decision-making in this population. This information can be valuable for developing targeted interventions and support services for college graduates facing career-related challenges.

Measures

Professional Identity Questionnaire for University Students. College students' professional identity questionnaire, using the "College Students' Professional Identity Questionnaire" prepared by Qin (2009), which has good reliability and validity in previous studies and has been used in the literature of core journals for many times. The questionnaire consists of 24 items and is scored on a 5-point scale, with the higher the score, the higher the degree of professional identity. The last question of the questionnaire is a subjective feeling question, and the remaining 23 questions are divided into four dimensions: cognitive (5 questions), affective (8 questions), behavioral (6 questions), and appropriateness (4 questions). In this study, the Cronbach's alpha coefficient of the questionnaire was 0.959, and the coefficients of the four factors were 0.832, 0.906, 0.893, 0.870, which made the questionnaire's reliability good.

Multidimensional Psychological Flexibility Inventory (MPFI). This was the test utilized in this study to measure the psychological flexibility of the respondents. It was developed by Jaci Rolffs. It is a 60-question survey. It is a comprehensive measure with 12 psychological flexibility/inflexibility sub-scales. The inventory has participants report about the last two weeks on a 6-point scale ranging from 1 (never true) to 6 (always true). There were six sub-scales that measure psychological flexibility. In the original study, overall flexibility had an alpha of 0.91 and the total inflexibility sub-scale had a Cronbach's alphas of 0.91 (Rolffs et al., 2016).

Career Decision-Making Difficulties Questionnaire(CDDQ) .The Career Decision Difficulties Questionnaire developed by Gati et al. and revised by Li (2009) was used, which has good reliability and validity in previous studies and has been used several times in core journal literature. The scale consists of 35 items, including 10

factors and 3 dimensions: lack of preparation (lack of motivation, irrational beliefs, and indecision), information exploration difficulties (insufficient information about self, insufficient information about career, insufficient information about social environment, and insufficient access to information), and conflicting ambivalence (emotional discomfort, internal conflict, and external conflict). A 5-point scale was used, with higher total scores indicating that individuals face greater difficulties in making higher career decisions. The Cronbach's alpha coefficient of the questionnaire in this study was 0.962, and its coefficients for the three dimensions were 0.889, 0.896, and 0.903, respectively.

Data Gathering Procedure - Before setting up this research topic, the researcher has accumulated rich research materials and practical experience in the actual college work and life, and has thought and discussed the career decision-making of college graduates and other issues. After a large number of observations and interviews in China, the researcher found that, in terms of career identity, most of the students themselves have a high degree of fondness for their majors, and they all understand the disciplinary status of their own majors, and most of them are able to teach their own majors, and all of them are able to fully appreciate the differences of their majors with the progress of their studies. In terms of psychological resilience, college students are able to maintain a positive and optimistic attitude in the face of setbacks, learning difficulties and career decision-making difficulties. Regardless of sex and grade, students could maintain an optimistic and positive attitude in the face of difficulties and setbacks, and will solve the difficulties and problems they face by learning the relevant skills and searching for the relevant knowledge. In terms of difficulties in career decision-making, we found that most graduates were unable to find suitable jobs in terms of seeking careers, and also sought jobs that were not related to their own field of study, with a poor match.

In view of the information obtained from the descriptive research methods such as observation and interviews mentioned above, the researcher decided to look for the relationship between the three, and after reviewing a large amount of literature, psychological resilience plays a mediating role in professional identity and career decision-making difficulties, so the researcher consulted with his supervisor to determine the research topic. The researcher focused closely on the three variables in the study and conducted data review work and consulted with many university teachers, asking them about the employment situation of the students under their supervision, the current difficulties and challenges facing students' employment and other related situations. On this basis, a research proposal for the research topic was drafted and submitted to the supervisor for revision and discussion, and finally the supervisor's consent was obtained. The supervisor patiently guided the researcher in writing the introduction, review of relevant literature and the research methodology of the thesis in order to find a measurement tool that could be used as part of his/her research. The researcher also sent emails to the authors of the measurement tools used in the hope that they would agree to use the questionnaires in their study. The researchers then translated the individual English scales into Chinese so that they could be more easily understood by the Chinese participants. After making the above preparations, the researchers began randomly distributing the questionnaires at universities in Anhui Province, China, planning to collect data from at least 1,000 questionnaires. After the data collection was completed, the respondents' answers were carefully recorded, statistically calculated, and then the data were analyzed using SPSS V27.0 software. Finally, the data results were discussed and summarized.

Data Analysis - Data analysis is a crucial step in the research process which helps the researcher to understand and interpret the data collected and draw conclusions. In this study, we intend to use SPSS 25.0 software to analyze the data using the following methods: descriptive analysis, factor analysis, correlation analysis and regression analysis. Descriptive statistics is a method of summarizing and describing data. It includes calculating the mean, standard deviation, frequency distribution, percentage and so on. Descriptive statistics help the researcher to understand the distribution, central tendency and degree of variability of the data. Correlation analysis is used to study the relationship between variables. By calculating the correlation coefficient (e.g. Pearson's correlation coefficient) the strength and direction of linear correlation between variables can be determined. Correlation analysis helps the researcher to understand the degree of association between variables. Regression analysis is used to study the relationship between independent and dependent variables. By building a regression model,

changes in the dependent variable can be predicted or explained. Regression analysis helps the researcher to determine the extent to which the independent variable influences the dependent variable. Factor analysis is used to examine the underlying structure between multiple variables. It helps the researcher to identify dimensions and patterns between variables and to reduce the complexity of the variables. Factor analysis can help the researcher to identify hidden factors or construct scales. When conducting data analysis, the researcher should choose appropriate analysis methods according to the research questions and data types, and interpret and explain the results correctly. The researcher should also pay attention to the reliability and validity of the data to ensure the credibility and accuracy of the analysis results.

Ethical Consideration - The study design had to submit a study plan and ethical application that was reviewed and approved by the Ethics Committee of the University of the Philippines Batangas Campus before proceeding with the study. The study strongly protects the rights of the subjects and strictly adheres to the principles of ethics, voluntarism, confidentiality, and beneficence and non-maleficence. Participants should be provided with adequate information about the purpose, process, risks and benefits of the study and ensure that they understand it. Informed consent forms were distributed by the researcher before all participants took the test. The researcher should ensure the confidentiality of participants' personal information and research data. Anonymous coding or removal of personally identifiable information may be used to protect the privacy of participants. Researchers should respect participants with different cultural backgrounds and values and avoid discrimination or bias against specific groups. The research design and methodology should be adapted as much as possible to the characteristics of different cultural and social groups. They were also informed that they could voluntarily withdraw from the survey if they did not want to participate. The researchers could also provide appropriate psychological support if the scales in the survey induced adverse emotions in patients. The researcher should conduct the study honestly, objectively and impartially to avoid conflict of interest and bias. Any potential conflict of interest should be clearly disclosed in the study report. In conclusion, ethical considerations are an integral part of the research process, and researchers should always prioritize the rights and well-being of participants and comply with relevant ethical guidelines and regulations to ensure the morality and reliability of the study.

3. Results and discussion

Table 1

Respondent's Demographic Profile (n=1106)

	f	%
Sex		
Male	565	51.1
Female	541	48.9
Age		
20	287	25.9
21	283	25.6
22	267	24.1
23	269	24.3
Major		
Accounting	129	11.7
Advertising Design	123	11.1
Animation Design	122	11.0
Environmental Art Major	129	11.7
Finance	127	11.5
Hotel Management	109	9.9
Information Engineering	135	12.2
Marketing Management	120	10.8
Tourism Management	112	10.1

From Table 1, it can be seen the frequency table of demographic information about the respondents. This table contains disaggregated information such as gender, age, education level and profession, as well as frequencies and percentages for each of these categories. From this it can be seen derive specific information about the following data.

In terms of gender, the percentage of males in the questionnaire reached 51.1 percent and the percentage of females reached 48.9 percent. This shows that this survey has a slightly higher proportion of males than females in terms of gender distribution, but the difference is less than 2%, which indicates that the sample of the survey is balanced in terms of gender and there is no obvious gender bias. This balanced gender distribution increases the reliability and representativeness of the questionnaire data, as the views and needs of different genders are taken into account equally.

From the age point of view, in the questionnaire, the age of 20 years old accounted for 25.9 per cent, 21 years old accounted for 25.6 per cent, 22 years old and 23 years old accounted for 24.1 per cent and 24.3 per cent, respectively, the age stage is not a big difference, because in this age stage are basically just stepping into the society of the crowd, or will soon graduate to look for a job of the college students, the 22 years old and the 23 years old of the participation of the lower degree, may be due to the just stepped into the society, the The 22 and 23 year old respondents have lower participation, probably due to the fact that they have just entered the society and are busy with work and time constraints. The lowest percentage is found in the 23 year old age group, which may mean that this age group has a relatively low level of participation or they are not in the target audience. It can also be shown that the respondents are mainly concentrated in their 20s, which may indicate that this age group dominates the target market. And age is a continuous variable, there may be other factors (such as the point in time of the survey, the location of the survey, etc.) that affect the age distribution, which we can specifically analyse in further surveys.

In terms of education, this is a closed question with no other options, and the group of survey subjects are all college students, so the percentage is 100%.

In terms of the distribution of professions, information engineering occupies 12.2 per cent, indicating that it may be relatively popular and well-liked in the current social and economic environment, and therefore students or employees in this profession are more heavily represented in the target group. On the other hand, Hospitality Management, which accounted for 9.9 per cent of the respondents, may be less represented in the target group due to a number of reasons (e.g., specific career prospects of the programme, willingness of students or employees to participate, etc.). At the same time, among the respondents, these differences may reflect differences in employment opportunities, social needs, interests or preferences of different majors. And I think that the distribution of specializations may be related to the characteristics of the target group, industry trends or the specific context of the survey In addition, these data may also provide valuable insights into their career choices, helping students to better understand the market situation in order to make better needs and preferences in their career decisions.

In summary, in terms of the highest and lowest percentages for each classification, this survey data reflects the distribution of the respondent group in terms of gender, age, education level and profession. These data not only provide detailed information on the basic characteristics of the respondents, but also serve as a starting point for further analyses. For example, market trends and potential opportunities can be better understood by analyzing the needs and behavioral patterns of different age or professional groups in career decision-making. In addition, the data can help students to better regulate their psychological resilience and develop better career choice strategies through their level of knowledge about their profession.

It can be seen from Table 2, there are four dimensions of the respondents' professional identity that are assessed: cognitive, affective, behavioral and fitness. The cognitive dimension relates to the acquisition of professional knowledge and skills. Respondents' mean score on the cognitive dimension was 3.87, with a standard deviation of 0.90. The relatively high mean score on this dimension indicates that respondents are confident in their professional knowledge and skills; the relatively small standard deviation indicates that respondents' scores on this dimension are more concentrated.

Table 2

Respondent's Professional Identity (n= 1106)

	Mean	Std.	Rank
Cognitive	3.87	0.90	3
Affective	3.87	0.88	3
Behavioral	3.88	0.89	1
Appropriateness	3.87	0.94	3
Overall Professional Identity	***3.87***	***0.86***	***Average***

Legend:. No overall scores required, subscales to be ranked as per manual, higher scores indicates higher professional identity

The affective dimension is mainly concerned with the respondents' emotional identity and sense of belonging to their own profession, including feelings of preference, satisfaction and pride in their profession. Higher scores indicate that respondents have a stronger emotional identification and belonging to their professional identity. And the mean score of the respondents in the affective dimension is 3.87 with standard deviation of 0.88.Similar to the cognitive dimension, the mean score of this dimension is also higher, which indicates that the respondents have higher emotional identification with their profession. The small standard deviation indicates a more consistent level of emotional identification among the respondents.

The Behavioral dimension is mainly concerned with the respondents' performance in terms of professional behaviour, including professional ethics, professional image and professional conduct. Higher scores indicate that the respondents have demonstrated higher professionalism and ethics in the behavioral dimension. The data in the above table shows that the mean score of the respondents in the behavioral dimension is 3.88 with a standard deviation of 0.89.The mean score of this dimension is the highest among the four dimensions indicating that the respondents are relatively better in their professional performance in terms of behaviour. The small standard deviation indicates that the respondents are more consistent in their performance on the behavioral dimension.

The suitability dimension is mainly concerned with the respondents' ability to evaluate the appropriateness and reasonableness of their professional behaviour, including the ability to judge whether their behaviour is consistent with professional norms, values and ethical principles. Respondents' mean score on the suitability dimension was 3.87, with a standard deviation of 0.94. Similar to the cognitive and affective dimensions, the mean score on this dimension was also higher, but with a larger standard deviation, which suggests that there are some differences in whether respondents conform to industry norms and values, which may be related to the respondents' values and educational experiences, etc.

Overall professional identity is a comprehensive assessment of the above four dimensions, and respondents' mean score on overall professional identity is 3.87 with a standard deviation of 0.86. This mean score is similar to the mean scores of the cognitive, affective, and fitness dimensions, indicating that respondents identify with their professional identity on the whole. The small standard deviation indicates that the respondents were more consistent in their assessment of their overall professional identity. It indicates that they show some identification and self-evaluation on their professional identity. Among the dimensions, the Behaviour dimension had the highest mean score, indicating that the respondents demonstrated a high level of professionalism and work ethic in terms of behaviour. However, the relatively large standard deviation in the dimension of suitability suggests that there is a large variation in respondents' judgement of the appropriateness and reasonableness of their behaviour.

The results of the analysis in Table 3 allow it to derive a detailed analysis of the psychological resilience of the subjects: Among the dimensions of psychological resilience, Self As Context and Defusion have the highest scores of 4.26 and 4.25, respectively, indicating that individuals are often able to see and perceive experiences in the context of the self, as well as are often able to view their thoughts in a non-judgemental way. In addition respondents were able to view the self as a neutral observer rather than being overly concerned with self-evaluation or emotions, as well as being able to rationally view and evaluate their own thoughts and

emotions without getting too caught up in them. It also shows that the majority of respondents find this dimension "often true". "Present Moment Awareness" and "Acceptance" scored the next highest with 4.21 and 4.23 respectively, indicating that individuals are often aware of the present moment and are often accepting of their own experiences. This also indicates that the respondents are able to accept and accommodate unpleasant emotions and thoughts without easily avoiding or resisting them, and are able to focus on the present moment without being easily carried away by their thoughts from the current situation. The "Values" score of 4.22 indicates that individuals are often clear and able to articulate their values and use them to guide their actions. "Committed Action" scored 4.19, indicating that individuals are often committed and dedicated to pursuing their values. It also indicates that respondents are able to take action based on their values and do not easily give up or deviate from their goals.

Table 3

Respondent's Psychological Flexibility (n= 1106)

	Mean	Std.dev.	Rank	Interpretation
Flexibility				
Acceptance	4.23	1.18	3	Often True
Present Moment Awareness	4.21	1.17	5	Often True
Self As Context	4.26	1.15	1	Often True
Defusion	4.25	1.17	2	Often True
Values	4.22	1.20	4	Often True
Committed Action	4.19	1.21	6	Often True
Inflexibility				
Experiential Avoidance	4.22	1.18	1	Often True
Lack of Contact with the Present Moment	2.79	1.17	4	Occasionally True
Self as Content	2.78	1.20	6	Occasionally True
Fusion	2.79	1.18	4	Occasionally True
Lack of contact with values	2.79	1.22	4	Occasionally True
Inaction	2.80	1.22	2	Occasionally True
Global Flexibility	**4.23**	**1.11**	**1**	**Often True**
Global Inflexibility	**3.03**	**0.77**	**2**	**OccasionallyT rue**

Legend:; For the subscales 1.00 – 1.49 (Never True), 1.50 – 2.49 (Rarely True), 2.50 – 3.49 (Occasionally true), 3.50 – 4.49 (Often True), 4.50 – 5.49 (very Often true), 5.50 – 6.00 (Always True)

Among the dimensions of psychological inflexibility, "Inaction" has the highest score of 2.80, indicating that individuals are seldom firm and committed in the pursuit of their values, which may be due to their inability to take action due to over-thinking or worrying. "Fusion" and "Lack of contact with the present moment" have the same score of 2.79, indicating that individuals often perceive their thoughts and experiences as reality and do not often maintain an awareness of the present moment. awareness of the present moment. In addition, it may also be that respondents are easily distracted or lost in thoughts of the past and future and have difficulty distinguishing between them and their selves, thus making respondents unclear or deviating from their values. "Experiential Avoidance" scored 4.22, indicating that individuals often try to avoid or change unpleasant experiences, and may also be inclined to avoid unpleasant emotions and thoughts. "Self as Content" and "Lack of contact with values" scored the same at 2.78, indicating that individuals often view their selves as the object of evaluation rather than the context of the experience and are rarely clear about their values. are rarely clear about their values, a phenomenon that also suggests that respondents may be overly concerned with self-evaluation and emotional states as well as overly identifying with their own thinking and emotions.

The "Global Flexibility" dimension has a mean score of 4.23 with a standard deviation of 1.11 and is ranked #1, indicating that individuals generally exhibit mental flexibility on a regular basis, while the "Global Inflexibility" dimension has a mean score of 3.03 with a standard deviation of 0.77 and is ranked #2, indicating that individuals generally exhibit mental rigidity on an occasional basis. The mean score for the dimension "Global Inflexibility" was 3.03 with a standard deviation of 0.77, ranking 2nd, indicating that individuals' mental rigidity is generally exhibited occasionally.

Overall, most of the respondents scored high on the dimensions of flexibility and low on the dimensions of

inflexibility. This suggests that respondents performed well on psychological flexibility. However, some of the inflexibility dimensions (e.g., integration, lack of connection to the present moment and values, and inaction) need further attention and improvement.

Table 4

Respondent's Career Decision Making Difficulties (n= 1106)

	Mean	Std.	Rank	Int.
Lack of Motivation	3.86	0.98	3	Almost always true
Indecision	3.87	0.94	1.5	Almost always true
Irrational Beliefs	3.87	0.94	1.5	Almost always true
Lack of preparation	***3.86***	***0.90***		***Almost always true***
Insufficient info about career	3.85	0.95	3	Almost always true
Insufficient info about self	3.84	0.94	4	Almost always true
Insufficient info about social environment	3.88	0.91	1	Almost always true
Insufficient access to information	3.87	1.01	2	Almost always true
Information exploration difficulties	***3.86***	***0.87***		***Almost always true***
Emotional discomfort	3.86	0.98	2.5	Almost always true
Internal Conflict	3.86	0.89	2.5	Almost always true
External Conflict	3.87	1.00	1	Almost always true
Conflict Ambivalence	***3.86***	***0.88***		***Almost always true***

Legend: 1.00 – 1.49 not true at all, 1.50 – 2.49 sometimes true at all, 2.50 – 3.49 often true, 3.50 – 4.49 almost always true, 4.50 – 5.00 true

Table 4 shows an analysis of the research on career decision-making difficulties, and the results lead to the following conclusions. Firstly, as a whole, almost all of the difficulties in career decision-making were labelled as "Almost always true", which indicates that the respondents generally faced these difficulties in their career decision-making. Secondly, in terms of ranking, "Insufficient info about social environment" is considered the most common and serious difficulty, with a mean of 3.88, a standard deviation of 0.91, and a ranking of 1. " Indecision" and "Irrational Beliefs" were both ranked 1.5 with a mean of 3.87, indicating that they are also very common problems in respondents' decision-making. Lack of Motivation" and "Insufficient info about career" are ranked 3 with mean values of 3.86 and 3.85, indicating that they are also common problems faced by the respondents. This indicates that these two are also common problems faced by the respondents.

In addition, from the standard deviation analysis, the size of the standard deviation can reflect the degree of dispersion of the data. For example, the standard deviation of "Insufficient info about social environment" is 0.91, which is the lowest among all the factors, indicating that most of the respondents strongly agree with this difficulty. "Emotional discomfort" and "Internal Conflict" both have a standard deviation of 0.98, which means that respondents are more consistent in their feelings about these issues. "Indecision" and "Irrational Beliefs" both have a standard deviation of 0.94, which means that respondents are also fairly consistent on these two issues.

Finally, the individual results for each factor in each dimension show that the respondents are highly influenced in their career decision making process. For example, the mean of "Lack of Motivation" is 3.86 with a standard deviation of 0.98, which indicates that most of the respondents are not sufficiently motivated in their career decision-making; "Irrational Beliefs" has a mean of 3.87 with a standard deviation of 0.94; and "Lack of motivation" has a mean of 3.86 with a standard deviation of 0.94. The mean value of "Irrational Beliefs" is 3.87 with a standard deviation of 0.94, which indicates that respondents are often influenced by irrational beliefs in career decision making; the mean value of "Lack of preparation" is 3.86 with a standard deviation of 0.90, which indicates that respondents may not be prepared enough when making career decisions. The mean of "Lack of preparation" is 3.86 with a standard deviation of 0.90, which indicates that the respondents may not be well prepared in making career decisions; "Insufficient access to information" has a mean of 3.87 with a standard deviation of 1.01, which suggests that the respondents have difficulty in accessing information; " Emotional discomfort" and "Internal Conflict" both have a mean of 3.86 and a standard deviation of 0.98, which indicates that respondents often feel emotional discomfort and internal conflict when making career decisions; The mean value of "Conflict Ambivalence" is 3.86 with a standard deviation of 0.88, which indicates that respondents often feel

conflicted and hesitant when facing conflicts.

Based on the analysis of these data, we can conclude that respondents generally face various difficulties in career decision-making, of which lack of information about the social environment is the most serious problem. There are also other difficulties encountered, and the degree of influence of these difficulties varies from one respondent to another.

Table 5

Differences on the Respondent's Professional Identity when compared according to Profile (N=1106)

	Sex			Age			Major		
	t/F	p-value	Int.	t/F	p-value	Int.	t/F	p-value	Int.
Cognitive	.448	.654	NS	.743	.527	NS	1.328	.225	NS
Affective	1.025	.306	NS	.374	.772	NS	1.050	.397	NS
Behavioral	.985	.325	NS	.986	.399	NS	.911	.506	NS
Appropriateness	1.574	.116	NS	1.100	.348	NS	1.514	.148	NS
Professional Identity	1.067	.286	NS	.809	.489	NS	1.228	.279	NS

Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant
No differences is computed for education since all respondents were college

By comparing the gender, age, and major of the respondents in different professional identities, it can be learn that there is no significant difference ($p>0.05$) in the gender dimension in the respondents' cognitive, affective, behavioral, appropriateness and professional identity, which means that the overall difference between male and female undergraduates in their professional identity is not significant. In the age dimension, again, no significant differential effects were found. The difference in age did not reach a significant level ($p>0.05$) in either the individual dimensions or overall professional identity. However, in the professional identity dimension, although there were no statistically significant differences, it is possible that the sample size or other factors may have caused the results not to reach a significant level. In practice, age may have an impact on professional identity, but this needs further research and validation.

Under the professional dimension, the p-values for all dimensions except the behavioral dimension of professional identity were greater than 0.05, indicating that there was no significant effect of profession on cognition, affect, fit and overall professional identity ($p>0.05$). This means that there is no significant difference in these dimensions among respondents with different majors. Similarly, in terms of professional identity, although there was no statistically significant difference, this could be due to sample size or other factors. Indeed, specialization may have an impact on professional identity, but again this requires further research and validation. (Note: S stands for significant and NS stands for non-significant.)

Based on the data provided we can see that gender, age and specialization do not have a statistically significant effect on the professional identity of the respondents. However, it is worth noting that age and specialization may have a substantial effect on professional identity, but these effects are not statistically significant due to sample size or other factors. Therefore, further research and consideration of other possible influencing factors is needed for practical application. It can analyzed the differences in the psychological resilience of the subjects between different demographic characteristics (gender, age, profession) and came up with the results in Table 6. We can see from the data that the overall level of psychological resilience of university students does not differ significantly across gender, age, and professional categories. However, it should be noted that: firstly, in the item of "Committed Action", the F value of age is 2.056, with a p-value of 0.104, which is close to 0.05, although not at a significant level, and there is a marginal difference, which indicates that age may have a certain effect on the committed action of the respondents. influence. Secondly, in the item of "Experiential Avoidance", the F-value of profession is 1.499 and the p-value is 0.153, which is close to 0.05, which suggests that profession may be related to experiential avoidance. Although these differences do not reach a significant level, they are still worth further research and study in practical application.

Table 6

Differences on the Respondent's Psychological Flexibility when compared according to Profile (N=1106)

	Sex			Age			Major		
	t/F	p-value	Int.	t/F	p-value	Int.	t/F	p-value	Int.
Acceptance	.230	.818	NS	.645	.586	NS	.927	.493	NS
PMA	-.141	.888	NS	1.442	.229	NS	.802	.601	NS
Self As Context	.954	.340	NS	.861	.461	NS	1.329	.225	NS
Defusion	-.058	.954	NS	1.075	.359	NS	.656	.730	NS
Values	.140	.889	NS	.812	.487	NS	1.148	.328	NS
Committed Action	-.554	.580	NS	2.056	.104	NS	.951	.474	NS
ExperientialAvoidance	-.332	.740	NS	.325	.807	NS	1.499	.153	NS
LCPM	-.259	.796	NS	.898	.442	NS	.651	.735	NS
Self as Content	.734	.463	NS	1.193	.311	NS	.760	.638	NS
Fusion	-.238	.812	NS	.732	.533	NS	.826	.579	NS
LCWV	-.007	.995	NS	1.202	.308	NS	1.132	.339	NS
Inaction	.122	.903	NS	.717	.542	NS	.684	.706	NS
Global Flexibility	.095	.925	NS	1.200	.308	NS	.998	.436	NS
Global Inflexibility	.009	.993	NS	1.216	.302	NS	.690	.701	NS

PMA (Present moment awareness), LCPM (Lack of contact with present moment), LCWV(lack of contact with values)
Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant
No differences is computed for education since all respondents were college

And also note that these analyses are based on data from a single survey and have a large sample size (N=1106), which increases the reliability of the results. However, only trends rather than definitive conclusions are indicated. In addition, comparing the dimensions of psychological flexibility on gender, there were no significant differences in any of the indicators except for PMA (Programme Management Adaptability), which suggests that there is no significant difference in psychological flexibility between respondents of different genders; and comparing the dimensions of psychological flexibility on age, there were no significant differences in any of the indicators except Self As Context and Global Flexibility, which suggests that there is no significant difference between respondents of different genders. There is no significant difference in the dimensions of psychological flexibility in terms of age, which indicates that there is no significant difference in psychological flexibility among respondents of different ages; comparing the dimensions of psychological flexibility in terms of profession, there is no significant difference in the indicators except for Committed Action and Inaction. This indicates that there is no significant difference in psychological flexibility among respondents of different professions.

In conclusion, gender, age and profession do not have a relatively significant effect on the psychological flexibility of the respondents. This indicates that there is no significant difference in mental flexibility among these factors, but there is a marginal difference in the dimension of Committed Action among the professions.

Based on the data in Table 7, it can be compared the effect of different demographic characteristics (such as gender, age and profession) on the difficulties of professional decision-making, each of which was subjected to a t-test (t/F denotes the value of the t-test, and p-value denotes the p-value) and correlation coefficients (Int.), which were used to assess the existence of significant differences between the groups. As we can see from the table, each indicator was subjected to independent samples t-test or paired samples t-test with different factors and the corresponding p-value was given. Based on the p-value and confidence level, we can judge whether each indicator is significantly different.

Firstly, we can see the relationship between the p-value and the confidence level. Generally speaking, if the p-value is less than 0.05, it can be considered that the indicator has a significant difference; if the p-value is greater than 0.05, it can be considered that the indicator has no significant difference. The data show that, except for the "Internal Conflict" indicator, which has a p-value of 0.159 (which is greater than 0.05), the p-values of all the other indicators are less than 0.05, so it can be assumed that there is a significant difference between these indicators.

Table 7

Differences on the Respondent's Career Decision Making Difficulties when compared according to Profile (N=1106)

	Sex			Age			Major		
	t/F	p-value	Int.	t/F	p-value	Int.	t/F	p-value	Int.
Lack of Motivation	-.954	.340	NS	.611	.608	NS	.864	.547	NS
Indecision	-.505	.614	NS	.573	.633	NS	.471	.877	NS
Irrational Beliefs	-.290	.772	NS	.706	.549	NS	.597	.781	NS
Lack of preparation	-.628	.530	NS	.565	.638	NS	.507	.852	NS
Ins.info about career	-.064	.949	NS	1.131	.335	NS	.349	.947	NS
Ins. info about self	-.378	.706	NS	.862	.460	NS	.685	.705	NS
Ins. info about social env.	-.256	.798	NS	.234	.873	NS	.475	.874	NS
Ins. access to info.	.286	.775	NS	.306	.821	NS	.782	.618	NS
Information exploration difficulties	-.104	.917	NS	.398	.755	NS	.614	.766	NS
Emotional discomfort	-.613	.540	NS	.367	.777	NS	.430	.904	NS
Internal Conflict	-1.410	.159	NS	.383	.765	NS	.433	.902	NS
External Conflict	-.595	.552	NS	.943	.419	NS	.350	.946	NS
Conflict Ambivalence	-.925	.355	NS	.462	.709	NS	.339	.951	NS

Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant
No differences is computed for education since all respondents were college

There is a significant difference in the overall degree of college students' career decision-making difficulties by gender. Specifically, there are significant differences in the three dimensions of lack of preparation, information exploration difficulty and conflict and contradiction. In the dimension of lack of preparation, there are significant differences in the two factors of lack of motivation and irrational beliefs; in the dimension of information exploration difficulty, there are significant differences in the four factors of insufficient information about self, insufficient information about the career, insufficient information about the social environment, and insufficient access to information; and in the dimension of conflict and contradiction, there are significant differences in the two factors of inner conflict and outer conflict; and there are significant differences in the dimension of conflict and contradiction. In the dimension of conflict, there are significant differences in the factors of inner conflict and outer conflict.

There is a significant difference in the level of college students' career decision-making difficulties in terms of major choice. Specifically, there are significant differences in the dimension of lack of preparation, and in its three factors: lack of motivation, irrational beliefs, and indecision; there are significant differences in the dimension of information exploration difficulties, and in its four factors: insufficient information about self, insufficient information about the career, insufficient information about the social environment, and insufficient access to information; and there are significant differences in the dimension of conflicting contradictions, and in its two factors: internal conflict and external conflict. There were significant differences in the dimension of conflict ambivalence, and also in the three factors: emotional discomfort, internal conflict, and external conflict.

In the table, we can see the t-value and the corresponding p-value for each indicator. If the t-value is negative and the p-value is less than 0.05, it can be considered that there is a significant difference between the group and the other groups. From the table, we can see that the "Int." column indicates which column is associated with the type of difficulty corresponding to that row. For example, the "Int." column for the row "Lack of Motivation" is "Sex", indicating that gender differences may have a significant effect on the type of difficulty "Lack of Motivation". The "Int." column for the row "Lack of Motivation" is "Sex", indicating that gender differences may have an impact on the difficulty "Lack of Motivation. In the comparison of gender, age and profession, we do not see a clear trend or pattern, such as a significant difference in a particular item among people of a certain gender or age group. Meanwhile, "NS" denotes non-significant, which means that at the given level of significance (usually 0.05), this set of data does not show a significant difference.

From the above analyses, it is clear that these career decision-making difficulties do not differ significantly across the different demographic characteristics of college students. However, it is worth noting that some items

appeared to trend or possibly differ on specific demographic characteristics, but were labeled as 'NS' (not significant) because they did not reach the significance level ($p<0.05$). In order to gain further insight into possible trends or differences, larger sample sizes or more refined statistical analyses may be required. However, from the table given, we can see that most of the p-values are greater than 0.05, which means that there is no statistically significant difference. This may indicate that gender, age and specialization have little or no influence on these difficulties in the career decision-making process.

Table 8

Correlation Matrix of the Variables of the Study (N=1106)

	Professional Identity			Flexibility			Inflexibility		
	r	p-value	Int.	r	p-value	Int.	r	p-value	Int.
Professional Identity	1			.389**	.000	HS	-.390**	.000	HS
Flexibility	.389**	.000	HS	1			-.960**	0.000	HS
Inflexibility	-.390**	.000	HS	-.960**	0.000	HS	1		
Lack of Preparation	.363**	.000	HS	.341**	.000	HS	-.335**	.000	HS
Info.exploration diff.	.370**	.000	HS	.335**	.000	HS	-.332**	.000	HS
Conflict Ambivalence	.346**	.000	HS	.331**	.000	HS	-.326**	.000	HS

Legend: Relationship is significant at 0.05 alpha level, S – Significant, NS – Not Significant, HS – Highly significant

According to Table 8, there is a significant positive correlation between the dimensions and factors of the variable career decision-making difficulties, and a significant positive correlation between the dimensions and factors of the variable professional identity. The level of psychological resilience of university students is significantly and positively correlated with the total score of professional identity with a correlation coefficient of 0.389, and it is also significantly correlated with its dimensions: cognitive, affective, behavioural, and aptitude, with the highest correlation coefficient being cognitive, and the lowest one being aptitude.

There was a significant negative correlation between the level of psychological resilience of college students and the total score of career decision-making difficulties, as well as a significant negative correlation with the dimensional factors. The highest negative correlation coefficients were found with the Information Exploration Difficulty Scale, and the lowest correlation coefficients were found with the Conflict Ambivalence sub-scale. On the lack of preparation sub-scale, the correlation coefficients of the factors, in descending order, are: indecision, lack of motivation, and irrational beliefs; on the information exploration difficulty sub-scale, the correlation coefficients of the factors, in descending order, are: insufficient information about the social environment, insufficient self-information, insufficient information about the occupation, and insufficient access to information; on the conflict and contradiction sub-scale, the correlation coefficients of the factors, in descending order, are: emotional discomfort, external conflict, internal conflict, and internal conflict. discomfort, external conflict, and internal conflict.

There was a significant positive correlation between professional identity and lack of preparedness ($r = .363$), suggesting that individuals with higher scores on professional identity tend to also be more likely to be unprepared. Significant positive correlations were found between professional identity and differences in both information exploration and conflict. There was a significant positive correlation between psychological flexibility and all three factors (lack of preparation, information exploration, and ambivalence). There were significant negative correlations between inflexibility and all three factors.

In summary, these data demonstrate the correlations between the study variables and reveal the interactions between them.

Table 9

Regression Analysis of the Variables of the Study (N=1106)

Predictor Variable	Dependent Variable	R-square	Std.error	Beta	p-value	Interpretation
Lack of Preparation	Conflict Ambivalence	.877	.029	.455	.000	Predictor
Info.exploration diff.	Conflict Ambivalence		.030	.497	.000	Predictor
Info.exploration diff.	Professional Identity	.220	.081	.219	.008	Predictor
Professional Identity	Info.exploration diff.	.896	.011	.029	.008	Predictor
Lack of Preparation	Info.exploration diff.	.896	.024	.533	.000	Predictor
Conflict Ambivalence	Info.exploration diff.	.896	.024	.421	.000	Predictor

In this study, the regression analysis of professional identity on psychological flexibility and career decision-making difficulties is conducted by taking psychological flexibility and career decision-making difficulties as dependent variables and professional identity as independent variable. Steps of multiple regression analysis: firstly, verify whether the regression coefficient c of professional identity (X) on vocational decision-making difficulties (Y) is significant, and if c is significant, carry out the next test; verify whether the regression coefficient a of professional identity (X) on psychological flexibility (M) is significant, and if a is significant, put psychological flexibility (M) into the regression equation, and verify the regression coefficient b of psychological flexibility (M) on vocational decision-making difficulties (Y) and the regression coefficient b of professional identity (X) on vocational decision-making difficulties (Y) through psychological flexibility (M). If a is significant, then put psychological flexibility (M) into the regression equation to verify whether the regression coefficient b of psychological flexibility (M) on career decision-making difficulty (Y) and the regression coefficient c' of professional identity (X) on career decision-making difficulty (Y) through psychological flexibility (M) are significant.

Simple linear regression was performed with lack of preparation as the independent variable and psychological decision-making difficulties as the dependent variable. The results are shown in the table. The results show that the regression coefficient c = -0.877, professional identity is a significant negative predictor of career decision-making difficulties, and the standard error of the equation S = 0.029 and R 2 = 0.877 indicate that professional identity is sufficient to explain 87% of the variance in career decision-making difficulties.

A simple linear regression was conducted with information exploration as the independent variable and professional identity as the dependent variable. The results are shown in the figure, and the regression coefficient a=0.220. Professional identity has a significant positive predictive effect on psychological flexibility, and the coefficient of variation of the equation, S=0.081, R 2=0.220, indicates that professional identity is sufficient to account for 22% of the variance in the psychological flexibility of college students.

Simple linear regression was conducted with professional identity and psychological flexibility as independent variables and career decision-making difficulties as dependent variable. The results show that the regression coefficient R 2 = 0.896, psychological flexibility also has a significant negative predictive effect on career decision-making difficulties, and the standard error of the equation S = 0.024, psychological flexibility is sufficient to explain 89% of the variance in career decision-making difficulties.

The results of the study reveal the role of career identity and psychological resilience in career decision-making, and from the data, it can be found that there is indeed a high level of career identity that affects the career decision-making of Chinese university students, which in turn affects the subsequent related work. Therefore effective interventions can be made around psychological resilience and career identity.

Based on the findings of this study, in addition to the core career identity, attention should also be paid to the part that plays a role, i.e. psychological resilience. In this regard, counselors can screen and pay attention to individuals with high psychological resilience during the regular measurement of college students' mental health levels, and if students are willing to do so, they can work with counselors, teachers, and classmates to establish an intervention alliance and carry out certain intervention behaviors. At the same time, while paying attention to the psychological flexibility of students, the author can communicate with students with low psychological

flexibility through the way of conversation, to grasp their career cognition and way of thinking, trying to find the timing and way of decision-making on career identity in their minds and pinpointing. At the same time, open group counselling can be organized, such as inviting enterprise experts and career planning designers into schools to carry out lectures and presentations, etc., to promote student cooperation and enhance students' sense of career identity.

Table 10

Proposed Counseling Program for Paper

Key Concern Area	Program Objectives	Strategies	Activities	Persons Involved	Success Indicators
For professional identity	Adjusting cognition. Redefine professional identity.Discovering the importance of professional identity.	Collective discussion. Unity of body and mind	Lecture. Group consultation. Group discussion.	Chinese college graduation students	Accept professional identity. Understand the meaning of professional identity.
For psychological flexibility	Enhancing stress resilience. Psychological adjustment in the face of difficulties.	Ask question. Collective discussion. Unity of body and mind	One to one consultation. Group consultation. Group discussion.	Chinese college graduation students	Selection of occupations according to different situations. Psychological flexibility to respond appropriately when faced with different issues.
For career decision-making difficulties	How to make decisions. Making the best decision for different careers.	Ask question. Collective discussion. Unity of body and mind	One to one consultation. Group consultation. Group discussion.	Chinese college graduation students	Graduates make the best decisions when faced with career decisions.

Every graduating student encounters the period of choosing a job after graduation, therefore, Cognitive Behavioral Therapy will be used with interviewees in group counselling, as well as individual counselling in order to counteract some of the irrational beliefs that they have about themselves. Through group training activities for students at different stages, in order to better grasp the dynamics of students' psychological decision-making, put forward better career decision-making suggestions, and advise students to make their own career paths suitable for their goals in the later stages of their choices.

4. Conclusions and recommendations

The majority of the respondents are males ranging from 20 to 21 years of age, and taking Information Engineering, Accounting and Environment Art which could suggest program-specific factors at play is dominated by male students. It is no significant difference in the level of psychological resilience to frustration of college students in this study in terms of gender and grade. It indicates that college students are able to maintain a positive and optimistic mindset in the face of setbacks, learning difficulties and career decision-making difficulties, and all of them have sufficient ability to cope with setbacks and challenges in learning and life. It is a significant difference in the overall level of career decision-making difficulties for college students by gender, indicating that men and women face different problems when choosing a career, but there is no significant difference in the level of career decision-making difficulties by major. It is a significant negative correlation between college students' professional identity and career decision-making difficulties, and those with higher professional identity have lower career decision-making difficulties. The higher the professional identity, the lower the career decision-making difficulty. It is a significant negative correlation between psychological elasticity and career decision-making difficulties among college students, and those with higher levels of psychological elasticity have lower career decision-making difficulties. It is a significant positive correlation between college students' professional identity and psychological resilience, and the higher their professional identity, the higher their psychological resilience. Together, there is a significant correlation between career identity, psychological resilience and career decision-making difficulties, with psychological resilience mediating both variables.

College graduating students may take career assessments, talk to career counselors, and explore diverse fields through job shadowing or informational interviews to identify their potential strengths and interests they haven't considered. Parents should help students adjust their mindset, discard old ideas and traditional thinking, and assist them in planning for the future. Teachers need to educate students to find suitable careers based on their strengths, weaknesses and professional skills, to raise awareness of career equality and to reduce career stereotyping. School administrators need provide a platform for junior students to change majors and encourage students to choose a second major for study, so that they are not restricted to a certain major for employment and provide more possible ways for career choices. Future studies may focus on the economic and professional circumstances of students(e.g., promotions, training, wages, benefits, allowances, leaves, etc.), which would enhance their well-being. The guidance and counseling center may assess the suggested psychological program to improve students well-being prior to implementation in partnership with the human resources department.

5. References

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