

Learning confidence, career planning, and adaptability of Chinese higher vocational students

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Abstract

The purpose of this study was to investigate the learning confidence, adaptability, and career planning roles of Chinese higher vocational students, with an emphasis on how these factors affect the growth of vocational institutions and the improvement of students' employability. A survey of 400 Chinese higher vocational students, educators, administrators, and professionals was conducted using a descriptive quantitative approach. When gender was taken into account, the results showed that there was a significant difference in the responses about flexibility in interpersonal skills, but there was no significant difference in the responses about students' learning confidence and career planning based on demographic profiles. Additionally, a substantial and significant association between students' adaptability, career planning, and learning confidence was found. This implies that students who have a strong sense of self-worth and well-defined career objectives are more likely to be flexible in a variety of settings, such as the social, professional, and academic ones. This correlation highlights the significance of a comprehensive approach to student development, with a focus on career planning, academic achievement, and interpersonal skills to foster resilience and equip students for success in postsecondary vocational education. A suggested career development plan specifically designed for Chinese higher vocational students has been developed based on the study's findings. This approach seeks to maximize students' vocational education experiences and improve their prospects in the labor market by utilizing the found relationships among learning confidence, career planning, and adaptability. Vocational schools can better assist students in fulfilling their academic and career goals while promoting their general development and preparedness for the workforce by providing comprehensive attention to these important areas.

Keywords: learning confidence, career planning, adaptability

Learning confidence, career planning, and adaptability of Chinese higher vocational students

1. Introduction

It is imperative to comprehend the learning confidence, adaptability, and career planning of Chinese higher vocational students to facilitate their smooth transfer from school to the workforce. Students' confidence levels are greatly impacted by cultural factors, educational strategies, and support networks, with practical learning opportunities and helpful criticism playing critical roles. Developing one's skills, networking, establishing goals, and matching one's professional skills to both personal and market demands are all part of career planning. Navigating the intricacies of the industry, accepting change, and committing to lifelong learning all require adaptability. To effectively cultivate these qualities and ensure holistic growth and professional success, cooperation between educational institutions, industrial partners, and government agencies is imperative.

Understanding the unique characteristics of learning confidence, career planning, and flexibility among higher vocational students in China is crucial given the dynamic nature of both education and employment. For students to be prepared for the demands of the modern workforce, higher vocational education plays a crucial role in bridging the gap between theoretical knowledge and the development of practical skills. Due to China's explosive economic growth and technological advancements, there is a growing focus on developing a skilled labor force that is both technically competent and flexible enough to survive in a job market that is changing quickly. Hui et. al., (2018) study examined how students' career adaptability, self-esteem, and social support interact. According to their research, there are strong positive relationships between career adaptability, self-esteem, and social support. This means that students who are more adaptable also typically have higher levels of self-esteem and perceive more social support. The aforementioned results highlight the importance of promoting career flexibility in students, as it not only enhances their ability to overcome job-related challenges but also contributes to their psychological welfare by elevating their self-worth and perceived social support. These observations highlight the interconnectedness of multiple psychosocial elements that influence students' career paths and promote focused interventions and support programs designed to enhance career flexibility for the students.

Chinese higher vocational students' learning confidence, career planning and adaptability are current hot issues of concern in the field of higher vocational education. With the development of Chinese higher vocational education, learning confidence, career planning and adaptability play an important role in the development of higher vocational students. As a key psychological characteristic, learning confidence is the degree of self-confidence that higher vocational students have in their own abilities during the learning process, which can directly affect students' motivation and academic achievement. However, since the learning environment of higher vocational students is quite different from that of ordinary students, their learning confidence has certain characteristics. Career planning, as an important aspect of higher vocational students' development, can help students clarify their career goals and development paths, which is closely related to students' learning confidence.

Adaptability, on the other hand, is the ability to adjust and adapt to new learning and living environments, which plays an important role in the development of higher vocational students. However, research on Chinese higher vocational students' learning confidence, career planning and adaptive ability is still limited. Therefore, it is of great significance for the improvement and development of higher vocational education to conduct a systematic study on Chinese higher vocational students' learning confidence, career planning and adaptive ability, and to generalize and analyze the related results. Through in-depth research on higher vocational students' learning confidence, career planning and adaptability, a better development environment and support can be provided for higher vocational students to promote their personal growth and career development. Therefore, the

purpose of this study is to explore the situation of Chinese higher vocational students' learning confidence, career planning and adaptability, and to provide relevant suggestions and insights for higher vocational education.

Learning confidence refers to the extent to which an individual believes in his or her ability and success in learning, and it is influenced by a variety of factors. The idea of learning confidence influences students' desire to take on difficult assignments and persevere in the face of setbacks, which is crucial for their academic and professional development. Learning confidence, or self-efficacy, has a major impact on students' motivation, conduct, and accomplishments. It is based on Bandura's social cognitive theory. The relationship between self-efficacy beliefs and academic performance is highlighted by research by Pajares et. al., (2001), which shows that higher confidence levels are correlated with more perseverance and efficient learning techniques. Students' confidence levels are significantly shaped by environmental influences, including classroom climate and teacher support (Usher et. al., 2008). Furthermore, students' judgments of their learning capacities can be influenced by cultural factors; cultures that place a great emphasis on effort tend to create stronger confidence (Dweck, 2006). In general, learning confidence is a complex concept that is influenced by personal beliefs, social and environmental circumstances, and cultural settings. Bandura (1986) emphasizes the significance of building students' confidence in order to support their resilience and academic success. Comparatively, Dweck's mindset theory highlights the influence of fixed vs development mindsets on learning motivation and confidence, whereas Bandura's social cognitive theory stresses individual views. Although both theories recognize the importance of ideas, they diverge in emphasizing the intelligence's malleability and the capacity for development through effort (Dweck, 2006).

Even though learning confidence, career planning, and adaptability are becoming increasingly important in higher vocational education, there is still a significant gap in the literature about how these elements interact, especially with Chinese students. Although several studies have examined these elements separately, there is a shortage of thorough research explaining how they interact and influence students' educational paths and employment opportunities as a whole. Creating focused interventions and support systems that can improve the employability and learning outcomes of Chinese higher vocational students in the face of a more competitive global labor market requires bridging this gap. In order to close this gap, this study examines the traits of Chinese higher vocational students in terms of learning confidence, career planning, and adaptability, as well as the combined effects of these traits. Practical methods will be suggested based on the study's findings in order to increase students' competitiveness in the job market, which will promote the expansion of higher vocational schools and improve students' employability.

Using both theoretical frameworks and empirical data, this study attempts to thoroughly examine the learning confidence, career planning, and adaptability of higher vocational students. The research will also examine the process of career planning, in which students select choices based on their values, interests, and abilities, and examine how these choices affect their overall growth. Additionally, the study will look at higher vocational students' adaptive ability, which is defined as their ability to deal with demands and changes in the environment in the psychological, social, and emotional domains. This study intends to offer insights into improving the educational experience and outcomes of higher vocational students by examining these features and their interactions. Chinese higher vocational students can benefit from a comprehensive development program that prepares them for successful careers in their particular industries by recognizing and addressing these elements. In order to effectively promote students' learning confidence, career planning, and flexibility, educational institutions, industry partners, and government organizations must collaborate.

Objective of the Study - The purpose of this study is to determine the relationship learning confidence, career planning, and adaptability of Chinese higher vocational students in promoting the development of higher vocational institutions and improving students' employment adaptability. Specifically, this study described the demographic profile of Chinese higher vocational students, including sex, major, and place of origin; identified the students' learning confidence in terms of academic achievement, social skills, and career development; determine the career planning terms of career goals, occupational skills, and career development; assessed the

students' adaptability in terms of interpersonal, emotional management, and learning adaptation; tested the significant difference of the responses in learning confidence, career planning, and adaptability when grouped according to profile; tested the significant relationship among the variables; and finally proposed a career development plan.

2. Methods

Research Design - In order to investigate the association between learning confidence, career planning, and adaptability among Chinese higher vocational students, this study used a quantitative correlational research approach. Students from higher education universities and vocational colleges completed a verified questionnaire survey that collected quantitative data. To investigate the relationships between the variables, statistical analysis was used, including descriptive correlation analysis. The study sought to provide Chinese higher vocational institution students with trustworthy advice on improving their learning confidence, career planning, and adaptability. The study evaluated students' adaptability in relation to interpersonal, emotional regulation, and learning adaptation domains. Additionally, it tested the significance of replies on learning confidence, adaptability, and career planning when categorized based on different demographic characteristics. The study additionally examined the important correlations between the factors and, using the results, suggested a thorough career development plan.

Participants of the Study - The combined student population from the three schools totals 10,000 individuals, as determined by Raosoft computation sampling. A survey comprising more than 400 students from several vocational institutions was carried out in order to obtain a thorough understanding of the dynamics of learning confidence, career planning, and adaptability among Chinese higher vocational students. To guarantee a solid dataset, additional educators, administrators, and experts in related subjects were included. The purpose of the study was to gather empirical information that would allow researchers to better understand the relationships between learning confidence, career planning, and adaptability among Chinese higher vocational students. The study aims to provide higher vocational schools with useful management programs and policy recommendations by carefully examining the survey data. The aforementioned ideas aim to enhance students' learning confidence, improve their career planning abilities, increase their employability, and ultimately elevate the nation's higher vocational education standards.

Instrument of the Study - The purpose of the data collection tool for this study is to assess Chinese higher education students' adaptability, career planning, and learning confidence. The survey tool used in this study assessed a number of factors important to the growth of students. It used evaluations of academic performance, social skills, and career development to determine how confident students felt about their ability to learn. The tool also assessed students' career planning by looking at things including career trajectory, vocational skills, and ambitions. Additionally, the poll evaluated students' adaptability in a variety of areas, such as emotional control, interpersonal skills, and learning flexibility. The study intends to provide a thorough understanding of the opportunities and constraints experienced by Chinese higher vocational students through this multimodal approach, consequently guiding plans for their holistic development.

The instrument underwent extensive validation and testing processes in accordance with the university's criteria to guarantee its validity, reliability, and internal consistency. To ensure coherence and clarity, these methods included face checking with an advisor and a grammarian. Three subject matter experts validated the survey items' comprehensiveness and relevancy as part of the content validation process. In order to identify any uncertainties or discrepancies, pilot testing and dry runs with a sample of responders were carried out. Lastly, a statistician tested for internal consistency and reliability to evaluate coherence and stability. With the main objective of investigating the relationship between learning confidence, career planning, and adaptability among Chinese higher vocational students, the modified questionnaires pulled variables from pertinent previous research works. The study's ultimate goal was to support these students' complete development.

Data Gathering Procedure - The main objectives of the study are to evaluate Chinese higher vocational students' learning confidence, career planning, and adaptability. Through the provision of specialized vocational training programs, Chinese higher vocational education institutes serve a vital role in preparing students for a variety of occupations. These educational establishments serve a varied student body that is in need of real-world experience and information related to their fields of study. Formal approval from the appropriate higher vocational education sector authorities should be sought prior to the questionnaire's distribution. This clearance guarantees adherence to data protection laws and ethical standards. Getting approval from the administration of the participating higher vocational institutions and universities or the institutional research ethics committee may be necessary.

A number of best practices need to be followed in order to ensure efficient data collection for the study on the learning confidence, career planning, and adaptability of Chinese higher vocational students. First and foremost, in order to promote cooperation and understanding, it is crucial to clearly communicate the study's aim and objectives to industry stakeholders as well as possible respondents. Upholding ethical norms also requires gaining informed consent before to delivering the questionnaire and guaranteeing respondents' confidentiality of their responses. Before the questionnaire is widely distributed, a pilot testing was carried to identify any potential issues or ambiguities before full-scale distribution. Furthermore, reaching a variety of responders and raising response rates was achieved by using a variety of distribution channels, such as email, internet platforms, and in-person contacts. Following these best practices helped to ensure the validity and reliability of the study's findings by facilitating an efficient and moral data collection procedure.

Data Analysis - SPSS statistical methods were used to analyze the data descriptively and correlatively to obtain data related to learning confidence, career planning and adaptability. Multiple regression analysis was applied to explore the interactions and relationships between these variables. Through these analyses, we will be able to gain insights into the performance of these key areas among Chinese higher vocational students and the associations between them.

Ethical Considerations - This study strictly followed ethical principles to ensure that the rights and privacy of participating Chinese higher education students were fully protected. Legitimacy was ensured by obtaining consent from schools and participating students during the data collection process. All questionnaires and interviews were conducted anonymously, and personally identifiable information was kept strictly confidential to safeguard students' privacy. The researcher provided sufficient information to explain the purpose of the study and ensured that participation was voluntary. Any potential risks were minimized, and the results of the research were used for academic research purposes only. These ethical considerations ensured the moral compliance of the research and the rights of participating students.

3. Results and discussion

Table 1

Summary Table on Learning Confidence

	Weighted Mean	Verbal Interpretation	Rank
1. Academic Achievement	2.51	Agree	3
2. Social Skills	2.54	Agree	2
3. Career Development	2.55	Agree	1
Composite Mean	2.53	Agree	

Table 1 summarizes findings related to learning confidence, focusing on academic achievement, social skills, and career development. The composite mean of 2.53 further emphasizes the overall tendency toward agreement across all aspects of learning confidence. The summary table provides information on the respondents' degrees of confidence in their ability to learn in three important areas: social skills, job advancement, and academic accomplishment.

There are minor variations in respondents' confidence levels across all domains, despite overwhelming agreement among respondents. Interestingly, professional development comes in first place, with students demonstrating a high level of confidence in their job goals, abilities, and opportunities. This implies that prospects for future career pursuits are favorable. Social abilities come in second, demonstrating a high degree of self-assurance in negotiating relationships and social situations. Academic accomplishment, on the other hand, comes in slightly lower, suggesting that although most students are confident in their academic skills, there may be areas for growth or places to be concerned about. The composite mean, which shows general agreement across all categories, emphasizes how crucial it is to support students' holistic development by encouraging confidence in social and career-related areas in addition to academic endeavors.

Career development, with a weighted mean of 2.55 ranks first among the three categories. This suggests that respondents, on average, tend to agree most strongly with statements related to their learning confidence in career development. Social skills, with a weighted mean of 2.54, ranks second among the three categories. This indicates that respondents, on average, tend to agree more strongly with statements related to their learning confidence in social skills compared to academic achievement but less strongly than in career development. The interpretation of the highest-ranked domain, career development, suggests that respondents exhibit a high level of confidence in their abilities related to advancing their careers and achieving success in the professional realm.

Organizations and educational institutions can use these findings to design interventions that support learning confidence across different domains. For instance, targeted programs can focus on enhancing social skills or providing resources for career development to further boost learning confidence in these areas. Learning confidence, often linked to self-efficacy, is a crucial aspect of academic and career success. In the context of social skills, literature on emotional intelligence (MacCann, et al. 2020) suggests that individuals with high emotional intelligence, including strong social skills are better equipped to navigate interpersonal relationships and succeed in various social contexts. Career development is often linked to lifelong learning and adaptability (Morley, et. al., 2021). Individuals with high learning confidence in career development are more likely to engage in continuous learning, seek career advancement opportunities, and adapt to changing workplace demands.

The specific aspect of academic achievement ranks third among the three categories, with a weighted mean of 2.51. This suggests that, on average, respondents tend to agree less strongly with statements related to their learning confidence in academic achievement compared to social skills and career development. The findings suggest an overall positive perception of learning confidence among respondents. The agreement across all aspects, as indicated by the composite mean falling within the "Agree" range, underscores a general alignment with statements related to academic achievement, social skills, and career development. The variation in mean scores among the three aspects provides nuanced insights. While respondents express confidence in all areas, career development receives the highest level of agreement. This may indicate a strong belief in the capacity to learn and succeed in career-related activities.

According to Bandura's (1999); as cited by Schunk et. al., (2021) social cognitive theory, self-efficacy beliefs play a significant role in shaping individual behaviors and performance. The study by Japelj Pavešić, et al. (2020) on self-regulated learning emphasizes the importance of self-beliefs in academic achievement. Students with high learning confidence are more likely to set challenging goals, use effective learning strategies, and persist in their academic pursuits. Research of Sugiarti (2022) suggests that individuals with higher levels of career self-efficacy are more likely to set ambitious career goals, exhibit greater effort, and persist in their endeavors, leading to enhanced career outcomes and satisfaction. As Jackson et. al., (2020) analyzed data to find that students who were more optimistic about the labor market tended to exhibit higher levels of employability, perceived control over their careers, and engaged in fewer proactive career behaviors.

Table 2*Summary Table on Career Planning*

	Weighted Mean	Verbal Interpretation	Rank
1. Career Goals	2.45	Disagree	3
2. Occupational Skills	2.53	Agree	1
3. Career Development	2.52	Agree	2
Composite Mean	2.50	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 summarizes findings related to career planning, focusing on career goals, occupational skills, and career development. The composite mean of 2.50 indicates an overall agreement among respondents regarding their perceived proficiency and confidence in various aspects related to career and occupational development.

The table also presents an overview of how students perceive different areas of career planning, such as career growth, occupational skills, and professional aspirations. The weighted mean indicates that occupational skills are the most highly ranked factor, indicating that students are somewhat confident in their ability to acquire and use the abilities required for their chosen professions. The verbal interpretation of "Agree" is consistent with this positive perspective, suggesting that students generally have faith in their occupational competencies and their ability to succeed in their chosen industries. Career development is next, and it likewise fits under the "Agree" category. This suggests that students are optimistic about their professional futures and have faith in their abilities to manage their development as professionals. The weighted mean for career objectives, however, is in the "Disagree" group, indicating that students are not as confident in their ability to identify and realize their professional goals. This discrepancy points to a possible area of worry because students can find it difficult to establish specific, attainable professional goals, which could have an effect on their success and overall job satisfaction.

The generally good attitude among the polled students regarding career planning is indicated by the composite mean for career planning, which is within the "Agree" group. To address students' difficulties in identifying and following their professional goals, specialized interventions may be necessary, as indicated by the difference between the areas that were ranked highest and lowest. Educational institutions can enhance their ability to assist students in navigating their career pathways and realizing their professional goals by offering comprehensive career counseling, skill-building opportunities, and goal-setting workshops.

Occupational skills, with a weighted mean of 2.53, ranks first among the three categories. This indicates that respondents, on average, tend to agree more strongly with statements related to their occupational skills compared to career goals and career development. The highest mean in the table for occupational skills suggests that respondents, on average, feel confident in their skills and their relevance to their career objectives. Career development, with a weighted mean of 2.52, ranks second among the three categories. This suggests that respondents, on average, tend to agree with statements related to their career development, falling between career goals and occupational skills in terms of agreement. The specific aspect of career goals ranks third among the three categories, with a weighted mean of 2.45. This suggests that, on average, respondents tend to agree less strongly with statements related to their career goals compared to occupational skills and career development.

The findings suggest an overall positive perception of career planning among respondents. The agreement across all aspects, as indicated by the composite mean falling within the "Agree" range, underscores a general alignment with statements related to career goals, occupational skills, and career development. The variation in mean scores among the three aspects (career goals, occupational skills, and career development) provides nuanced insights. The higher agreement with occupational skills may suggest that respondents feel more confident in their current skill set compared to their career goals or their perception of career development activities. Organizations can leverage these findings to tailor career development programs and interventions.

Supporting literature for the analysis of the top-ranking statement can be found in research on vocational

education and skill acquisition, which emphasizes the importance of developing practical skills and competencies for success in the workforce. Studies have shown that individuals with strong occupational skills and competencies are better equipped to secure employment, perform effectively in their roles, and achieve career advancement. Therefore, the findings underscore the significance of vocational training and skill development in preparing individuals for successful careers in their chosen fields. Career planning is a critical aspect of individual development and organizational success. Literature suggests that effective career planning involves setting clear goals, acquiring relevant skills, and actively engaging in continuous development. In their study on the role of career planning in organizational success, Hirschi et. al., (2021) emphasize the importance of aligning individual career goals with organizational objectives.

Conversely, the bottom three ranks and mean scores indicate areas where respondents express disagreement or uncertainty regarding their career-related aspirations and goals. Statements such as "Career Goals" received a mean score of 2.45, suggesting a lack of clarity or alignment with respondents' career aspirations and objectives. These findings suggest a need for further exploration and clarification of career goals among respondents, as well as potential support and guidance to help them identify and pursue meaningful and achievable career paths.

The analysis and discussion on the least-ranked statement, "Career Goals," highlight a critical area for improvement in respondents' career planning and aspirations. The relatively low mean score suggests that many respondents may not feel confident or clear about their career goals, which can impact their motivation, direction, and career satisfaction. Supporting literature for the analysis of the least-ranked statement can be found in studies on career development and goal setting, which emphasize the importance of setting clear and meaningful career goals for success and satisfaction in the workplace. Research suggests that individuals with well-defined career goals are more likely to experience greater job satisfaction, motivation, and career success. The findings from the summary table, particularly the relatively lower mean for career goals, may warrant further investigation into the factors influencing goal setting and alignment in the studied population. The study by Donald, et al. (2020) on career development and its impact on well-being highlights the significance of career development activities. Therefore, the findings underscore the need for interventions and support programs aimed at helping individuals clarify and pursue their career goals effectively.

Table 3

Summary Table on Adaptability

	Weighted Mean	Interpretation	Rank
1. Interpersonal	2.41	Disagree	3
2. Emotional Management	2.45	Disagree	2
3. Learning Adaptation	2.47	Disagree	1
Composite Mean	2.44	Disagree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The composite mean of 2.44, on table 3, represents students' overall views of their own adaptability, suggests that they would have difficulties successfully adjusting on the interpersonal, emotional, and learning fronts. Learning adaptation, with a weighted mean of 2.47, ranks first among the three categories. This indicates that respondents, on average, tend to disagree less strongly with statements related to their learning adaptation compared to interpersonal and emotional management. Emotional management, with a weighted mean of 2.45, ranks second among the three categories. While still in the "Disagree" range, it is slightly higher than interpersonal adaptability. The specific aspect of interpersonal adaptability ranks third among the three categories, with a weighted mean of 2.41. This suggests that, on average, respondents tend to disagree with statements related to their interpersonal adaptability.

The findings suggest that, on average, respondents tend to disagree with statements related to adaptability across the three dimensions. This raises questions about the factors contributing to this perception. Possible areas for exploration include organizational culture, leadership styles, and the availability of resources for professional development. Thus, The rankings and weighted means provide a nuanced understanding of the different facets of

adaptability. For instance, the relatively higher mean for learning adaptation indicates that respondents may feel more confident in their ability to acquire new knowledge and skills compared to managing interpersonal relationships or emotions.

Research in the field of organizational psychology and human behavior often highlights the importance of adaptability for personal and professional success. Literature suggests that adaptability involves the capacity to adjust to new circumstances, handle change effectively, and navigate challenges. In a study by Collie et. al., (2016) the authors emphasize the role of adaptability in various life domains, especially in the field of education. They argue that adaptability is a multifaceted construct, encompassing cognitive, emotional, and behavioral dimensions. The findings from the summary table align with the notion that adaptability involves multiple aspects, as evidenced by the three categories examined. Additionally, the study by Sony et. al., (2016) on emotional intelligence and adaptability in expatriates suggests that emotional management is a crucial component of adaptability. The findings in the table, particularly the slightly higher mean for emotional management compared to interpersonal adaptability, may reflect the recognition of the importance of emotional aspects in the adaptability process.

Table 4

Relationship Between Learning Confidence and Career Planning

Academic Achievement	rho	p-value	Interpretation
Career Goals	.345**	0.541	Highly Significant
Occupational Skills	.326**	0.929	Highly Significant
Career Development	.283**	0.820	Highly Significant
Social Skills			
Career Goals	.477**	0.496	Highly Significant
Occupational Skills	.478**	0.236	Highly Significant
Career Development	.390**	0.523	Highly Significant
Career Development			
Career Goals	.419**	0.854	Highly Significant
Occupational Skills	.427**	0.784	Highly Significant
Career Development	.442**	0.335	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 displays the association between learning confidence and career planning. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. It shows that there was significant relationship exists and implies that the more they confidence in learning, the better is the career planning. The key findings suggest a strong direct correlation, with the implication that a significant relationship exists and individuals who express more confidence in learning also tend to have better career planning.

The result indicating a strong direct correlation suggests that as learning confidence increases, career planning also tends to increase. The strength of this correlation is denoted by the magnitude of the correlation coefficient (r-value), indicating a robust relationship between learning confidence and career planning. It also indicates that the observed relationship between learning confidence and career planning is unlikely to be due to random chance, making it statistically significant. The results suggest a robust and statistically significant positive relationship between learning confidence and career planning. These findings provide insights into the potential connection between an individual's confidence in their learning abilities and their ability to plan and navigate their career effectively. These findings have practical implications for individuals and organizations involved in career development. For individuals, building confidence in learning may contribute to better career planning, indicating that a positive mindset towards learning can be beneficial for career success. For organizations, understanding the link between learning confidence and career planning may inform the design of effective career development programs. Akbari et. al., (2020) found that the majority of students exhibited high levels of self-confidence, positively impacting various aspects of their adaptability towards learning experience, including class engagement, goal-setting, reduced anxiety, and interaction with peers and teachers.

Table 5*Relationship Between Learning Confidence and Adaptability*

Academic Achievement	rho	p-value	Interpretation
Interpersonal	.261**	0.000	Highly Significant
Emotional Management	.307**	0.000	Highly Significant
Learning Adaptation	.412**	0.000	Highly Significant
Social Skills			
Interpersonal	.464**	0.000	Highly Significant
Emotional Management	.297**	0.000	Highly Significant
Learning Adaptation	.335**	0.000	Highly Significant
Career Development			
Interpersonal	.357**	0.000	Highly Significant
Emotional Management	.333**	0.000	Highly Significant
Learning Adaptation	.420**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 displays the association between learning confidence and Adaptability. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. Result shows that there was significant relationship exists and implies that the more they are confident in learning, the more that they are adaptable. The key findings suggest a strong direct correlation, with the implication that a significant relationship exists and individuals who express more confidence in learning also tend to be more adaptable. This suggests that as learning confidence increases, adaptability also tends to increase. The strength of this correlation is denoted by the magnitude of the correlation coefficient (r-value), indicating a robust relationship between learning confidence and adaptability. The association between learning confidence and adaptability is not likely to be a result of random variation in the data. This implies a meaningful and reliable connection between the two variables. In this context, it implies that individuals who have higher confidence in their ability to learn also tend to exhibit higher levels of adaptability.

Mittal (2021) emphasized the importance of ability-based emotional intelligence and emotion regulation in determining career adaptability and job-search success. They proposed that the ability to regulate emotions contributes to control and confidence in one's profession, which are crucial in job hunting. The results suggest a robust and statistically significant positive relationship between learning confidence and adaptability. These findings provide insights into the potential connection between an individual's confidence in their learning abilities and their ability to adapt to different situations. These findings have practical implications for both individuals and educational institutions. For individuals, building confidence in learning may contribute to increased adaptability, which is valuable in various life and work situations. For educational institutions, fostering a learning environment that enhances confidence could have positive effects on students' adaptability skills. Vashisht et al. (2023) conducted a meta-analysis of 54 studies, revealing a significant relationship between various factors and students' career adaptability. Subgroup analysis uncovered significant differences, highlighting the heterogeneity across studies.

Table 6*Relationship Between Career Planning and Adaptability*

Career Goals	rho	p-value	Interpretation
Interpersonal	.436**	0.000	Highly Significant
Emotional Management	.364**	0.000	Highly Significant
Learning Adaptation	.363**	0.000	Highly Significant
Occupational Skills			
Interpersonal	.432**	0.000	Highly Significant
Emotional Management	.377**	0.000	Highly Significant
Learning Adaptation	.398**	0.000	Highly Significant
Career Development			
Interpersonal	.467**	0.000	Highly Significant
Emotional Management	.400**	0.000	Highly Significant
Learning Adaptation	.426**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 presents the association between Career Planning and Adaptability. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better the career planning, the more that they are adaptable. The key findings suggest a strong direct correlation between career planning and adaptability. This implies that as career planning increases, adaptability also tends to increase. The strength of this correlation is denoted by the magnitude of the correlation coefficient (r-value). A strong correlation suggests a robust relationship between the two variables.

The result indicates that the observed relationship between career planning and adaptability is not due to random chance. This means that the association between career planning and adaptability is not likely to be a result of random variation in the data. Instead, it suggests a meaningful connection between the two variables. The phrase "the better the career planning, the more that they are adaptable" clarifies the direction of the relationship. In this context, it implies that individuals with more effective career planning tend to exhibit higher levels of adaptability.

Fahmi et. al., (2022) investigated the effects of communication skills, motivation, and experience on career planning, as well as the influence of career planning on decision making. Their findings contribute to understanding the interplay between these factors in shaping individuals' career trajectories. Yang et al. (2020) found that employee-rated career adaptability was linked to supervisor-rated career prospects through the mediating role of Leader-Member Exchange (LMX). Their cross-lagged panel study supported this mediation over a four-month period, highlighting the importance of LMX in the relationship between vocational adaptability and career outcomes.

The results indicate a robust and statistically significant positive relationship between career planning and adaptability. These findings provide valuable insights for both individuals and organizations seeking to enhance adaptability in the context of career development. These findings have practical implications for individuals and organizations. For individuals, it underscores the importance of effective career planning in fostering adaptability, a valuable trait in today's dynamic work environment. For organizations, it suggests that investing in career development programs may contribute to a more adaptable workforce.

Table 7
Proposed Career Development Plan for Chinese Higher Vocational Students

Key Result Area	Objectives	Strategies	Persons Involved	Desired Outcome
Students' Learning Confidence	1. To enhance students' self-confidence in their academic abilities and learning potential.	Implement career readiness workshops focused on building students' confidence in their academic skills and abilities.	Academic counselors and advisors, students	Increased self-confidence and belief in academic abilities among students.
1.1 Academic Achievements	1.1 Enhance students' academic performance and confidence in their abilities.	Implement personalized tutoring and academic support sessions	Academic counselors, Faculty	Improved academic performance, increased confidence, and belief in abilities.
	Foster a culture of academic excellence and continuous improvement	Establish peer-learning groups to facilitate collaborative study and knowledge sharing.	Student mentors, Faculty	Cultivation of a supportive academic community and a commitment to excellence
Career Planning	2. To provide students with tools and resources to build resilience and overcome academic challenges.	Offer mentorship programs and academic support services to provide personalized guidance and encouragement to students.	Faculty members and teaching assistants	Improved academic performance, motivation, and persistence. Defined and realistic career objectives aligned with students' interests and aspirations.
2.1 Career Goals	2.1 Help students clarify and set achievable career goals.	Conduct career exploration workshops and one-on-one counseling sessions.	Career advisors, Industry professionals	Well-structured career plans with clear steps towards professional growth and development.

	Provide resources and guidance for students to develop actionable career plans.	Offer internships, job-shadowing opportunities, and industry networking events.	Career advisors, Industry professionals	
3. Learning Adaptability	3. To foster a supportive learning environment that promotes confidence, motivation, and academic success.	Create peer support groups and study circles to promote collaboration, peer learning, and mutual encouragement among students.	Peer mentors and student leaders	Enhanced sense of belonging and engagement within the academic community.
3.1 Interpersonal	3.1 Cultivate interpersonal skills necessary for successful collaboration and teamwork.	Organize team-building activities, role-playing exercises, and communication workshops.	Student mentors, Faculty	Improved ability to build relationships, manage conflicts, and work effectively in teams.

4. Conclusion and recommendations

The respondents generally agreed on their perception on students' learning confidence especially on Career Development and least on academic achievement. The respondents generally agreed on their career planning especially on Occupational Skills and disagreed on Career Goals. The respondents generally disagreed on students' adaptability especially on Learning Adaptation and least on Interpersonal. There is a high significant correlation among students' learning confidence, career planning, and adaptability. This implies that students are more likely to show flexibility in a variety of contexts, including problems related to their academic, social, and professional aspirations, if they have high levels of confidence in their academic talents and defined career goals. This association implies that developing students holistically—that is, focusing on their academic performance, career planning, and interpersonal skills—is essential to building their resilience and preparing them for success in higher vocational education. A proposed career development plan was developed for Chinese Higher Vocational Students based on the result of the study.

Based on the findings, several recommendations can be proposed: Given the majority of respondents being female and originating from rural areas, institutions should implement programs aimed at promoting gender and geographic diversity in higher education. These programs could include targeted recruitment efforts, scholarships, mentorship programs, and support services tailored to the needs of female students from rural backgrounds, ensuring equal access to educational opportunities. The establishment of comprehensive support services that address students' requirements in terms of academics, careers, and interpersonal development should be given top priority by college administrators. This involves providing funding for programs that improve career counseling services and adaptation training, both of which are essential for preparing students for the demands of the workforce. Furthermore, holistic growth and success in higher vocational education depend on creating a supportive learning environment that promotes peer learning, collaboration, and reciprocal encouragement among students. College administrators may better prepare students for success in the classroom and beyond by making investments in these areas. Higher vocational students' academic and professional development is greatly aided by college teachers. Teachers can incorporate activities such as group projects and problem-solving exercises into the curriculum to help pupils build adaptability. As it supports holistic growth outside of the classroom, encouraging student participation in extracurricular activities that enhance interpersonal skills and teamwork is equally crucial. College instructors can make a big difference in their students' general success and well-being by making these efforts.

Higher vocational students' career planning and overall growth are greatly aided by college counselors. Counselors should provide career preparedness courses and counseling sessions with the goal of defining career goals and developing concrete strategies in order to help students navigate their chosen routes. Building students' confidence and resilience requires offering them tailored help and direction whether they are struggling academically or are unsure about their future career path. Additionally, working with academic staff to incorporate career planning elements into academic advising meetings can improve the student support network even more. College counselors can positively impact higher vocational students' overall success and well-being by providing these services and working collaboratively with other stakeholders. For higher vocational students,

proactive engagement with available resources and opportunities is essential for their academic and career development. They should make use of career counseling services and adaptability training programs to strengthen their academic performance and career readiness. Actively participating in networking events, internships, and extracurricular activities can provide valuable practical experience and broaden professional networks, contributing to their overall career prospects. Seeking mentorship and guidance from faculty members, counselors, and peers can also help them navigate academic and career-related challenges more effectively, facilitating their personal and professional growth.

Future researchers have a number of options to investigate in order to further our comprehension of learning confidence, career planning, and adaptability in higher vocational students. Studies with a longer time span may be able to clarify the long-term effects of these variables on students' academic and professional paths, offering important insights into their developmental paths. In order to assess the efficacy of different tactics and initiatives aimed at enhancing students' learning confidence, career planning abilities, and flexibility in the setting of higher vocational education, researchers could also carry out intervention studies. Examining how cultural elements, social support systems, and institutional policies affect students' experiences and results may also provide insightful information for improving teaching methods and policies in this area. Future scholars can further the continuing efforts to assist higher vocational students' holistic growth and achievement by exploring these topics. The proposed career development plan aimed at enhancing the employment management of students may be implemented and evaluated for effectiveness.

5. References

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