

**MAINTENANCE-ORIENTED HUMAN RESOURCE SYSTEM  
AND PERFORMANCE-ORIENTED HUMAN RESOURCE  
SYSTEM, PARENTS' EXPECTATION, CAREER  
INTENTION AND CAREER CHOICE OF  
COLLEGE GRADUATING STUDENTS:  
AN EXAMPLE FROM CHINA**

**Zhao Liang**

**A Dissertation Submitted in Partial  
Fulfillment of the Requirements for the Degree of  
Doctor of Philosophy (Management)  
International College,  
National Institute of Development Administration  
2019**



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## ABSTRACT

<b>Title of Dissertation</b>	MAINTENANCE-ORIENTED HUMAN RESOURCE SYSTEM AND PERFORMANCE-ORIENTED HUMAN RESOURCE SYSTEM, PARENTS' EXPECTATION, CAREER INTENTION AND CAREER CHOICE OF COLLEGE GRADUATING STUDENTS: AN EXAMPLE FROM CHINA
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<b>Degree</b>	Doctor of Philosophy (Management)
<b>Year</b>	2019

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Men are afraid in the wrong line of business, which is a widely known expression in China. Career can not only change people's lifestyles, but also affect their mental health. Therefore, proper career choice will bring the sense of pleasure and satisfaction and stimulate better dedication to the job and more occupation achievement. For college graduating students, most of them are torn with the choice of working at state-owned (SOE) and private-owned enterprises (POE) at their senior year, as it is the very first time for most of them to transit from students to workers which is a significant turning point in their lives. At any given point, the career choice of graduating students will be affected by both interior and exterior factors. However, there is less empirical study in investigating the career intention and career choice of college graduating students working at state-owned (SOE) or private-owned enterprises (POE). Therefore, this study was designed to examine the relationships between perceived maintenance-oriented or performance-oriented human resource systems, parents' expectation valuing maintenance-oriented or performance-oriented human resource systems, career decision-making self-efficacy and career locus of control and graduating students' career intention and career choice of working at state-owned or private-owned enterprises with application of the theory of planned behavior. To better understand the relationship, impact, cause and effect between the constructs, the quantitative research methodology is adopted in this study to further illustrate the relationships between different constructs and factors. For the consideration of feasibility and cost, the college graduating students of Chongqing will be the respondents of this research. In addition, the senior students with management majors are narrowed down as respondents to fill in

the questionnaire due to their better understanding of human resource management system. The snowball technique was adopted to collect data and 477 questionnaires were collected with response rate at 70.15%. Partial least squares regression and logit were used to analyze the data, which indicated the positive relationships between perceived maintenance-oriented human resource system and career intention of working at state-owned enterprises, subjective norm (parents' expectation valuing maintenance-oriented or performance-oriented human resource system) and career intention of students working at SOE or POE, perceived behavioral control (career decision-making self-efficacy and career locus of control) and graduating students career intention of working at state-owned or private-owned enterprises, and the mediating effect of career intention on the relationship of perceived behavioral control and career choice of working at SOE. The study not only expand the dual concern model of human resource management system—maintenance-oriented and performance-oriented human resource systems into vocational field, but also contribute to the research on the relationship of career intention and career choice, which is seldom examined by the previous researcher. With senior students who actually signed contracts with enterprises and who clearly know their choices of SOE or POE. In addition, the measurement of construct perceived behavioral control is the combination of self-efficacy and controllability, following some prior studies and making the results of this study more reliable. This study sheds some light for enterprise managers, colleges, parents and students as well.

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# **CHAPTER 1**

## **INTRODUCTION**

Career can not only change people's lifestyles, but also affect mental health (Song, 2017). Therefore, proper career choice will bring the sense of pleasure and satisfaction (Yue & Tian, 2016), stimulating better dedication to the job and more occupation achievement (Zhang et al., 2018). For college graduating students, most of them are torn between the choice of working at state-owned (SOE) and private-owned enterprises (POE) at their senior year, as it is the very first time for most of them to transit from students to workers which is a momentous turning point in their lives (Jiang, 2014). At any given point, the career choice of graduating students will be affected by both interior and exterior factors, such as personal factors, cultural values, guanxi (relationships), parental influence, family backgrounds, and labor market (Agarwala, 2008). Furthermore, the graduating students need to consider various types of enterprises they would like to work at because the human resource subsystem dominated in the enterprises will influence their work and life styles. According to the Chinese College Graduates Employment Annual Report (MyCOS, 2018), the amount of college graduating students increases from 1 million at the year 2002 to nearly 8 million in 2017 due to the enrollment expansion at Chinese universities and colleges. And the percentage of college students choosing POE increased from 40% to 60% from 2009 to 2017; the percentage of choosing SOE decreased from 25% to 19% from 2013 to 2017. In addition, the students choosing starting their own business also increased from 1.6% in 2011 to about 3% in 2017. However, nearly 50% gave up their business after half a year and transferred to careers with salaries.

### 1.1 Statement of Problem

In academic field, there is a long history of exploring career intention of college students to launch their own business after finishing their studies (Zellweger, Sieger, & Halter, 2010). However, about 80% graduating students in China will choose a job with salary or wage rather than self-employment or entrepreneurship. According to the scope of knowledge of the author's existing literature, so far, less has been known about the factors affecting the career intention and career choice of college graduating students in the situation of salary based state-owned or private enterprises, and less has been known about the relationship between individuals' career intention and career choice. Though previous researches have been done to explore the factors affecting the organizational employment or self-employment, the factors may not be exactly the same when concerning working at state-owned or private enterprises. Input the key words "POE, SOE and Employment" into one of the largest databases in China--CNKI (China National Knowledge Infrastructure), only less than 20 articles could show up. Therefore, empirical studies are needed in exploring the factors influencing college graduating students' career choices of working at state-owned or private enterprises.

As one of the most suitable models to demonstrate the intention-behavioral relationships, the theory of planned behavior (TPB) has been applied not only in psychology and sociology, but also in computers, road safety, health, education, medicine, and management. Comparatively speaking, little research has been carried out to examine the efficacy of TPB in the field of career (Arnold, Clarke, Coombs, Wilkinson, & Preston, 2006), however, it is beginning to change (Millar & Shevlin, 2003), but much remains to be done (Van Hooft, Born, Taris, & Flier, 2004) in applying and extending the TPB to the area of career choice and development. In addition, as most literature of HR management focuses on the organization of Western culture, the studies of HR from Eastern culture are just beginning to appear (Jackson, Schuler, & Jiang, 2014).

## 1.2 Research Questions and Research Objectives

The elements influencing the career choice of graduating students are various, however, the factors, the critical ones in particular, affecting the options to work at state-owned or private-owned firms may not be exactly the same as the factors of career choice. Taking the important role HR system plays in employees' work and life styles into consideration, the first research questions are raised—if the graduating students have different attitudes towards maintenance-oriented and performance-oriented systems, will their attitudes influence their intention to work at state-owned or private-owned enterprises? Will their career intention further influence their career choices of working at state-owned or private-owned enterprises? With the help of TPB, will parents' expectation influence the career intention and career choice of graduating students working at state-owned or private-owned enterprises?

For the objectives of this study, the first is to endeavor to fill the gap of the literature by investigating the career intention and career choice of students with the application of the theory of planned behavior. The career choice of students will be mainly investigated in the occupations with salaries, namely, a dual perspective of occupation intention and choice is adopted, which are state-owned enterprises and private-owned enterprises. Moreover, the study will also try to explore the influence of career intention on actual career choices, which is another usually ignored part in vocational literature and empirical evidence about this is desperately needed. The other objective of this research is to examine and verify the application of TPB in career intention and career choice of respondents from China, with perceived HR system (maintenance-oriented HR system and performance-oriented HR system) as attitude, parents' expectation as subjective norm, and career decision-making self-efficacy and controllability as perceived control. To be more specific, the relationship between attitude toward maintenance-oriented or performance-oriented HR systems and career intention, the relationship between parental expectation and career intention, and the relationship between perceived behavioral control and career intention will be investigated in this study.

### 1.3 Significance of the Study

It has been recognized in China that the traditional Chinese HR management, namely, maintenance-oriented HR system is characterized with employment stability or so-called “iron rice bowl” by some Chinese employees (D. Z. Ding, Lan, & Warner, 2001) because of deeply rooted socialist ideology. However, with the economic reform toward market carried out in China from 1979, a large number of private-owned enterprises begin to emerge (D. Z. Ding & Warner, 2001). And the state-owned enterprise is normally dominated with maintenance-oriented HR system, while the private-owned enterprise with performance-oriented HR system, though both subsystems exist in state-owned and private-owned enterprises. Results from this research will make more contribution to the existing literature that still need more empirical evidence regarding the career intention and choice of college graduating students. The results will also extend the role of maintenance-oriented and performance-oriented HR system in employment status choice. In addition, implications will be provided to the managers about the needs of young talents and about the design of organizations’ performance evaluation system. And some valuable information will be provided for universities and colleges about career education as well. Apart from this, the study will pay attention to the research of vocational field from the Easter culture and it will provide some interesting insights in management.

## **CHAPTER 2**

### **LITERATURE REVIEW AND HYPOTHESES**

It is widely known in China that men are afraid of in the wrong line of business, which shows the importance and significance of profession. Therefore, when it is the time for the college graduating students to go job hunting, the students will try their utmost to find satisfied jobs, though it is one of the most difficult decisions for them to make. In this chapter, the research background, the theory of planned behavior and the hypotheses will be presented.

#### **2.1 Research Background**

The research background covers the employment situation of China and research about career intention and career choice in China, including the importance of employment, the employment situation from 2011 to 2018, the studies on career intention and career choice, and researches on working at SOE and POE, and the differences between SOE and POE.

##### **2.1.1 Employment situation in China**

Career choice of college graduating students is not only a personal option, but also one of the factors to measure whether the colleges or universities are qualified as China's construction plan of world-class universities and first-class disciplines (Zhu & Ye, 2019), which is abbreviated as "Double-First Class" university project, launched in 2017 and aimed to eventually build a series of world class universities and disciplines by 2050, making great effort to build China into a country with international higher education.



According to the survey of Chinese College Graduates Employment Annual Report, which is conducted by MyCOS Research Institute and Chinese Academy of Social Sciences, the college graduating students in 2018 reached 8.2 million, and the employment rate of college graduating students was 91.5%. The employment rate of college graduating students has not only become one of the concerns of people of all walks of life (Cui, 2019), but also highly valued by the society and the state (Mo, 2019). The report of the 19th National Congress of the Communist Party of China even stated that "employment is the biggest livelihood issue." At the Central Economic Work Conference in 2019, the issue of employment of college graduating students was also placed in a prominent position. A full range of public employment services will also be provided to promote the employment and entrepreneurship of college graduating students (Yue & Bai, 2018).

The employment situation became severe from the expansion of college enrollment in 1999. There was only about 4.13 million of college graduating students in 2006, while it can be observed from the following Table 2.1 that the amount of college graduates increased to 8.2 million in 2018. However, there were only 6.6 million college graduating students in 2011. The career positions only increased 36% from 2001 to 2015 (Zhang & Niu, 2018). It can be seen from the following, though the employment rate fluctuated at 91%, the employment rate of college students working at state-owned enterprises (SOE) declined from 30% to 19% (2011-2018), while the employment rate of college students working at private-owned enterprises (POE) increased from 46% to 60% from 2011 to 2017, and decreased to 54% in 2018. The percentages of college graduating students working at partially or wholly foreign capital enterprises were continuously declining from 12% to 7% from 2011 to 2018. While the percentages of graduating students choosing starting their own business fluctuated from 1.6% to 3% from 2011 to 2018. MyCOS Institute, sponsored by China Academy of Social Science, has started the survey of Chinese college graduating students employment from the year of 2007, and the first blue book of employment was published in 2009, since then, Chinese college graduating students employment report is published annually, covering employment status, work ability, job satisfaction, average income, relationship of majors and income, and so on.

Among all the statistics, it is noted that the college graduating students choosing working at SOE are always having the highest satisfaction with their jobs, reaching 69%. Please be noted that the column of the percentage of employment is not equal to the total sum of the rest columns due to some factors are not listed, such as further education.

Table 2.1 Statistics of Chinese college students' employment

Graduation Year	Number of graduates (million)	Employment Rate after half a year	Employment Rate of SOE	Employment Rate of POE	Employment Rate of partially or wholly Foreign Enterprises	Rate of Entrepreneurship
2018	8.2	91.5%	19%	54%	7%	1.8%
2017	7.95	91.6%	18%	60%	7%	1.9%
2016	7.65	91.6%	19%	60%	8%	3.0%
2015	7.49	91.7%	18%	59%	9%	3.0%
2014	7.27	92.1%	23%	50%	11%	2%
2013	6.99	91.4%	22%	54%	11%	2.3%
2012	6.80	90.9%	25%	53%	12%	2.0%
2011	6.60	90.2%	30%	46%	14%	1.6%

(Source: Data from Chinese College Graduates Employment Annual Report (2012-2019) and China's Social Science Net)

### 2.1.2 Research on Career intention and career choice

It is mentioned earlier in this study the intention of students starting their own business has been a concern in academic field for a long time. The reason may be the thriving of entrepreneurship worldwide. The determinants of entrepreneurship career intention of undergraduate students are examined by many scholars, such as attitude toward self-employment, entrepreneurial motivation, self-efficacy and tolerance of risk (Kim-Soon et al., 2016; Pihie, 2009). The factors affecting the career intention of Japanese students majoring in accounting to become a certified public accountant are gender, work experience, perceptions of the profession, opportunity cost, nature of the

profession, salary and allowance, study duration, and influence from important others (Sugahara, 2009). As for the undergraduate students majoring in hospitality, the factors influencing the career decision-making and intention are gender of students, working experience, transfer status, and expectation from the enterprise (Chuang & Dellmann-Jenkins, 2010). And the factors affecting the talents retention in hospitality are leadership competence, individual advancement opportunity and fair compensation (Walsh & Taylor, 2007). The relationship between retail working experience, career expectation, job satisfaction and career intention in retail is examined as well, finding emotional satisfaction affected the retail career intention the most (Knight et al., 2006).

The study of college students' career intention and career choice can be dated back to the early 20's century (Song, 2017). In 1916, the president of Tsinghua University Zhou Yichun described career choices with the help of psychological assessment, representing the establishment of career guidance in China (Wu & Wang, 2005). After the foundation of People's Republic of China, the college graduating students had no career choice at all and their jobs were determined and assigned by the country, which was known as planned distribution or job assignment. The students assigned to a work unit were anticipated to stay at that enterprise through their working lives. It is since the year of 1989 that the employment mode of "two-way choice" was spread to the whole country (Song, 2017). Especially from the year of 1998, the employment policy of "two-way choice and autonomous job hunting" began taking root among people's mind.

For the factors affecting college graduating students' career intention and career choice, numerous studies have been conducted to analyze them. Most experts divided the factors into two aspects: subjective and objective, namely inner personal factors and outer social factors. The College Employment Study Center of China People's University (2001) discovered the factors influencing college graduating students' career choices were personal factors, for instance, personal interest, hobbies, personal specialties, ability display, career preparation, and social factors, such as parents' expectation, living environment, public opinion on the career, income, opportunity,

social relations, location, place differences and stability. Some personal factors are further examined, for instance, career interest (Fang, Bai, & Ling, 1996), personal development, reputation (Ling, Fang, & Bai, 1999), personal experience, culture and skills (Huang, 2007), career willingness, comprehensive ability (Xiong, 2012), personal characteristics, value, psychological characteristics (Li, 2012); while the social factors are living environment, parents' expectation, stability, public opinion (Ding, 2004; Miao & Dong, 2005), birthplace or residence (Qian, 2010), national culture and subculture (Zhou, 2013).

One of the factors influencing Chinese college graduating students' choice working at SOE or POE is education level, Zhu and Ye (2019) discovered that the higher the education level is, the more the students will choose working at state-owned enterprises. Another factor is social relations, though with the increase of graduation time, this effect will be significantly weakened, it has always been a key element in influencing job hunting of college graduating students (Wang & Chang, 2019). Family is also a significant factor that college students have to take into consideration when making the career choice. Parents' career type and career position had significantly positive relationship with college students' job intention (Huang & Zhou, 2016). In addition, Huang and Zhou (2016) found in their study that more than 49% parents hope their kids could work at SOE due to concerns on pressure and instability of working at POE, and parents' expectation has significantly positive relationship with college students' career intention. Besides, the frequency of parent-child communication had significantly positive relationship with college students' job intention. The achievement of vocational value is further examined to explore its influence on college students' career choice (Han & Xu, 2019), finding job stability takes up 14.6% of the sample, ranking the second, while high income takes the first place.

The factors influencing college graduating students' career choices are various, and some suggestions have been offered for college graduating students concerning whether working at POE and SOE. Therefore, some differences between SOE and POE are worth mentioning.

SOE and POE are different in various aspects, such as talent recruitment, allocation, career promotion, individual advancement, effectiveness, working environment, and financial channels. First, for talents recruitment and allocation, SOEs have experienced long term development with comparatively sound equipment and huge number of employees, which are more attractive for talents. However, SOEs place more emphasis on educational background and titles of the talents and some unreasonable post distribution may appear. However, POE pays more attention on the capacity of the talents. Therefore, the allocation of the talents is more reasonable. Second, SOEs are prone to egalitarianism and stable salaries on compensation and benefits, resulting in serious brain drain. However, POEs place more emphasis on full play of the value of talents who could receive better compensations, though sometimes instability occurs. Third, the management of POE focus more on the effectiveness, thus POEs are highly organized and efficient with less mechanism limitations. While SOEs will experience more prevention from different departments, and conservative mechanism hinders the development of the enterprises (Zhang, 2014). Fourth, due to more emphasis on egalitarianism, the salaries and promotion of SOE are often arranged in order of seniority and less consideration of personal capacity and skills; but in POE, due to the concern of effectiveness, personal ability is given top priority in the situation of promotion. Fifth, for financing channels, SOE enjoy a large number of national finance, while limited number of POE can get support from local finance. SOE can also get favorable long term loans from the bank; POE can only get limited funds. SOE can get finance from the stock market, but POE cannot. Furthermore, SOE have more opportunity to attract foreign investment than POE (Wu, Tian, & Wang, 2000). In addition, the capital allocation of POE is much better than that of SOE, while the social relationships are weighing more in SOE (Yu, 2013).

As for the aspect of human resource practices, some scholars hold that they are largely varied in SOE and POE (Ding, Goodall, & Warner, 2000). It is found that POEs in Finland encourage employees to engage more in decision making process, and focus more on autonomous environment and supervisory control in HR

management (Väänänen et al., 2003). Therefore, different working environment will have different influence on the employees' wellbeing (Lu et al., 2009) and work performance.

### **2.1.3 Background Information of Chongqing**

Chongqing is the fourth municipality directly under the administration of central government in China, with a total population of more than 31 million and area of 82.4 km<sup>2</sup>. According to the Annual Report of College Graduates' Employment of Chongqing (2018), there are 65 higher education colleges or universities located at Chongqing, including 25 colleges or universities to get bachelor degree or above, 38 technical schools and colleges for associate degree education, 1 research institute and 1 college under the administration of China Military. And both private and public colleges offer associate or bachelor degrees and above. The following table 2.2 lists some examples of private and public colleges and universities in Chongqing. It is worth mentioning that there are 26 private colleges in Chongqing, taking up more than 38%. The graduate students of Chongqing in 2018 reached about 221,600 and 6800 more than that of 2017. Among the graduate students, more than 80% were from west of China, and the local citizens take up 64.84%. The employment rate of graduates in Chongqing in 2018 reached 88.85%, while the rate of 2017 was 88.05%.

Table 2.2 Examples of Chongqing's universities and colleges

<b>Public Universities</b>	<b>Private colleges with bachelor degree and above</b>	<b>Public colleges with associate degree</b>	<b>Private colleges with associate degree</b>
Chongqing University	Southwest University Yucai College	Chongqing Aerospace Polytechnic	Chongqing Hailian College of Vocational Technology
Southwest University	City College of Science and Technology, Chongqing University	Chongqing Electric Power College	Chongqing Information Technology College
Sichuan International Studies University	Foreign Trade and Business College, Chongqing Normal University	Chongqing Three Gorges Polytechnic College	Chongqing Vocational College of Media
Southwest University of Political Science and Law	Rongzhi College of Chongqing Technology And Business University	Chongqing City Management College	Chongqing Real Estate College
Chongqing Medical University	Chongqing Vocational and Technical University of Mechatronics	Chongqing City Vocational College	Chongqing Applied Technology Vocational College
Chongqing Technology and Business University	College of Mobile Telecommunications, Chongqing University of Posts and Telecommunication	Chongqing Medical and Pharmaceutical College	Chongqing Energy Vocational College

According to the Annual Report of College Graduates' Employment of Chongqing (2018), the graduating students with master or doctor degree of Chongqing contribute to various vocational fields, and most will work at education, hygiene (social work), information transmission (software and information technology) service and manufacture. In addition, the highest top two employment rates of graduates are students majoring in business management and public administration, reaching 99.37% and 99.36% respectively.

The situation of the graduating students with bachelor degree of Chongqing is similar with the graduates, who mainly work at the field of education, information transmission (software and information technology) service, manufacture, and architecture. And the top two employment rates are students majoring geography science and primary education.

For students graduating with associate degree, 76.52% of them choose to work at POEs, for students working at SOEs, the percentage is less than 14%. In addition, most of the students choose to work at the fields of architecture, manufacture, wholesale and retail, and information transmission (software and information technology) service. And the top two employment rates are students majoring in medical and pharmacy technology and medicines quality test technology.

Some excellent graduating students of Chongqing are selected to work at some remote areas of China to contribute to the construction of China. Meanwhile, more than 20,000 students enrolled in joining the army after graduation.

Most of college graduates of Chongqing chose to work at enterprises, and the percentage of graduates working at SOE only reached 24.44%. While there were 63.81% of graduates choosing working at POE. There are more than 9.3% of students choosing to pursue further education. The details of Chongqing college graduates' employment enterprises are shown in Figure 2.1.



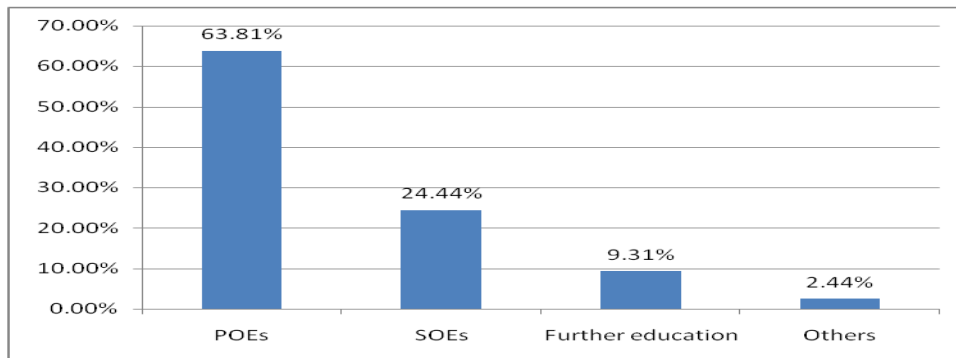


Figure 2.1 Employment enterprises college graduating students of Chongqing in 2018  
(Source: Annual Report of College Graduates' Employment of Chongqing (2018))

In addition, most graduates from Chongqing were working at the west of China, taking up 79.64%. The graduates working at Chongqing took up 64.72%, while the ones working at the east took up 14.26%, the mid of China 4.85%. About 1.15% college graduates worked at abroad in 2018. The figure 2.2 shows the details of working areas of graduates from Chongqing.

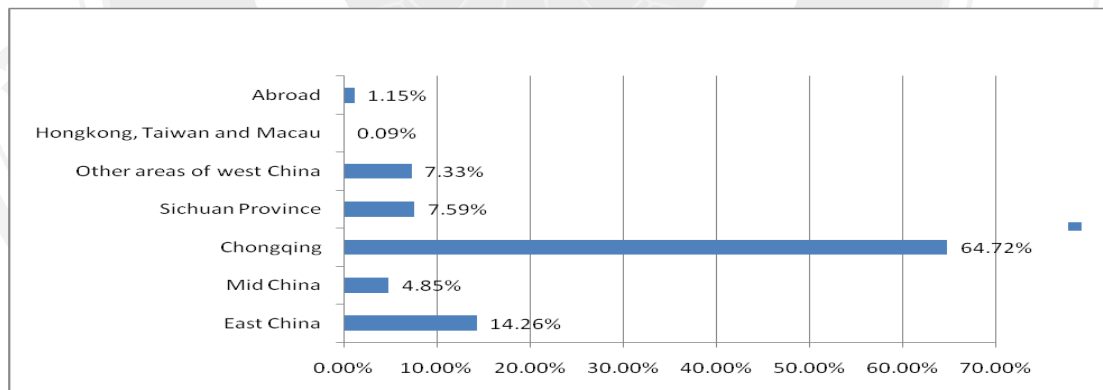


Figure 2.2 Working areas of Chongqing College graduates in 2018  
(Source: Annual Report of College Graduates' Employment of Chongqing (2018))

## 2.2 Theory of Planned Behavior

Former studies have witnessed the exploration of various models or theories to illustrate different reasons for the career intention of individuals, for example, circular

model (Holland, 1959) or vocational personality and environment adaptation theory (Holland, 1966), the trait model (Begley & Boyd, 1987), human capital theory (Tucker, 1990), psychosocial cognitive model (J. Katz, 1992), and integrative model (Dyer, 1994). Another contemporary theory is Schein's Career Anchor theory, who classified it into eight different career anchors (Schein, 1996): three are rooted in the values of people—autonomy/independence, pure challenge, and service/dedication to a cause two reflect the psychological needs of human beings—security/stability and life style; and three are grounded on the capabilities of people—technical-functional, general managerial competence, and entrepreneurial creativity. The factors affecting employment status choice of organizational employment and self-employment are compared with an open approach (L. Kolvereid, 1996b). Among all the theories and models, the theory of planned behavior (TPB) is regarded as one of the most popular models to illustrate the intention-behavioral relationships in the academic field. Besides, it's impossible to explore all the factors in one research. Therefore, given account of the situation of China and the factors being explored in this study, TPB is adopted to explore the career intention and career choice of college graduating students working at state-owned or private-enterprises from the perspectives of their attitudes, social expectations of their parents and their control beliefs.

As one of the extensions of theory of reasoned action (TRA) (M. Fishbein & Ajzen, 1975), the theory of planned behavior (TPB), developed by Ajzen (1985), is one of the most welcomed and influential conceptual models to understand, study, and predict the action of human beings (Ajzen, 2015). Briefly speaking, TPB theorizes that attitude, subjective norm, and perceived behavioral control will have influence on intention, which will further influence behavior (Ajzen, 1985). Both TPB and TRA are intended to provide parsimonious explanation of individual behavioral decision influenced by the available information that the individual considers (Z. Ding & Ng, 2009), and both models assume that the behavioral decision is rational and systematic (Chang, 1998).

It is known to all that TRA is founded on the proposition that an individual's action is determined by the individual's behavior intention (BI), which is the function of two

variables, namely, the individual's Attitude toward the behavior (Aact) and Subjective Norm (SN), to perform the behavior (M. Fishbein & Ajzen, 1975) (Figure 2.3). According to TRA, the belief antecedents to behavioral intention of performing a particular behavior include two conceptual constructs, namely, behavioral and normative beliefs, which are inseparable. The behavioral belief will influence an individual's attitude toward performing certain behavior, whereas the normative belief will influence the subjective norm of an individual to conduct the behavior (Madden, Ellen, & Ajzen, 1992). Therefore, the behavioral intention and actual behavior will be influenced by the information or beliefs under an individual's consideration through attitudes toward the behavior and subjective norms. In addition, three boundaries affecting the magnitude of intention-behavior relationship are pointed out as well, firstly, the degree of the measurement of behavioral intention and criterion is related to the level of specificity; secondly, the stability of intention is connected with the measurement time and behavioral performance; and thirdly, the behavioral intention is under an individual's rational or volitional control (Madden et al., 1992).

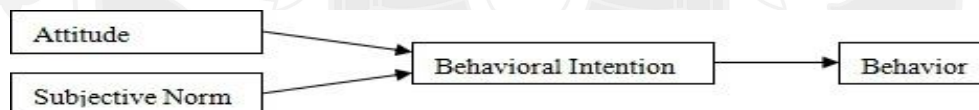


Figure 2.3 The path model of TRA (Madden et al., 1992)

TRA assumes that the behavior being studied is under total rational or volitional control of the individuals. However, not all individuals' actions are under full volitional control, therefore, the TRA becomes problematic as not all factors which determine the behavior are fully under the individual's control and these factors are not considered in TRA (Sheppard, Hartwick, & Warshaw, 1988). Therefore, another variable—perceived behavior control (PBC) is added to extend the TRA, and the extended model is named the Theory of Planned Behavior. As mentioned earlier, TPB provides a way of critical understanding of relationships among different variables, namely, attitude toward the behavior (Aact), subjective norm (SN), perceived behavioral control (PBC), behavioral intention (BI), and behavior (B) (Ajzen, 1985).

(Figure 2.4). According to TPB, the behavior of an individual is guided by three considerations: behavioral beliefs (beliefs about the possible consequence of the behavior and producing positive or negative attitude toward the behavior), normative beliefs (beliefs about the social expectations of people important to an individual and leading to perceived social pressure which named subjective norm), and control beliefs (beliefs about the factors that may be barriers or obstacles to performing the behavior and resulting to perceived behavioral control) (Ajzen, 2002a).

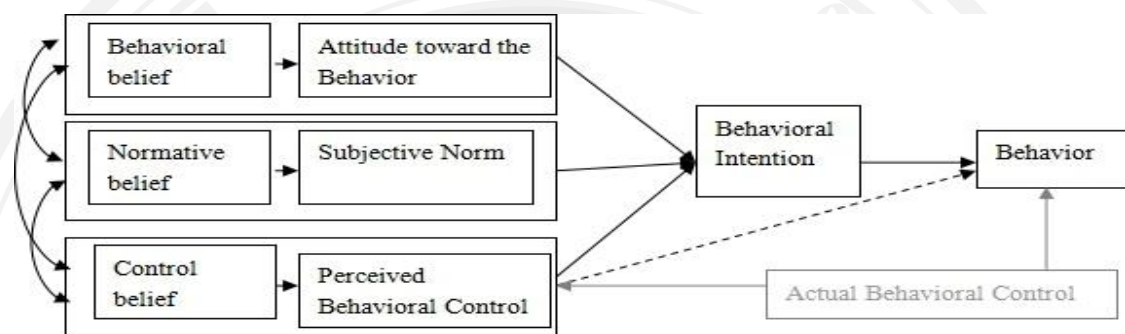


Figure 2.4 The path model of Theory of Planned Behavior (Ajzen, 2002a)

Attitude toward the behavior (Aact) is the first antecedent of behavioral intention, and it is an individual's comprehensive evaluation of the behavior, defined as an individual's favorable or unfavorable evaluation of performing a given behavior (Hsu, 2012). The second construct is perceived subjective norm (SN), which is a social predictor and refers to an individual's perception of social expectations to perform a given behavior (Godin & Kok, 1996), that is the social pressure coming from people who are important to the individual and who think whether the target behavior should be performed or not. The perceived behavioral control (PBC) is the last antecedent, referring to the degree to which an individual perceives the ease or difficulty to enact the behavior (Ajzen, 2002a). PBC is comprised of two dimensions: perceived self-efficacy, referring largely to an individual's understanding of whether it is easy or difficult to perform a given behavior, and controllability, which refers to the degree to which performance is up to the individual (Ajzen, 2002a). In TPB, attitude toward the behavior, subjective norm, and perceived behavioral control are combined together to affect the behavioral intention, which will be carried out by the individual when the

timing is coming. Therefore, the behavioral intention is considered as the immediate antecedent of behavior. Moreover, TPB suggests that the intention fully mediate the influence of attitude toward the behavior and subjective norm on the behavior (Ajzen, 1991). In addition, the perceived behavioral control is regarded to have both direct influence on behavior and indirect influence on behavior through behavioral intention (Madden et al., 1992). The indirect influence is based upon the proposition that there may be certain degree of motivational involvement between perceived behavioral control-behavior relationships. That is to say, even though an individual has positive attitude and subjective norm in performing the behavior, the intention to enact the action may be low due to a lack of information or little control over performing the behavior.

Perceived behavioral control, which is determined by both internal and external factors to facilitate performing the behavior, can not only have impact on behavioral intention, but influence the attitudinal and normative constructs (Godin & Kok, 1996). In parallel, subjective norm and attitude can influence each other, and can also influence perceived behavioral control respectively. Generally speaking, the more positive the attitude toward the behavior, the more favorable the subjective norm, and the greater the perceived control, the stronger intention an individual should have to perform the behavior. However, due to volitional control may be limited by various difficulties posed by behavior; the impact of perceived behavioral control on intention should be further considered (Ajzen, 1996). An individual is anticipated to carry out the intention when opportunity arises, if enough actual control over the behavior is given. Therefore, the perceived behavioral control can be regarded as a proxy for actual control and lead to the prediction of target behavior(Ajzen, 2002b).

### **2.3 Application of Theory of Planned Behavior**

Soon after the birth of TPB and TRA, these two theories are widely applied in social psychology to explicate the attitude-behavior relationships and certain degree of success has been met in predicting a variety of behaviors (Ajzen, 1991). For example, the efficacy of TPB is assessed (Armitage & Conner, 2001) finding that 27% variance

of behavior can be explicated by behavioral intention. In addition, TRA and TPB are compared by theorists to assess the change of behaviors in degree of perceived behavioral control and also combined together to explain or predict the social behavior (Fisher, Kohut, Salisbury, & Salvadori, 2013). For example, TPB and TRA have been compared to explain consumer adoption intention (S. Taylor & Todd, 1995), online grocery buying intention (Hansen, Jensen, & Solgaard, 2004), and green product consumption (Paul, Modi, & Patel, 2016) as well. At the same time, TPB is combined with other theories to predict human behavior. For example, the technology acceptance model (TAM) is integrated with TPB, perceived risk and perceived benefit to explain online banking adoption of customers (M. C. Lee, 2009), and to investigate user intention (Mathieson, 1991). Also, TPB is integrated with the protection motivation theory to investigate information system security policy (Ifinedo, 2002).

Numerous articles have applied TPB and its extensions into various aspects, including computer, environment, health, medicine, education, and management, for example, customers' intention to consume sustainable dairy product (Vermeir & Verbeke, 2008), environmentally-friendly behaviors (Han, Hsu, & Sheu, 2010), cyber bullying of adolescence (Heirman & Walrave, 2012), the behaviors of first time donors (Masser, Bednall, White, & Terry, 2012), online group-buying intention such as electronic word of mouth (Cheng & Huang, 2013), health-related activities (Ajzen & Sheikh, 2013), financial choice in family firms (Koropp, Kellermanns, Grichnik, & Staney, 2014), and food consumption decisions (Ajzen, 2015).

Moreover, the field of career witnesses a number of applications of TPB and its extension. For instance, the employment status choice intention of Russian students and undergraduate students is explored with the help of TPB (Tkachev & Kolvereid, 1999). TPB is applied as a predictor of entrepreneurial intention amongst senior students, finding that 27% of the variance in students' intention can be explained (Giles & Larmour, 2000). And another 55% of the variance in entrepreneurial intention is explicated (Solesvik, Westhead, Kolvereid, & Matlay, 2012) about students' intention to become self-employed with TPB as well. Entrepreneurial career intention of business undergraduate in Malaysia is also predicted with TPB (Chou,

Kuppusamy, & Jusoh, 2005). The intention of entrepreneurship and the following entry into self-employment are discussed with TRA and TPB, but the perceived control is not supported (L. Kolvereid & Isaksen, 2006). TPB is also incorporated to investigate the influence of family business exposure on entrepreneurial intention, due to the socializing effect of family experience on values, attitudes and behaviors (Carr & Sequeira, 2007). Meanwhile, an entrepreneurial intention questionnaire based on TPB is built, analyzed and tested (Linan & Chen, 2009). The preference intention (founding, succession and employee intention) of students with family background is also investigated by drawing on TPB, finding that the stronger the interior locus of control, the more preference of employment (Zellweger et al., 2010). The entrepreneurial intentions and behavior are discussed with TPB as well (Fayolle & Linan, 2014).

TPB has also witnessed various researches about students' career intention in the vocational field, for instance, the intent of students to find a part-time job (Creed, Doherty, & O'Callaghan, 2008), Taiwan college students' intention to engage in contingent employment (Huang, 2011a), and the career planning for students from hospitality vocational college in Taiwan (Hsu, 2012). The individual intention of Generation Y to work in ideal organization is also explored by using TPB, finding 51.6% variance of intention, but without significant attitudinal influence (Warmerdam, Lewis, & Banks, 2015).

In addition, TPB is effective in modeling job-search intention and job-search intensity after a survey of 328 unemployed job finders in China (Song, Wangberg, Niu, & Xie, 2006). The intention of career change and transmission also draw attention from theorists. For example, together with professional identity, the three considerations of TPB are applied to investigate career change intention of job change hunters and their interest in a career opportunity provided by information technology industry (Khapova, Arthur, Wildersom, & Svensson, 2007). Moreover, the factors influencing job seekers in terms of applying to work in small and medium sized enterprises (SMEs) of Taiwan are summarized with the help of TPB, finding that the major



considerations affecting coastal job seekers to apply for job vacancies in coastal SMEs are attitude and perceived behavioral control (Tsang, Wang, & Ku, 2015).

With the widely successful application of TPB in explaining social behavior, it is criticized by scholars and researchers for neglecting the affecting determinants of behavior (Conner & Armitage, 1998), though Ajzen (1989) argues that the role of affect is not considered in TPB. At the same time, the less efficiency of TPB in predicting strong affective or irrational behavior is pointed out (Godin & Kok, 1996). According to Arnold and his colleagues (1998), TPB seems more effective for small and easy-to-perform decisions in life, and some TPB constructs will change due to different individual situations.

## **2.4 Concepts and Hypotheses**

### **2.4.1 Attitude toward the behavior: Perceived human resource system**

The dual-concern model used in Human resource (HR) management is developed by Gong, Law, Chang, and Xin (2009), namely, maintenance-oriented HR system and performance-oriented HR system, which is supported by a survey of 2,148 managers from 463 enterprises operating in China. According to Gong and his colleagues (2009), the performance-oriented HR subsystem mainly fixates on “developing HR and providing motivation and opportunities for the productive use of such resources”, whereas the maintenance-oriented HR subsystem primarily puts importance on “employee protection and equality”. The dual HR system is based on the views of Katz and Kahn (1978), who believe that the maintenance and production subsystems exist in all open systems. In addition, Gong and his associates (2009) state that the dual-subsystem typology is in line with leadership theories that present two major types of leader behavior: initiating structures and consideration. The former behavior is related to performance standards setting, evaluating and rewarding, while the latter is connected with the well-being and equality emphasizing (Stodgill & Coons, 1951). The influence of two different types of employee-experienced HR systems on employee creativity are further explored, revealing that there is more positive



relationship between employee-experienced performance-oriented system and employee domain-related skills when a stronger maintenance-oriented HR system is experienced by employees (Liu, Gong, Zhou, & Huang, 2017). The relationship between HR subsystems and firm performance is discussed by investigating the middle managers' affective and continuance commitment to the enterprise (Gong et al., 2009).

The literature suggests that the nature of an enterprise's exchanges with employees can be shaped by HR practices systems (Morrison, 1996). According to Cohen (1992) and England (1967), the resources provided in a maintenance-oriented HR system may be at the lower preference order of employees (for example, stability and security), while the resources provided in performance-oriented HR system may satisfy the primary need of employees (for instance, skill development and personal promotion). The performance-oriented HR system is theorized as a series of HR practices that mainly focus on the development of HR and offer motivations and opportunities for the use of their productivity (Gong et al., 2009). While the maintenance-oriented HR subsystem is defined as a series of HR practices that mainly ensure the well-being and quality of employees, and that is determined in terms of values that are not related to input-output ratios (Gong et al., 2009). When facing the career status choice situations, students need to consider about their attitude toward the HR system of their future occupation, that is, which subsystems of HR management they prefer.

#### **2.4.2 Subjective norm: Parents' expectation**

Perceived subjective norm, as mentioned earlier, is a social predictor and refers to an individual's perception of social expectations to perform a given behavior (Godin & Kok, 1996), that is the social pressure coming from people who are crucial to the individual and who feel whether the target behavior should be performed or not. In this study, the parental expectation is regarded as perceived subjective norm, though Armitage & Corner (2001) suggest that as subjective norm has weak relationship on intention, it may be deleted from TPB. However, even though finding a job means a

big step toward independence, the students still view their parents as some authority figures (Youniss & Smollar, 1985) and still have a strong attachment to them, and try to meet their expectations (Greenberg, Siegel, & Leitch, 1983). Parental influence has been identified as one of the most significant factors over social and psychological development of children and adolescents (Belsky, 1990), little research has paid attention to the impact of parental expectation on young adults, college students in particular (Wang & Heppner, 2002). Though the number of studies on social relationship, parent-child relationship particularly, in career development of adolescence is increasing recently (Blustein, 2011). It is also noticed that empirical study is needed on the career and family relationship (Leung, Hou, Gati, & Li, 2011), especially the linkage between parental behavior and career development of young adolescence (Whiston & Keller, 2004).

The parent expectation can be understood as the level the parents “realistically hope their children attain” (Goldenberg, Gallimore, Reese, & Garnier, 2001). And the concept of parent expectation is extremely important in Asian cultures, such as China, whose culture is deeply influenced by Confucian philosophy. In the Confucian philosophy, parents can sacrifice their own interest to make their children satisfied and can invest huge amount of time, energy, and money on their children, in turn, children are educated to obey and fulfill the expectations of their parents (Shek & Chan, 1999). “Filial piety”, one of the main concepts in Confucianism, still dominates in Chinese society, and it is also one of the attributes that parents value and expect most from their children (Shek & Chan, 1999), though the traditional culture of China has had lots of changes (Kwan, 2000). Therefore, it is critical to study the influence of parental expectation on career intention of college students, not only because the career intention and work-related issues are closely related, but also because conflicts may arise if the parental expectation is in contradiction with the career intention of their children (Young, Valach, Ball, Turkel, & Wong, 2003).

The studies of parent expectations are always related to their children, especially with the performance, achievement, participation, and psychological issues. For example, the role that parental expectation plays in illustrating the relationship between

socioeconomic status (parents' education and income in particular) and child achievement is examined (Kean, 2005), finding that parent education is significantly related to child achievement indirectly through parental expectation of educational achievements. The academic achievement of 8<sup>th</sup> grade students is also examined with parent expectations ((Froiland, Peterson, & Davison, 2013). The impact of expectation and influence of important others, such as students, peers, teachers, and parents, on advanced mathematics participation are investigated (Ma, 2001), finding that parent expectation and parent college plan for children have strong influence on participating advance mathematics. The relationship between parent expectation and short-term and long-term learning of physics is also explored (Yeung et al., 2010). The significant relationship is found between affective distress and discrepancies between students' performance and parents' expectations (Agliata & Renk, 2008). The influence of parent expectation is also taken into consideration when designing on multicultural curricula in early childhood education in New Zealand (Guo, 2015).

According to Chen and Liaw (1993), the parental expectation is the most considered and critical factor when college students make their career decisions. Leung, Hou, Gati and Li (2011) also find culture-value orientation, Chinese traditional values in particular, moderates the relationship between parental expectation and career decision-making difficulties of students from three cities of China, namely, Beijing, Wuhan, and Hong Kong. The influence of family on career decision-making is also investigated (Fouad et al., 2008), finding that family expectation is one of main themes in career decision-making. The influence of parental expectation or living up to parental expectation on the psychological distress of Taiwanese college students (including expectation about career) is further explained by Wang and Heppner (2002), who argue that parental expectation does play an key role in the social, emotional, and psychological development of Taiwanese college students. They also argue that the influence of parental expectation on the development of college students may be negative or positive. Besides expectation, there are also some other family factors being considered when investigating the relationship between family influence and career decision-making. For example, the impact of family intrusiveness and family orientation on career decision-making difficulties (CDMD)

of U.S. and Hong Kong are explored and compared (Fan, Cheung, Leong, & Cheung, 2014), finding that the significant relationship between family orientation and CDMD is only supported by sample from Hong Kong. Moreover, the influence of family context on career-related choice is elaborated (Ferry, Fouad, & Smith, 2000), and the family contextual variables include parental involvement, parenting style, socioeconomic status, parental math/science proficiency, and family relationship.

#### **2.4.3 Perceived behavioral control: Self-efficacy and controllability**

Perceived behavioral control (PBC) is defined as an individual's perception of the ability to perform a behavior of interest (Ajzen & Madden, 1986), which is an extra construct introduced in an attempt to handle the situation in which people may not have total volitional control over the behavior of interest. PBC includes two dimensions: perceived self-efficacy, referring largely to an individual's understanding of whether it is easy or difficult to perform a given behavior, and controllability, which refers to the degree to which performance is up to the individual (Ajzen, 2002a). There is also a debate about what perceived behavioral control is and different explanations and adaptation can be noticed in the research field. For example, the perceived ease or difficulty to perform the targeted behavior is adopted (Sutton, 1998), while the variable self-efficacy is used as PBC when applying TPB into job search in China (Song et al., 2006). And both self-efficacy and locus of control are adopted in applying TPB in career intention (Zellweger et al., 2010). The differences among self-efficacy, the perceived ease or difficulty of performing the behavior, and perceived control over behavior are further discussed by Armitage and Conner (2001). Ajzen (2002a) especially points out the differences among self-efficacy, internal locus of control, and perceived behavioral control: the perceived behavioral control can be regarded as a proxy for actual control and lead to the prediction of target behavior; while perceived behavior control and self-efficacy definitely possess some similarities, for instance, both are related to perceived capability to perform a behavior. Ajzen (2002a) also argues that both self-efficacy and controllability deal with internal and external factors, and there is no such confine that self-efficacy is related to internal factors while controllability to external. In addition, a hierarchical

model is proposed to understand the relationship among PBC, perceived self-efficacy, and perceived controllability (Figure 2.5). The higher-order concept of perceived behavioral control comprises of the two separate components: perceived self-efficacy and perceived controllability. Therefore, the combination of self-efficacy and controllability will be adopted in this study to measure the perceived behavioral control of college students in career intention. They are also used together by several researchers (Conner & Armitage, 1998) to apply TPB into explanation of behavior of interest. Furthermore, the mixing self-efficacy and controllability demonstrate considerable internal consistency (Cheung & Chan, 2000).

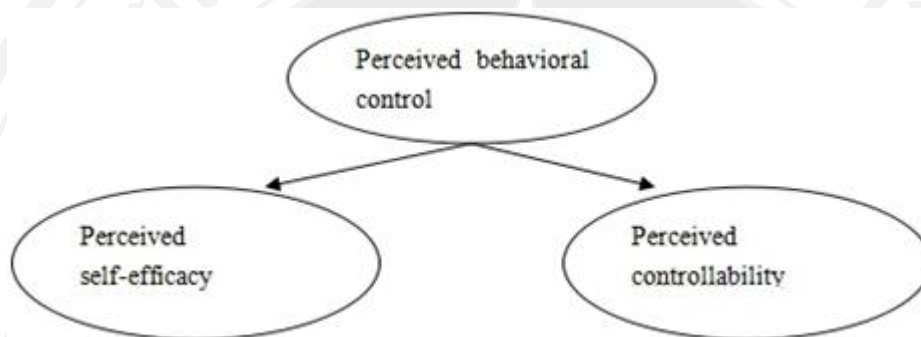


Figure 2.5 Hierarchical model of perceived behavioral control

Perceived self-efficacy, which is rooted in social learning theory (Bandura, 1982), refers to individual's strong beliefs about their skills and competencies to initiate "control over their own level of functioning and over events that affect their lives" (Bandura, 1991). The perceived self-efficacy has influence on people choosing activities and behavioral situations (Bandura & Adams, 1997) and it has become a critical variable in understanding career development among different people (Bounds, 2013). Hackett and Betz (1981) are the first to incorporate self-efficacy as a variable in career choice process, arguing that self-efficacy varies across male and female. Since the first important attempt at linking self-efficacy and career choice, the subsequent researchers begin to follow. Since the emerge of self-efficacy, many career related self-efficacies have been examined and applied, for example, general self-efficacy and social self-efficacy (Zellweger et al., 2010), career decision or career decision-making self-efficacy (Betz & Vuyten, 1997), entrepreneurial self-efficacy (Pihie, 2009), job search self-efficacy (Saks, Zikic, & Koen, 2015), career and talent



development self-efficacy (Fan, Hao, & Yuen, 2013). Because self-efficacy is the self-confidence in accomplishing specific tasks (Boyd & Vozikis, 1994), it is domain specific and will change due to various tasks and situations (Wilson, Kickul, & Marlino, 2007). Therefore, the career decision-making self-efficacy (CDMSE) is adopted in this study to elaborate its influence on college students' career intention, because of its relationship with career exploration (Betz & Vuyten, 1997). And the college students should explore and make up their mind about which perceived HR system they prefer in their future enterprises. Moreover, college students' beliefs about their own competences may have impact on their motivation to focus constructively on their career development (Lent, Brown, & Hackett, 1994).

CDMSE, later known as career decision self-efficacy (CDSE), refers to the confidence in one's capability to engage in career-related tasks successfully (Betz & Vuyten, 1997), and it can identify the students' confidence level in displaying their capability to initiate occupational intention planning activities (Karen M. Taylor & Betz, 1983). The very first to apply self-efficacy to career behavior is Hackett and Betz (1981), finding the impact of self-efficacy on career decision, achievement, and adjustment behaviors. Two years later, the CDMSE scale is developed by Taylor and Betz to measure the self-efficacy expectations in five aspects, namely, goal selection, occupational information, problem solving, planning, and self-appraisal. After about a decade, a short form of CDMSE (CDMSE-SF) is developed (Betz, Klein, & Taylor, 1996), and the items to measure self-efficacy are decreased from 50 to 25 to examine the five scales mentioned above.

There are a number of articles related to CDMSE, either focusing on how to use CDMSE to decrease or increase career-related factors or to discuss how career-related elements can enhance CDMSE. CDMSE is applied to explain the disadvantaged status of female in labor force, pointing that, in CDMSE, sex-role stereotyping of some particular occupational missions is a critical determinant of gender differences (Betz & Hackett, 1986). TPB is utilized to examine whether males are generally less willing to pursue sex-atypical careers than female, and self-efficacy's importance in career decision-making is demonstrated further (Giles & Rea, 1999).

The CDSME of students has received considerable attention in recent years in career literature in China. For example, Fan, Hao and Yuen (2013) investigated the reliability, validity, and factorial structure of career and employee development self-efficacy scale (CTD-SES) with a sample of 466 college students from mainland China, supporting the psychometric properties of the CTD-SES. In addition, the relationship between Chinese graduating students' CDMSE and career decisions is investigated with the moderator career options (Ye, 2013). A sample of 216 graduating students from Zhejiang Province is asked to choose three career choices with various layers of risk, finding that most graduates are prone to a high-risk option and their CDMSE and career decision relationship is moderated by career choices. In addition, the CDMSE Scale is tested with 1,000 participants from Chinese university and discovers good reliability, internal consistency, and high discriminate validity (Peng & Long, 2001). A sample of 796 respondents from Chinese colleges is used to test three competing factorial structure models of the CDMSE-SF (Jin, Ye, & Watkins, 2012), finding that a single-factor model and the five-factor model both fit the data. Although the wealth of literature examining that CDMSE is a significant variable related to the career decision-making, the research on the impact of CDMSE on career choice is still comparatively few (Ye, 2013). The emotional intelligence on CDMSE is compared between China and Korea with data collected from graduating students, finding all four aspects of EI are positively related to CDMSE (Jiang, 2014). The career decision self-efficacy scale short form (CDSES-SF) is tested by Hampton (2006) in both Chinese senior schools and colleges, finding the original 25-item model of CDSES-SF has higher reliability and validity in high school students, but does not fit the sample of college students. Moreover, a modified 13-item three-factor model of CDSES-SF is found reliability coefficient 0.85 with Chinese college students by Hampton as well (2005).

Another factor of PBC is controllability, which is defined as the degree to which performance is up to the individual, namely, the belief of individuals whether they have control over the behavior of interest or not (Ajzen, 2002a). Ajzen (2002a) also points out that perceived controllability involves both internal and external factors

that further or become an obstacle to the performance of the target behavior. The concept of perceived controllability is quite similar to the concept locus of control developed by Rotter (1996) which is defines as the perceived controllability of situational constraints on target behavior. Therefore, the locus of control is adopted in this study to measure the perceived controllability. Career locus of control is theorized as the belief that career outcomes are mainly dependent on one's own actions or on factors outside of one's control (Woodbury, 1999). There are some articles explore locus of control in vocational field. For instance, the relationship between locus of control and vocational indecision is investigated by Taylor and Popma (1990). The impact of self-esteem and locus of control in career decision making is also explored, finding significant positive relationship between locus of control and decisional status (Kishor, 1981). Moreover, the influence of social support and locus of control on vocational outcome expectation is examined, finding negative relationship between locus of control and vocational outcome expectations (Isik, 2013). Millar and Shevlin(2007) describe the development and psychometric evaluation of a career locus of control scale designed for adolescences.

#### **2.4.4 Behavioral intention: career intention**

According to Fishbein (1980), behavioral intention is theorized as reflecting the effort that people plan to put for the purpose of conducting the behavior. In this study, a two-dimensional career intention is adopted in this study, that is, state-owned enterprise (SOE) and private-owned enterprise (POE). A SOE, which is also called government-owned corporation or state-owned company and referred as a legal entity, shoulders social functions, and undertakes commercial activities on behalf of an owner, the government (Zhang, 2001). By definition, the state or government is the owner of the SOE, which are either centrally owned or owned by provincial or local governments (Szamosszegi & Kyle, 2011). SOE used to dominate every aspect of China, and when the reform starts in late 1978, the share that SOE take up in Chinese industrial output is 77.6%, which decreases to 28.8% in 1996 (Lin, Cai, & Li, 1998). However, SOE still play a dominant role in Chinese economy. According to the database of Fortune (Cendrowski, 2016), the amount of Global 500 list of Chinese



companies (including Hong Kong) increases from 46 in 2010 to 128 in 2015. Moreover, most Global 500 companies in China are SOE. POEs begin to take a space in China since 1978. By definition, a POE refers to a legal entity that is owned by private investors, shareholders or owners, which can either be collectively owned or individual. Both maintenance-oriented and performance-oriented HR systems exist in SOE and POE. As it mentioned before, the maintenance-oriented HR subsystem mainly focuses on the protection of employees and equality, so the employees will feel more stable and secured; the performance-oriented HR subsystem pays more attention to HR development and production, and more opportunities will be offered to employees enhance themselves and develop their individual competence and skills (Gong et al., 2009).

Even though both maintenance-oriented HR system and performance-oriented HR system are implemented in SOE and POE due to legal requirements and market competition (Liang, Marler, & Cui, 2012), SOE are still featured with some traditional management system due to institutional inertia (Wei & Lau, 2005), that is, they are dominated by maintenance-oriented HR system, while POE by performance-oriented HR system; though the relationship between HR system adoption and firm ownership types are not as strong as predicted (Wei & Lau, 2005). Because SOEs still lag behind POEs in terms of enterprise performance, and furthermore, SOEs are under a certain amount of control from the government and at the same time enjoy the protection by the government, so SOEs may not have full autonomy to hire and fire the employees, according to Chen and Lau (2000). POEs have less institutional limitations and full autonomy can be achieved. Moreover, POE can benefit a lot from its emphasis on performance-oriented HR system (Wei & Lau, 2005). In addition, TPB theorized the positive relationship between attitude and intention. Significant positive relationships are also predicted in the intention to undertake management activities at work (Jimmieson, White, & Zajdlewicz, 2009), in the intention of graduating college students to seek for a job (Caska, 1998), in the intention to pursue people or action-centered career (Giles & Rea, 1999), in the intention to work as a nurse for a health service (Arnold et al., 2006), in the intention of individual to search a job (Song et al., 2006) and in the vocational intention of college students for temporary employment

(Huang, 2011b), though different variances exist in different contexts. Therefore, if graduating students prefer stable and secured HR system, they are expected to choose working in SOE; if the students prefer more challenge, more capability improvement, and more performance enhancement, they are anticipated to work in POE. Thus, the following hypothesis is achieved:

**H1:** The more the graduating student has positive attitude toward maintenance-oriented HR system, compared with performance-oriented HR system, the more likely he or she will have the intention to work in SOE rather than POE.

**H1a:** The perceived maintenance-oriented HR system of graduates has a positive relationship with the intention to work in SOE.

**H1b:** The perceived performance-oriented HR system of graduates has a positive relationship with the intention to work in POE.

The variable attitude is mainly individually-based; on the other hand, subjective norm is more other-based, related to what others, for instance, parents, think what the individual should do (Song et al., 2006). Even though Armitage and Conner (2001) find that the mean subjective norm–intention correlation based upon 185 studies is significantly weaker than the attitude–intention and the perceived behavioral control–intention correlations (The mean correlation with intention of attitude is 0.49, of SN 0.34, and of PBC 0.43. The multiple correlation of the TPB variable (including intention) with behavior is about 0.5, depending on the intention measure. However, as it mentioned earlier in this study, the role that parental expectation plays in China is quite critical for college students in their career intention (Fouad et al., 2008). Therefore, it is reasonable to expect that when college graduating students think about their career intention, that is, what type of enterprise they would like to work for, their parents' opinions will be considered. Besides, research shows that the perceived normative pressure from people who are crucial to the individual has significant influence on individual's decision to join their ideal organization (Warmerdam et al., 2015). Wang and Heppner (2002) argue that the influence of parental expectation on

the development of college students may be negative or positive. If parental expectation is similar to the attitude of student toward maintenance-oriented HR system, it is anticipated to have positive relationship with the career intention of working in SOE; if parental expectation is contrary to the attitude of graduating student toward maintenance-oriented HR system, it is expected to have negative influence on student's career intention of working in SOE. Thus, the following is hypothesized:

**H2:** The more the parents' expectation values POE with maintenance-oriented HR system, compared with SOE with performance-oriented HR system, the more positive influence the parents' expectation will have on graduating student's career intention of working in SOE rather than POE.

**H2a:** There is a positive relationship between the parents' expectation valuing SOE with maintenance-oriented HR system and graduating students' intention of working in SOE.

**H2b:** There is a positive relationship between the parents' expectation valuing POE with performance-oriented HR system and graduating students' intention of working in POE.

PBC is theorized as the degree to which an individual perceives the ease or difficulty to enact the behavior of interest, and Ajzen (2002a) argues that perceived behavioral control includes two aspects: perceived self-efficacy, referring largely to an individual's understanding of whether it is easy or difficult to perform a behavior, and controllability, which refers to the degree to which performance is up to the individual. Therefore, the perceived behavioral control in this study incorporates both the self-efficacy and controllability. Based on TPB, the constructs attitude, subjective norm, and perceived behavioral control should have positive relationship with behavioral intention. Sutton (1998) finds that attitudes, subjective norm, and PBC can account for 40% to 50% of the variance in behavioral intentions as well. Furthermore, the influence of career locus of control on career decision making is examined (Lease,

2004), finding that students from African American have more external locus of control than their peer White students, and an external locus of control is related to decision-making difficulties. It is also suggested that high level of PBC can strengthen persistent efforts to achieve the aim, even under pressure (Bandura, 1977). Furthermore, high level of PBC can make the individual quickly recover from failure. These will benefit more for the individual who has the intention to work in POE, because the employees in POE need to be particularly strong in personal skill, will power, commitment, and task focus (Norman & Hoyle, 2004). Therefore, with higher level of perceived behavior control, the career intention of working in POE can be expected. In contrast to the POE, SOE may seem more attractive for individuals with lower perceived behavioral control, since the uncertainty related to SOE is lower. In fact, because of the support and protection of SOE from the government (J. Lee, 2009), SOE comparatively are more stable and can obtain more resources from the government. Therefore, individuals with lower perceived behavioral control may be expected to have the career intention of working in SOE. Overall, the following can be hypothesized:

**H3:** PBC will be significantly positively related to the career intention of working in POE and SOE, and the higher level of PBC of the individual, the stronger career intention he or she will have to work in POE rather than SOE.

**H3a:** The perceived behavioral control of graduating students will be positively related to the career intention of graduates working in SOE.

**H3b:** The perceived behavioral control of graduating students will be positively related to the career intention of graduates working in POE.

**H3c:** The higher the level of perceived behavioral control of the individual, the stronger intention he or she will have to work in POE rather than SOE.

#### **2.4.5 Behavior: career choice**

The word choice is defined as selecting the preferred ones from two or more things. Career choice of course involves selecting the preferred enterprise over others (Agarwala, 2008). There is another expression "employment status choice" which is defined by Katz (1992) as "the vocational decision process in terms of the individual's decision to enter an occupation as a wage-or-salaried individual or a self-employed one."

The career choice of students has long been one of the favorite research topics. For example, Anana and Nique (2010) explore the relationship between personal value and career choice. With a large sample of 1,609 students, they find that different occupational groups demonstrate particular values that the students are inclined to. The elements affecting career choice of students majoring management in India are examined (Agarwala, 2008), finding that the most crucial factors are skills, competencies, and abilities, and the most significant personal factor is father. The impact of gender differences in competitiveness on career choices has been explained (Buser, Niederle, & Oosterbeek, 2014), and results show that boys who are more competitiveness are prone to choose more prestigious academic and career tracks. The comparison between the reasons of choosing organizational employment and self-employment is further conducted by Kolvereid (1996) with participants who have had a master degree of business. The factors influencing some particular careers are also examined. For example, several studies have been conducted to explore the motivation to become a school teacher (Chuene, Lubben, & Newson, 1999). As it mentioned before, several models are applied to illustrate the career choice, for instance, trait model (Begley & Boyd, 1987), value model (Anana & Nique, 2010), and human capital theory (Tucker, 1990).

The intention-behavioral model is adopted recently and a high level of intention-behavior relationship is found from 0.90-0.96 (Ajzen, Csasch, & Flood, 2009) when being applied and another 27% of the variance in behavior is explained by behavioral intention (Armitage & Conner, 2001). Most articles find positive relationship between

behavioral intention and behavior. Intentions are expected to capture the motivational variables that have impact on behavior; intentions also indicate how many efforts individuals make to conduct the behavior of interest (Ajzen, 1991). The career choices in this study are mainly divided into two dimensions, SOE and POE. It is mentioned before that SOE are featured with maintenance-oriented HR system and POE are characterized with performance-oriented HR system. Therefore, it is reasonable to expect that if the graduating students are intended to work in SOE, they will probably choose SOE, and students have the intention to work in POE, they might select POE instead. Thus, the following can be hypothesized:

**H4:** The more a graduating student has the intention to work in a SOE, compared with a POE, the more likely he or she will choose a SOE instead of a POE.

**H4a:** There is a positive relationship between graduates' intention to work in a SOE and the career choice of SOE.

**H4b:** There is a positive relationship between graduates' intention to work in a POE and the career choice of POE.

PBC is predicted to have influence on behavior both indirectly (via behavioral intention) and directly (Ajzen, 1991). That is, the behavior will be more likely enacted by people who believe the behavior is under their personal control. Furthermore, if holding intention constant, individuals with higher level of perceived behavioral control will be more likely to perform the behavior than others (Ajzen, 1991). However, few literatures have examined the indirect and direct impact of PBC on behavior, only discussing the influence of attitude, subjective norm, and PBC on behavioral intention. For example, Warmerdam and his coworkers (2015) find that TPB can explain 51.6% of the variance in intention to work at ideal organization. Since the perceived behavioral control is not steady, the influence on career choice of POE and SOE can be direct or indirect. The influence is direct when individuals view it is simple and easy; the influence is indirect when individuals feel they have trouble or difficulty or more considerations and concerns in choosing a career. For example,

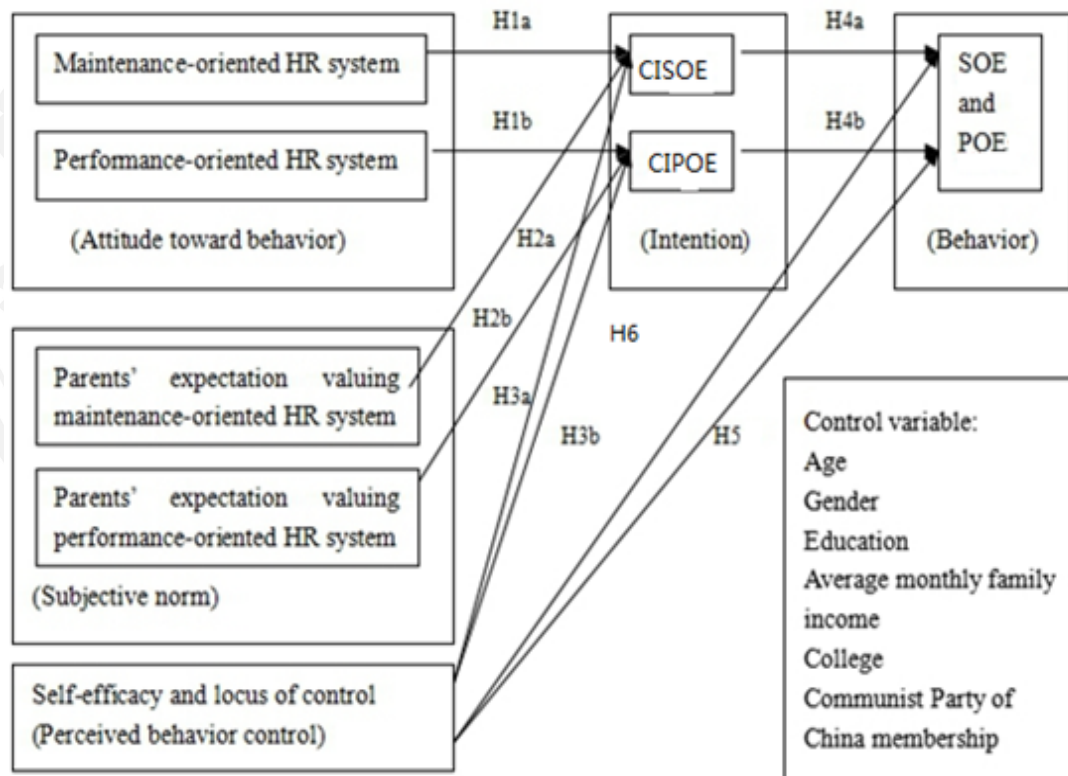
if an individual perceives it is easy to work at SOE due to various reasons, even though he or she has the intention to work at POE, the individual may choose a career at SOE if the intention to work at POE is weak. However, if the intention to work at POE is very strong, even if the individual perceives it is easy to work at SOE, he or she may still choose a career at POE. Therefore, the behavioral intention will mediate the relationship between PBC and behavior. But if the individual believes everything is under control, he or she might directly perform that behavior without taking into the behavioral intention into account. For instance, if an individual recognizes working at POE is totally under the control, he or she may choose a career at POE subsequently with ignorance of his or her very own behavioral intention. In addition, Bandura and Adams (1997) argues that high level of PBC can strengthen persistent efforts to achieve the aim, even under pressure. Therefore, the individual who chooses to work in POE will benefit more, due to more requirements of employees in POE, such as personal skill, will power, and task focus (Norman & Hoyle, 2004). Based on the prior research, the following hypotheses can be advanced:

**H5:** There is significantly positive and direct relationship between perceived behavioral control and career choice of working in POE and SOE, and the influence working in POE is stronger than SOE.

**H6:** There is significantly positive and indirect relationship between perceived behavioral control and career choice of working in POE and SOE mediated by behavioral intention, and the influence working in POE is stronger than SOE.

Six hypothesis are clearly demonstrated in the following conceptual model figure 2.6,: the first is that the more the graduating student has positive attitude toward maintenance-oriented HR system, compared with performance-oriented HR system, the more likely he or she will have the intention to work in SOE rather than POE, which is divided in H1a and H1b for better understanding; the second is the more the parents' expectation values POE with maintenance-oriented HR system, compared with SOE with performance-oriented HR system, the more positive influence the parents' expectation will have on graduating student' career intention of working in

SOE rather than POE, which is divided into H2a and H2b; the third is PBC will be significantly positively related to the career intention of working in POE and SOE, and the higher level of PBC of the individual, the stronger career intention he or she will have to work in POE rather than SOE, which is divided into H3a, H3b and H3c; the fourth is the more a graduating student has the intention to work in a SOE, compared with a POE, the more likely he or she will choose a SOE instead of a POE, which is divided into H4a and H4b; the fifth is there is significantly positive and direct relationship between PBC and career choice of working in POE and SOE, and the influence working in POE is stronger than SOE; the sixth is there is significantly positive and indirect relationship between PBC and career choice of working in POE and SOE mediated by behavioral intention, and the influence working in POE is stronger than SOE. The six hypotheses are listed in the following table 2.3.



Noted: CISOE=career intention of working at SOE, CIPOE=career intention of working at POE.

Figure 2.6 Conceptual model



Table 2.3 Summary of hypotheses

Hypotheses	The details of hypotheses
H1	The more the graduating student has positive attitude toward maintenance-oriented HR system, compared with performance-oriented HR system, the more likely he or she will have the intention to work in SOE rather than POE.
	H1a The perceived maintenance-oriented HR system of graduates has a positive relationship with the intention to work in SOE.
	H1b The perceived performance-oriented HR system of graduates has a positive relationship with the intention to work in POE.
H2	The more the parents' expectation values POE with maintenance-oriented HR system, compared with SOE with performance-oriented HR system, the more positive influence the parents' expectation will have on graduating student' career intention of working in SOE rather than POE.
	H2a There is a positive relationship between the parents' expectation valuing SOE with maintenance-oriented HR system and graduating students' intention of working in SOE.
	H2b There is a positive relationship between the parents' expectation valuing POE with performance-oriented HR system and graduating students' intention of working in POE.
H3	Perceived behavioral control will be significantly positively related to the career intention of working in POE and SOE, and the higher level of perceived behavioral control of the individual, the stronger career intention he or she will have to work in POE rather than SOE.
	H3a The perceived behavioral control of graduating students will be positively related to the career intention of graduates working in SOE.
	H3b The perceived behavioral control of graduating students will be positively related to the career intention of graduates working in

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**Hypotheses    The details of hypotheses**


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POE.

H3c    The higher the level of perceived behavioral control of the individual, the stronger intention he or she will have to work in POE rather than SOE.

H4        The more a graduating student has the intention to work in a SOE, compared with a POE, the more likely he or she will choose a SOE instead of a POE.

H4a    There is a positive relationship between graduates' intention to work in a SOE and the career choice of SOE.

H4b    There is a positive relationship between graduates' intention to work in a POE and the career choice of POE.

H5        There is significantly positive and direct relationship between perceived behavioral control and career choice of working in POE and SOE, and the influence working in POE is stronger than SOE.

H6        There is significantly positive and indirect relationship between perceived behavioral control and career choice of working in POE and SOE mediated by behavioral intention, and the influence working in POE is stronger than SOE.

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## **CHAPTER 3**

### **METHODOLOGY**

In this chapter, the reason to adopt quantitative research, the data about colleges and universities in Chongqing, China, the research design, sampling process, construct measurements, control variables and the data analysis will be elaborated.

#### **3.1 Research Design**

The objectives of the study are to explore the relationships between college graduating students' attitude toward maintenance-oriented or performance-oriented HR systems and career intention, between parental expectation and college graduating students' career intention, and between PBC of college graduating students and their career intention. To better understand the relationship, impact, cause and effect between the constructs, the quantitative research methodology is a better option (Jiang, 2011). Therefore, quantitative research methodology is adopted in this study to further illustrate the relationships between different constructs and factors. In addition, quantitative research methodology can make the researchers collect data objectively, describe the facts and results with statistics, and infer the quantitative relation generalized from the samples (Cheng, 2007).

Taking the two main advantages of sampling--lower cost and fast data collection (Kish, 1965; Robert, 2004) into consideration, quantitative research methodology becomes the best choice of this study. In addition, the statistics from quantitative research can be used not only to make conclusions about a population of interest, but also to determine whether the associations observed by the researchers are actually a real one or not (Ajay & Micah, 2014). Apart from this, it is quite necessary to collect

primary data from the college students to get the first-hand materials, and to fill the gap of short of empirical studies in this research field as well.

For the consideration of feasibility and cost, the college graduating students of Chongqing will be the respondents of this research.

Among all the cities in China, Chongqing is listed as one of the ten new first-tier cities in 2017 due to the top ten ranking at the amount of graduates' employment except the first-tier cities which are Beijing, Shanghai, Guangzhou, and Shenzhen. In addition, the career satisfaction of graduates working at Chongqing only reached 64.8%, ranking the eighth among the ten new first-tier cities (MyCOS, 2018). In 2018, there were about 5,600 job affairs being held for college graduates, providing about 0.64 million job positions for the students cumulatively, and the ratio of job position to graduates was 2.88:1.

Take the feasibility of the study into consideration, the college graduates majoring in management will be the respondents. Another consideration is their existing knowledge about HR and management, and the college graduates majoring in management may have more anticipation and information about the HR of the enterprises they are going to work at.

### **3.2 Research Sampling Process**

According to the Annual Report of College Graduates' Employment of Chongqing (2018), the graduating students majoring in management in colleges and universities of Chongqing took up 21.28% in undergraduates in 2018 and 10.30% in graduates. As it mentioned before, the number of graduating students of Chongqing in 2018 was about 221,600. As for the number of graduating students majoring in management in 2018, it was approximately 30,000. Due to the feasibility and the cost, the graduating students from two key universities--Chongqing University and Southwest University, which are the top two universities in Chongqing and key universities in China, were targeted as respondents of this study. The numbers of graduating students majoring in management in these two universities were about 1,350 and 2,550 respectively, that

is, 3,900 in total. Based on one of the sample size tables presented by Glenn (1992) and the size of population of this study, the planned obtained number of responses is around 400, where the confidence level is 95% and  $P=0.5$ .

Table 3.1 Sample size where confidence level is 95% and  $P=0.5$

Size of population	Sample Size for precision $\pm 5\%$
500	222
1,000	286
2,000	333
3,000	353
4,000	364
5,000	370
7,000	378
9,000	383
10,000	385
15,000	390
20,000	392
25,000	394
50,000	397
100,000	398
>100,000	400

Take the research design of this study into consideration, participants of this study are graduating students who have signed contracts with enterprises and who are majoring in management (consisting of culture industry management, public administration, business management, finance management, management science and engineering, agriculture management, real estate management and architecture management) in Southwest University and Chongqing University of Chongqing, China. To obtain a diverse sample, the snowball sampling technique is adopted in the research to collect data through online questionnaire collecting platform, Questionnaire Star, in which the questionnaires are edited online and a QR code is sent to the students of different

colleges, who further upload the QR code to QQ or WeChat groups, and distribute the questionnaires to their classmates and friends.

### 3.3 Construct Measurements

The scales to measure variables in the questionnaire are all published ones from previous researches, all of which have been validated, though some minor wording changes were made to adapt the scales to the vocational context.

***Maintenance-oriented HR system (MOHR)*** was measured with the modified version of the scale with 12-item maintenance-oriented HR system measure originally developed by Gong and his colleagues (2009). The original scale was designed particularly to measure perceptions of managers regarding their personal experienced maintenance-oriented HR system. A replacement was made by the author by replacing “manager” with “employee”, and “my firm” with “my future firm”. Sample items include “My future firm will offer me a pledge of employment security” and “In my future firms, employees at all levels share the same cafeteria”. All items were arranged at a five-point rating scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

***Performance-oriented HR system (POHR)*** was measured with the modified version of the scale with 36-item performance-oriented HR system measure originally developed by Gong and his colleagues (2009). The original scale was designed particularly to measure perceptions of managers regarding their personal experienced performance-oriented HR system. A replacement was made by the author by replacing “manager” with “employee”, and “my firm” with “my future firm”. Sample items include “Employees’ career aspirations with the future firm are known by their superiors” and “Compared to our close competitors, my future firm has a better-designed performance appraisal system”. All items were arranged at a five-point rating scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

**Parents' expectation (PE)** was assessed with the modified version of scale offered by Arnold and his colleagues (1998), which was originally designed with two items to measure whether parent or people important to the respondents agree with their choice of working for NHS (National Health Service) as a nurse. The author replaced NHS with maintenance- or performance-oriented HR system. Sample items are "My parent expect me to work in a firm with maintenance-oriented HR system" and "My parent would feel proud if I work in a firm with maintenance-oriented HR system". Moreover, the two items are expanded to four items, each with a 5-point strongly disagree to strongly agree scale. In addition, the parents' expectation valuing maintenance-oriented HR system of working at SOE is abbreviated into **PEM**, while valuing performance-oriented HR system of working at POE is into **PEP**.

**Perceived behavioral control (PBC)** was measured by the combination of self-efficacy and controllability, because the distinction of them may result in problematic nature (Ajzen, 2002a). Taylor and Betz (1983) developed the CDMSE Scale (later the CDSE) to measure the concept self-efficacy. The scale was constructed with the help of five career choice competencies initiated in Crites's model of career maturity: "accurate self-appraisal," "gathering occupational information," "goal selection," "making plans for the future," and "problem-solving." Each factor was represented by 10 items on the CDMSE Scale. The original scale and subscales had good internal consistency reliability. To create a more practical scale for individual evaluation, a 25-item short form (CDMSE-SF, later known as CDSE-SF) was constructed by deleting 5 of the 10 items from each of the five factors. And this short form shows a total scale  $\alpha$  of 0.94 (Betz et al., 1996). However, when CDSES-SF is tested in context of Chinese college students, the original 25-item model does not fit the sample, and a modified 13-item three-factor model of CDSES-SF is found reliability coefficient 0.85 with Chinese college students by Hampton (2005). Therefore, the modified version is adopted in this study, and the three factors of the short form are decision making, information gathering, and problem solving. Sample items are "Define the type of lifestyle you would like" and "Find out the employment trends for an occupation over the next 10 years". All items were arranged at a five-point rating scale, ranging from 1 (no confidence at all) to 5 (complete confidence).

*Controllability* was measured by CLOC (Career Locus of Control Scale)(Millar & Shevlin, 2007), which was designed to assess adolescences' engagement in career development and decision-making process. The 20-item scale were arranged at a five-point rating scale, ranging from 1 (strongly disagree) to 5 (strongly agree), comprising aspects of internality, luck, helplessness, and powerful others. Sample items are "If I am to get the job I want I will have to do well and try hard" and "It is not what I do that will get me the job that I want—rather it will be more dependent on what my parents or relatives do for me".

*Career intention* was measured with the modified version of scale with 3 items provided by Huang (2011). The original scale was designed to measure college students' intention to engage in contingent employment after graduation, and a replacement was made by the author by replacing "contingent employment" with "state-owned enterprise employment" or "private-owned enterprise", because the career intention in this study is represented by intention to work in POE (CIPOE) and SOE (CISOE). Sample items include "I intend to engage in Stated-owned enterprise employment after graduating" and "I plan to work in state-owned enterprise after graduating". Moreover, the three items were expanded into six and all items were arranged at a five-point rating scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

*Career choice* was measured as a dichotomous variable (SOE was coded as 1 and POE was coded as 0).

Table 3.2 demonstrates some details of variables, for instance, the number of questions in questionnaire, the authors of the original measurements and some examples of questions in the questionnaire.



Table 3.2 Variables and measurements

Variables	Some examples of questions in questionnaire	NO. of questions	Authors
MOHR	<p>I can expect to stay for as long as I wish in my future enterprise.</p> <p>My future enterprise will offer me a pledge of employment security.</p> <p>In my future enterprise, I can wear a common uniform with employees at different levels.</p> <p>The rights of employees at different levels will be equally respected in my future enterprise.</p>	12 items	Gong and his colleagues (2009)
POHR	<p>All newly hired employees in my future enterprise had been selected based primarily on the results of validated selection tests.</p> <p>I can be involved in formal or informal management committees or other related problem-solving activities in my future enterprise.</p> <p>Compensation for employees in my future enterprise is above the market average.</p> <p>A large proportion of employees in my future enterprise are qualified to perform more than one job through training or job rotation.</p> <p>Employees are promoted based on merit rather than seniority in my future enterprise.</p>	36 items	Gong and his colleagues (2009)
PEM	<p>My parents expect me to work in a firm with maintenance-oriented HR system.</p> <p>My parent would feel proud if I work in a firm with maintenance-oriented HR system.</p>	2 items	Arnold et al.(1998)
PEP	<p>My parents expect me to work in a firm with performance-oriented HR system.</p> <p>My parent would feel proud if I work in a firm with performance-oriented HR system.</p>	2 items	Arnold et al.(1998)

Variables	Some examples of questions in questionnaire	NO. of questions	Authors
PBC-CLCS	<p>If I am to get the job I want I will have to do well and try hard.</p> <p>The job I will get will depend mainly on how well I do and how hard I try</p> <p>I expect luck to play a major part in determining what job I will get.</p> <p>It does not matter what I want or what I want to do because I will simply have to take whatever job I am offered.</p> <p>It is not what I do that will get me the job that I want—rather it will be more dependent on what my parents or relatives do for me.</p>	20 items	Millar and Shevlin (2007)
PBC-CDMSE-SF	<p>Determine what your ideal job would be.</p> <p>Make a career decision and then do not worry whether it was right or wrong.</p> <p>Find information in the library about occupations you are interested in.</p> <p>Define the type of lifestyle you would like.</p> <p>Prepare a good resume.</p>	13 items	Betz et al. (1996)
CISOE	<p>I intend to engage in stated-owned enterprise employment after graduating.</p> <p>I will try to work in state-owned enterprise after graduating.</p> <p>I plan to work in state-owned enterprise after graduating.</p>	3 items	Huang (2011)
CIPOE	<p>I plan to work in private-owned enterprise after graduating.</p> <p>I will try to work in private-owned enterprise after graduating.</p> <p>I intend to engage in private-owned enterprise employment after graduating.</p>	3 items	Huang (2011)

Notes: MOHR=Maintenance-oriented HR system, POHR=Performance-oriented HR system, PEM=Parents' expectation valuing maintenance-oriented HR system, PEP=Parents' expectation

valuing performance-oriented HR system, PBC=Perceived behavior control, CISOE=Career intention of working at SOE, CIPOE= Career intention of working at POE

### **3.4 Control Variables**

Demographic and study-related factors that might relate to career choice were included in the conceptual model as control variables. These factors are gender, age, education, college, Communist Party of China membership, and average family monthly income. Gender (GEN in short) was measured as a dummy variable (male was coded as 1 and female was coded as 0); age was measured in years; education (EDU in short) was measured as a dummy variable (bachelor degree was coded as 1, master degree was coded as 2, and doctor degree was coded as 3); Communist Party of China (CPC) membership was measured as a dummy variable (CPC membership was coded as 1 and non-CPC membership was coded as 0); college (COL in short) was measured as a dummy variable (College of Business and Economic Management was coded as 1, College of Politics and Public Administration was coded as 2, College of Culture and Social Development Management was coded as 3, and other colleges were coded as 4; average monthly family income (FI in short) was measured ordinally.

### **3.5 Questionnaire Development**

Because the items in the questionnaire are originally developed in English, while the subjects are all Chinese, therefore, the questionnaire is translated into Chinese by an English teacher who works in one of China's key universities with training in English-Chinese translation. Another colleague of the translator performs back translation to make sure the original translation's accuracy. The questionnaires of the three versions are all attached as appendix files. The questionnaire is divided into two parts. The first part is intended to understand the subjects' basic information, such as age, gender, education, CPC membership, family income, and college, which are demographic and study related information, considered as control variables, and the second part measures each construct in the research model.

### 3.6 Data analysis

Hypotheses 1-3 were tested with partial least square regression (PLS), for comparison between multiple response variables and multiple explanatory variables can be analyzed in PLS which is a multivariate statistical method and is also a number of covariance-based statistical technique (Tennenhaus, 1998). Hypotheses 4-5 were tested with logit model because the dependent variable career choice would be dichotomous dependent variable since there are only two possible outcomes. Besides, the logit model can overcome the limitation of linear model which may lead to prediction outside the range of one and zero. Hypothesis 6 was tested with both PLS and logit model. The analysis was performed using Warp PLS v. 6.0 and R 3.2.4.

## **CHAPTER 4**

### **RESEARCH RESULTS AND HYPOTHESES TESTING**

In this chapter, the results of this study will be analyzed, including the demographic profile of respondents, reliability test, validity test, normality test, VIF and some other model fit factors, hypothesis testing, PLS result, and logit results.

#### **4.1 Overall Research Results**

As mentioned earlier in this thesis, the snowball sampling technique is adopted in this research to collect data through online questionnaire collecting platform, Questionnaire Star, in which the questionnaires are edited online and a QR code is sent to the students of different colleges, who further upload the QR code to QQ or WeChat groups, and distribute the questionnaires to their classmates and friends.

In total 680 questionnaires were distributed to the respondents who were also informed that the participation in this study is voluntary and anonymous. Of this amount, 477 surveys are completely filled and were collected and 3 are invalid, yielding 70.15% response rate.

#### **4.2 Demographic Profile of the Respondents**

Demographic information and some other characteristics of the samples are summarized in Table 4.1. 164 respondents are male (34.38%) and 310 are female (64.99%). The mean age is 22 (Standard Derivation=3.74). With respect to the education level, 405 participants have a bachelor degree (84.91%), 65 master degree (13.63%), and 7 doctoral degree (0.01%). As for the average family monthly income, 332 participants are below \$1,500 per month (69.6%), 118 are between \$1,500 to 3,000, only 27 above \$3,000 (5.7%). For the Communist party of China (CPC)

membership, 110 respondents joined CPC (23.06%), while the non-CPC membership is 367 (76.94%). The last control variable is college, 62 respondents are from College of Business and Economic Management (13%), 176 from College of Politics and Public Administration (36.9%), 12 from College of Culture and Social Development Management (2.5%), and 227 from other colleges (47.6%).

Table 4.1 Demographic and study information of the samples

<b>Gender (GEN)</b>	Male: 164 (34.38%) Female: 310 (64.99%) Unidentified: 3 (0.01%)
<b>Age (in year)</b>	Mean: 22 Standard derivation: 3.74
<b>Educational level (EDU)</b>	Bachelor degree: 405 (84.91%) Master degree: 65 (13.63%) Doctoral degree: 7 (0.01%)
<b>Family monthly income (FI)</b>	Below \$1,500: 332 (69.6%) \$1,500-\$3,000: 118 (24.74%) Above \$3,000: 27 (5.7%)
<b>Communist Party of China Membership (CPC)</b>	CPC: 110 (23.06%) Non-CPC membership: 367 (76.94%)
<b>Colleges (COL)</b>	College of Business and Economic Management: 62 (13%) College of Politics and Public Administration: 176 (36.9%) College of Culture and Social Development Management: 12 (2.5%) Other colleges: 227 (47.6%)

### 4.3 Reliability Test

With the help of PLS, the reliability and validity of the questionnaire are sufficiently examined. Construct reliability, which is tested with Cronbach's alpha ( $\alpha$ ) and composite reliability coefficients, is used to ensure that a scale yields the same

response consistently. Nunnally (1978) recommended that the Cronbach's alpha ( $\alpha$ ) should be more than 0.70 and the Composite reliability coefficients should be greater than 0.70 as well (Hair, Black, Anderson, & Tatham, 2010). The results in Table 4.2 show that both the Cronbach's alpha ( $\alpha$ ) coefficients and Composite reliabilities are greater than 0.70. Table 4.3 demonstrates all measure items, showing acceptable level of reliability.

Table 4.2 Latent variable reliability indicators

	MOHR	POHR	PEM	PEP	PBC	CISOE	CIPOE
Composite reliability	0.85	0.96	0.90	0.91	0.91	0.95	0.95
Cronbach's alpha	0.80	0.96	0.77	0.81	0.91	0.92	0.92

Notes: MOHR=Maintenance-oriented HR system, POHR=Performance-oriented HR system, PEM=Parents' expectation valuing maintenance-oriented HR system, PEP=Parents' expectation valuing performance-oriented HR system, PBC= Perceived behavior control (Self-efficacy and locus of control), CISOE=Career intention of working at SOE, CIPOE= Career intention of working at POE

Table 4.3 Item-total correlation and coefficient alpha

Dimensions and items	Item-to-total correlations	Alpha if item deleted	Reliability coefficient
Maintenance-oriented HR system (MOHR)			0.80
Employment security			
ES1	0.350		0.930
ES2	0.152		0.931
ES3	0.237		0.930
ES4	0.220		0.930
ES5	0.286		0.930
ES6	0.348		0.930
Reduction of status distinction			
RSD1	0.247		0.930
RSD2	0.157		0.931

Dimensions and items	Item-to-total correlations	Alpha if item deleted	Reliability coefficient
RSD3	0.337	0.930	0.96
RSD4	0.320	0.930	
RSD5	0.349	0.930	
RSD6	0.410	0.930	
Performance-oriented HR system (POHR)			
Selection hiring			
SH1	0.454	0.929	0.96
SH2	0.416	0.930	
SH3	0.445	0.929	
SH4	0.514	0.929	
SH5	0.303	0.930	
SH6	0.406	0.930	
Participation in decision making through teams			0.96
DMT			
DMT1	0.520	0.929	
DMT2	0.533	0.929	
DMT3	0.487	0.929	
DMT4	0.516	0.929	
DMT5	0.542	0.929	0.96
DMT 6	0.552	0.929	
Comparatively high pay contingent on performance			
HPC1	0.519	0.929	
HPC2	0.491	0.929	
HPC3	0.444	0.929	
HPC4	0.532	0.929	
HPC5	0.501	0.929	
HPC6	0.489	0.929	



Dimensions and items	Item-to-total correlations	Alpha if item deleted	Reliability coefficient
Extensive training			
ET1	0.500	0.929	
ET2	0.553	0.929	
ET3	0.566	0.929	
ET4	0.543	0.929	
ET5	0.607	0.929	
ET6	0.612	0.929	
Career planning and advancement			
CPA1	0.627	0.929	
CPA2	0.508	0.929	
CPA3	0.476	0.929	
CPA4	0.387	0.930	
CPA5	0.508	0.929	
CPA6	0.498	0.929	
Performance appraisal			
PA1	0.505	0.929	
PA2	0.483	0.929	
PA3	0.528	0.929	
PA4	0.528	0.929	
PA5	0.470	0.929	
PA6	0.466	0.929	
Perceived behavioral control (PBC)			0.91
Career locus of control scale (CLCS)			
CLCS1	0.390	0.930	
CLCS2	0.428	0.929	
CLCS3	0.425	0.929	
CLCS4	0.411	0.930	
CLCS5	0.410	0.930	
CLCS6	0.390	0.930	

Dimensions and items	Item-to-total correlations	Alpha if item deleted	Reliability coefficient
CLCS7	0.421		0.929
CLCS8	0.384		0.930
CLCS9	0.395		0.930
CLCS10	0.408		0.929
CLCS11	0.371		0.930
CLCS12	0.349		0.930
CLCS13	0.351		0.930
CLCS14	0.295		0.930
CLCS15	0.306		0.930
CLCS16	0.296		0.930
CLCS17	0.321		0.930
CLCS18	0.276		0.930
CLCS19	0.289		0.930
CLCS20	0.317		0.930
Career decision-making self-efficacy short form (CDMSE-SF)			
Decision making			
DM1	0.403		0.930
DM2	0.338		0.930
DM3	0.349		0.930
DM4	0.258		0.930
DM5	0.273		0.930
DM6	0.279		0.930
Information gathering			
IG1	0.318		0.930
IG2	0.353		0.930
IG3	0.323		0.930
IG4	0.267		0.930
Problem solving			
PS1	0.342		0.930

Dimensions and items	Item-to-total correlations	Alpha if item deleted	Reliability coefficient
PS2	0.351	0.930	
PS3	0.343	0.930	
Parents' expectation			
Parents expectation valuing maintenance-oriented HR system (PEM)			0.90
PEM1	0.322	0.930	
PEM2	0.359	0.929	
Parents expectation valuing performance-oriented HR system (PEP)			0.91
PEP1	0.442	0.929	
PEP2	0.430	0.929	
Career intention of working at state-owned enterprise (CISOE)			0.95
CISOE1	0.351	0.930	
CISOE2	0.322	0.930	
CISOE3	0.307	0.930	
Career intention of working at private-owned enterprise (CIPOE)			0.95
CIPOE1	0.188	0.930	
CIPOE2	0.193	0.930	
CIPOE3	0.228	0.930	

#### 4.4 Validity Test

With respect to the validity, two types of construct validity are examined: convergent and discriminant. Convergent validity is designed to ensure a high proportion of variance of each indicator of a given construct, which can be evaluated by using factor loading which should be greater than 0.50 (Hair et al., 2010). The results of factor loadings are shown in Table 4.4, indicating that all of the latent variables meet the standard. While discriminant validity is applied to ensure the differentiation of a latent variable from others (Paspallis et al., 2018), which is evaluated by the average

variance extracted (AVE). The square root of the AVE of each construct should be more than that of the other correlations (Fornell & Larcker, 1981). The results in Table 4.5 show that the square roots of AVE of each latent variable are significantly greater than those of the other correlations. Therefore, the level of discriminant validity of the latent variables is satisfactory.

Table 4.4 Factor analysis

	<b>Variables</b>						
	<b>MOHR</b>	<b>POHR</b>	<b>PEM</b>	<b>PEP</b>	<b>PBC</b>	<b>CISOE</b>	<b>CIPOE</b>
MOHR-ES1	0.669						
MOHR-ES2	0.784						
MOHR-ES3	0.746						
MOHR-ES4	0.838						
MOHR-ES5	0.781						
MOHR-ES6	0.774						
MOHR-RSD1	0.815						
MOHR-RSD2	0.931						
MOHR-RSD3	0.846						
MOHR-RSD4	0.829						
MOHR-RSD5	0.736						
MOHR-RSD6	0.715						
POHR-SH1		0.646					
POHR-SH2		0.696					
POHR-SH3		0.747					
POHR-SH4		0.761					

	Variables						
	MOHR	POHR	PEM	PEP	PBC	CISOE	CIPOE
POHR-SH5		0.689					
POHR-SH6		0.702					
POHR-		0.785					
DMT1							
POHR-		0.751					
DMT2							
POHR-		0.757					
DMT3							
POHR-		0.806					
DMT4							
POHR-		0.765					
DMT5							
POHR-		0.718					
DMT6							
POHR-		0.729					
HPC1							
POHR-		0.749					
HPC2							
POHR-		0.776					
HPC3							
POHR-		0.650					
HPC4							
POHR-		0.767					
HPC5							
POHR-		0.707					
HPC6							
POHR-ET1		0.772					
POHR-ET2		0.797					
POHR-ET3		0.740					

Variables							
	MOHR	POHR	PEM	PEP	PBC	CISOE	CIPOE
POHR-ET4		0.766					
POHR-ET5		0.748					
POHR-ET6		0.763					
POHR-		0.667					
CPA1							
POHR-		0.794					
CPA2							
POHR-		0.815					
CPA3							
POHR-		0.766					
CPA4							
POHR-		0.791					
CPA5							
POHR-		0.769					
CPA6							
POHR-PA1		0.781					
POHR-PA2		0.737					
POHR-PA3		0.806					
POHR-PA4		0.758					
POHR-PA5		0.801					
POHR-PA6		0.782					
PEM1			0.827				
PEM2			0.791				
PEP1				0.837			
PEP2				0.828			
CLCS1					0.894		
CLCS2					0.933		
CLCS3					0.954		
CLCS4					0.946		

Variables							
	MOHR	POHR	PEM	PEP	PBC	CISOE	CIPOE
CLCS5					0.903		
CLCS6					0.869		
CLCS11					0.934		
CLCS12					0.947		
CLCS13					0.914		
CLCS14					0.935		
CLCS15					0.920		
CLCS16					0.917		
CLCS17					0.911		
CLCS18					0.914		
CLCS19					0.913		
CLCS20					0.830		
CDMSE-DM1					0.724		
CDMSE-DM2					0.776		
CDMSE-DM3					0.682		
CDMSE-DM4					0.823		
CDMSE-DM5					0.836		
CDMSE-DM6					0.740		
CDMSE-IG1					0.735		
CDMSE-IG2					0.795		
CDMSE-					0.705		

Variables							
	MOHR	POHR	PEM	PEP	PBC	CISOE	CIPOE
IG3							
CDMSE-					0.501		
IG4							
CDMSE-					0.811		
PS1							
CDMSE-					0.797		
PS2							
CDMSE-					0.737		
PS3							
CISOE1						0.999	
CISOE2						0.854	
CISOE3						0.889	
CIPOE1							0.918
CIPOE2							0.928
CIPOE3							0.933

Notes: MOHR=Maintenance-oriented HR system (ES=employment security, RSD=reduction of status distinction), POHR=Performance-oriented HR system (SH=selective hiring, DMT=participation in decision making through teams, HPC=comparatively high pay contingent on performance, ET=extensive training, CPA=career planning and advancement, PA=performance appraisal), PEM=Parents' expectation valuing maintenance-oriented HR system, PEP= Parents' expectation valuing performance-oriented HR system, PBC= Perceived behavior control (Self-efficacy and locus of control), CISOE=Career intention of working at SOE, CIPOE= Career intention of working at POE.,.

Table 4.5 Discriminant validity test and the square root of AVE of all latent variables

	MOHR	POHR	PEM	PEP	PBC	CISOE	CIPOE	AGE	GEN	EDU	FI	COL	CPC
MOHR	(0.57)												
POHR	0.56***	(0.64)											
PEM	0.32***	0.40***	(0.90)										
PEP	0.18***	0.36***	0.38**	(0.91)									
			*										
PBC	-0.04	0.06	0.04	0.28	(0.54)								



	MOHR	POHR	PEM	PEP	PBC	CISOE	CIPOE	AGE	GEN	EDU	FI	COL	CPC
CISOE	0.31***	0.25***	0.31** *	0.18** *	0.15	(0.93)							
CIPOE	-0.05	0.05	-0.11	0.14**	0.32** *	- 0.15**	(0.93)						
AGE	0.01	0.14**	-0.01	0.06	0.08	0.09	0.03	1					
GEN	-0.14**	-0.05	0.01	0.07	0.14	0.03	0.07	0.17** *	1				
EDU	-0.08	-0.03	-0.06	-0.03	0.05	0.03	-0.05	0.58** *	0.04** *	1			
FI	-0.12**	-0.03	0.01	0.13	0.10*	-0.03	-0.01	0.14	-0.04	0.01	1		
COL	-0.06	-0.22***	-0.02	-0.01	0.07	0.04	-0.05	- 0.24** *	-0.05	- 0.27* **	0.01	1	
CPC	-0.02	-0.13**	-0.04	-0.10*	-0.05	-0.06	0.03	- 0.54** *	-0.01	- 0.40* **	-0.06	0.16** *	1

Notes: MOHR=Maintenance-oriented HR system, POHR=Performance-oriented HR system, PEM=Parents' expectation valuing maintenance-oriented HR system, PEP= Parents' expectation valuing performance-oriented HR system, PBC= Perceived behavior control (Self-efficacy and locus of control), CISOE=Career intention of working at SOE, CIPOE= Career intention of working at POE, GEN=Gender, EDU=Education level, FI=Average monthly family income, COL=College CPC=Communist Party of China membership; Square roots of AVEs are reported in parentheses; \*\*\*, \*\*, \* significant level at 0.1 percent, 1 percent and 5 percent respectively.

#### 4.5 Multi-collinearity Test

Besides the reliability and validity tests, the full variance inflation factor (VIF) needs to be measured to ensure that multi-collinearity is not a major concern in the analysis. Multi-collinearity will lead to very high inter-correlations or inter-associations among independent variables that will result in bias. According to Petter and his associates (2007), VIFs should be less than 5 and ideally less than 3.30. The analysis from PLS in Table 4.6 shows that all VIFs is less than 2, indicating that multi-collinearity is not a concern.

Table 4.6 Variance inflation factors

	MOHR	POHR	PEM	PEP	PBC	CISOE	CIPOE	AGE	GEN	EDU	FI	COL	CPC
VIF	1.62	1.85	1.41	1.41	1.28	1.27	1.22	1.98	1.10	1.60	1.08	1.20	1.47

Notes: MOHR=Maintenance-oriented HR system, POHR=Performance-oriented HR system, PEM=Parents' expectation valuing maintenance-oriented HR system, PEP=Parents' expectation valuing performance-oriented HR system, PBC= Perceived behavior control (Self-efficacy and locus of control), CISOE=Career intention of working at SOE, CIPOE= Career intention of working at POE, GEN=Gender, EDU=Education level, FI=Average monthly family income, COL=College, CPC=Communist Party of China membership

#### 4.6 Normality and Model Fit Factors

The last investigated is the normality of the data, Warp PLS 6.0 provides two tests for normality, the Jarque-Bera test (Normal-JB) and the Robust Jarque-Bera test (Normal-RJB). The results are reported in Table 4.7, in which “Yes” represents that the data are normally distributed, while “No” indicates the opposite. The results in the table show that not distributed normally. Therefore, PLS was a suitable technique to adopt in this research, as compared to other methods, PLS does not require data normally distributed (Astrachan, Patel, & Wanzenried, 2014).

Table 4.7 Normality of the data

	MOHR	POHR	PEM	PEP	PBC	CISO E	CIPO E	AGE	GEN	EDU	FI	COL	CPC
Normal-JB	No	No	No	No	No	No	No	No	No	No	No	No	No
Normal-RJB	No	No	No	Yes	No	Yes	No	No	No	No	No	No	No

Notes: MOHR=Maintenance-oriented HR system, POHR=Performance-oriented HR system, PEM=Parents' expectation valuing maintenance-oriented HR system, PEP= Parents' expectation valuing performance-oriented HR system, PBC= Perceived behavior control (Self-efficacy and locus of control), CISOE=Career intention of working at SOE, CIPOE= Career intention of working at POE, GEN=Gender, EDU=Education level, FI=Average monthly family income, COL=College, CPC=Communist Party of China membership

Various indicators determine the goodness of fit in PLS estimation, including the average path coefficient (APC), average  $R^2$  (ARS), average full collinearity (AFVIF),

Simpson's paradox ratio (SPR),  $R^2$  contribution ratio (RSCR), and statistical suppression ratio (SSR) (Kock, 2012). In addition, Kock (2017) points out in Warp PLS 6.0 manual that APC indicates the strength of the paths in the overall model; ARS refers to the power to explain the model overall. It is recommended that the p-value for both APC and ARS should be equal to or less than 0.05. AFVIF is applied to measure both vertical and lateral collinearities and multi-collinearity, in the model, and the p-value is recommended to be equal to or less than 3.3 (ideally) or equal to or less than 5 (acceptable). The SPR index is to measure the degree of a model is free from instances of Simpson's paradox, and the acceptable value is equal to or more than 0.70, which indicates that at least 70 percent of the paths in a model are free from Simpson's paradox. The RSCR index is to measure the extent of a model is free from negative  $R^2$  contributions, and the acceptable value is equal to or more than 0.90, which indicates that the sum of the positive  $R^2$  contributions in a model constitutes at least 90 percent of the total sum of the absolute  $R^2$  contributions in the model. The SSR index is to measure the extent to which a model is free from instances of statistical suppression, the acceptable value is equal to or more than 0.70 and the ideal is 1.0. The PLS analysis results of the above indicators are shown in Table 4.8, which are all above the required values.

Table 4.8 Model fit indicators

<b>Model fit indicators</b>	
<b>Average R-square</b>	0.20***
<b>Average path coefficient</b>	0.14**
<b>Average adjusted R-squared</b>	0.18***
<b>Average full collinearity VIF</b>	1.22
<b>Sympson's paradox ratio</b>	0.90
<b>R-square contribution ratio</b>	0.99
<b>Statistical suppression ratio</b>	0.90

Notes: \*\*\*, \*\*, \* significant level at 0.1 percent, 1 percent and 5 percent respectively  
Standardized coefficients are reported.

#### 4.7 Hypotheses testing-PLS and Logit Results

Hypothesis 1 predicted the more positive attitude the graduating students have toward maintenance-oriented HR system, compared with performance-oriented HR system, the more likely he or she will have the intention to work in SOE rather than POE. To make further explanation, the hypothesis is divided into two sub-hypotheses: hypothesis 1a predicts positive relationship between perceived HR maintenance-oriented system and intention to work in SOE, and the results show a positive and significant relation between the two ( $\beta=0.21$ ,  $p<0.01$ ), Hypothesis 1a is supported; and hypothesis 1b predicts positive relationship between perceived performance-oriented HR system and intention to work in POE, and the results show a negative relationship between the two, but not statistically significant ( $\beta=-0.03$ ,  $p=0.24$ ). In addition, there is a significant negative relationship between perceived HR maintenance-oriented system and intention to work in POE ( $\beta=-0.10$ ,  $p=0.01$ ), and a positive relationship between perceived HR performance-oriented system and intention to work in SOE ( $\beta=0.02$ ,  $p=0.30$ ), but not statistically significant. Therefore, hypothesis 1a is supported and hypothesis 1b is not supported. Hypothesis 1 is partially supported.

Hypothesis 2 predicts the more the parents' expectation values POE with maintenance-oriented HR system, compared with SOE with performance-oriented HR system, the more positive influence the parents' expectation will have on graduating student' career intention of working in SOE rather than POE. To further illustrate the hypothesis, it is divided into two sub-hypotheses: hypothesis 2a predicts positive relationship between parents' expectation valuing SOE with maintenance-oriented HR system and graduating students' intention of working in SOE, and the results demonstrate a significant positive relationship between the two ( $\beta=0.19$ ,  $p<0.01$ ); hypothesis 2b predicts positive relationship between the parents' expectation valuing POE with performance-oriented HR system and graduating students' intention of working in POE, and the results demonstrate a significant positive relationship between the two ( $\beta=0.10$ ,  $p=0.01$ ). In addition, there is a significantly negative

relationship between parents' expectation valuing SOE with maintenance-oriented HR system and intention working at POE ( $\beta=-0.18$ ,  $p<0.01$ ), and a positive relationship between parents' expectation valuing POE with maintenance-oriented HR system and intention working at SOE ( $\beta=0.03$ ,  $p=0.24$ ), but not statistically significant. Therefore, hypothesis 2a and 2b are supported; at the same time, hypothesis 2 is supported.

Hypothesis 3 predicts perceived behavioral control will be significantly positively related to the career intention of working in POE and SOE, and the higher level of perceived behavioral control of the individual, the stronger career intention he or she will have to work in POE rather than SOE. To further clearly illustrate the hypothesis, it is divided into three sub-hypotheses: hypothesis 3a predicts positive relationship between perceived behavioral control of graduating students and career intention of graduating students working in SOE, and the results show a significant positive relationship between the two ( $\beta=0.13$ ,  $p<0.01$ ); hypothesis 3b predicts positive relationship between PBC of graduating students and the career intention of graduating students working in POE and the results show a significant positive relationship between the two ( $\beta=0.30$ ,  $p<0.01$ ); hypothesis 3c predicts the higher the level of perceived behavioral control of the individual, the stronger intention he or she will have to work in POE rather than SOE, and the results demonstrate a higher intention working at POE ( $\beta=0.30>\beta=0.13$ ). Therefore, hypothesis 3a, 3b and 3c are supported; at the same time, hypothesis 3 is supported.

As for the control variables, the results demonstrate that there is a significant positive relationship between college and career intention of working in SOE ( $\beta=0.10$ ,  $p=0.02$ ), and a significantly negative relationship between education level and career intention of working at POE ( $\beta=-0.13$ ,  $p<0.01$ ). For other control variables, some are positively related to career intentions working at POE or SOE, while some are negatively related, but not statistically significant.

Results from the PLS analysis are reported in Figure 4.1.

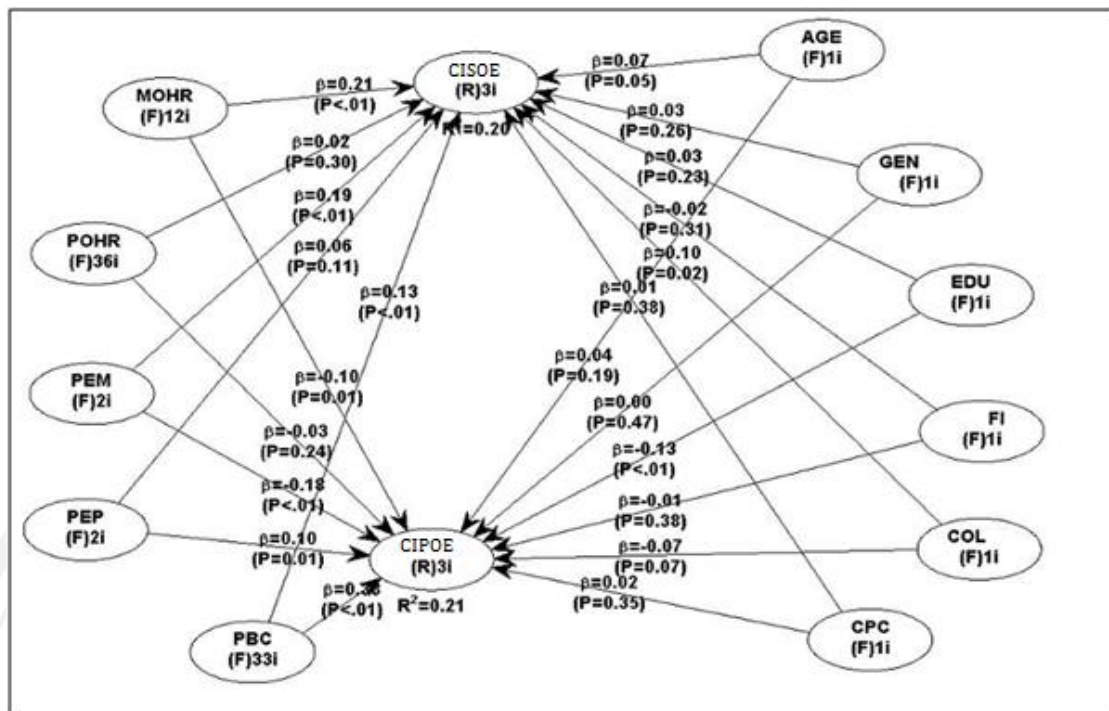


Figure 4.1 PLS analysis results

Notes: MOHR=Maintenance-oriented HR system, POHR=Performance-oriented HR system, PEM=Parents' expectation valuing maintenance-oriented HR system, PEP= Parents' expectation valuing performance-oriented HR system, PBC=Perceived behavior control (Self-efficacy and locus of control), CISOE=Career intention of working at SOE, CIPOE=Career intention of working at POE, EDU=Education level, FI=Average monthly family income, COL=College, CPC=Communist Party of China membership

Hypotheses 1 to 3 are tested by PLS; hypotheses 4-5 by logit analysis, results of which are reported in table 4.6; hypothesis 6 is tested by both of PLS and logit. Before the logit analysis, several tests are adopted first to examine the fitness of the model, such as Shapiro-Wilk normality test to examine the normality, finding  $p < 0.01$ , it is not normal; Box test to examine the autocorrelation, finding  $p = 0.39 > 0.05$ , no correlation; and VIF is also measured to ensure that multi-collinearity is not a major concern in the analysis, finding  $VIF < 5$ .

Hypothesis 4 predicts the more a graduating student has the intention to work in a SOE, compared with a POE, the more likely he or she will choose a SOE instead of a POE, which is further illustrated by two sub-hypotheses: hypothesis 4a predicts there

is a positive relationship between graduating students' intention to work in a SOE and the career choice of SOE, and the results demonstrate the significant positive relationship between the two ( $\beta=0.28$ ,  $p=0.04$ ); and hypothesis 4b predicts that there is a positive relationship between graduates' intention to work in a POE and the career choice of POs, and the results in table 4.8 demonstrate the significant negative relationship between the two ( $\beta=-0.44$ ,  $p<0.001$ ). Therefore, hypothesis 4a is supported and hypothesis 4b is not supported. Hypothesis 4 is partially supported.

Hypothesis 5 predicts that there is a significantly positive and direct relationship between perceived behavioral control and career choice of working in POE and SOE, and the influence working in POE is stronger than SOE, and the results in table 4.9 demonstrate that there is a positive relationship between perceived behavioral control and career choice of POE ( $\beta=0.13$ ,  $p=0.78$ ) and SOE ( $\beta=0.13$ ,  $p=0.78$ ), but not statistically significant. Therefore, hypothesis 5 is not supported.

Hypothesis 6, which is tested by PLS and logit, predicts that there is significantly positive and indirect relationship between PBC and career choice of working in POE and SOE mediated by behavioral intention, and the influence working in POE is stronger than SOE. And analysis results in figure 4.2 and 4.3 demonstrate the significantly positive indirect relationship between the two and the mediating effect of intention working SOE ( $\beta=0.13$ ,  $p<0.01$ ;  $\beta=0.28$ ,  $p=0.04$ ;  $\beta=0.14$ ,  $p=0.78$ ). However, the results demonstrate that there is a significantly negative relationship between PBC and career choice of working at POE ( $\beta=-0.44$ ,  $p<0.001$ ), even though a significant positive relationship exists between PBC and career intention of working at POE ( $\beta=0.30$ ,  $p<0.01$ ), and positive but not statistically significant relationship between PBC and career choice of working at POE or SOE ( $\beta=0.14$ ,  $p=0.78$ ) and Hypothesis 6 is partially supported. In addition, the only control variable that is significantly positive related with career choice of working at POE and SOE is age ( $\beta=0.16$ ,  $p=0.03$ ).

Table 4.9 Logit analysis results

Variables	Estimate	<i>p</i> value
CISOE	0.28	0.04*
CIPOE	-0.44	<0.001***
PBC	0.14	0.78
Age	0.16	0.03*
Gender	-0.10	0.82
Education	0.84	0.19
Family income	0.60	0.14
College	0	1
CPC	0.32	0.55

Note: CISOE=Career intention of working at SOE, CIPOE=Career intention of working at POE, PBC= Perceived behavior control (Self-efficacy and locus of control)

\*\*\*, \*\*, \* significant level at 0.1 percent, 1 percent and 5 percent respectively

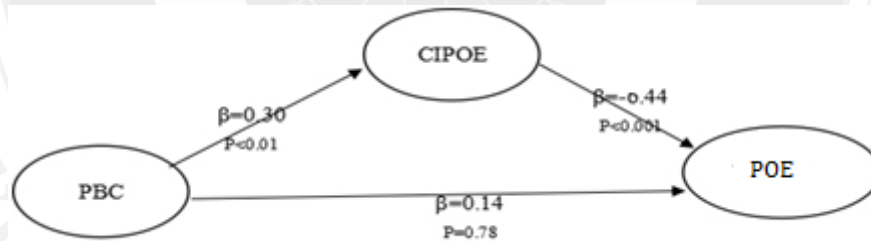


Figure 4.2 Mediating effect of intention of working at POE

Note: CIPOE=intention of working at private-owned enterprises, PBC= Perceived behavior control



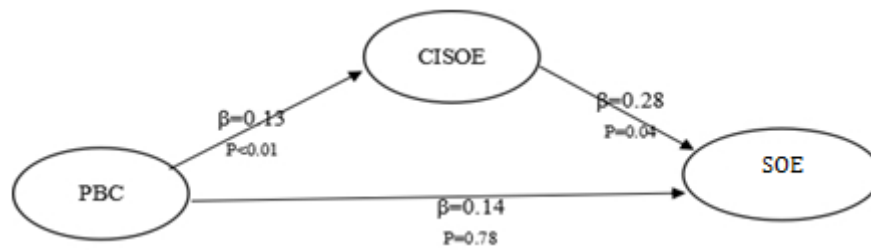


Figure 4.3 Mediating effect of intention of working at SOE

Note: CISOE=intention of working at state-owned enterprises, PBC= Perceived behavior control

#### 4.8 Summary of Hypothesis Testing

To sum up, six hypotheses are proposed in this study. Hypotheses 1-3 are test with PLS, hypotheses 4-5 are test by logit with R, and hypothesis 6 is tested by both PLS and logit analysis. Hypothesis 1, which predicts the more positive attitude the graduating students have toward maintenance-oriented HR system, compared with performance-oriented HR system, the more likely he or she will have the intention to work in SOE rather than POE, is partially supported, that is, there is a significant positive relationship between perceived HR maintenance-oriented system and intention to work in SOE. Hypothesis 2, which predicts the more the parents' expectation values POE with maintenance-oriented HR system, compared with SOE with performance-oriented HR system, the more positive influence the parents' expectation will have on graduating student' career intention of working in SOE rather than POE, is supported. Hypothesis 3, which predicts perceived behavioral control will be significantly positively related to the career intention of working in POE and SOE, and the higher level of perceived behavioral control of the individual, the stronger career intention he or she will have to work in POE rather than SOE, is supported as well.

For the logit analysis, hypothesis 4, which predicts the more a graduating student has the intention to work in a SOE, compared with a POE, the more likely he or she will choose a SOE instead of a POE, is partially supported, that is, there is a significant

positive relationship between graduating students' intention to work in a SOE and the career choice of SOE. Hypothesis 5, which predicts that there is a significantly positive and direct relationship between PBC and career choice of working in POE and SOE, and the influence working in POE is stronger than SOE, is not supported. Hypothesis 6, which predicts that there is significantly positive and indirect relationship between PBC and career choice of working in POE and SOE mediated by behavioral intention, and the influence working in POE is stronger than SOE, is partially supported, that is, there is a significantly positive and indirect relationship between PBC and career choice of working in SOE mediated by behavioral intention. The details of the results of each hypothesis are presented in the following table 4.10.

Table 4.10 Summary of results of hypotheses

Hypotheses		$\beta$	$p$	Positive or not	Supported or not
H1	H1a	$\beta=0.21$	$p<0.01$	Yes	Yes
	H1b	$\beta=-0.03$	$p=0.24$	No	No
H2	H2a	$\beta=0.19$	$p<0.01$	Yes	Yes
	H2b	$\beta=0.10$	$p=0.01$	Yes	Yes
H3	H3a	$\beta=0.13$	$p<0.01$	Yes	Yes
	H3b	$\beta=0.30$	$p<0.01$	Yes	Yes
	H3c	$\beta=0.30>\beta=0.13$	$p<0.01$	Yes	Yes
H4	H4a	$\beta=0.28$	$p=0.04$	Yes	Yes
	H4b	$\beta=-0.44$	$p<0.001$	No	No
H5		$\beta=0.13$	$p=0.78$	No	No
H6		$\beta=0.13$	$p<0.01$	Yes	Yes
		$\beta=0.28$	$p=0.04$	Yes	
		$\beta=0.30$	$p<0.01$	Yes	No
		$\beta=-0.44$	$p<0.001$	No	

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

In this chapter, the illustration of results in details, the academic contribution, the managerial contribution, the limitations, suggestions and recommendations for future research of this study will be discussed.

#### **5.1 General Discussion of the Results**

The study explored the relationships between human resource system (maintenance-oriented and performance-oriented HR systems), parents' expectation (parents valuing maintenance-oriented or performance-oriented HR systems), career decision-making self-efficacy and career locus of control, college graduating students' career intention and career choice of working at SOE or POE with the application of theory of planned behavior.

For the analytical results, some factors influencing career intention and career choice hypothesized in this study were supported. With respect to human resource system, a strong and positive relationship was found between maintenance-oriented HR system and career intention of working at SOE. In addition, parents' expectation valuing maintenance-oriented or performance-oriented HR systems was explored to have a significant positive association with career intention of working at SOE or POE respectively. It means college graduating students still value their parents expectations and try to meet their expectation, which is in consistent with previous research (P. Chen & Liaw, 1993; Greenberg et al., 1983). The same significantly positive relationships were also detected between perceived behavioral control (career decision-making self-efficacy and career locus of control) and college graduating students' career intention of working at SOE and POE, and the intention of working at

POE is stronger than that of working at SOE. The results are consistent with the findings from Norman and Hoyle (2004). In addition, the significant and positive relationship was also found between college graduating students' career intention and career choice of working at SOE, which is a new finding in the management field, according to the scope of knowledge of the author's existing literature. At the same time, the mediating effect was found between perceived behavioral control, career intention of working at SOE, and career choice of working at SOE or POE.

With the found of significant and positive relationships in the results, some strong and negative relationships were also discovered, which is opposite to the hypotheses in the study. For instance, the negative relationships were found between maintenance-oriented HR system and career intention of working at POE, between parents' expectation valuing maintenance-oriented HR system and career intention of working at POE, and between career intention of working at POE and career choice of working at SOE or POE.

In addition, the significant beta coefficients for some control variables provided some interesting information. In particular, the study found that age is positively related to career intention of working at SOE ( $\beta=0.07$ ,  $p=0.05$ ) and career choice of working at SOE or POE ( $\beta=0.16$ ,  $p=0.03$ ), and education is negatively related with career intention of working at POE ( $\beta=-0.13$ ,  $p<0.01$ ). The results show older students tend to have the stronger intention of working at SOE ( $\beta=0.07$ ,  $p=0.05$ ), while the students with higher education level tend to have the weaker intention of working at POE ( $\beta=-0.13$ ,  $p<0.01$ ), which is in accordance with the research of Zhu and Ye (2019). Another control variable worth mentioning is college, which is also positively related to college graduating students' career intention of working at SOE ( $\beta=0.10$ ,  $p=0.02$ ).

The other factors which are positively with graduating students' career intention of working at SOE are gender, education, CPC membership; however, the relationships are not significant. And the factors are positively related with graduating students career intention of working at POE are age, gender, and CPC membership, whose relationships are not significant either. It is worth noticing that average monthly

family income and college are negatively related with graduating students' career intention of working at POE, though the relationships are not significant, neither do the relationships between average monthly family income and career intention of working at SOE. The last but not least, the factors which are positively related with graduating students' career choice of working at POE or SOE are education, average monthly income, college and CPC membership, though not significant; and the factor which is negatively related is gender and the relationship is not significant either. The specific details about the relationships can be seen in the following table 5.1.

Table 5.1 Results of control variables

<b>Control variables</b>	<b>CISOE</b>	<b>CIPOE</b>	<b>Career choice of working at SOE or POE</b>
Age	$\beta=0.07, p=0.05$	$\beta=0.04, p=0.19$	$\beta=0.16, p=0.03$
Gender	$\beta=0.03, p=0.26$	$\beta=0.00, p=0.47$	$\beta=-0.10, p=0.82$
Education	$\beta=0.03, p=0.23$	$\beta=-0.13, p<0.01$	$\beta=0.84, p=0.19$
Average monthly family income	$\beta=-0.02, p=0.31$	$\beta=-0.01, p=0.38$	$\beta=0.60, p=0.14$
College	$\beta=0.10, p=0.02$	$\beta=-0.07, p=0.07$	$\beta=0.00, p=1$
CPC	$\beta=0.01, p=0.38$	$\beta=0.02, p=0.35$	$\beta=0.32, p=0.55$

## 5.2 Discussion of the Key Findings

### 5.2.1 Maintenance-oriented and performance-oriented HR subsystems and Career intention of working at SOE or POE

This study provides empirical contribution to the current understanding of HR research, especially the relationship between dual-concern model of HR systems maintenance- and performance-oriented HR subsystems and college graduating

students' career intention of working at SOE or POE in the context of Eastern culture-China.

First, most prior literature of HR management focuses on the organization of Western culture (Jackson, Schuler, & Jiang, 2014), while this study pays attention to HR management from Eastern culture. This research intends to examine attitudes towards HR systems may influence graduating students' career intention, thereby contributing to an in-depth understanding of the functioning of HR systems with respect to career intention in emerging economies such as China. Besides, the dual-concern model of HR systems adopted in this research, which is based on maintenance-production subsystems distinction (Katz & Kahn, 1978) and proposed by Gong and his colleagues, is originated from the context of China. Therefore, this study answers the continued call for contextualization of management research (Tsui, 2007; Barkema, et al., 2015).

Second, few prior studies have linked the dual division of HR practice--maintenance- and performance-oriented HR subsystems to the career intention of individuals, while this study finds the connection within from existed literature and proposed the positive relationship between the perceived maintenance-oriented HR system of individuals and their intention to work in SOE, and between the perceived performance-oriented HR system of individuals and their intention to work in POE.

Third, most prior studies examine HR system from the perspectives of managers, employees and firms (Aycan, 2000; Gong, 2009; Liu, 2017), while this study illustrates HR systems from the aspect of would-be employees--the college graduating students. Due to the better understanding of HR knowledge, the graduating students majoring in management become the respondents of this study, covering business management, public administration, finance management, management science and engineering management, real estate management, and agriculture management. Because the understanding of HR systems varies considerably across different groups (Lepak & Snell, 1999), by focusing on more groups in this study, the measure of HR systems should be more reliable.

### 5.2.2 Parents' expectations and career intention

This study offers empirical contribution to the understanding of the link between parental expectation of valuing maintenance-oriented HR system working at SOE or performance-oriented HR system working at POE and college graduating students' career intention of working at SOE or POE.

First, little prior research has paid attention to the impact of parental expectation on young adults, college students in particular (Wang & Heppner, 2002), this study focuses on parent-child relationship in the career intention of adolescence--the college graduating students particularly, providing empirical evidence between parental behavior and career development of young adolescence.

Second, most prior studies of parent expectations are always related to their children, especially with the performance, achievement, participation, and psychological issues (Kean, 2005; Agliata & Renk, 2009; Froiland et al., 2013; Guo, 2015), this study demonstrates the role of parental expectation on career intention of college graduating students. With the explanation of parents' role in Chinese culture, this study collects data from participants and analyzes the data with PLS, statistically supporting the positive relationship between the parents' expectation valuing SOE with maintenance-oriented HR system and graduating students' intention of working at SOE, and between parents' expectation valuing POE with performance-oriented HR system and graduating students' intention of working at POE.

Third, prior studies explore the family factor in career development or career decision from the perspectives of family relationship, parenting style, parents' socioeconomic status, parental involvement, parental proficiency at certain subjects, family support or family influence (Ferry et al., 2000; Fouad et al., 2008; Chang, 2010; Fan et al., 2014), this study demonstrates the family factor from the aspect whether parents value maintenance- or performance-oriented HR subsystems and expect their children to work at SOE or POE.

### **5.2.3 Perceived behavioral control and career intention of SOE or POE**

This study offers empirical contribution to the research of the construct perceived behavioral control, and to the link of perceived behavioral control and college graduating students' career intention of working at SOE or POE.

First, prior studies typically rely on a single scale to measure perceived behavioral control (Arnold et al., 2006; Linan & Chen, 2009; Tsang, Wang & Ku, 2015), which may result in significant measurement errors (Gerhart et al., 2000). In this study, two different scales are combined together to rate perceived behavioral control, career decision self-efficacy short form (CDMSE-SF) and Career Locus of Control Scale (CLOC) to measure perceived self-efficacy and perceived controllability respectively, though some scholars argued there was no need to separate self-efficacy from perceived behavioral control (Sparks et al., 1997). However, the mixing self-efficacy and controllability demonstrate considerable internal consistency (Cheung & Chan, 2000), following several prior studies (Armitage & Conner, 1999; Conner & Armitage, 1998; Manstead & Van Eekelen, 1998; Terry & O'Leary, 1995) to analyze perceived behavior control to apply TPB into explanation of behavior of interest. Therefore, the results of this study should be more reliable than those with only one scale.

Second, few prior studies have examined the link between PBC and college graduating students' career intention of working at SOE or POE, let alone the study whether the college graduating students with higher level perceived behavioral control have stronger career intention to work at POE rather than SOE. This study provides empirical contribution to not only to the construct perceived behavioral control but also to the link between PBC and career intention of individuals working at SOE or POE. The study shows that college graduating students with higher level of perceived control have stronger intention to work at POE rather than SOE.



#### **5.2.4 Career intention and career choice of working at SOE or POE**

The study offers empirical contribution to the relationship of college graduating students' career intention and career choice of working at SOE or POE in Eastern culture--China.

First, a wider review of literature on career intention, career development and career choice could find that most of the studies are in relation to adolescences or young adults living in Western contexts (Bright et al., 2005; Quimby & De Santis, 2006), in answering the call of some researchers advocating the necessity for a developmental perspective related to career choice (Wondracek & Reitzle, 1998; Stebleton, 2007), this study examines the career intention and career choice from a developing Eastern country--China.

Second, though prior studies have explored the career development and career choice of young adults or college students, the participants of the previous researches are either at the beginning of their campus or at the choice stage (Amit & Gati, 2013; Rule et al., 2015), while the respondents of this study are senior college students who have already signed contracts with paid-employment enterprises and who are going to graduate in the near future. In other words, the career choices of the participants in this research are the college graduating students' actual choices, making the results of the study more reliable.

Third, though the intention-behavioral model has been widely applied in the vocational field, few prior researches have examined the link between career intention and career choice, let alone the intention and choice of working at SOE or POE. This study collects information from college graduating students who have already signed contracts with SOE or POE, analyzes data with the help of logit model, and offers empirical contribution to the understanding of vocational field, finding the positive linkage between college graduating students' career intention of working at SOE and career choice of working at SOE.

Fourth, a significant negative relationship is found between the career intention and career choice of college graduating students to work at POE. Based on the theory of planned behavior, there should be a positive relationship between the intention of individual and his or her behavior. However, a significant negative relationship emerged between the intentions and the graduating students' actual choice of working at POE. The reasons can be various. And one of the possible explanations is that even though the graduating students have the intention of working at POE, there might be some moderating factors influencing their real action. Another reason could be the opportunity, because an individual is supposed to carry out the intention when opportunities arise (Ajzen, 2002a). Due to various reasons, the time to implement the intention is still not coming.

#### **5.2.5 Perceived behavioral control and career choice of SOE or POE**

This study offers empirical contribution to the linkage between perceived behavioral control and college graduating students' career choice of working at SOE or POE in one of the Easter countries-China.

First, as it mentioned earlier, prior researches usually explore the construct perceived behavioral control from one aspect, which may lead to significant measurement errors, while this study puts self-efficacy and perceived controllability together to measure the variable, making the results more reliable.

Second, prior studies usually pay attention to the career choice of young adults at the choice stage, and the questions listed in the questionnaire are "When I grow up, I want to be..." or "When I graduate, I want to work at..." (Amit & Gati, 2013; Rule et al., 2015), while in this study, the career choices of respondents are the real jobs that the college graduating students signed contract with, which makes this study offering contribution to the vocational research.

Third, most previous studies explore the relationship between PBC and behavioral intentions and few attempts to discover the linkage between PBC and action due to

various reasons, while this study conducted empirical research to investigate the relationship, though it is not statistically positive.

Fourth, as it mentioned earlier, the previous studies mainly fixates on the research of career choice in Western culture, while this study introduces the career choice of college graduating students working at SOE or POE from Eastern culture. In particular, the SOE, which upheld employment security and status equality (Ding et al., 2001), are known as the so-called “iron rice bowls” or even “golden rice bowls” in Chinese context. The POE, which are featured with performance-oriented system that was not given rise to until the reform in 1978, consist of a series of internally consistent HR practices which pay attention to the development of work-related techniques of employees, to the motivation and to the opportunities provision for the utilization of employees.

#### **5.2.6 Perceived behavioral control and career choice mediated by behavioral intention**

This study offers empirical contribution to the linkage among perceived behavioral control, career intention and career choice of college graduating students working at SOE or POE in China.

First, due to the unique institutional and economic conditions (Liu, 2017), China provides an appropriate research setting for investigating the career intention and career choice of working at SOE or POE which are featured with maintenance- and performance-oriented HR sub-systems respectively. Therefore, this study answers the continuous calls of vocational research in Eastern culture by collecting questionnaires from China’s two key universities, discovering and analyzing some factors influencing their choices.

Second, this study highlights the types of firms that the college graduating students signed contract with, SOE and POE. Surprisingly, according to the scope of knowledge of the author, no studies have tested this long discussed and attention

drawn career choice of college graduating students in China. The situation is the same with career intention of working at SOE or POE, and less is known about college graduating students' career intention in the present literature. This study expands the research in vocational field.

Third, this study provides empirical contribution to the link between perceived behavioral control, career intention and career choice, statistically supporting the positive and indirect relationship between perceived behavioral control and career choice of working in POE and SOE mediated by behavioral intention. Surprisingly, few prior studies have explored the linkage among perceived behavioral control, behavioral intention and action, while this study fills the gap in the current literature by offering statistic evidence.

### **5.3 Academic Contribution**

By linking maintenance- and performance-oriented HR subsystems and career intention, this study contributes to the current literature more understanding of the link between HR practices and graduating students' career intention of working at SOE or POE, and it adds to the empirical tests of HR practices. It shows that the performance- and maintenance-oriented subsystems of HR practice in the enterprises are still the concerns of college graduating students and their parents when choosing the careers. It demonstrates college students still value their parents' opinions regarding to career choice--one of the most important and difficult determinations in their life transference.

Besides, it provides more empirical evidence regarding the application of TPB in China--a non-western context as well, offering support for the TPB that attitude, subjective norm and perceived behavioral control will influence the behavioral intention, which will further influence the behavior. In particularly, the study shows there is a significant positive relationship between college graduating students' intention to work in a SOE and their career choice of working at SOE. As most researches in the literature focused on the relationship between behavioral intention

and the three variables, the study fills the gap in the literature by empirically exploring the relationship between behavioral intention and actions. In addition, the perceived subjective norm in this research is the college students' perception of their parents, that is, the social pressure coming from their parents who are important to the college graduating students and who think whether the students should choose to work at POE or SOE or not. It demonstrates that the normative belief will influence the subjective norm of the college graduating students to conduct their career choice.

Through the combination of self-efficacy and controllability when measuring the concept perceived behavioral control of college graduating students, the study adds more empirical tests and reliability to the construct and of the TPB theory, which make the results of the study more reliable than other researches with only one scale. In addition, this study expands the research of TPB by statistically testing the linkage between behavioral intention and behavioral choice, between PBC and career choice, and among PBC, career intention and career choice, since most of the prior studies only explores the relationship between the three antecedents--attitudes, subjective norm, and PBC-- and behavioral intention.

#### **5.4 General Recommendation and Suggestions for Managers, Colleges, Parents and Students**

This study provides some managerial implications for the managers and colleges. For the managers, according to Cohen (1992), a maintenance-oriented HR subsystem encourage the exchange of resources that are at the lower preference order of managers, such as security, therefore, it is possible to induce comparatively lower order continuance commitment; while for performance-oriented HR subsystem, it encourages the exchange of resources that satisfy managers' primary needs, such as the development of skills (Cohen, 1992; Meyer & Allen, 1997), and thus is possible to draw higher order affective commitment. Ostroff and Bowen (2000) hold the similar opinion and they have proposed that HR practices can shape employees' collective attitudes, such as organizational commitment, which in turn influences firm performance. Therefore, to attract the new workforce joining their enterprises and

further talents retention, the managers should find a balance between maintenance- and performance-oriented subsystems, whether the firms are SOE or POE. In any case, as the would-be managers of college graduating students, one of the top concerns is the need of young talents from a job (McCleary & Weaver, 1998). Therefore, some in-depth interviews with the would-be employees could be conducted to better understand their requirements and hence promote the HR system. No matter what kind of commitment, continuous or affective, the HR subsystems can shape the employees' organizational commitment, which will further affect their performance, or even the firm performance. Therefore, it is quite critical for the managers to take both maintenance- and performance-oriented subsystems into consideration to promote their HR practices.

For the college, this study also offers some interesting managerial insights. First, the study shows that the age of college graduating students is positively related to their career intention of working at SOE, that is, with their ageing growing, more students will choose working at SOE. Therefore, when providing career guidance for college graduating students with different education levels, the universities can take their needs in consideration and help students of different level better target their future jobs or career. Next, among all the respondents with management major, more than 70% choose working at SOE. It can be inferred that most students still regard stability and security as their top concerns when choosing a job. One of the possible reasons is that they may be lack of courage or confidence, thus the universities can encourage the students to challenge themselves more and some training sessions could also be offered to improve the college graduating students' career skills. In addition, to make students better understand their truly needs and wants in their future jobs, career related information and career guidance at campus should be offered as well.

The results of this research also provide some practical suggestions for the students and parents. For the college graduating students, they should not simply follow their parents' expectation, but look inside and find out more about their truly needs. In addition, the students should pay more attention on self-independent and self-improvement, enhancing their comprehensive capacities. With professional

knowledge and skills, right judgment, amazing resilience, the college graduating students could set up right employment outlook, choose the jobs rationally, and develop their own career path. For the parents, as one of the most influential figures for the college graduating students, more communications about the career intention are strongly encouraged, not only between parents and students, but between parents and colleges. Some parents are lack of information about career status and policy, and place more emphasis on the comparatively comfortable, stable, and decent jobs, discouraging students' personal development. Therefore, these parents should advance their education and employment outlook and learn more about the majors, career prospects, and demands of the society. Furthermore, when offering practical and reasonable suggestions, parents should respect the needs and requirements of their children as well, avoiding too much dependence of children on the parents.

## **5.5 Research Conclusion**

The employment choice is one of the most critical and difficult decisions for college graduating students to make. And decades of researches have witnessed the exploration of students' career intention and career choices. However, according to the scope of knowledge of the author's existing literature, less has been known about the variables affecting the graduating students' career intention and career choice in the situation of salary-based enterprises, especially state-owned and private owned enterprises, even less about the relationship of graduating students' career intention and career choice. Therefore, with the help of Theory of Planned Behavior, the study attempts to analyze the career intention and career choice of college graduating students from the new perspective--the dual human resource system, that is, maintenance-oriented and performance-oriented sub human resource systems.

The study explored the relationship between human resource system, parents' expectation, self-efficacy and career locus of control, college graduating students' career intention and career choice of working at state-owned or private-owned enterprises with the application of the theory of planned behavior, which can widen the scope of literature in vocational field. In addition, to the best of the author's

knowledge, little previous research has been done to associate human resource system with career intention and career choice. Therefore, the study somehow fills the gap in the vocational field and can also improve the understanding of college graduating students' career intention and career choices. Moreover, with the respect to perceived behavioral control, career decision-making self-efficacy and career locus of control were combined together to examine the relationship between perceived behavioral control and career intention, and career choice, which considers more about the completeness of the variable.

Due to the concern of research objectives, quantitative research methodology was adopted in this study and a questionnaire, which was based on previous research, were distributed to participants who were college graduating students majoring managements in Chongqing University and Southwest University--two key universities in Chongqing, China. In total, 477 surveys were completely filled, yielding 70.15% response rate.

There are six hypotheses, which were tested with PLS and logit model, proposed in this study and most of them are statistically supported. This study finds that there is a positive relationship between the perceived maintenance-oriented HR system of individuals and their intention to work in SOE; there is a positive relationship between the parents' expectation valuing SOE with maintenance-oriented HR system and graduating students' intention of working at SOE, and between parents' expectation valuing POE with performance-oriented HR system and graduating students' intention of working at POE; college graduating students with higher level of perceived control have stronger intention to work at POE rather than SOE; there is a significant positive relationship between graduating students' intention to work in SOE and the career choice of SOE; and there is a significantly positive and indirect relationship between perceived behavioral control and career choice of working in SOE mediated by behavioral intention.

As for the factor parents' expectation, the results demonstrate that the college graduating students are still affected by the people who are important to them and the



perceived normative pressure from important others has significant influence on their intention to join their ideal enterprises, but the influence may not as strong as before.

## **5.6 Limitations**

This study is not without limitations. First, the snowball questionnaire collecting technique and online survey are adopted in this study to collect data in China, and respondents finish the questionnaires from online groups. It is quite possible that some participants fill out the questionnaire without giving much thought, and therefore, the questionnaires are not treated as seriously as possible. In this situation, the researcher has little control over the questionnaires filled out and jeopardizes the survey's reliability (Lefever, Dal, & Matthíasdóttir, 2007). In addition to that, the snowball sampling technique may result in bias due to non-adoption of probability sampling and making it difficult to generalize the results to large population of interest.

Second, a self-reported questionnaire is adopted in this study, it is possible that some participants tend to give answers that they believe to be viewed favorably, which results in social desirability bias. In addition, it is widely believed that the relationships between variables which are measured by self-reported questionnaire will be inflated by common method bias. One of the reasons is the implicit social desirability that is related to questions answering in the questionnaire in a specific way, which will result in Another cause is the instructions which are at the beginning of the questionnaire may have influence on the responses offered by various participants in the similar general direction, resulting in some common variation shared by the indicators (Kock, 2015).

Third, the respondents are mainly from two key universities of Chongqing in China. In addition, the 477 respondents cannot truly represent the general population of college graduating students. Therefore, this limits the ability to generalize the results here.

Fourth, among the 477 respondents, the ones choosing working at private-owned enterprises are only 125. Compared with 353 at state-owned enterprises, the number of working at private-owned ones is a small sample size. Therefore, the accuracy of results generated in this study will be affected.

Fifth, the information attained in this study is a little bit narrow, and  $R^2$  is only 20% in PLS analysis, which means only about 20% can be explained by the constructs. Therefore, more variables should be added into explore the influence, for instance, the salary and bonus, the location of the enterprise, the prospects of personal and enterprise development, and other factors which affects college graduating students' career intention and career choice, such as peers, teachers, and best friends.

### **5.7 Recommendations for Future Research**

The results of the research also provide some recommendations. As for the sample size, in the future research, large size of the sample should be collected to provide more reliable results. And it would be ideal to use more diverse samples, such as those from different universities, colleges, and regions. In addition, probability sampling technique should be adopted in the future research to generalize the results to a large population of interest. Furthermore, more information can be investigated in the future research, such as peers and teachers. Next, it will be more valuable to examine the samples from different countries and to compare the similarities and differences of college graduating students' career intention of career choice. Furthermore, the questionnaires were collected after the graduating students signed contracts with SOE and POE. The longitudinal data can be collected in the future research to track changes from the same subjects over time, and to generate more accurate results, ruling out the possibility of reverse-causality issue that might bias the interpretation of the result. At last, the qualitative research about the reasons of graduating students' career intention and choice of working at SOE and POE can be carried out in the future to explore more meaningful results.

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## Appendix 1 English version of questionnaire

1. Age:
2. Gender:
3. Education:(1. Bachelor Degree 2. Master Degree 3. Doctor Degree)
4. Average monthly family income:(1. Less than \$1,500 2. \$1,500-\$3,000 3. More than \$3,000)
5. Major:(1. Business management 2. Public administration 3. Culture industry management)
6. Communist party of China membership:\_\_(1. Yes 0. No)
7. What enterprise did you sign contract with:(1. State-owned enterprise 0. Private-owned enterprise)

Tasks		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
<b><i>Perceived maintenance-oriented HR systems</i></b>						
<b><i>Employment security</i></b>						
ES1	I can expect to stay for as long as I wish in my future enterprise.	1	2	3	4	5
ES2	My future enterprise will try to avoid dismissing employees.	1	2	3	4	5
ES3	Job security is almost guaranteed to employees in the enterprise.	1	2	3	4	5
ES4	If the enterprise were facing economic problems, I would be the	1	2	3	4	5

	last to get cut.					
ES5	My future enterprise will offer me a pledge of employment security.	1	2	3	4	5
ES6	Compared to other close competitors, my future enterprise will offer higher employment security to me.	1	2	3	4	5
<b><i>Reduction of status distinction</i></b>						
RSD1	In my future enterprise, I can share the same cafeteria with employees at different levels.	1	2	3	4	5
RSD2	In my future enterprise, I can wear a common uniform with employees at different levels.	1	2	3	4	5
RSD3	In my future enterprise, I can use the same company vehicles for business purposes with employees at different levels.	1	2	3	4	5
RSD4	In my future enterprise, I can stay in hotels of similar standards on business trips with employees at different levels.	1	2	3	4	5
RSD5	The rights of employees at different levels will be equally respected in my future enterprise.	1	2	3	4	5
RSD6	Compared to our close competitors, my future enterprise will respect more the equal rights of employees at different levels.	1	2	3	4	5
<b><i>Perceived performance-oriented HR systems</i></b>						
<b><i>Selective hiring</i></b>						
SH1	For the positions that my future	1	2	3	4	5

	enterprise hires most frequently, we have many qualified applicants per position.					
SH2	All newly hired employees in my future enterprise had been selected based primarily on the results of validated selection tests.	1	2	3	4	5
SH3	All employees are administered many assessment tools—including personality, aptitude, and skill tests—prior to employment in my future enterprise.	1	2	3	4	5
SH4	A strict selection procedure was used in my future enterprise to hire new employees.	1	2	3	4	5
SH5	It is difficult to pass our selection process.	1	2	3	4	5
SH6	Compared to our close competitors, my future enterprise is more selective in hiring employees.	1	2	3	4	5
<b><i>Participation in decision making through teams</i></b>						
DMT 1	I can participate in highly decentralized work groups in my future enterprise.	1	2	3	4	5
DMT 2	I can be involved in formal or informal management committees or other related problem-solving activities in my future enterprise.	1	2	3	4	5
DMT 3	I can receive training in group problem solving	1	2	3	4	5
DMT	I can meet other employees on a	1	2	3	4	5

4	regular basis in management committees to discuss critical company matters in my future enterprise.					
DMT 5	Management committees in my future enterprise can exert significant influence on major company decisions.	1	2	3	4	5
DMT 6	Compared to our close competitors, my future enterprise relies more heavily on decentralized management committees to make major decisions.	1	2	3	4	5
<b><i>Comparatively high pay contingent on performance</i></b>						
HPC1	Compensation for employees in my future enterprise is above the market average.	1	2	3	4	5
HPC2	A large proportion of employees' total compensation is accounted for by cash plus deferred bonuses.	1	2	3	4	5
HPC3	Employees are eligible for annual deferred incentive plans, profit-sharing plans, and/or gain-sharing plans in my future enterprise.	1	2	3	4	5
HPC4	Employees own a large amount of the shares of my future enterprise.	1	2	3	4	5
HPC5	The incentive pay of employees in my future enterprise matches well with my future enterprise's financial performance.	1	2	3	4	5
HPC6	Compared to our close competitors, the average total employment cost per	1	2	3	4	5

	employee is larger in my future enterprise.					
<b><i>Extensive training</i></b>						
ET1	New employees in their first year of employment typically receive long hours of training in my future enterprise.	1	2	3	4	5
ET2	Experienced employees (i.e., those employed more than one year) typically receive long hours of training per year in my future enterprise.	1	2	3	4	5
ET3	A large proportion of employees in my future enterprise are qualified to perform more than one job through training or job rotation.	1	2	3	4	5
ET4	Employees often participate in cross-functional training or job rotation in my future enterprise	1	2	3	4	5
ET5	Employees in my future enterprise often receive training outside their own functional areas.	1	2	3	4	5
ET6	Compared to our close competitors, my future enterprise offers more extensive training to employees.	1	2	3	4	5
<b><i>Career planning and advancement</i></b>						
CPA1	Many managerial positions in my future enterprise are filled from within.	1	2	3	4	5
CPA2	Employees are promoted based on merit rather than seniority in my	1	2	3	4	5





CLCS 1	If I am to get the job I want I will have to do well and try hard.	1	2	3	4	5
CLCS 2	If I get a good job it will be a direct result of my own ability and motivation.	1	2	3	4	5
CLCS 3	If I do not get the job offers I want then I will have to work harder at my job search.	1	2	3	4	5
CLCS 4	The job I will get will depend mainly on how well I do and how hard I try.	1	2	3	4	5
CLCS 5	I believe that through my own efforts I will be able to be anything I choose.	1	2	3	4	5
CLCS 6	Whether I get the job I want or not will depend on whether chance factors, or luck, are working in my favor.	1	2	3	4	5
CLCS 7	Luck is the most important factor in determining whether I will get the job I want.	1	2	3	4	5
CLCS 8	I expect luck to play a major part in determining what job I will get.	1	2	3	4	5
CLCS 9	Luck or timing will matter more than careful planning in determining whether I will be successful in getting the job I want.	1	2	3	4	5
CLCS 10	Whether I get a good job in the future will depend a lot on whether I get the right turn of fate.	1	2	3	4	5
CLCS 11	It will be an absolute waste of time for me to make any effort because there will be no relationship between	1	2	3	4	5

	how able I am or how hard I try and whether or not I get the job I want.					
CLCS 12	It does not matter what I want or what I want to do because I will simply have to take whatever job I am offered.	1	2	3	4	5
CLCS 13	There is nothing I can do to increase my chances of getting a decent job.	1	2	3	4	5
CLCS 14	Most of the time it doesn't pay to try too hard because things never turn out right anyway.	1	2	3	4	5
CLCS 15	The job I will get will not be chosen by me as the most suitable, but it will be chosen by society for me.	1	2	3	4	5
CLCS 16	It is not what I do that will get me the job that I want—rather it will be more dependent on what my parents or relatives do for me.	1	2	3	4	5
CLCS 17	It makes absolutely no difference whether I prepare well for the job I want or whether I don't because in the long run employers will not give their jobs to people like me.	1	2	3	4	5
CLCS 18	I don't think that it is worth my while trying hard because the job I'll get will be completely determined by what other people do.	1	2	3	4	5
CLCS 19	It doesn't matter what career I want—what I will be is in the hands of other people, like teachers and employers.	1	2	3	4	5

CLCS 20	Whether I get the job I want or not will depend on whether I meet the right people.	1	2	3	4	5
<b><i>Career decision-making self-efficacy short form (CDMSE-SF)</i></b>						
		No Confid ence at All (1)	Very Little Confid ence (2)	Moder ate Confid ence (3)	Much Confid ence (4)	Compl ete Confid ence (5)
<b>Decision making</b>						
DM1	Make a plan of your goals for the next 5 years.	1	2	3	4	5
DM2	Determine the steps you need to take to successfully complete your chosen major.	1	2	3	4	5
DM3	Persistently work at your major or career goal even when you get frustrated.	1	2	3	4	5
DM4	Determine what your ideal job would be.	1	2	3	4	5
DM5	Make a career decision and then do not worry whether it was right or wrong.	1	2	3	4	5
DM6	Successfully manage the job interview process.	1	2	3	4	5
<b><i>Information gathering</i></b>						
IG1	Find information in the library about occupations you are interested in.	1	2	3	4	5
IG2	Find out the employment trends for an occupation over the next 10 years.	1	2	3	4	5
IG3	Talk with a person already employed	1	2	3	4	5

	in the field you are interested in.					
IG4	Define the type of lifestyle you would like.	1	2	3	4	5
<b>Problem solving</b>						
PS1	Prepare a good resume.	1	2	3	4	5
PS2	Change majors if you did not like your first choice.	1	2	3	4	5
PS3	Change occupations if you are not satisfied with the one you enter.	1	2	3	4	5
<b>Parents' expectation</b>						
PE1	My parents expect me to work in a firm with maintenance-oriented HR system.	1	2	3	4	5
PE2	My parent would feel proud if I work in a firm with maintenance-oriented HR system.	1	2	3	4	5
<b>Parents' expectation</b>						
PE1	My parents expect me to work in a firm with performance-oriented HR system.	1	2	3	4	5
PE2	My parent would feel proud if I work in a firm with performance-oriented HR system.	1	2	3	4	5
<b>Career intention</b>						
CISO E1	I intend to engage in Stated-owned enterprise employment after graduating.	1	2	3	4	5
CISO E2	I will try to work in state-owned enterprise after graduating.	1	2	3	4	5
CISO E3	I plan to work in state-owned enterprise after graduating.	1	2	3	4	5

<b>Career intention</b>						
CIPO E1	I intend to engage in private-owned enterprise employment after graduating.	1	2	3	4	5
CIPO E2	I will try to work in private-owned enterprise after graduating.	1	2	3	4	5
CIPO E3	I plan to work in private-owned enterprise after graduating.	1	2	3	4	5

Thanks for your cooperation!



## Appendix 2 Questionnaire in Chinese

### 关于大学生就业意向和选择的问卷调查

1. 年龄:
2. 性别: (1. 男 2. 女 )
3. 学历: (1. 本科 2. 硕士 3. 博士)
4. 家庭月均收入: (1. 1万以下 2. 1-2万 3. 2万以上)
5. 学院: (1. 经管学院 2. 政管学院 3. 文化与社会管理学院 4.)
6. 是否为中国共产党党员: (1. 是 0. 不是)
7. 签约的工作单位: (1. 国有企事业 0. 私营企业)

以下为找工作之前对所在工作单位人事系统的期待程度

代码		非常不同意	不同意	一般	同意	非常同意
		1	2	3	4	5
Perceived maintenance-oriented HR systems 稳定的人事体系						
Employment security 职业保障						
ES1	我希望在将来的工作单位，我的工作年限由我自己决定。	1	2	3	4	5
ES2	希望我将来的工作单位尽量不开除员工。	1	2	3	4	5
ES3	希望我将来的工作单位工作比较稳定。	1	2	3	4	5
ES4	若将来的工作单位出现经济问题，希望我是最后一个被迫离职的人。	1	2	3	4	5
ES5	希望将来的工作单位能为我提供稳定的保障。	1	2	3	4	5

ES6	与其它公司相比，希望我的单位能 为我提供更加稳定的工作。	1	2	3	4	5
<b>Reduction of status distinction 职位差异缩减</b>						
RSD1	在我将来的工作单位，希望各个级 别的工作人员共用一个茶水间。	1	2	3	4	5
RSD2	在我将来的工作单位，若有工作 装，希望各个级别的员工的工作装 是一样的。	1	2	3	4	5
RSD3	在我将来的工作单位，若出差，希 望各个级别的员工所乘坐的交通工 具相同。	1	2	3	4	5
RSD4	在我将来的工作单位，若出差，希 望各个级别的员工有相同的住宿标 准。	1	2	3	4	5
RSD5	在我将来的工作单位，希望不同级 别员工的权益能获得同等尊重。	1	2	3	4	5
RSD6	与我们的竞争对手相比，希望我 将来的工作单位更加尊重不同级别 员工的同等权利。	1	2	3	4	5
<b>Perceived performance-oriented HR systems 绩效人事系统</b>						
<b>Selective hiring 选择性招聘</b>						
SH1	在将来的工作单位，希望在招聘 时，尤其是招聘最频繁的职位，每 个职位均有很多合格的人员申请。	1	2	3	4	5
SH2	在将来的工作单位，希望每位新进 人员入职标准均是有效的选拔和测 试。	1	2	3	4	5



SH3	在将来的工作单位，希望有多种对工作人员的评估手段，例如性格，能力和技术。	1	2	3	4	5
SH4	在将来的工作单位，希望有严密的新员工选拔程序。	1	2	3	4	5
SH5	在将来的工作单位，通过员工选拔，非常艰难。	1	2	3	4	5
SH6	与其它竞争对手相比，我将来的工作单位对新员工的选拔更为挑剔。	1	2	3	4	5
<b>Participation in decision making through teams 通过团队参与决策</b>						
DMT 1	在将来的工作单位，希望我能参与一些权力高度下放的工作小组中。	1	2	3	4	5
DMT 2	在将来的工作单位，希望我能参与到正式或非正式的管理委员会或其它与问题解决活动相关的小组。	1	2	3	4	5
DMT 3	在将来的工作单位，希望我能获得关于问题解决能力的小组培训。	1	2	3	4	5
DMT 4	在将来的工作单位，希望我能定期和管理委员会的其他成员探讨重要的公司事宜。	1	2	3	4	5
DMT 5	在将来的工作单位，希望管理委员会能对公司的主要决定产生重要影响。	1	2	3	4	5
DMT 6	与其它竞争对手相比，希望将来的工作单位更加侧重于让权力下放的管理委员会做出事关公司的重要决定。	1	2	3	4	5

<i>Comparatively high pay contingent on performance</i> 收入和表现挂钩						
HPC1	希望在将来的工作单位，补贴高于市场平均水平。	1	2	3	4	5
HPC2	在将来的工作单位，希望员工的大部分收入是工资加连续的奖金。es.	1	2	3	4	5
HPC3	在将来的工作单位，希望员工可以知晓公司的年度激励计划，利益分红计划，和/或收益分享计划。	1	2	3	4	5
HPC4	在将来的工作单位，希望员工的分红占公司的大部分收益。	1	2	3	4	5
HPC5	在将来的工作单位，希望员工的激励工资和公司的将来收益成正比。	1	2	3	4	5
HPC6	与其它竞争对手相比，希望将来工作单位的员工平均支出更多。	1	2	3	4	5
<i>Extensive training</i> 大范围培训						
ET1	在将来的工作单位，希望新进员工能获得较长时间的培训。	1	2	3	4	5
ET2	在将来的工作单位，希望老员工（工作超过一年的员工）每年都能接受较长时间的培训。	1	2	3	4	5
ET3	在将来的工作单位，在培训或职位轮换之后，希望大部分员工均能担任不同职位。	1	2	3	4	5
ET4	在将来的工作单位，希望员工可以经常参与跨部门培训或工作轮换。	1	2	3	4	5
ET5	在将来的工作单位，希望员工可以经常参与超出该员工工作部门之外	1	2	3	4	5

	的其它培训。					
ET6	与其它竞争对手相比，希望将来的工作单位能提供更大范围的员工培训。	1	2	3	4	5
<b>Career planning and advancement 职业规划和升职</b>						
CPA1	在将来的工作单位，希望很多管理职位均由公司内员工承担。	1	2	3	4	5
CPA2	在将来的工作单位，希望员工的提升是基于其工作表现而不是工作年限。	1	2	3	4	5
CPA3	在将来的工作单位，希望员工均有清晰的职业道路。	1	2	3	4	5
CPA4	在将来的工作单位，希望员工均有一个非常光明的未来。	1	2	3	4	5
CPA5	在将来的工作单位，希望上司能清楚的了解每位员工的职业愿望。	1	2	3	4	5
CPA6	与竞争对手相比，希望将来的工作单位能为员工，在公司内部，提供更好的工作前景。	1	2	3	4	5
<b>Performance appraisal 绩效考核</b>						
PA1	在将来的工作单位，希望员工能获得正式的绩效评估。	1	2	3	4	5
PA2	在将来的工作单位，希望员工的绩效评估是基于客观额、可计量的结果。	1	2	3	4	5
PA3	在将来的工作单位，希望员工可以经常获得与其个人发展相关的评	1	2	3	4	5

	估。					
PA4	在将来的工作单位，希望员工经常获得和工资收入相关的评估。	1	2	3	4	5
PA5	在将来的工作单位，希望员工经常获得和职位提升相关的评估。	1	2	3	4	5
PA6	与竞争对手相比，希望将来的工作单位拥有更好的绩效评估体系。	1	2	3	4	5
<b>Career locus of control scale 职业控制量表</b>						
CLCS 1	若我得到我想做的工作，我一定努力做到最好。	1	2	3	4	5
CLCS 2	若我找到一个好工作，肯定是由于我自己的能力和意愿。	1	2	3	4	5
CLCS 3	若我没得到我想要的工作，那我肯定更加努力的寻找。	1	2	3	4	5
CLCS 4	我能否找的工作，将主要取决于我的能力，以及我的努力程度。	1	2	3	4	5
CLCS 5	我坚信，通过我自己的努力，我能做好我选择做的任何事情。	1	2	3	4	5
CLCS 6	我是否能得到我想要的工作，主要取决于我是否有好运气或好时机。	1	2	3	4	5
CLCS 7	幸运与否是取决于我能否找到好工作的最重要的因素。	1	2	3	4	5
CLCS 8	我期待在我找工作时起，幸运降临。	1	2	3	4	5
CLCS 9	我是否能成功获得一份工作，运气或时机比仔细的计划更重要。	1	2	3	4	5
CLCS	我是否能获得一份好工作，主要取	1	2	3	4	5

10	决于运气是否站在我这边。					
CLCS 11	努力完全是浪费时间，因为我的能力、或我是否努力和我能否得到这个工作毫无关系。	1	2	3	4	5
CLCS 12	我想什么和我想做什么都无关紧要，有什么工作，我就做什么工作。	1	2	3	4	5
CLCS 13	无论我做什么，也不会增加我得到一份体面的工作的机会。	1	2	3	4	5
CLCS 14	大多数时间，根本无需努力，因为努力了，也不会有所改变。	1	2	3	4	5
CLCS 15	我将要得到的工作，不是我选的，也不是最适合我的，而是社会帮我选择的。	1	2	3	4	5
CLCS 16	并不是我做的事情让我得到我想要的工作，而是由于我的父母或亲戚。	1	2	3	4	5
CLCS 17	我是否做好准备无关紧要，因为从长期来看，老板都不会把工作给我这样的人做。	1	2	3	4	5
CLCS 18	我认为我没有必要去努力，因为我是否能得到这份工作，完全取决于他人。	1	2	3	4	5
CLCS 19	我想做什么工作无关紧要，因为将来我要做什么取决于他人，比如父母，公司老板和老师。	1	2	3	4	5
CLCS	我是否能得到我想要的工作取决于	1	2	3	4	5

20	我是否遇到正确的人。					
<b>Career decision-making self-efficacy short form(CDMSE-SF)职业决策自我评估量表</b>						
		完全 没有 自信	没什 么自 信	自信	非常 自信	特别 自信
<b>Decision making决策</b>						
DM1	制定个人目标的五年计划。	1	2	3	4	5
DM2	成功完成个人工作目标，制定所需采取的步骤。	1	2	3	4	5
DM3	即使心情沮丧，仍然坚定的朝着自己的职业目标努力。	1	2	3	4	5
DM4	知道自己理想的工作是什么。	1	2	3	4	5
DM5	做出职业决策，然后无需担心其正确与否。	1	2	3	4	5
DM6	成功应对面试过程。	1	2	3	4	5
<b>Information gathering信息收集</b>						
IG1	在图书馆或网上搜集你所感兴趣的职业的信息。	1	2	3	4	5
IG2	找到关于某一职业未来十年的发展趋势。	1	2	3	4	5
IG3	与你所感兴趣职业的前辈进行交流。	1	2	3	4	5
IG4	知道自己喜欢的生活方式。	1	2	3	4	5
<b>Problem solving问题解决</b>						
PS1	准备好简历。	1	2	3	4	5
PS2	若不喜欢自己的选择，则换个专业。	1	2	3	4	5

PS3	若不满意，则换个工作。	1	2	3	4	5
<b>Parents' expectation 父母的预期</b>						
PE1	我的父母希望我在工作稳定的公司工作。	1	2	3	4	5
PE2	若我在相对比较稳定的地方工作，我的父母会觉得很自豪。	1	2	3	4	5
<b>Parents' expectation 父母的预期</b>						
PE1	我的父母希望我在更注重个人表现的公司工作。	1	2	3	4	5
PE2	若我在更注重个人表现的公司工作，我的父母会觉得很自豪。	1	2	3	4	5
<b>Career intention 职业意向</b>						
CISO E1	毕业后，我更想在国有企事业单位工作。	1	2	3	4	5
CISO E2	毕业后，我会努力在国有企事业单位工作。	1	2	3	4	5
CISO E3	我计划毕业后在国有企事业单位工作。	1	2	3	4	5
<b>Career intention 职业意向</b>						
CIPO E1	毕业后，我更想在私企工作。	1	2	3	4	5
CIPO E2	毕业后，我会努力在私企工作。	1	2	3	4	5
CIPO E3	我计划毕业后在私企工作。	1	2	3	4	5

谢谢合作！

### Appendix 3 Back-translation of questionnaire

#### Questionnaire about graduating students' career intention and career choice

1. Age:
2. Gender:
3. Education:(1. Bachelor Degree 2. Master Degree 3. Doctor Degree)
4. Average monthly family income: (1. Less than \$1,500 2. \$1,500-\$3,000 3. More than \$3,000)
5. Major:(1. Business management 2. Public administration 3. Culture industry management)
6. CPC membership:(1. Yes 0. No)
7. The enterprise you signed contract with is a :(1. State-owned enterprise 0. Private-owned enterprise)

Tasks		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
<b><i>Perceived maintenance-oriented HR systems</i></b>						
<b><i>Employment security</i></b>						
ES1	I can expect to stay for as long as I want in my future enterprise.	1	2	3	4	5
ES2	My future enterprise will try to avoid expelling employees.	1	2	3	4	5
ES3	Job security is almost guaranteed to employees in the enterprise.	1	2	3	4	5
ES4	If the enterprise were facing	1	2	3	4	5



	economic problems, I would be the last to be cut.					
ES5	My future enterprise will offer me a pledge of employment security.	1	2	3	4	5
ES6	Compared to other close competitors, my future enterprise will offer higher employment security to me.	1	2	3	4	5
<b><i>Reduction of status distinction</i></b>						
RSD1	In my future enterprise, I can share the same cafeteria with employees at different levels.	1	2	3	4	5
RSD2	In my future enterprise, I can wear a common uniform with employees at different levels.	1	2	3	4	5
RSD3	In my future enterprise, I can use the same company vehicles for business with employees at different levels.	1	2	3	4	5
RSD4	In my future enterprise, I can stay in hotels of similar standards on business trips with employees at different levels.	1	2	3	4	5
RSD5	The rights of employees at different levels will be equally respected in my future enterprise.	1	2	3	4	5
RSD6	Compared to our competitors, my future enterprise will respect more the equal rights of employees at different levels.	1	2	3	4	5
<b><i>Perceived performance-oriented HR systems</i></b>						
<b><i>Selective hiring</i></b>						
SH1	For the positions that my future	1	2	3	4	5

	enterprise hires most frequently, we have many competent applicants per position.					
SH2	All newly hired employees in my future enterprise had been selected based mainly on the results of validated selection tests.	1	2	3	4	5
SH3	All employees are administered many assessment tools—including personality, aptitude, and skill tests—prior to employment in my future enterprise.	1	2	3	4	5
SH4	A strict selection procedure was applied in my future enterprise to hire new employees.	1	2	3	4	5
SH5	It is difficult to pass our selection.	1	2	3	4	5
SH6	Compared to other competitors, my future enterprise is more selective in hiring employees.	1	2	3	4	5
<b><i>Participation in decision making through teams</i></b>						
DMT 1	I can take part in highly decentralized work panels in my future enterprise.	1	2	3	4	5
DMT 2	I can be involved in formal or informal management committees or other related problem-solving activities in my future enterprise.	1	2	3	4	5
DMT 3	I can receive training in group problem solving	1	2	3	4	5
DMT 4	I can meet other employees on a regular basis in management committees to discuss key company	1	2	3	4	5



ET1	New employees in my future enterprise receive long hours of training in their first year of employment typically.	1	2	3	4	5
ET2	Experienced employees (i.e., employed more than one year) in my future enterprise typically receive long hours of training per year.	1	2	3	4	5
ET3	A large part of employees in my future enterprise are qualified to perform more than one job through training or job rotation.	1	2	3	4	5
ET4	Employees often take part in cross-functional training or job rotation in my future enterprise	1	2	3	4	5
ET5	Employees often receive training outside their own functional areas in my future enterprise.	1	2	3	4	5
ET6	Compared to other competitors, my future enterprise provides more extensive training to employees.	1	2	3	4	5
<b><i>Career planning and advancement</i></b>						
CPA1	Many managerial positions in my future enterprise are filled from inside.	1	2	3	4	5
CPA2	Employees are promoted based on merit rather than seniority in my future enterprise.	1	2	3	4	5
CPA3	Employees have clear career paths within my future enterprise.	1	2	3	4	5
CPA4	Employees have a very bright future	1	2	3	4	5

	within my future enterprise.					
CPA5	Employees' career aspirations are known by their superiors in my future enterprise.	1	2	3	4	5
CPA6	Compared to other competitors, Employees have better career prospects within the firm in my future enterprise.	1	2	3	4	5
<b><i>Performance appraisal</i></b>						
PA1	Employees regularly receive formal performance evaluations in my future enterprise.	1	2	3	4	5
PA2	Employees' performance evaluations are based on objective, quantifiable results in my future enterprise.	1	2	3	4	5
PA3	Employees often receive development-focused evaluations in my future enterprise.	1	2	3	4	5
PA4	Employees often receive evaluations for pay purposes.	1	2	3	4	5
PA5	Employees often receive evaluations for promotion purposes.	1	2	3	4	5
PA6	Compared to our close competitors, my future enterprise has a better-designed performance evaluation system.	1	2	3	4	5
<b><i>Career locus of control scale</i></b>						
CLCS 1	If I wish to get the job I want I will have to do well and try hard.	1	2	3	4	5
CLCS 2	If I get a good job it will be a direct result of my own ability and	1	2	3	4	5

	motivation.					
CLCS 3	If I do not get the job offer I want then I will have to work harder at my job search.	1	2	3	4	5
CLCS 4	The job I will get will depend mainly on how well I do and how hard I try.	1	2	3	4	5
CLCS 5	I believe that I will be able to be anything I choose through my own efforts.	1	2	3	4	5
CLCS 6	Whether I get the job I want or not will depend on whether opportunity factors, or luck, are working in my favor.	1	2	3	4	5
CLCS 7	Luck is the most important factor in determining whether I will get the job I want.	1	2	3	4	5
CLCS 8	I expect luck to play a main role in determining what job I will get.	1	2	3	4	5
CLCS 9	Luck or timing will matter more than careful planning in determining whether I will be successful in getting the job I want.	1	2	3	4	5
CLCS 10	Whether I get a good job in the future will depend mainly on whether I get the right turn of fate.	1	2	3	4	5
CLCS 11	It will be an absolute waste of time for me to make any effort because there will be no relationship between how able I am or how hard I try and whether or not I get the job I want.	1	2	3	4	5
CLCS	It does not matter what I want or	1	2	3	4	5

12	what I want to do because I will simply have to take whatever job I am offered.					
CLCS 13	There is nothing I can do to increase my chances of getting a decent job.	1	2	3	4	5
CLCS 14	Most of the time it doesn't pay to try too hard because things never turn out right anyway.	1	2	3	4	5
CLCS 15	The job I will get will not be chosen by me as the most suitable, but it will be chosen by society for me.	1	2	3	4	5
CLCS 16	It is not what I do that will get me the job that I want—rather it will be more dependent on what my parents or relatives do for me.	1	2	3	4	5
CLCS 17	It makes absolutely no difference whether I prepare well for the job I want or not because in the long run employers will not give their jobs to people like me.	1	2	3	4	5
CLCS 18	I don't think that it is worth my hard trying because the job I'll get will be totally determined by what other people do.	1	2	3	4	5
CLCS 19	It doesn't matter what career I want—what I will be is in the hands of other people, like teachers and employers.	1	2	3	4	5
CLCS 20	Whether I get the job I want or not will depend on whether I meet the right people.	1	2	3	4	5

<b>Career decision-making self-efficacy short form (CDMSE-SF)</b>						
		No Confid ence at All (1)	No Confid ence at All (1)	No Confid ence at All (1)	No Confid ence at All (1)	No Confid ence at All (1)
<b>Decision making</b>						
DM1	Make a plan of your goals for the next 5 years.	1	2	3	4	5
DM2	Determine the steps you need to take to complete your chosen major successfully.	1	2	3	4	5
DM3	Persistently work at your main or career goal even when you are frustrated.	1	2	3	4	5
DM4	Determine what your ideal job would be.	1	2	3	4	5
DM5	Make a career decision and then do not worry whether it was right or wrong.	1	2	3	4	5
DM6	Successfully manage the job interview process.	1	2	3	4	5
<b>Information gathering</b>						
IG1	Find information in the library about occupations you are interested in.	1	2	3	4	5
IG2	Find out the employment trends for an occupation over the next 10 years.	1	2	3	4	5
IG3	Talk with a person already employed in the field you are interested in.	1	2	3	4	5
IG4	Define the type of lifestyle you would like.	1	2	3	4	5



<b>Problem solving</b>						
PS1	Prepare a good resume.	1	2	3	4	5
PS2	Change majors if you did not like your first choice.	1	2	3	4	5
PS3	Change occupations if you are not satisfied with the one you enter.	1	2	3	4	5
<b>Parents' expectation</b>						
PE1	My parents expect me to work in a company with maintenance-oriented HR system.	1	2	3	4	5
PE2	My parent would feel proud if I work in a company with maintenance-oriented HR system.	1	2	3	4	5
<b>Parents' expectation</b>						
PE1	My parents expect me to work in a company with performance-oriented HR system.	1	2	3	4	5
PE2	My parent would feel proud if I work in a company with performance-oriented HR system.	1	2	3	4	5
<b>Career intention</b>						
CISO E1	After graduating I intend to engage in Stated-owned enterprise employment.	1	2	3	4	5
CISO E2	after graduating I will try to work in state-owned enterprise.	1	2	3	4	5
CISO E3	After graduating I plan to work in state-owned enterprise.	1	2	3	4	5
<b>Career intention</b>						
CIPO E1	After graduating I intend to engage in private-owned enterprise employment.	1	2	3	4	5

CIPO E2	After graduating I will try to work in private-owned enterprise.	1	2	3	4	5
CIPO E3	After graduating I plan to work in private-owned enterprise.	1	2	3	4	5

Thanks for your cooperation!



## BIOGRAPHY

**NAME**

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**ACADEMIC**

Bachelor degree with a major in English from Southwest University, Chongqing, China in 2002

**BACKGROUND**

Master degree with a major in English from Southwest University, Chongqing, China in 2005

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Assitant lecturer at at College of International Studies at Southwest Univeristy, China from 2005-2007

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