

The Mediating Effect of Career Adaptability on the Relationship Between Planned Happenstance and Career Engagement of Chinese Overseas Students

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Abstract

Chinese overseas students, the largest ethnic group of international students in South Korea, proactive engagement in career behaviors is particularly important for successful career development since they face increasing uncertainty and complex challenges of studying abroad and seeking employment. Career engagement is important for Chinese overseas students in Korea when they look for jobs, and it is of great significance to identify the factors that promote career engagement and understanding the mechanisms through which they operate is essential. This research has investigated the mediating effect of career adaptability on the relationship between planned happenstance and career engagement among Chinese overseas students in Korea. A total of 181 samples (44.2% male, 55.8% female) were used after deleting the invalid data, then the descriptive statistics analysis, correlation analysis, and mediation effect analysis were conducted using SPSS with the PROCESS macro version 4.0. Bootstrapping procedures to confirm the mediation effect were conducted. The results were as follows: Firstly, the correlation analysis results showed that all the variables are positively related. Secondly, it revealed that career adaptability fully mediated the relationship between planned happenstance and career engagement. The study provides practical implications for career counseling and intervention targeting Chinese overseas students in South Korea, while also discussing the study's limitations and directions for future research.

Introduction

According to data collected from the Ministry of Education of Korea, the number of overseas students in South Korea surpassed 250,000 in 2025, with Chinese overseas students remaining the largest group, accounting for 30.2% of the total (Ministry of Education, 2025). South Korea has become an important destination for Chinese students due to its geographical proximity, cultural similarity, relatively affordable tuition fees, and available financial support. However, beyond educational experiences, many Chinese students pursue overseas study with the expectation of achieving better employment opportunities and career development after graduation (Lim, 2021). Therefore, making a preparation for the shift from university to workplace has become an important developmental task for Chinese overseas students. A smooth transition from university to employment can contribute to individuals' long-term career development and enhance their career success (Tuononen & Hyytinen, 2022).

Unlike domestic students who may have relatively direct access to university career services and labor market information, Chinese overseas students often need to manage career development under more complex conditions. Their access to employment information may be restricted by unfamiliarity with the host country's labor market, limited career guidance, and uncertainty regarding future employment opportunities. In particular, academic advisors at Korean universities may have limited knowledge of employment environments in China (Lim, 2021). In contrast, advisors at Chinese universities often have more employment information and may provide more direct employment recommendations (Hou et al., 2022). These challenges emphasize the significance of proactive engagement in their career behaviors among Chinese overseas student.

Previous studies have examined various career behaviors, including career planning, career exploration, and networking (Jiang et al., 2019; Shury et al., 2017). However, because some of these specific career behaviors are significantly correlated, Hirschi et al. (2014) suggested using career engagement to assess the general level of career behaviors, rather than separately measuring each type of career-related behavior. As proactive professional behavior, career participation shares many commonalities with career preparation behavior, career exploration behavior, and job preparation behavior in terms of behavioral dimensions (Hirschi et al., 2014). Engaging actively in career development enables individuals to better get ready for career-related challenges and opportunities. Consequently, career engagement plays a crucial role in promoting both objective and subjective career success (Hirschi et al., 2014; Thomas et al., 2010). In order to give guidance and improve college students' career engagement, it is necessary to identify the factors that influence career engagement.

To gain a better understanding of the variables that influence career engagement, the Career Construction Model of Adaptation (CCMA) provides a useful theory frame. The CCMA conceptualizes career adaptation as a sequential process consisting of four components: career adaptability, adapting responses, and adaptation outcomes (Savickas & Porfeli, 2012). Career adaptivity refers to individuals' readiness or willingness to respond to career development tasks, transitions, and changes. Personal characteristics such as career optimism, the Big Five personality traits (i.e., extraversion, agreeableness, openness, conscientiousness, and neuroticism), proactive personality, and future orientation have been identified as indicators of career adaptivity (Rudolph et al., 2017; Tolentino et al., 2014). Career adaptability is conceptualized as the psychosocial resources individuals apply to manage current and anticipated career-related tasks, transitions, and challenges (Savickas & Porfeli, 2012). Adapting responses are the career behaviors individuals engage in to deal with these challenges, including career planning, career exploration, and career engagement (Hirschi et al., 2014; Rudolph et al., 2017). Finally, successful adapting responses contribute to positive adaptation outcomes, such as career success and well-being (Savickas et al., 2018).

According to the CCMA, these four components are linked in a sequential process in which career adaptivity promotes the development of career adaptability, which in turn facilitates adaptive career behaviors and ultimately leads to positive career outcomes (Savickas et al., 2018). From this perspective, career adaptability represents a critical psychological resource that facilitates individuals to translate their readiness to adapt into career behaviors, making it an important antecedent of career engagement. Career adaptability facilitates proactive career behaviors by equipping individuals with the psychosocial resources needed to effectively manage career-related challenges and opportunities (Spurk et al., 2020).

Among the indicators of career adaptivity, planned happenstance has attracted increasing attention in career development research (Lee et al., 2019). Planned happenstance refers to individuals' ability to recognize, create, and capitalize on unexpected events by actively transforming them into career opportunities (Krumboltz & Worthington, 1999). Rather than viewing uncertainty as a barrier, individuals with strong planned happenstance skills are more likely to approach unexpected events with curiosity

and flexibility, enabling them to discover new career possibilities. Recent research has shown that planned happenstance facilitates career development by encouraging individuals to explore suitable industries, engage in calculated risk-taking, build effective social networks, and learn from unexpected experiences (Adha et al., 2025). Consistent with this perspective, individuals with higher levels of planned happenstance skills are more likely to perceive unexpected events as opportunities, which in turn promotes greater career adaptability and more proactive career behaviors, such as career engagement (Lee & Lee, 2019; Park, 2019).

Although interest in planned happenstance has grown internationally, research in the Chinese context remains relatively limited. Existing studies have primarily focused on the theoretical foundations and validation of the planned happenstance construct (Chan, 2020; Chen & Wang, 2015), with less attention given to its relationships with career-related outcomes. In today's rapidly changing world, unexpected events occur frequently, making career decisions increasingly influenced by unpredictable circumstances. Examining how planned happenstance contributes to career development among Chinese students can not only extend empirical evidence for the theory but also provide practical implications for helping students navigate uncertainty and adjust promptly when faced with new opportunities.

In addition, the mediation effect of career adaptability has been supported in previous research. For example, Jung and Lee (2021) found that career adaptability mediated the relationship between planned happenstance and career construction. Similarly, Leung et al. (2021) reported that career adaptability mediated the relationship between interest and competence flexibility and decision-making difficulties among Chinese students. Despite this growing body of evidence, little is known about whether career adaptability has a mediation effect in the link between planned happenstance and career engagement. Examining this mechanism in Chinese overseas students is especially meaningful because they face unique career transition challenges, including cross-cultural adaptation, limited access to career information, and uncertainty regarding future employment opportunities. By testing this mediating mechanism, the present study not only extends empirical support for the CCMA but also provides practical insights for career counseling interventions aimed at strengthening overseas students' psychological resources and promoting proactive career engagement during the school-to-work transition.

In conclusion, the purpose of this study is to conduct research to confirm the mediation effect that career adaptability has on the relationship between planned happenstance and career engagement based on the CCMA.

Theoretical Background

Planned Happenstance

Unlike the past when early career theorists suggested a linear career pathway from entering a job and stabilizing one's position till retirement, nowadays an individual's life path is usually unplanned and unpredictable (Cabral & Salomone, 1990; Rojewski, 1999). Happenstance, which refers to unpredictable or unintended life events that occur can play a significant role in an individual's career choice (Cabral & Salomone, 1990; Miller, 1983; Rojewski, 1999). Mitchell et al. (1999) developed the planned happenstance theory to explain that an unexpected event can positively affect one's career path when combined with individual effort. Here, five skills were suggested to help people make use of 'happenstance'. For example, those who explore new possibilities (curiosity) when encountering unexpected events and persist when facing incidental failure (persistence) tend to change their career goal instead of focusing on just one goal (flexibility), are optimistic about occasional events (optimism), and dare to undertake the adventures afforded by the unexpected event (risk taking) (Mitchell et al., 1999).

Planned happenstance skills are significant because they enable individuals to proactively respond to and make meaningful use of unexpected events and opportunities, thereby facilitating proactive career development. Previous studies have found a positive connection between planned happenstance skills and career-related behaviors. Individuals with higher levels of planned happenstance skills display less career stress, engage more actively in career preparation behaviors, and demonstrate higher levels of career engagement (Kim et al., 2014; Shu et al., 2025). Planned happenstance skills can also predict career adaptability, which will assist people in experiencing a smoother transition into the future world of work (Oh, 2019; Subhan & Wangid, 2025).

Career Adaptability

During college students' transition process from school to work, career adaptability is a key factor in successful career preparation (Arnett, 2000; Hirschi, 2009). The concept of career adaptability was developed by social constructionists, and it has been widely used in place of the term "career maturity" to better explain one's adaptation to one's environment (Savickas, 2005). As discussed before, career adaptability is a kind of personal psychological resource that equips one to better cope with career development tasks (Savickas, 2005). When people's professional environments change, they become more aware of planning and preparing for career choices (Concern), take more responsibility for their career decisions (Control), tend to explore more about the world of work (Curiosity), and become more confident in overcoming the challenges and troubles arising along their career path (Confidence). These are four important dimensions of career adaptability (Savickas, 2005).

Career adaptability has been a significant psychological resource that enables individuals to build resilience, manage career transitions, and proactively navigate evolving work environments and life-career challenges across diverse contexts (Hartung & Cadaret, 2017). It has a strong relationship with career behaviors, such as career planning, exploration, and engagement (Li et al., 2015; Taber & Blankemeyer, 2015). The higher the level of career adaptability, the more career-related behavior an

individual will perform. Career adaptability helps individuals manage work and life demands, enhance job satisfaction, and achieve greater life satisfaction through effective adaptation (Ng et al., 2022).

Career Engagement

Career engagement resembles the concept of occupational engagement, which refers to a breadth of activity that collects information related to oneself and one's job for adaptive career decision-making. Occupational engagement consists of two key aspects: exploration, which involves seeking career-related information, and enrichment, which refers to engagement in activities that increase understanding of oneself, the world, and the relationship between them (Cox et al., 2015). By contrast, Hirschi et al.(2014) regarded career engagement as a kind of proactive behavior that involves a general level of career behaviors rather than a specific level of career behaviors. For Hirschi et al., it is a comprehensive and flexible concept, one that can be applied not only to employees but also to college students who haven't yet made a career decision (Kim, 2013). Accordingly, the present study adopts Hirschi et al.'s (2014) conceptualization of career engagement. Students who engage more actively in career-related behaviors tend to have greater confidence in their ability to obtain employment opportunities and successfully navigate future career development (Baluku et al., 2021).

There are many factors that influence career engagement, such as optimism, career adaptability, and planned happenstance. The mediation effect of career adaptability, especially, was discovered in the relationship between planned happenstance and career engagement (Jung & Lee, 2021; Yoo & Lee, 2015). As discussed before, career engagement is a kind of career-adapting response and, as such, it will help improve students' career engagement behavior when scholars conduct more research to identify how planned happenstance affects career engagement through career adaptability.

In conclusion, this research is guided by the following three hypotheses, which are developed based on the aforementioned background:

Hypothesis 1

Planned happenstance is positively associated with career engagement.

Hypothesis 2

Planned happenstance is positively associated with career adaptability.

Hypothesis 3

Career adaptability mediates the relationship between planned happenstance skills and career engagement.

Method

Participants

A total of 187 Chinese overseas students in Korea participated in the online questionnaire. The number of valid responses was 181 (44.2% male, 55.8% female) after outliers were omitted according to the values of Mahalanobis distance, Cook's distance, standard residuals, and leverage. Although the final sample was relatively modest, Chinese overseas students in Korea constitute a geographically dispersed and difficult-to-reach population, and recruitment relied on voluntary participation through online student networks. An a priori power analysis conducted with G*Power 3.1 indicated that a minimum of 68 participants would be required to detect a medium effect size ($f^2 = .15$) with a statistical power of .80 at $\alpha = .05$ in a multiple regression model with two predictors; the final sample of 181 substantially exceeded this threshold. Among participants, the number of undergraduate, master's, and Ph.D. students is 49 (27.1%), 77 (42.5%), and 55 (30.4%), respectively. In terms of disciplines, 41 (22.7%) were studying business administration, 23 (12.7%) engineering, 7 (3.9%) agriculture and science, 10 (5.5%) education, 16 (8.8%) social science, 6 (3.3%) human ecology, 5 (2.8%) pharmacy, 22 (12.2%) the arts, 3 (1.7%) medicine, 20 (11%) humanities, 3 (1.7%) natural science, and 3 (1.7%) dental medicine; 22 students didn't specify to which discipline they belonged.

Measurement

Planned happenstance

Planned happenstance was measured with the planned happenstance career inventory translated and validated by Chan (2020), employing a 5-point Likert scale of five subscales, each with five items. The participants could choose from 1 (strongly disagree) to 5 (strongly agree). Example items include "When I come across job information, I explore it with curiosity" (curiosity), "I think that career paths can change anytime" (flexibility), "I persistently make efforts to fulfill my career plan despite unexpected difficulties" (persistence), "Along my career path, there will be many opportunities to come" (optimism), and "In the course of pursuing my career path, I am ready to take risks to a certain extent" (risk taking). The overall Cronbach's alpha was .91, and Cronbach's alpha of each subscale ranged from .76 to .91 (Chan, 2020). The reliability coefficient was also found to be good in this study; it varied from .84 to .90.

Career adaptability

Career adaptability was measured using the Career Adapt-Ability Scale – Short Form, developed by Yu et al. (2020). This form consisted of a 5-point Likert scale of four subscales, each with three items. The participants could choose from 1 (strongly disagree) to 5 (strongly agree). Example items include "Thinking about what my future will be like" (concern), "Making decisions by myself" (control), "Observing different ways of doing things" (curiosity), and "Taking care to do things well" (confidence). The overall Cronbach's alpha was .88, and Cronbach's alpha of each subscale ranged from .62 to .74 (Yu et al., 2020). The reliability coefficient in this study was .83 for concern, .84 for control, .79 for curiosity, and .87 for confidence.

Career engagement

Career engagement was measured using the career engagement scale originally developed by Hirschi et al. (2014) and translated by Sou et al. (2022). This was also a 5-point scale ranging from 1 (not much) to 5 (a great deal), and it aimed to gather data about how often individual participants performed proactive career behaviors in the last six months. The unidimensional scale includes nine items, including “Developed plans and goals for your future career” and “Established or maintained contacts with people who can help you professionally”. The overall Cronbach’s alpha was .92, and Cronbach’s alpha for participants was .94.

Procedures

The data for this research were obtained through questionnaires distributed to participants via WeChat. In addition, the study followed established ethical guidelines to prevent participants from being exposed to any physical or psychological harm. Before completing the questionnaire, all participants first read an informed consent form explaining form that explained the purpose of the study, the research procedures, and participants' rights. Only those who voluntarily provided informed consent by choosing the "I agree" option were permitted to proceed with the survey. Participation was entirely voluntary, and participants could refuse to answer any question or exit the study at any time, and they would not face any punishment or negative outcomes. In addition, anonymous data collection was adopted, and no personal identifiable information was obtained.

Data Analysis

In this study, we used regression analysis to verify the mediation effect of career adaptability. Firstly, descriptive statistics (e.g., mean, standard deviation, correlation coefficient, and Cronbach’s alpha) were calculated using SPSS 24.0.0. Secondly, model 4 was used to examine the mediation effect of career adaptability through PROCESS macro version 4.0. Specifically, the method tests whether planned happenstance skills predict the mediator, whether the career adaptability predicts the engagement in career preparation behaviors while controlling for planned happenstance skills, and whether the direct effect of the planned happenstance skills on the engagement in career preparation behaviors decreases after the career adaptability is included. Lastly, bootstrapping analysis was conducted to examine the significance of the indirect effects. Specifically, 2,000 bootstrap samples were generated, and the 95% confidence intervals (CIs) were calculated.

Results

Statistics Analysis and Correlations

Table 1 presented the means, standard deviation, skewness, kurtosis, and correlations of the main variables. The values of skewness ranged from $-.367$ to $-.196$; the Kurtosis ranged from $-.559$ to $.386$.

The absolute value of skewness is no more than 2 and the absolute value of kurtosis is no more than 7 (Kline, 2023), therefore indicating that all the values are normally distributed.

Table 1
Intercorrelation and description statistics results of main variables (N = 181)

1. Planned Happenstance	1	2	3
	—		
2. Career Adaptability	.773 ^{***}	—	
3. Career Engagement	.543 ^{***}	.610 ^{***}	—
<i>M</i>	3.922	4.214	3.635
<i>SD</i>	.544	.573	.876
Skewness	– .196	– .367	– .254
Kurtosis	.386	– .559	– .514
Cronbach's alpha	.934	.927	.933
<i>Note.</i> * $p < .05$, ** $p < .01$, *** $p < .001$			

In addition, the correlation results demonstrate that planned happenstance has a significant positive relationship with career adaptability ($r=.773, p<.001$) and career engagement ($r=.543, p<.001$).

Hypothesis 1 and Hypothesis 2 have thus been accepted. A significant positive correlation was also found between career adaptability and career engagement ($r = .610, p < .001$).

Mediation Effect Analysis

Table 2 detailed the results of the mediation effect of career adaptability in the relationship between planned happenstance and career engagement. Before analyzing the mediation effect, the variance inflation factor (VIF) was recorded to determine if there was a multicollinearity problem. The value of VIF is 2.48, which is less than 10, thereby confirming that there is no multicollinearity problem (James et al., 2013).

Table 2

The mediating effect of career adaptability between the relationship of planned happenstance and career engagement (N = 181)

Step	Model		B	SE	β	t	R ²	F	VIF
1	PLHA	→ CAEN	.87	.10	.54	8.66***	.30	74.9***	
2	PLHA	→ CAAD	.81	.05	.77	16.28***	.60	265.0***	
3	PLHA	→ CAEN	.29	.15	.18	1.93	.39	55.7***	2.48
	CAAD		.72	.14	.47	5.10***			2.48

Notes. * $p < .05$, ** $p < .01$, *** $p < .001$, PLHA=Planned Happenstance, CAAD=Career Adaptability, CAEN=Career Engagement

The mediation effect varies depending on the direct effect the predictor has on the outcome variable when the mediator is present. A full mediation effect exists when the direct effect decreases to insignificant, while a partial mediation effect is observed when it decreases but remains statistically significant (Preacher & Hayes, 2004). According to the mediation effect result detailed in Table 2, the total effect was significant in step 1 ($\beta = .54$, $t = 8.66$, $p < .001$). In step 2, planned happenstance revealed a significant association with career adaptability ($\beta = .77$, $t = 16.28$, $p < .001$). However, in step 3, the direct effect was insignificant ($\beta = .18$, $t = 1.93$, $p > .05$), thus full mediation could be confirmed. Hypothesis 3 was therefore also accepted. Additionally, we conducted a bootstrapping analysis to identify whether the indirect effect was significant. Table 3 showed that the internal confidence ranged from .325 to .816, excluding 0. Therefore, the indirect effect was also found to be significant. The final model can be seen in Fig. 1.

Table 3

The analysis of Bootstrapping results

Path	Effect	Boot SE	95% CI	
			LLCI	ULCI
PLHA→CAAD→CAEN	.587	.126	.325	.816

Notes. PLHA=Planned Happenstance, CAAD=Career Adaptability, CAEN=Career Engagement

Discussion

In a society in which there is uncertainty and career barriers, overseas Chinese college students face many challenges when experiencing the transition from university to workplace. Thus, this study set out to examine the relationship among planned happenstance, career adaptability, and career engagement, and then to provide guidance for Chinese overseas students in Korea to better engage in career behaviors based on the effect mechanism. This study found that career adaptability had a full mediation

effect among the relationship between planned happenstance and career engagement. Based on these detailed results, the following discussions, below, are salient.

Firstly, planned happenstance is significantly associated with career engagement, an outcome that aligns with many previous studies. Notably, instead of career engagement, Kim et al. (2014) found a significantly positive relationship between planned happenstance and career preparation behaviors when researching the development and validation of the planned happenstance career inventory. Although the dependent variable is career preparation behavior, the scale was used to measure students' engagement in career preparation behaviors. The results showed that students with higher PHCI scores engaged more with career preparation behaviors. Lee & Lee (2019) also demonstrated that planned happenstance was positively correlated with occupational engagement when exploring the relationship between openness to experience and occupational engagement. All their results suggested that career engagement increased as the level of planned happenstance skills increased, and that planned happenstance was important in improving a student's career engagement. When facing uncertainty, Chinese overseas students with planned happenstance skills were able to view the crisis as an opportunity to re-examine their career choices and update their professional skills, rather than being passive, or surprised and confused by the impact of uncertainty on their current and future careers.

Secondly, planned happenstance is significantly associated with career adaptability; which is consistent with earlier findings. Park (2019) performed a regression analysis to determine how planned happenstance affects career adaptability and career preparation behavior, finding that the subscales of planned happenstance were all positively correlated with career adaptability. Jo & Lee (2017) demonstrated that planned happenstance was the strongest factor affecting career adaptability among parental nurturing attitudes and self-leadership. Moreover, Jung and Lee (2022) adopted a person-centered approach and identified three latent profiles (active, mediocre, and passive) based on the five dimensions of planned happenstance skills. Their findings showed that scores on all dimensions of career adaptability were progressively higher from the passive profile to the mediocre profile and then to the active profile. All the outcomes indicate that the higher the level of planned happenstance skills, the more career adaptability an individual will have. It should be carefully noted that planned happenstance and career adaptability are two different concepts. Planned happenstance skills focus on the ability to seize external and unpredictable opportunities, while career adaptability emphasizes the capacity to adjust to the dynamic world of work. The capability of Chinese students studying in Korea to adapt to unpredictable events can promote their use of psychological resources to accommodate themselves to a changing world.

Thirdly, career adaptability fully mediated the relationship between planned happenstance and career engagement. From a theoretical perspective, planned happenstance skills represent an individual's career adaptivity. Therefore, planned happenstance influences career engagement indirectly by strengthening individuals' career adaptability, which then facilitates active participation in career development activities. This mechanism is consistent with previous research (e.g., Jung & Lee, 2021; Choi, 2022). Jung and Lee (2021) reported that career adaptability partially mediated the relationship

between planned happenstance and career construction, although the indirect effect was relatively modest ($\beta = .18$). The present finding of full mediation suggests that, for Chinese overseas college students, planned happenstance may primarily influence career engagement through the development of career adaptability rather than exerting a direct effect. Similarly, Choi (2022) extended the Career Construction Model to adapting outcomes and found that career adaptability and occupational engagement serially mediated the relationship between planned happenstance and life satisfaction. Comparable evidence has also been reported in Western contexts. For example, Chong and Leong (2017) found that career adaptability mediated the relationship between cognitive flexibility and strategic career management, highlighting the central role of career adaptability in translating personal adaptive characteristics into proactive career behaviors. The results implied that possessing these skills alone does not necessarily translate into active career behaviors. Individuals must first develop sufficient psychosocial resources to manage career-related tasks and uncertainties.

Limitations

This research validated the mediating effect of career adaptability between planned happenstance and career engagements. It is also necessary to address some limitations of this study. Firstly, although there is no multilinearity problem, the correlation coefficient between plan happenstance and career adaptability is somewhat high, and future research needs to pay attention to the common bias caused by self-report studies. Secondly, the mediation effect was only validated among Chinese overseas college students in Korea; thus, more research among other populations is recommended to determine whether the results of this study can be generalized. Additionally, the sample number was too small to identify if there were any differences among academic majors. Lastly, this study only validated the CCMA among three dimensions (adaptivity, adaptability, and adapting). Considering that this research focuses on improving students career behaviors, it is therefore necessary to conduct more research to validate the CCMA among four dimensions, including adaptation variables (e.g., life satisfaction).

Implications

Despite its limitations, this study has some significant implications. Firstly, it has validated the CCMA among Chinese overseas college students in Korea, providing more empirical evidence to support previous studies. This finding further validates the Career Construction Model by demonstrating that planned happenstance can be conceptualized as a form of career adaptivity that contributes to career engagement through the development of career adaptability.

Practically, the findings imply that interventions designed for Chinese overseas college students should focus not only on cultivating planned happenstance skills but also on strengthening career adaptability, as enhancing these psychosocial resources is likely to increase students' engagement in career development activities. For example, it is helpful for the counselors to encourage students to be open to unexpected events, nurture their curiosity, and foster their confidence in a changing world. In addition, the full mediation effect of career adaptability indicates that counselors should foster college students' career adaptability. Training programs and career education courses are proven to be effective in

improving college students' career adaptability; moreover, implementing online career planning modules has been found to significantly increase each dimension of career adaptability (Cheung & Jin, 2016; Koen et al., 2012; Teychenne et al., 2019). This study recommends that career practitioners make full use of these interventions or try new approaches to enhance the career adaptability of Chinese overseas students.

Declarations

Author Contribution

Pingping Cao conceptualized the study, conducted the literature review, collected and analyzed the data, interpreted the findings, and drafted the manuscript. Qiyong Zhang provided methodological guidance, and critical revisions. Ji Hae Lee supervised the research, contributed to the study design, provided supervision and critical revisions, and approved the final version of the manuscript. Both authors reviewed and approved the final manuscript.

Data Availability

This study was conducted in accordance with the relevant regulation and was approved by the Institutional Review Board of Chonnam National University (Approval No. 1040198-240603-HR-091-01). Written informed consent was obtained from all participants prior to participation. The data that were used is confidential. Due to the sensitive nature of the questions asked in this study, survey respondents were assured that raw data would remain confidential and would not be shared.

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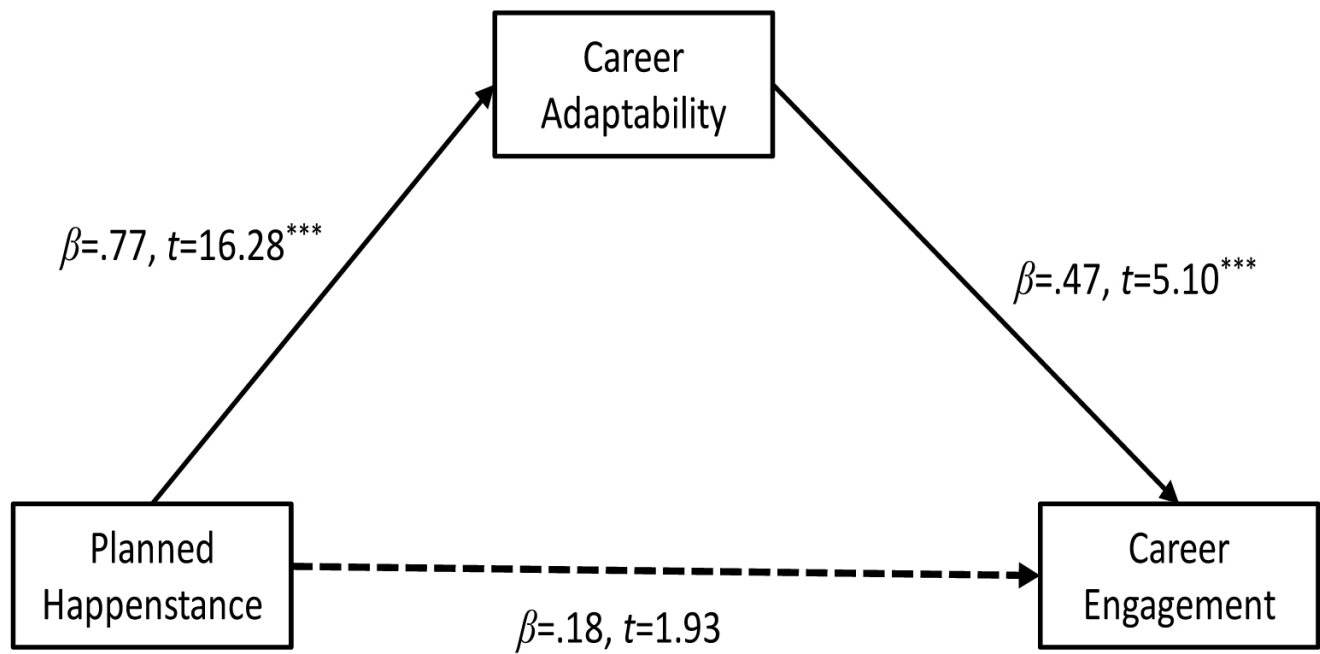
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Figures



Notes. * $p < .05$, ** $p < .01$, *** $p < .001$

Figure 1

Final model of the research

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