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Factors Influencing Aviation Services Students' Happiness Toward Career Guidance Course in Hainan, China

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Abstract

Purpose: The study examines the factors influencing aviation service students' happiness toward career guidance courses in universities in Hainan, China. The conceptual framework proposed a causal relationship among academic satisfaction, career decision-making self-efficacy, career success criteria clarity, future time perspective, proactive personality, and happiness. **Research design, data, and methodology:** The questionnaire was used to collect 500 participants who are college students majoring in aviation service from Hainan Province who have participated in vocational guidance courses in aviation. Purpose, convenience, and stratified sampling were adopted as sampling techniques. Before distributing the questionnaire, Item-Objective Congruence (IOC) and a pilot test of Cronbach's Alpha were adopted to test the content validity and reliability. Confirmatory factor analysis and structural equation modeling were used to verify its fit and determine the causal relationship between variables. Proactive personality has a significant influence on career success criteria clarity. Furthermore, career decision-making self-efficacy has a significant influence on happiness. **Results:** Academic satisfaction, future time perspective, and career success criteria significantly influence career decision-making self-efficacy. **Conclusions:** A positive outlook on the future is to put in the time and effort required to take courses, engage in more hands-on activities, enhance involvement, and achieve success to develop and strengthen the requisite career decision-making self-efficacy.

Keywords: Career Success, Self-Efficacy, Happiness, Career Guidance Course, Aviation Services

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Since many large institutions have recently increased their student body sizes, finding jobs for college graduates has emerged as a pressing societal issue. China has many college graduates, but many still need to figure out what they want to do with their lives. Certain schools may provide career advisory courses or career planning courses to help students achieve job success, career clarity, and career decision-making (Fu & Wakabayashi, 2023). Some academics argue that professional success should be classified as either objective or subjective, depending on the person doing the evaluation (Zhou & Wu, 2010). Achievements in one's profession that others can view, such as salary, number of promotions, level of authority, and financial security, constitute the Objective career success criteria (Dyke & Duxbury, 2011). The students at today's top universities represent the cutting edge of their respective professions; thus, his career has much room to grow and several opportunities to explore. Their drive to achieve professional success is stronger than ever. College students are the backbone of the labor force, and how they think about their future careers significantly influences how the labor market develops. As a result, professors and society should place a premium on students' ideas for achieving professional success while in college (Fu & Wakabayashi,

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2023).

This time, it is decided to look at the aviation service majors at institutions in Hainan. China's air transport industry will continue to expand at a rate of about 10% per year as the country's economy continues to boom, leading to a dramatic increase in the country's flight density, passenger volume, and other metrics. Regarding air travel, China will soon eclipse all other Asian countries as the world's largest consumer market (Wang et al., 2019). The need for skilled professionals in service and management within civil aviation is expected to grow rapidly along with the sector as a whole. The aviation service sector is a very young, fast-growing business. Beginning after World War I in the previous century, the civil aviation sector expanded fast following World War II and became more popular in the 1970s. This dawn sector will flourish in the twenty-first century because of rising GDP and national revenue, rising individual spending, and changing consumer attitudes. However, the research shows that aviation service majors need a solid grasp of the factors contributing to job success, clarity, and decision-making (Fu & Wakabayashi, 2023).

Since the current talent training system is inadequate, a new, scientific talent training system must be established immediately if the civil aviation sector is to continue its rapid, high-quality growth. Civil aviation companies must make significant advancements in safety management, operation efficiency, service quality, and other areas in light of the present climate. Innovative compound talents with high professional capabilities, high comprehensive quality, and strong management ability are required to supervise and control the quality of operations and services effectively (Silling, 2018).

As the Chinese economy grows and people's living standards rise, more and more people are communicating with one another regularly. As a result, people are placing a greater emphasis on picking the most convenient mode of transportation, driving up both the need for and the price of air travel. Companies in the aviation industry require tens of thousands of new service professionals each year, and there needs to be more people with the right combination of theoretical knowledge and hands-on experience. All of these factors have made room for the expansion of the aviation service industry (Wang et al., 2019).

Self-efficacy manifests itself in the individual's ability to accurately assess their strengths and weaknesses, gather relevant data, narrow down their options, solve problems, and plan their future professional path (Nam et al., 2011; Taylor & Betz., 1983). High levels of career decision-making self-efficacy are associated with improved performance in career orientation, which in turn facilitates the attainment of specific career goals (Gushue et al., 2006; Scott & Ciani, 2008). Therefore, it is significant for this study to examine the factors influencing aviation service students' happiness toward career guidance courses in universities in Hainan, China.

2. Literature Review

2.1 Happiness

Zimbardo and Boyd (1999). Ateş and Eryilmaz (2011) all agree that happiness is achieved when one is at peace with one's past, satisfied with one's present, and hopeful about one's future goals. Our participants report their bodies as "full of energy and excitement," but their minds are "relaxed," "calm," and "at peace" (Mogilner et al., 2012). According to a second definition of pleasure attributed to Aristotle (Cahn & Vitrano, 2007), one's potential is realized when one thrives. Veenhoven (2007) aims to merge the Comparison and Affect Theories by describing pleasure in terms of its constituent parts.

As part of the "behavioral dimension of happiness," cultivating an optimistic outlook on life is encouraged (Dodge et al., 2012). According to the survey results (Bak-Klimek et al., 2015), respondents place a high value on their relationships with their loved ones.

Koffman et al. (2014) found that having a supportive family system made people more resilient in the face of adversity. The importance of respondents' health in reaping the rewards of other sources of pleasure is evaluated. If a person does not have strong mental or physical health, for instance, having more money does not help them to be happier. In order to improve their health and thus their happiness, respondents actively pursue healthy habits (such as regular exercise, yoga, meditation, and eating a balanced and nutritious diet) (Kalhori et al., 2017; Pengpid & Peltzer, 2019). Successes become a major source of happiness. It is the emotional high you get from succeeding at anything, whether it is a personal or professional aim (Suar et al., 2019).

2.2 Academic Satisfaction

Satisfaction with one's function and experience as a student is what is meant by "academic satisfaction" (Lent et al., 2007). According to research by Hakim (2013), the quality of theoretical content, assessment methods, interaction, and social components all have a role in students' overall perception of their educational experience. Student evaluations of their educational experiences largely measure academic success. According to research by Shakurnia et al. (2018), universities and students may get valuable insight into their students' academic progress by measuring their academic satisfaction.

Academic satisfaction is one of the most essential and impactful variables in one's quality of life (Lent et al., 2007).

When controlling for gender, age, income, and parents' education, we found that the impact of family and academic satisfaction on happiness via career choice self-efficacy was significant. Career choice self-efficacy and contentment were significantly connected with family influence and academic fulfillment. According to the research, students more satisfied with their education tend to have better GPAs, a criterion of academic accomplishment. Choosing one's career may have lasting effects on one's life and the lives of one's loved ones. The individual's happiness will be directly proportional to their chosen career path. Career choice is a remarkable aspect that directly influences happiness for those who spend most of their waking hours at work. In line with the ecological theory, we discovered that good family influence and academic satisfaction significantly increased confidence in making and being happy with one's job choices.

Further, career choice self-efficacy significantly mediates the link between parental influence, academic success, and contentment with life. It was discovered that parental education moderated the relationship between academic satisfaction and happiness, as well as the relationship between career choice self-efficacy and happiness. Participants' control variables included their gender, age, socioeconomic position, income, parents' mean education level, and employment status. These studies have led to the following hypothesis:

H1: Academic satisfaction has a significant influence on career decision-making self-efficacy.

2.3 Future Time Perspective

Husman et al. (2016) found that one of the most influential elements in people's choice of job path is their outlook on their future. According to some authors (Carstensen, 2006; Zacher & Frese, 2009), future time perspective is a cognitive-motivational construct that conveys one's feeling of purpose for the future. The current investigation hypothesized that focusing on the far future would correlate with confidence in making professional choices. When individuals focus on the future a lot, they give it more importance. This motivates individuals to envision what they want out of life and work out a plan to get it (Strauss et al., 2011). Persons who can see farther into the future can better plan, set objectives, control their behavior, and constantly assess their performance (Husman et al., 2016).

Previous research has experimentally investigated the link between focusing on the future and confidence in one's ability to make professional decisions (Jung et al., 2015; Walker & Tracey, 2012). This research looked at how anticipating one's future influences one's present-day confidence in making important professional choices. Focusing on the distant future would help people feel more secure in choosing careers. More precisely, those with a strong future-time perspective might help others feel more confident in their job decision and less anxious about the future by encouraging them to concentrate on their long-term objectives (Jung et al., 2015).

Previous research (Jung et al., 2015; Walker & Tracey, 2012) found an inverse relationship between focusing on the future and worrying about making a professional decision. Consistent with prior research, we hypothesized that looking farther into the future would alleviate the everyday anxiety associated with making a career decision. These studies have led to the following hypothesis:

H2: Future time perspective has a significant influence on career decision-making self- efficacy.

2.4 Career Success Criteria Clarity

Individuals utilize a cognitive schema based on their beliefs, attributes, and self-related information called the "Career success criteria clarity" when evaluating their professional accomplishments. Understanding the professional decision-making process requires looking at factors like confidence in making such decisions and the fear of making the wrong one. In contrast to people with a high degree of job choice anxiety, those with a high level of self-efficacy for professional decision-making can construct successful career plans (Germeijs & Verschueren, 2006).

One's level of positive affect may influence daily self-efficacy in professional decision-making. Therefore, studying this relationship is important. The Career Decision-Making Self-Efficacy Scale (CDMSE) is a 25-item instrument that Betz, Klein, and Taylor created. This scale's reliability and validity were high, making it a popular tool. The Chinese version of this scale has been tried and proven effective. The Career Decision-selecting Self-Efficacy Scale (Chinese version) was used to measure participants' sense of agency when selecting career choices. These studies have led to the following hypothesis:

H3: Career success criteria clarity has a significant influence on career decision-making self-efficacy.

2.5 Proactive Personality

A study found that beyond the Big Five personality characteristics, a person's proactive personality - "a relatively stable tendency to influence environmental change that differentiates people based on the extent to which they take action to influence their environments" - was a significant predictor of work satisfaction (Demerouti et al., 2009).

The clarity of one's job success criterion is a cognitive schema constructed from one's core beliefs, character qualities, and other facts about oneself. Employees who take the initiative to learn from the experiences of others and

reflect on their aims and values in the workplace are more likely to be successful. They gain self-assurance in making job choices as they define what constitutes success for themselves (Zacher & Frese, 2009).

Individuals who take the initiative to shape their professional futures and actively seek advancement have a greater chance of career success. These proactive personality traits are linked to a stronger belief in one's ability to succeed in one's chosen profession (Fuller & Marler, 2009). These studies have led to the following hypothesis:

H4: Proactive personality has a significant influence on career success criteria clarity.

2.6 Career Decision-Making Self-Efficacy

The career process involves deciding on a desired occupation and working towards that goal. An individual's strengths and limitations are the primary considerations in choosing. When deciding on a profession, an individual will weigh their personal preferences against their cognitive and physical capacities, education level, and financial stability.

Future preparation must include consideration of important matters, including career decisions. Individuals' well-being and connections to others will be directly impacted by any difficulties they encounter due to their chosen profession. Making a life-altering choice prior to attending college is challenging and convoluted. To aid in the professional decision-making process and to assess potential challenges in advance, individuals should compare their social, physical, and mental traits with the elements of their chosen job. Therefore, self-efficacy is crucial in making career decisions. One's confidence level in making sound job choices is known as one's "career decision self-efficacy."

Friendships, social perceptions, academic satisfaction, personal qualities, and familial influences are just a few of the elements that play a role in determining a person's chosen job path. The interconnections between and effects on these systems are complex. Academic satisfaction and Career decision-making self-efficacy affect each other. Academic satisfaction means how content a person is with his or her position and time spent in school (Lent et al., 2007). Student evaluations of their educational experiences largely measure academic satisfaction.

Another reason is that academic satisfaction factors influencing career decision-making self-efficacy and learning in school experience, skills, and competitiveness tendency can be well into career decision-making self-efficacy. College students' career choices are influenced by several factors, including the quality of the education they receive, the likelihood of finding a job after graduation, the student's attitude toward education, the impact the school has on the student's career, the student's satisfaction with the department and his or her sense of belonging, the student's likelihood of finding a job, and the student's satisfaction with the applied vocational education he or she received. The following theory has resulted from these studies:

H5: Career decision-making self-efficacy has a significant influence on happiness.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework is developed from studying previous research frameworks. This research uses a conceptual framework with six factors. Based on their research, Hair et al. (2013) classifies factors as either "independent," "mediating," or "related." The parameter specifies the kind of the final output variable. According to the definition provided by Clark-Carter (2010), an independent variable may affect another variable. Academic satisfaction, future time perspective, and proactive personality were the independent factors in this investigation. Cooper and Schindler (2014) define mediating factors as potential independent variables. In certain cases, dependent variables may be modified by mediators. When there is an independent and dependent variable, the two are said to be "intermediary" (Gray et al., 2017). Career decision-making self-efficacy and career success criteria clarity serve as mediators in this investigation. According to definitions provided by Jackson et al. (2006), the dependent variable is the primary focus of the research. O'Leary (2017) said that the variables researchers focus on are dependent variables. In this analysis, happiness is the only thing that matters. The conceptual framework of this study is proposed in Figure 1.

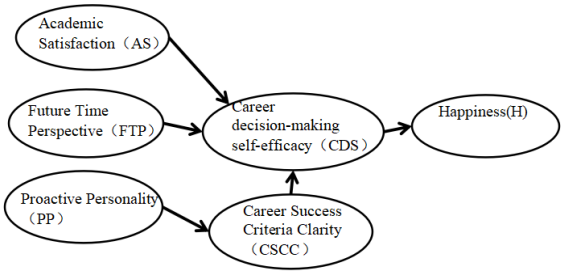

Figure 1: Conceptual Framework

H1: Academic satisfaction has a significant influence on career decision-making self-efficacy.

H2: Future time perspective has a significant influence on career decision-making self- efficacy.

H3: Career success criteria clarity has a significant influence on career decision-making self-efficacy.

H4: Proactive personality has a significant influence on career success criteria clarity.

H5: Career decision-making self-efficacy has a significant influence on happiness.

3.2 Research Methodology

The researcher applied quantitative approach with a questionnaire distributed online and paper-based to the five selected higher education or universities in Hainan. Key factors that have a substantial influence on aviation service students' career decision-making, self-efficacy, and happiness have been identified via the data analysis. The survey has three parts. At the outset, respondent characteristics are determined via screening questions. Secondly, five proposed variables were measured using a 5-point Likert scale, starting at "1-strongly disagree" and ending at "5-strongly agree"—lastly, demographics Information.

Prior to gathering data, the research team performed an Item-Objective Congruence (IOC) assessment and conducted a pilot test. The evaluation of the Item-Objective Congruence (IOC) was carried out by a panel of three experts, and all items exceeded the acceptable threshold of 0.6. In the pilot test involving 50 participants, the reliability of the measurement tool was assessed using Cronbach's alpha, in accordance with the guidelines established by Tavakol and Dennick in 2011. It was determined that the measurement tool is suitable for use when the Alpha coefficient equals or exceeds 0.60, indicating a satisfactory level of structural quality.

The convergence accuracy and validity were then examined using Confirmatory Factor Analysis (CFA). To confirm the model's validity and dependability, a global test was performed using the available data, and a measurement of how well the model matches the data was computed. Structural Equation Model (SEM) was then used to analyze the results of the variables.

3.3 Population and Sample Size

This research aims to investigate the experiences of students majoring in aviation services who have taken part in career development programs at higher education institutions in Hainan Province, China. Structural Equation Models recommended recruiting a minimum of 403 participants for the research. Over two thousand people is the total population. Following the minimum sample size, 501 samples were the target in the analysis.

3.4 Sampling Technique

The researcher used nonprobability sampling using purposive sampling to select the five selected higher education universities in Hainan. Then, the probability sampling, using stratified random sampling was applied to use the population size of 2,171 people, shown in Table 1. Afterward, in order to assure the reliability of the sample, convenience sampling is carried out both online and offline, with the questionnaire being sent to the subset of the target population for whom it is most convenient to receive it.

Table 1: Sample Units and Sample Size

College Name	Population Size	Proportional Sample Size
Haikou University of Economics	556	128
Hainan Vocation and Technical College	501	116
Sanya Aviation Touriam Vocational College	789	182
Sanya Institute of Technology	217	50
Hospitality Institute of Sanya	108	25
Total	**2171**	**501**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Questionnaires were distributed to 2,171 students at the Haikou University of Economics, Hainan Vocational and Technical College, Sanya Aviation Tourism Vocational College, Sanya Institute of Technology, and Sanya Zhongrui Hotel Management Vocational College. 606 responses are valid. In the demographical data, the respondents are 317 females and 289 males, representing 52.3 percent and 47.7 percent, respectively. For the year of study, 200 first-year students account for 33 percent, 134 sophomore students account for 22.1 percent, 231 junior students account for 38.1 percent, and 41 senior students account for 6.8 percent.

For the school, 143 students from Haikou University of Economics account for 23.5 percent, 206 students from Hainan Vocational and Technical College account for 34 percent, 183 students from Sanya Aviation Tourism Vocational College account for 30.2 percent, and 50 students from Sanya Institute of Technology account for 8.3 percent, and 24 students from Sanya Zhongrui Hotel Management Vocational College account for 4 percent. For internship experience outside school, 415 students have internship experience outside school, accounting for 68.5 percent, and 191 students do not have internship experience outside school, accounting for 31.5 percent. For monthly living expenses, 149 students use less than 1000-yuan, accounting for 24.6 percent; 316 students use 1000 - 2000-yuan, accounting for 52.1 percent; 83 students use 2000 - 3000-yuan, accounting for 13.7 percent, and 58 students use above 3000-yuan, account for 9.6 percent.

Table 2: Demographic Profile

Demographic and General Data (N=606)		Frequency	Percentage
School	Haikou University of Economics	143	23.5
	Hainan Vocational and Technical College	206	34
	Sanya Aviation Tourism Vocational College	183	30.2
	Sanya Institute of Technology	50	8.3
	Sanya Zhongrui Hotel Management Vocational College	24	4
Gender	Male	317	52.3
	Female	289	47.7
Age	Freshman	200	33
	Sophomore	134	22.1
	Junior	231	38.1
	Senior	41	6.8
Internship experience outside school	Yes	415	68.5
	No	191	31.5
Monthly living expenses	Less than 1000 yuan	149	24.6
	1000 - 2000 yuan	316	52.1
	2000 - 3000 yuan	83	13.7
	Above 3000 yuan	58	9.6

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

This research used CFA to confirm the presence of a certain factor. When testing for discriminant validity, all items in all variables are significant representations of factor loading. The p-value for the factor loadings is less than 0.05, and the value is bigger than 0.30. Table 3 shows that the composite reliability and the average extracted variance retrieved are higher than the thresholds of 0.7 and 0.5, respectively, as specified by Fornell and Larcker (1981). Furthermore, Cronbach's alpha was determined that the values exceed 0.60, indicating a satisfactory level (Tavakol & Dennick, 2011). Thus, the convergent validity is confirmed.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Academic Satisfaction (AS)	Lee et al. (2020)	4	0.879	0.779-0.854	0.88	0.648
Future Time Perspective (FTP)	Park et al. (2020)	6	0.907	0.678-0.875	0.909	0.626
Career Success Criteria Clarity (CSCC)	Lee et al. (2020)	5	0.87	0.723-0.769	0.882	0.554
Proactive Personality (PP)	Jung et al. (2015)	6	0.881	0.701-0.794	0.863	0.558
Career Decision-Making Self-Efficacy (CDS)	Baek et al. (2020)	6	0.861	0.695-0.761	0.862	0.510
Happiness (H)	Kocak et al. (2021)	6	0.890	0.73-0.789	0.89	0.575

The acceptable values of goodness-of-fit indices in Table 4 presented the model fit. The statistical values of indices were compared to the acceptable criteria. In which, the values were CMIN/DF = 1.273, GFI = 0.943, AGFI = 0.934, NFI=0.945, IFI = 0.988, TLI =0.986, CFI=0.988, and RMSEA = 0.021.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	<3 (Hair et al., 2006)	1.273
GFI	>0.85 (Sica & Ghisi, 2007)	0.943
AGFI	>0.8 (Sica & Ghisi, 2007)	0.934
NFI	>0.9 (Hair et al., 2006)	0.945
IFI	>0.9 (Hair et al., 2006)	0.988
TLI	>0.9 (Hair et al., 2006)	0.986
CFI	>0.9 (Hair et al., 2006)	0.988
RMSEA	<0.08 (Browne & Cudeck, 1993)	0.021
Model Summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, IFI = Incremental Fit Index, TLI = Tucker-Lewis index, CFI = Comparative fit index and RMSEA = Root mean square error of approximation

Discriminant validity is used to examine divergent validity. The comparison among the square root of the average variance extracted (AVE) of each construct and the correlation between constructs in which the square root of AVE was shown greater value than the correlation between constructs shown in Table 5.

Table 5: Discriminant Validity

	AS	FTP	CDS	PP	CSCC	H
AS	**0.805**					
FTP	0.42	**0.791**				
CDS	0.454	0.448	**0.744**			
PP	0.413	0.435	0.486	**0.747**		
CSCC	0.479	0.412	0.348	0.485	**0.714**	
H	0.651	0.484	0.445	0.46	0.579	**0.758**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

The structural model was evaluated using structural equation modeling to confirm model fitness and causal

relationship among variables and factors. The model fit of the structural model was evaluated by using maximum likelihood and goodness-of-fit indices. The fit indices comprise of chi-square statistics (CMIN/df), Root of the Mean Square Residual (RMR), the Goodness of Fit Index (GFI), the Adjusted Goodness of Fit Index (AGFI), Normed Fit Index (NFI), Comparative Fit Index (CFI), Incremental Fit Index (IFI), Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA). The indices will evaluate six latent variables: academic satisfaction, future time perspective, career success criteria clarity, proactive personality, career decision-making self-efficacy, and happiness. The goodness-of-fit indices were calculated in Table 6. based on the structural model. The results of statistical values after adjustment were CMIN/DF = 2.149, GFI = 0.901, AGFI = 0.886, NFI=0.906, IFI=0.947, TLI = 0.943, CFI = 0.947 and RMSEA=0.044.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/DF	<3 (Hair et al., 2006)	2.287	2.149
GFI	>0.85 (Sica & Ghisi, 2007)	0.895	0.901
AGFI	>0.8 (Sica & Ghisi, 2007)	0.880	0.886
NFI	>0.9 (Hair et al., 2006)	0.899	0.906
IFI	>0.9 (Hair et al., 2006)	0.941	0.947
TLI	>0.9 (Hair et al., 2006)	0.936	0.943
CFI	>0.9 (Hair et al., 2006)	0.940	0.947
RMSEA	<0.08 (Browne & Cudeck, 1993)	0.046	0.044
Model Summary		**In harmony with Empirical data**	**In harmony with Empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, IFI = Incremental Fit Index, TLI = Tucker-Lewis index, CFI = Comparative fit index and RMSEA = Root mean square error of approximation

4.4 Research Hypothesis Testing Result

The correlation magnitude among the independent and dependent variables proposed in the hypothesis is measured by regression coefficients or standardized path coefficients. As presented in Table 7, five proposed hypotheses were supported. The result from Table 7 postulated that all hypotheses were supported with a significance at p = 0.05. Career decision-making self-efficacy has the strongest influence on aviation service students' career decision-making self-efficacy and happiness, which resulted in 0.602, academic satisfaction (β =0.491), future time perspective (β = 0.402), career success criteria clarity (β =0.264) and proactive personality (β = 0.155) respectively. The model demonstrated the variance of aviation service students' career decision-making self-efficacy and happiness, as illustrated in Table 7.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: AS→CDS	0.491	10.231*	Supported
H2: FTP→ CDS	0.402	8.544*	Supported
H3: CSCC→CDS	0.264	6.041*	Supported
H4: PP→CSCC	0.155	3.617*	Supported
H5: CDS→H	0.602	11.831*	Supported

Note: * p<0.05
Source: Created by the author

H1 has shown a significant impact of academic satisfaction on career decision-making self-efficiency. This structural pathway results in the standard coefficient value of 0.491 and t-value of 10.231. **H2** has shown a significant impact of future time perspective on career decision-making self-efficacy. This structural pathway results in the standard coefficient value of 0.402 and t-value of 8.544. Career success criteria clarity significantly impacted career decision-making self-efficacy with a standardized path coefficient of 0.264 and a t-value of 6.041 in **H3.** Proactive Personality significantly impacted career success criteria clarity with a standardized path coefficient of 0.155 and a t-value of 3.617 in **H4.** Career decision-making self-efficacy is a significant factor impacting happiness, with a standardized path coefficient of 0.602 and a t-value of 11.831 in **H5.**

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This research aims to examine the factors affecting the self-efficacy and happiness of aviation service students in Hainan universities. Career decision-making self-efficacy was the most significant predictor of career satisfaction, and a positive outlook on the future and a proactive personality were found to have a similarly positive effect on students' career satisfaction. However, in this specific study, the effect of a proactive personality on happiness was not directly demonstrated. So, the effect of a proactive personality on happiness was discussed in a broader context. In light of this,

it stands to reason that the research's suggested next steps will have an impact on students' ability to define and achieve career success, as well as their clarity regarding the criteria for such success, the confidence they feel in making career decisions, and the factors that contribute to their overall sense of well-being.

The results showed that career decision-making self-efficacy was the strongest predictor of career happiness, future time perspective, and proactive personality have a corresponding positive effect on student career happiness. In this case study, the impact of proactive personality on happiness has yet to be explicitly proved and is an indirect approach to proactive personality impacting happiness. Therefore, the results of the research recommendations should affect the student career success standard definition, career success criteria clarity, career decision self-efficacy, and happiness factors, allowing kids to get a deeper understanding of who they are and what makes them tick so that they may set realistic goals for the future and work toward them with confidence.

5.2 Recommendation

Career decision-making self-efficacy, career success criteria clarity, and happiness with career guidance programs all contribute to a positive college environment and, in turn, to the students' development. Therefore, it is important to consider the variables that influence these outcomes.

The researchers determined the influence of six factors: academic satisfaction (AS), career decision-making self-efficacy (CDS), career success criteria clarity (CSCC), future time perspective (FTP), happiness (H), and proactive personality (PP) on the career decision self-efficacy and happiness of aviation service majors in Hainan universities.

From the future time perspective, schools should offer a wider variety of career planning courses, not just to reform the college entrance examination but also to help students better known themselves, understand their strengths and weaknesses, and find a suitable professional. Additionally, it is important for students to acquire a keener sense of the future and map out their personal growth in as much detail as possible.

Students at today's universities care not only about getting better grades but about being better at everything they do. When considering the nation's future, it is important to prioritize improving students' all-around quality of education. As a result, we need to put in the time and effort required to take courses, engage in more hands-on activities, enhance our involvement, and achieve success to develop and strengthen the requisite career decision-making self-efficacy.

Since 2020, the spread of COVID-19 has severely impacted students' learning progress and caused corresponding anxiety. As a result, future teaching processes and daily life should also focus on strengthening the students' self-protection and self-regulation to prevent students from experiencing cognitive problems due to a lack of career success criteria clarity and a lack of career decision-making self-efficacy and happiness.

In accordance with the appropriate national policies, schools "broaden the channels for the development of students" to ensure the development of diverse students across various domains. From classroom teaching to life experience to career adaptation to career creation, students' abilities in independent learning, personality development, career decision-making, self-efficacy, and other areas are cultivated, and their careers are advanced, using a combination of career theory and practice and the combination of campus spiritual civilization construction and self-cultivation construction.

5.3 Limitation and Further Study

There are several significant caveats to this study, and the following are suggestions for further research. First, the research scope and sample size are constrained since the study solely focuses on higher education and chooses five institutions in Hainan as the research object. The unpredictability and incompleteness of the sample characteristics are limitations of this research because of the difficulty in collecting these data in distant learning. Second, because of the low writing skills and lack of experience, the conversation may be skewed, and the language may need to be expressed with sufficient precision and depth. Because of several flaws in the survey's design, it cannot capture all variables influencing aviation service students' career decision-making, self-efficacy, and happiness. Finally, there needs to be more long-term research. By focusing on students' career development from a young age, we can better understand the factors that influence their ability to set and achieve clear goals for their careers, their confidence in their career decision-making self-efficacy, career success criteria clarity, and their happiness with the career guidance courses they take.

More elements may emerge as major influences on profession selection in future research. Therefore, more research is needed to test the insignificant influence of social contact on self-efficacy or indirect influence on professional decisions, to comprehend the influence of students' career decision-making self-efficacy and happiness, and to recruit a larger and more representative sample of students. Defining a particular quality element to examine this independent variable's influence on the dependent variable's behavioral intentions is an example of how researchers may use experimental techniques to account for other factors that may muddle causality in future studies. Alternately, qualitative studies might be integrated to learn more about how a

person's career decision-making self-efficacy and happiness affect their job choices.

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