

The Influence of Family Cultural Capital on Employment Intention of Chinese International Students in Thailand: The Mediating Role of Parents' Educational Expectations

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Article History

Received: 24/09/2022

Accepted: 27/09/2022

Published: 28/09/2022

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Abstract

In 2022, the number of people taking the postgraduate examination in China will reach 4.57 million, while only 1.1 million graduate students will be enrolled. Compared with the fierce domestic competition, studying abroad is increasingly popular with Chinese parents. Thailand, on the other hand, has become a popular country for studying abroad with its low cost and good Chinese cultural atmosphere. The purpose of this study is to investigate the influence of family cultural capital on employment intentions of Chinese international students in Thailand: the relationship between the mediating role of parents' educational expectations.

This paper uses the questionnaire survey method to conduct the research, a total of 344 valid questionnaires were recovered. this paper conducts descriptive statistical analysis, correlation analysis, intermediary effect test, etc., and draws the main conclusions: in Thailand, Chinese students' family cultural capital has a significant positive impact on employment intention, family cultural capital has a significant positive impact on parents' educational expectation, and parents' educational expectation has a significant positive impact on employment intention, Parents' Educational Expectation has intermediary effect between family cultural capital and employment intention.

Based on the existing research results, it is suggested to attach importance to the construction of family cultural capital and improve the gap between different families' cultural capital. Appropriately control the educational expectations of parents and appropriately reduce the burden on students.

Keywords: Chinese students studying in Thailand; Family cultural capital; Parents' educational expectations; Employment intention

Introduction

In 2022, the number of people taking the postgraduate examination in China will reach 4.57 million, while only 1.1 million graduate students will be enrolled. Compared with the fierce domestic competition, studying abroad is increasingly popular with Chinese parents. Thailand, on the other hand, has become a popular country for studying abroad with its low cost and good Chinese cultural atmosphere.

At present, most of the overseas students in Thailand will return to China for employment. Compared with the previous employment situation, the domestic employment situation in the past two years has become more and more severe. As of April 17, 2022, the implementation rate of the whereabouts of college graduates nationwide is 23.61%, and the implementation rate of the whereabouts of key groups such as low-income families is 21.74%. With the employment situation becoming more and more difficult,

the employment of international students is not only dependent on the efforts of students but also the role of family capital has begun to highlight. Zhang (2018) found that the direct effect of family cultural capital is the highest, and it can also affect students' educational expectations through the intermediary role of family social capital. Li (2021) research shows that family cultural capital has a greater impact on the monthly salary expectation and regional expectation of postgraduates. The higher the stock of family cultural capital is, the higher the monthly salary expectation of postgraduates in job selection is. At the same time, the more likely they are to return to their hometown in job selection.

Family capital comes from social capital theory. Family capital is divided into family social capital, family economic capital, and family cultural capital. The measurement indicators include tangible material resources and intangible material resources. The tangible material mainly refers to parents' material income, while the intangible refers to parents' investment in children's education. In general, family economic capital is the most basic factor to ensure the access to education and the quality of education. Wang (2016), family cultural capital includes parents' education level, family cultural habits, and expectations.

About employment intention: Zhao (2008) defined the employment intention as the individual's belief and expectation of employment results. Li (2012) believes that employment intention depends on goal orientation and value orientation. Goal orientation includes enterprise, employment area, work nature, work remuneration, and other factors, and value orientation is the main factor that plays a role in students.

Expectation, as defined in the dictionary, is to hope and wait for the future of things and people. Wang (2018) believed that education expectations include two aspects: parents' academic expectations and career expectations for their children. Dai (2020) believed that education expectation is the level of education that parents hope their children can achieve.

The purpose of this study is to explore the influence of family cultural capital on employment intention of Chinese overseas students in Thailand: the intermediary role of Parents' Educational Expectations. The research can promote the understanding of the development of employment intention of Chinese overseas students in Thailand. Understanding the importance of family capital in employment, understanding the relationship between family capital and employment intention, and mitigating problems in employment are of great practical significance for promoting the employment of foreign students and social stability.

Methods

This study analyzes the relationship between family capital, education expectation, and employment intention. This paper selects Chinese students studying in Thailand from two universities in Bangkok, Thailand as the research objects. The number of samples is based on the family cultural capital scale in the scale, and the principle of taking three to five times of its increase (Wu & Tu, 2009). Finally, 344 valid data are obtained.

This study selected the Chinese version of the Family Environment Scale (FES-CV), which is mainly divided into three dimensions: institutionalized family cultural capital, specific family cultural capital, and objective family cultural capital. There are 15 measurement items in total. Likert scale scoring method was adopted. There are five gears, from low to high. The reliability and validity of the scale are good.

The Employment Intention selected in this study uses the questionnaire content compiled by Yang and Shu (2010), designs the single structure questionnaire content, and modifies and lists a total of 5 measuring items. Likert scale scoring method was adopted. There are five gears, from low to high. The reliability and validity of the scale are good.

According to the literature review and research, Wang and Heppner (2002) developed the Perceived Parental Expectation Scale (PPE), which includes personal maturity, academic performance and achievement, and dating expectations. In this paper, according to the needs of research, the scale of academic performance and achievement is selected to measure college students' perceived Parents' Educational Expectations. Cronbach's α was 0.85, which belongs to a relatively mature scale. The Parents' Educational Expectation scale in this paper adopts Likert 5-point scoring method. The higher the score, the higher the level of Parents' Educational Expectation that the respondent feels.

Results

Descriptive statistics

A total of 344 valid data were collected in this study. The proportion of female subjects is higher than that of men, with women accounting for 58.4%; From the grade level, the number of masters is the largest, accounting for 57.8%, followed by 125 undergraduates, accounting for 36.3%, and the number of doctors is the smallest, accounting for 5.8%; 69.8% of the subjects were single children.

Table 1 Descriptive Statistical

	Mean	Std. Dev.	Skewness	Kurtosis
EI	3.448	0.657	-0.119	-0.148
PEE	3.725	0.807	-0.334	-0.495
FCC	3.505	0.676	-0.019	-0.675

NOTE:EI= Employment Intention, PEE= Parents' Educational Expectation, FCC= Family Cultural Capital

Table 1 is the data distribution analysis of the scale of family cultural capital, parents' educational expectation, and employment intention. If the absolute value of kurtosis is less than 10 and the absolute value of skewness is less than 5, it is consistent with the provisions of normal distribution (Zhu & He, 2004). The data quality is good, allowing further analysis and inspection. The absolute value of skewness of each dimension of the measured variable is 0.019-0.334, and the absolute value of kurtosis is 0.148-0.675, meeting the requirements of normal distribution.

The average values of family cultural capital, parental educational expectation, and employment intention were 3.505, 3.725, and 3.448, respectively, which were higher than the median value, indicating that the respondents in this survey showed a moderate status quo and recognition of family cultural capital, parents' educational expectation, and employment intention.

Correlation analysis

Correlation analysis is an important method to test the correlation and degree of correlation between variables. In order to further explain the causal relationship between variables, Pearson correlation analysis is used to analyze the relationship between variables. The Pearson value range is between [-1,1]. The closer the correlation coefficient r value is to 1, the higher the degree of correlation between variables. The generation of $r \geq 0.7$ is highly correlated, the generation of $0.3 \leq r \leq 0.7$ is moderately correlated, and the generation of $r \leq 0.3$ is low correlated. If the value is 0, it represents no correlation, while the positive and negative values represent the direction of the relationship between variables. In this study, through correlation analysis of each variable, it is found that each variable has a significant correlation ($p < 0.01$), as shown in Table 2.

Table 2 Correlation analysis

Variable	EI	PEE	FCC
EI	1		
PEE	.291**	1	
FCC	.481**	.477**	1

Note: ** $p < 0.01$; EI= Employment Intention, PEE= Parents' Educational Expectation, FCC= Family Cultural Capital

Test of mediating effect

In this study, Baron and Kenny (1986)'s stepwise test was used to test the intermediary effect. The stepwise test method has four conditions: Condition 1: independent variables have significant influence on intermediate variables. Condition 2: The intermediary variable has a significant influence on the dependent variable. Condition 3: The independent variable has a significant influence on the dependent variable. Condition 4: After the intermediate variable is added, the influence coefficient of the independent variable on the dependent variable decreases.

With parents' educational expectation as the dependent variable and family cultural capital as the independent variable, the regression model is adopted. Table 3 Model 1 shows that the F value is 50.59 and significant, which indicates that the regression model of family cultural capital on parents' educational expectation has statistical significance. R^2 is 0.227, and the corrected R^2 is 0.225, indicating that the goodness of fit of the model is 22.5%; Through the influence of family cultural capital and parents' educational expectations, we can conclude that Baron and Kenny (1986)'s condition 1 is satisfied. See table 3 Model 1.

With employment intention as the dependent variable and Parents' Educational Expectation as the independent variable, in the regression model, Table 3 Model 2 shows that the F value is 31.53 and significant, indicating that Parents' Educational Expectation

has statistical significance on the regression model of employment intention. R^2 is 0.384, and the corrected R^2 is 0.372, indicating that the fitting degree of the model is 37.2%; Through the influence of parents' educational expectation and employment intention, we can conclude that condition 2 of Baron and Kenny (1986) has been met.

In order to verify the conditions 3 and 4 of Baron and Kenny (1986), the following model is constructed in this paper. As shown in Table 3 Model 3, employment intention is the dependent variable, and model 1 takes family cultural capital as the independent variable. The F value of model 1 is 63.15 and significant, indicating that model 1 has statistical significance. In the regression coefficient, family cultural capital has a positive impact on employment intention ($\beta = 0.481, p < 0.05$), indicating that the higher the degree of family cultural capital of foreign students, the higher their employment intention will be. At the same time, the condition 3 of Baron and Kenny's (1986) stepwise test method is met, and the independent variable has a significant impact on the intermediary variable.

Model 4 adds the intermediary variable parents' educational expectation on the basis of model 1. As shown in Table 3 Model 4: The F value of the model is 52.83 and significant, indicating that model 2 has statistical significance. In the regression coefficient, after adding the intermediary variable parents' educational expectation, the regression coefficient of family cultural capital to employment intention decreases from 0.481 of model 1 to 0.144, and significant, indicating that parents' educational expectation has a partial intermediary effect between family cultural capital and employment intention. Meet the condition 4 of Baron and Kenny (1986) stepwise test method: after adding intermediate variables, the influence coefficient of independent variables on dependent variables decreases.

Table 3 Regression Analysis

	DV: PEE		DF: EI	
	M1	M2	M3	M4
FCC	.477***		.481***	.144*
PEE		.291***		.279***
F	50.59***	31.53***	63.15***	52.83** *
R^2	0.227	0.384	0.232	0.237
Ad R^2	0.225	0.372	0.229	0.232
DW	1.947	1.929	1.965	1.998

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$; EI= Employment Intention, PEE= Parents' Educational Expectation, FCC= Family Cultural Capita

Discussion and Conclusion

Discussion

According to the above research results, the status quo of family cultural capital, employment intention, and parents' educational expectations of Chinese students studying in Thailand are as follows:

1. Family cultural capital and its dimensions are at the upper middle level. This indicating that the family cultural capital of Chinese students studying in Thailand for undergraduates, masters, and doctors has a recognition and assumption of their support, and the objective family cultural capital is higher than the specific family cultural capital, It shows that Chinese students studying in Thailand as a whole know that they can fully perceive the cultural capital from their families in their life and study. In contrast, the "specific family cultural capital" is at a medium level, which shows that Chinese students in Thailand can not get much support from their families when discussing with their parents, providing academic guidance, and dealing with conflicts.

2. Employment intention and its dimensions are at the upper middle level. This shows that their level of employment intention for Chinese students studying in Thailand is relatively high. The current research shows that Chinese students in Thailand are full of expectations for the current employment situation and future expectations. However, Chinese students in Thailand are affected by external conditions such as the outside world and their families when they are about to be employed, which may lead to some graduates and students still have doubts about their employment and contributions. This, to a certain extent, has affected the persistence of Chinese students in Thailand in their employment intentions.

3. Parents' Education Expectation and its dimensions are above the middle level. This shows that their expectations for understanding the parents' education of Chinese students in Thailand can encourage them to clarify their goals and improve their level. By comparison among various dimensions, the subjects had the highest evaluation in terms of career expectations, which showed that Chinese students in Thailand could basically understand their study and future work-related needs, understand their own related positioning, and have a higher demand for salaries in related positions in the future. However, the academic expectation is lower than other dimensions, which indicates that Chinese students in Thailand face some problems in academic expectation and need to accumulate relevant experience in study and life, which may also be related to the relevant career planning courses offered by the schools of the study sample.

Conclusion

Based on 344 valid questionnaires, this paper conducts descriptive statistical analysis, correlation analysis, intermediary effect test, etc., and draws the main conclusions: in Thailand, Chinese students' family cultural capital has a significant positive impact on employment intention, family cultural capital has a significant positive impact on parents' educational expectation, and parents' educational expectation has a significant positive impact on employment intention, Parents' Educational Expectation has intermediary effect between family cultural capital and employment intention

Suggestion

Based on the existing research results, the following suggestions are proposed:

1. The family cultural capital of Chinese overseas students in Thailand has a significant positive impact on employment intention.

Therefore, We can continuously strengthen the family cultural capital of Chinese students in Thailand through a variety of ways and means, so as to continuously improve the awareness and ability preparation of Chinese students in Thailand for employment intention.

2. The family cultural capital of Chinese overseas students in Thailand has a significant positive impact on their parents' educational expectations. This shows that Chinese students studying abroad in Thailand can get along with their parents properly, communicate with their parents, and listen to their parents' opinions carefully. Therefore, both parents have a more significant positive impact on their children's continuing to study for higher degrees and employment than ordinary domestic families.

3. The parents' educational expectation of Chinese overseas students in Thailand has a significant positive impact on their employment intention. Students who feel that their parents have high expectations for education have strong intentions for employment, and they are willing to pay energy and time for employment. At the same time, it can be seen from the survey that the average employment expectation of students who feel higher Parents' Educational Expectation is more biased towards the maximum value. Therefore, the improvement of Parents' Educational Expectation can significantly contribute to the employment intention of Chinese students in Thailand.

D. Parents' Educational Expectation plays an intermediary role in the family cultural capital and employment intention of Chinese students in Thailand. That is, on the one hand, family cultural capital can directly affect employment intention, on the other hand, it can also affect employment intention through parents' educational expectations. When Chinese students studying in Thailand feel that their family cultural capital is weak, they will be pessimistic about their employment direction and their own situation and make negative comments on themselves, which is not conducive to the effect of good employment intentions. However, students studying in China who feel more family cultural support have a more sober understanding of themselves. Therefore, the general family cultural capital is high, and it can promote the recognition of employment intentions. Feeling the improvement of family cultural capital, Chinese students in Thailand can clarify the direction and willingness of future employment, and have stronger motivation and confidence to complete the preparation for employment, and the confusion about future employment intentions will also be reduced; At the same time, we will face the pressure more actively, and we will have a clearer direction and actively improve ourselves to meet the needs of future employment when facing employment.

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