

12-2018

Career-Related Filial Piety and Career Adaptability in Hong Kong University Students

Tracy Hui

Department of Management, Hong Kong Baptist University, Hong Kong

Mantak Yuen

Division of Learning, Development, and Diversity, University of Hong Kong, Hong Kong

Gaowei Chen

Division of Learning, Development, and Diversity, University of Hong Kong, Hong Kong

Follow this and additional works at: https://repository.hkbu.edu.hk/hkbu_staff_publication



Part of the [Business Administration, Management, and Operations Commons](#)

This document is the authors' final version of the published article.

Link to published article: <https://doi.org/10.1002/cdq.12156>

APA Citation

Hui, T., Yuen, M., & Chen, G. (2018). Career-Related Filial Piety and Career Adaptability in Hong Kong University Students. <https://doi.org/10.1002/cdq.12156>

This Journal Article is brought to you for free and open access by HKBU Institutional Repository. It has been accepted for inclusion in HKBU Staff Publication by an authorized administrator of HKBU Institutional Repository. For more information, please contact repository@hkbu.edu.hk.

Career-related Filial Piety and Career Adaptability in Hong Kong University Students

Abstract

According to career construction theory, cultural beliefs represent a social construct that may shape an individual's career path. In Chinese society, the Confucian concept of filial piety is one such influential belief. More specifically, reciprocal filial piety involves mutually supportive processes between parents and their offspring, whereas authoritarian filial piety is characterized by the suppression of the offspring's own wishes to comply with those of their parents. The authors examined the extent to which Hong Kong undergraduate students ($N = 522$) possess dual career-related filial piety and how it relates to their career adaptability during the school-to-work transition. Results indicated that career-related reciprocal filial piety was regarded as important and was associated with all career adaptability dimensions, whereas career-related authoritarian filial piety was not. The possible complex effect of dual career-related filial piety on career adaptability deserves attention from career counselors and researchers.

Keywords: career adaptability, career-related filial piety, reciprocal filial piety, authoritarian filial piety, career development in China

Globalization and rapid advances in technology in the 21st century have brought with them many changes in the types of employment available and even the permanence of such work. Whereas the career paths of most workers in the past remained stable throughout their working lives, the career paths of present-day workers are likely to be full of transitions as demands for products and services change and the very nature of jobs alter. Consequently, today's workers must be adaptable and flexible and must be ready to manage their own careers in a rapidly changing employment environment (Savickas, 2011). Career construction theory (CCT; Savickas, 1995) addresses the importance of career adaptability, or the readiness of individuals to cope with predictable and unpredictable transitions, adjustments, or changing conditions at work (Savickas, 2011; Savickas et al., 2009). For research and training purposes in career education, it will be increasingly useful to assess the extent to which those entering (or who will soon enter) the workforce display the necessary attributes (self-regulatory strengths) for adapting to career changes. In this study, we examined the relationship between career adaptability and career-related filial piety in a sample of Hong Kong undergraduate students. We chose to examine filial piety because of its importance to career development in China (Fouad et al., 2008).

Career Adaptability

Through the efforts of vocational psychologists from 18 countries, the Career Adapt-Abilities Scale (CAAS; Savickas & Porfeli, 2012) was developed to measure four aspects of career adaptability: concern, control, curiosity, and confidence. Concern pertains to an individual's awareness of the need to prepare for a career in a careful and optimistic manner to develop a career vision. Control refers to an individual's sense of ownership and responsibility to construct,

develop, and exert influence on his or her own career. Curiosity involves an individual's exploration and synthesis of work-related information and self-knowledge. Finally, confidence refers to an individual's efficacy in coping with vocational tasks and occupational transitions (Porfeli & Savickas, 2012; Savickas, 1995, 1997). These four self-regulatory strengths are indispensable attributes for workers and for graduates to ensure their employability and their future capacity to master career transitions in the contemporary world of work.

According to CCT, a chosen career path is usually the product of an interaction between environmental factors and the self. Savickas (2011) believed that the self and the social environment are intertwining influences that help create the career story of an individual. This social environment includes an individual's family, neighborhood, and school, as well as cultural mores and racial and religious groups. In Chinese families, filial piety is a salient influence on a person's career development. Consequently, filial piety may be a factor influencing Hong Kong undergraduate students' development of career adaptability.

Filial Piety

The concept of filial piety (xiao) is deeply embedded in Chinese culture, and it has guided intergenerational relationships in Chinese families for many centuries (Ho, 1996; Kwan, 2000). Bai shan xiao wei xian is a popular Chinese proverb, meaning that xiao is the most prominent virtue out of a hundred good characteristics a person may possess. Chinese children learn respect for their parents through their parents' child-rearing practices at home; moral lessons at school (Wu, 1996); and traditional tales, stories, or classic maxims (Sue, 1997; Whyte, 2004).

Yang (1997) defined filial piety as a "specific, complex syndrome or set of cognition, affects, intentions and behaviors concerning being good or nice to one's parents" (p. 252). Filial piety

concerns how children should treat, love, respect, and care for their parents. It also underpins the principle that children should bring honor to their families and should protect the reputation of the family and clan (Ho, 1994, 1996; Yang, 1997).

In Chinese culture, the hierarchical parent-child relationship continues across the entire life span of the offspring and tends to exert an influence across many situations, such as academic choices, study motivation, career decisions, courtship, and psychosocial adjustment (Hui, Sun, Chow, & Chu, 2011; Kwan, 2000; Leung, Wong, Wong, & McBride-Chang, 2010).

Nevertheless, the processes of globalization, modernity, and Western ideology are external forces that may potentially change filial concepts (Yeh, Yi, Tsao, & Wan, 2013; Yi, 2013).

Researchers (Yeh & Bedford, 2003) have argued that two operational forms of filial piety exist in contemporary China-reciprocal and authoritarian. According to the dual filial piety model (Yeh & Bedford, 2003), reciprocal filial piety (RFP) involves emotionally and spiritually attending to one's parents out of gratitude and taking physical and financial care of one's parents as they age. This form of piety is usually regarded as adaptive because it still provides opportunities for offspring to make their own choices and become independent and self-determining. On the other hand, authoritarian filial piety (AFP)

entails suppressing one's own wishes and complying with one's parents' wishes because of their seniority in physical, financial or social terms, as well as continuing the family lineage and maintaining one's parents' reputation because of the force of role requirements. (Yeh & Bedford, 2003, p. 216)

This form of absolute obedience to authority (i.e., submissive filial piety) is usually regarded as maladaptive because it may cause offspring to suppress their own ambitions and independence

(Yeh et al., 2013). The overt characteristics of these two dimensions of filial piety are different, but the two may coexist and are interdependent and significantly positively correlated (Jin, 2009; Leung et al., 2010; Yeh & Bedford, 2003). In a study by Yeh et al. (2013), Hong Kong participants reported higher levels of RFP but lower AFP compared with mainland Chinese participants.

Role of Filial Piety in Career Development

It is likely that some aspects of filial piety will exert an influence on how a young Chinese person makes decisions about work and a career path. Carter and Cook (1992) pointed out that work, culture, and family are closely interconnected, and this is certainly true in China. A few empirical studies have shown that filial piety affects career-related variables (e.g., Hou, 2002; Hou, Leung, Li, Li, & Xu, 2012; Jin, 2009; Tang, 2002). For example, Hou (2002) found that Chinese secondary school students with high levels of parental attachment had higher vocational identity and lower career indecision. A comparative study by Tang (2002) revealed that Chinese students were more likely than European American students to make career choices favored by their parents, even though the choices were sometimes inconsistent with their own aspirations.

Jin (2009) extended the dual filial piety model to take into account career aspects and developed the Career-Related Filial Piety Scale (C-FPS). This scale includes reciprocal and authoritarian dimensions. Using the scale, Jin found that individuals with high levels of career-related reciprocal filial piety (C-RFP) tend to talk more with their parents about their career intentions but will still choose their own path if it enables them to repay their parents' love and nurturance once they start working. On the other hand, those with high levels of career-related authoritarian

filial piety (C-AFP) tend to make career decisions according to their parents' wishes or directions. They are also inclined to avoid jobs that their parents dislike.

Two previous dissertation studies (Jin, 2009; Li, 2013) found that postgraduates in Beijing and undergraduates in Shanghai possessed a strong degree of C-RFP, with weak C-AFP beliefs. Li (2013) explained that even though traditional AFP urges offspring to bring glory to the family, the impact of this potentially suppressive type of piety seems to be far weaker than RFP in contemporary Chinese society. In this study, we sought to examine whether the same pattern would be found among Hong Kong undergraduate students.

In addition, Jin (2009) found that C-RFP significantly contributed to career decision self-efficacy among Beijing postgraduates, but C-AFP did not. Li (2013) examined the indirect effect of dual career-related filial piety on career decision difficulty and career choice commitment through career adaptability among undergraduates in Shanghai. As mentioned previously, career adaptability is a psychosocial competency and comprises four types of career readiness strengths: concern, control, curiosity, and confidence (Savickas, 1995). Li found that C-RFP was positively associated with career adaptability and its four related dimensions, whereas C-AFP was not significantly related to career adaptability or any of its dimensions. Therefore, to some extent, the findings from Li's study are consistent with previous literature indicating that parental influence can be positively related to vocational identity, career decision self-efficacy, psychosocial adjustment, and motivation (Hou, 2002; Hui et al., 2011; Jin, 2009; Leung et al., 2010).

The Hong Kong Context

Jin (2009) pointed out that the strength of filial piety may vary across cultures and may be different in societies that are less community oriented and more individualistic. Data suggest, for example, that people living in Hong Kong tend to be more individualistic in their lifestyle and aspirations than those who live in mainland China (Hofstede, n.d.). Although populated primarily by Chinese, Hong Kong has its own distinctive subculture, which is influenced by its English colonial past and exposure to global influences. Following the transfer of Hong Kong sovereignty back to the People's Republic of China in 1997, Hong Kong's well-established capitalist system and its way of life remained largely unchanged for a period under the "one country, two systems" principle (Tsang, 1995). Undoubtedly, the influence of Western culture in Hong Kong remains strong, and it may well have affected the degree to which filial piety is still an influencing factor for young people (Yeh et al., 2013). Although research has shown Beijing postgraduates and Shanghai undergraduates in mainland China to internalize both C-RFP and C-AFP beliefs (Jin, 2009; Li, 2013), it remains unknown whether today's Hong Kong university students still endorse these forms of piety, and the extent to which familial piety associates with their career decision-making.

Purpose of the Study

The dual filial piety model describes the two forms of piety (reciprocal and authoritarian) in Chinese families today. Given that career adaptability is one of the core competencies in a changing world of work, it is important to understand better how the two types of career-related filial piety-C-RFP and C-AFP-relate to career adaptability. Nevertheless, our review of the literature located only two dissertation studies of careerrelated filial piety conducted in China (Jin, 2009; Li, 2013) and none in Hong Kong. Therefore, the purpose of our study was to (a)

identify the extent to which Hong Kong university students, like students in mainland China, possess higher C-RFP but lower C-AFP beliefs and (b) examine whether the two forms of career-related filial piety positively associate with all aspects of career adaptability. In particular, we hoped to determine whether C-RFP is more influential than C-AFP on career adaptability and its four dimensions.

Method

Participants

Participants were 522 undergraduate students from a university in Hong Kong. We used convenience sampling to recruit participants from 23 business studies classes. Students completed a questionnaire in the classroom after a lesson or during break time. Of the respondents, 69% were female ($n = 360$) and 31% were male ($n = 162$). Most participants were final-year students ($n = 468$, 89.7%). Participants' major areas of study included human resources management ($n = 215$, 41.2%), marketing ($n = 164$, 31.4%), accounting ($n = 95$, 18.2%), and finance ($n = 19$, 3.6%). The remaining 29 participants (5.6%) had major areas of study in other business subjects.

Measures

All of the participants in our study were Chinese undergraduates; therefore, all materials were presented in Chinese.

Career adaptability. To measure career adaptability, we used the CAASChina (Hou et al., 2012), which is a translation of the English form of the CAAS-International 2.0 (Savickas & Porfeli, 2012). The scale consists of 24 items divided into four subscales measuring career

concern, control, curiosity, and confidence. Each subscale has six items. Respondents rate each item on a 5-point Likert-type scale ranging from 1 (not strong) to 5 (strongest). The overall reliability (Cronbach's alpha) of the CAASChina was found to be .89, with subscale reliabilities of .79 (Concern), .64 (Control), .71 (Curiosity), and .74 (Confidence; Hou et al., 2012).

Career-related filial piety. Jin's (2009) C-FPS was adapted to measure filial piety beliefs in the career decision-making process. The C-FPS assesses two dimensions: C-RFP (e.g., "I talk more with my parents to understand their thoughts and feelings about my career choices") and C-AFP (e.g., "I take my parents' suggestions on career choices even when I do not agree with them"). Each dimension consists of eight items, which are rated on a 6-point Likert-type scale ranging from 1 (totally unimportant) to 6 (extremely important). Jin reported an overall reliability (Cronbach's alpha) above .80 for the C-FPS, and reliabilities of .81 and .84 for the Reciprocal and Authoritarian subscales, respectively.

Data Analyses

We used SPSS 23.0 to conduct descriptive, reliability, and correlation analyses. To identify how C-RFP and C-AFP were related to different components of career adaptability, we conducted regression analyses using Amos 23.0.

Results

Table 1 presents the means, standard deviations, and internal consistency estimates of the two types of career-related filial piety (C-RFP and CAFP), career adaptability, and the four dimensions of career adaptability (concern, control, curiosity, and confidence). Correlations among the study variables are also presented. The internal consistency estimates for both

subscales of filial piety were found to be satisfactory (Reciprocal, $\alpha = .84$; Authoritarian, $\alpha = .86$), whereas the Cronbach's alpha for the total score for the career adaptability scale indicated excellent reliability ($\alpha = .94$). All intercorrelations and corrected item-total correlations of the study variables were positive with substantial magnitude.

For career-related filial piety, the respondents reported a relatively higher level of C-RFP ($M = 4.78$, $SD = 0.63$) than C-AFP ($M = 3.29$, $SD = 0.87$). The standard deviations of the C-RFP items were between 0.80 and 0.96, whereas the standard deviations of all of the C-AFP items were greater than 1 (1.08 to 1.31). The mean scores of the four dimensions of career adaptability ranged from 3.28 to 3.56.

A paired-samples *t* test showed that the scores for C-RFP and C-AFP among the participants were significantly different, $t(521) = 35.67$, $p < .001$. Thus, in response to our first research question, we found that our sample of Hong Kong business undergraduates generally endorsed a higher level of C-RFP than C-AFP.

Regarding the correlation analyses, we found that C-RFP was positively associated with C-AFP ($r = .20$, $p < .001$). In addition, C-RFP was significantly positively correlated with career adaptability and to all four of its dimensions. However, no significant correlation was found between C-AFP and career adaptability or between C-AFP and any of the career adaptability dimensions.

We tested the structural model by using Amos 23.0 to examine in more detail the relationship between the two types of career-related filial piety and the four career adaptability dimensions. Together, C-RFP and C-AFP only slightly explained the variance in concern ($R^2 = .02$), control ($R^2 = .04$), curiosity ($R^2 = .03$), and confidence ($R^2 = .04$). As seen in Table 2, results of the

regression analyses indicated that C-RFP was significantly positively associated with all four dimensions of career adaptability: concern ($B = .13$, $SE = .05$, $p < .01$), control ($B = .19$, $SE = .05$, $p < .001$), curiosity ($B = .17$, $SE = .05$, $p < .001$), and confidence ($B = .20$, $SE = .05$, $p < .001$). However, although C-AFP was positively associated with three dimensions of career adaptability, our results showed that the associations were not significant: concern ($B = .03$, $SE = .04$, $p > .05$), control ($B = -.09$, $SE = .03$, $p = .05$), curiosity ($B = .02$, $SE = .03$, $p > .05$), and confidence ($B = .02$, $SE = .03$, $p > .05$).

Discussion

The present study found that C-RFP was more evident than C-AFP in Hong Kong university students. Specifically, our results indicated that Hong Kong undergraduate students majoring in business studies tended to have more self-determination in career-related issues, while still respecting their parents. They were much less influenced by traditional authoritarian piety when making career-related decisions. Our findings are consistent with those from two previous studies in mainland China (Jin, 2009; Li, 2013). Together, these findings demonstrate a change in the concept of filial piety among today's Chinese students (business or nonbusiness majors) in that students from both Hong Kong and mainland China still strongly uphold the filial attitude (Asia-Pacific Institute of Ageing Studies, 2013; Wong & Chau, 2006) but tend not to submit so readily to authoritarian pressures. These findings are also in line with the results of a study conducted in Beijing, in which a college student group and parent groups ranked "respect parents" as more important than "obey parents" (Yue & Ng, 1999).

A possible reason for the weaker influence of authoritarian piety in both Hong Kong and mainland China may be that parents in modern Chinese cities are more educated than before

(particularly in cities such as Hong Kong, Shanghai, and Beijing) and, thus, are less authoritative regarding their sons' and daughters' career plans. As a result, students in both settings may feel less pressure to follow their parents' opinions, while still respecting them. Contemporary young adults may also feel less inclined to obey their parents' wishes without question (Kwan, 2000). However, it is important to note that great variation exists in how university students in mainland China and Hong Kong view C-AFP. The overall standard deviation for the C-AFP subscale in Li's (2013) study of undergraduates in Shanghai was 1.03, and the standard deviations of all of the individual C-AFP subscale items in our study with Hong Kong undergraduates were greater than 1. Therefore, some students in both settings may still hold traditional beliefs and may perceive both RFP and AFP as necessary in their career-related decision-making. In addition, some students may think that suppressing their own will to obey their parents' wishes is important when they consider their career. Such variation indicates that AFP is far from absent in parent-child relationships in Chinese societies, and it may affect some students' career thoughts even today. In short, the variation across C-AFP scores may indicate that Chinese students selectively adopt filial norms they deem appropriate for their own situational needs (Wong & Chau, 2006)-a form of what could be called pragmatic filial piety.

Our data indicated that career-related filial piety significantly explained all four dimensions of career adaptability. This finding supports CCT in that family, as part of the social context, influenced the career adaptability of our participants. Nevertheless, although career-related filial piety was found to have a significant association with all four career adaptability dimensions, the effects were small, with less than 5% of the variance explained. This finding suggests that Hong Kong business undergraduates may perceive other factors as being more influential than career-related filial piety when they prepare for their transition to the world of work. In addition, our

results revealed that Hong Kong business undergraduates with higher levels of C-RFP tended to have greater career adaptability, particularly with respect to control, curiosity, and confidence. This finding provides support to the traditional Chinese belief that having a good career is the best means for offspring to repay their parents (Henderson & Chan, 2005) and that they should therefore plan for transitioning from study to work.

The relatively weak association between C-RFP and concern may be due to the low unemployment rate in Hong Kong (2.9% in April-June 2018; Census and Statistics Department, 2018). Most Hong Kong undergraduate students can get a job offer upon graduation, even though they may not have previously developed a clear career plan. In contrast, concern has been found to be the strongest career adaptability dimension in mainland Chinese samples (Hou et al., 2012; Li, 2013). All four dimensions of career adaptability are logically and progressively connected, with concern often seen as the cornerstone for career planning and for later career adaptability (Savickas, 1991). Our finding suggests that there may be a need for universities and colleges in Hong Kong to be more proactive in stimulating undergraduates' career concern at an early stage so that they prepare themselves for a competitive global market.

C-AFP, on the other hand, did not significantly correlate with career adaptability or with any of its dimensions in our study. Perhaps in part because of Western influences, Chinese people in urban settings have become more individualistic and now place less value on traditional AFP (Yeh, 2003); consequently, C-AFP may no longer affect the development of students' career adaptability. Our results deviate from the findings of Li (2013), whose study of university students in Shanghai revealed a nonsignificant relationship between C-AFP and overall career adaptability, but found that C-AFP was significantly correlated with all of career adaptability's

dimensions. In fact, AFP has been found to exert different effects on different variables. For example, research has shown parental authoritativeness to have a positive effect on study motivation (Chow & Chu, 2007) and career exploration (Kracke, 1997). However, Jin (2009) reported that C-AFP did not have a significant influence on career decision self-efficacy. In addition, a study by W.-W. Chen and Wong (2014) found that AFP had a negative indirect effect on the academic results of Hong Kong university students. The differentiated impact of AFP may help explain the difference between our findings and those of Li's study with Shanghai university students.

Implications for Practice

The school-to-work transition presents a major challenge that all university students face as they begin to enter the work world and adjust to suitable work roles (Savickas, 1995). The primary aspiration of undergraduates is to identify a path to employment as they complete their tertiary education and fit work into their lives (Lin, Wu, & Chen, 2015). Along this career-planning path, undergraduates undergo a series of explorations and adjustments, and often face many struggles and frustrations. Universities have a responsibility to help undergraduates resolve problems that arise during these explorations and foster attitudes and behaviors that will have a positive impact on their subsequent career development (Bridgstock, 2009).

In addition to receiving direct help (e.g., career counseling) from universities, undergraduate students in Asia are influenced by family expectations and responsibilities. Our study was the first to examine two types of career-related filial piety among Hong Kong university students. We found that undergraduate business students at a Hong Kong university ranked C-RFP higher

than C-AFP. However, it is important to note that there were still students in our study who displayed a high level of C-AFP.

In support of Li's (2013) findings, we found that C-RFP had a positive association with the career adaptability of the Hong Kong university students in our sample; however, the relationship between C-AFP and career adaptability was much less apparent. Our results indicate that when students consider their parents' well-being, talk with their parents about their career, and are willing to provide financial and livelihood support to their parents, they tend to have a stronger sense of ownership and accountability in constructing their own career path (control), are more motivated to explore work-related information and self-knowledge (curiosity), and have higher efficacy in coping with study-to-work transitions (confidence). Although these students are generally able to plan for their career path from the start (concern), university counselors are still encouraged to help all students strengthen all aspects of their career adaptability.

Given that C-RFP can have an impact on Chinese students' transition from study to work, our results provide important implications for parents, career counselors, and teachers. It is recommended that career counselors and teachers encourage students to consider their parents' wishes, talk with them, and actively involve them in their own career planning, rather than passively accepting that their parents must decide their career path. Apart from fostering students' career decision-making and adaptability, career counselors can help students sustain a healthy parent-child relationship after graduation by tapping into students' RFP tendency in the counseling process. As mentioned previously, RFP is often regarded as a positive and self-

reinforcing attribute that promotes harmonious family relations, whereas AFP is not (Yeh & Bedford, 2003).

Although our results indicated that C-AFP was not significantly associated with the career adaptability of the students in our sample, its effect may be subtle. Studies have consistently found that the two facets of filial piety (reciprocal and authoritarian) are intertwined and are positively intercorrelated (Jin, 2009; Li, 2013; Yeh & Bedford, 2003). Yeh (2003) described filial piety as a complex concept, and the dual filial piety model provides a framework for understanding the constructive and less constructive effects of filial piety in an integrative way. Hence, even though contemporary Chinese young adults of university age may feel less obligated to obey elders, they may still wish to maintain positive reciprocal engagement with their parents. Some may feel obligated to show respect and look after their older parents (Yue & Ng, 1999), and they may be prompted by an inner sense of responsibility (and perhaps by traditional norms or unspoken expectations) to comply with their parents' wishes when transitioning from study to work or when adapting to changes in employment. In such cases, career-related filial piety operates in a complicated way.

Furthermore, as supported by numerous clinical counseling cases (e.g., P.-H. Chen, 2009; Kwan, 2000), this kind of deeply rooted filial piety may create a psychological imbalance that triggers guilt feelings if students do not align their career goals with their parents' expectations. In the case of students who take their parents' advice, they may feel angry toward themselves for not being assertive enough to fulfill their own wishes. Even Chinese adults have been found to experience an internal struggle between being autonomous and being a "good child" regarding their career decision-making (Kwan, 2000). The self-relation counseling model (P.-H. Chen,

2009) offers several good approaches to addressing these struggles. For example, counselors can increase students' self-awareness by helping them get in touch with their unexpressed emotions, unspoken thoughts, and unmet needs, as well as by identifying perceived roles, responsibilities, and boundaries. Counselors can also teach students various conflict resolution and emotion management techniques to help them strike a balance between their own personal needs and their parents' expectations for their career (P.-H. Chen, 2009). Given the complicated nature of filial piety, together with the substantial evidence from previous clinical cases, counselors are encouraged to carefully assess the adaptive and maladaptive impact of filial piety on students' career adaptability to provide appropriate advice and support.

Limitations and Recommendations

Three limitations in the study need to be acknowledged. First, results of the regression analyses for C-RFP and career adaptability revealed that the variance explained for each career adaptability dimension was small. To better understand the relationship between C-RFP and career adaptability, future researchers could control variables such as age and year of study (Li, 2013). In addition, researchers could explore the causal relationship between these variables by conducting longitudinal studies or investigating whether career-related filial piety has an influence on other career-related variables.

Second, our comparisons of the two types of career-related filial piety among university students in Hong Kong and in mainland China were based on the data from our sample of Hong Kong business undergraduates and two previous studies in China (Jin, 2009; Li, 2013). Therefore, future researchers may wish to conduct a similar study involving Hong Kong undergraduate students from other disciplines and from other regions of China, including rural areas. This

would provide a more complete picture of the relationship between filial piety and career planning and adaptability.

Finally, because filial piety is a complicated value system that involves both emotions and behavioral responses, a mixed-methods approach is recommended. Face-to-face interviews, focus group discussions, and interviews with families would help researchers better understand students' career-related filial piety and its impact on their career adaptability in a more holistic way.

Conclusion

Our results confirmed that modernization and Westernization have not totally eroded the central Confucian concept of familial piety in the new generation. Undergraduates in Hong Kong still respect filial piety, and they are influenced by it to some extent when they are thinking about a career path. This finding in Hong Kong is in line with research data from other modern Chinese communities on the mainland (Jin, 2009; Li, 2013), suggesting fewer differences than anticipated in traditional values and beliefs. In addition, our study provided empirical support to show that, in general, reciprocal (gratitude-based) filial piety is somewhat associated with Hong Kong undergraduates' career adaptability, whereas authoritarian (submissivebased) filial piety is less so. Furthermore, there remains a possible complex effect of dual career-related filial piety on students' career adaptability.

References

Asia-Pacific Institute of Ageing Studies of Lingnan University (2013). *Views on filial piety among youth in Hong Kong*. Hong Kong: Commission on Youth (in Chinese).

- Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development, 28*(1), 31-44.
- Carter, R. T., & Cook, D. A. (1992). A culturally relevant perspective for understanding the career paths of visible racial/ethnic group people. In H. D. Lea & Z. B. Leibowitz (Ed.), *Adult career development: Concepts, issues, and practices* (pp. 192-217). Alexandria, VA: National Career Development Association.
- Census and Statistics Department. (2018, March 8). Hong Kong Statistic. Labour. Retrieved from <https://www.censtatd.gov.hk/hkstat/sub/so30.jsp>.
- Chen, P. H. (2009). A counseling model for self-relation coordination for Chinese clients with interpersonal conflicts. *The Counseling Psychologist, 37* (7), 987-1009.
- Chen, W. W., & Wong, Y. L. (2014). What my parents make me believe in learning: The role of filial piety in Hong Kong students' motivation and academic achievement. *International Journal of Psychology, 49*(4), 249-256.
- Cheung, G. W., & Rensvold, R. B. (2002). Evaluating goodness-of-fit indexes for testing measurement invariance. *Structural Equation Modeling: A Multidisciplinary Journal, 9*, 233-255.
- Chow, S., & Chu, M. (2007). The impact of filial piety and parental involvement on academic achievement motivation in Chinese secondary school students. *Asian Journal of Counseling, 14*, 91-124.
- Damon, W. (2008). *The Path to Purpose: Helping Our Children Find Their Calling in Life*. New York: Free Press.

- Fouad, N. A., Kantamneni, N., Smothers, M. K., Chen, Y. L., Fitzpatrick, M., & Terry, S. (2008). Asian American career development: A qualitative analysis. *Journal of Vocational Behavior*, 72(1), 43-59.
- Henderson, S. J., & Chan, A. (2005). Career happiness among Asian Americans: The interplay between individualism and interdependence. *Journal of Multicultural Counseling and Development*, 33(3), 180-192.
- Ho, D. Y. F. (1994). Filial piety, authoritarian moralism and cognitive conservatism in Chinese societies. *Genetic, Social, and General Psychology Monographs*, 120(3), 349-365.
- Ho, D. Y. F. (1996). Filial piety and its psychological consequences. In M. H. Bond (Ed.), *The handbook of Chinese psychology* (pp. 155-165). Hong Kong: Oxford University Press.
- Hofstede, G. (n.d.). *Country comparison*. Retrieved from <https://www.geert-hofstede.com/china.html>
- Hou, Z. J. (2002). *The effects of parental expectations and parental attachment on the career aspirations and decisions of Beijing high school students*. (Unpublished Doctoral Dissertation). The Chinese University of Hong Kong.
- Hou, Z. J., Leung, S. A., Li, X. X., Li, X., & Xu, H. (2012). Career Adapt-Abilities Scale-China Form: Construction and initial validation. *Journal of Vocational Behavior*, 80(3), 686-691.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Hui, K. P., Sun, C. F., Chow, S. Y., & Chu, H. T. (2011). Explaining Chinese students' academic motivation: Filial piety and self-determination. *Educational Psychology*, 31(3), 377-392.

- Jin, L. L. (2009). *The role of personality and filial piety in the career commitment process among Chinese university students*. (Doctoral dissertation). The University of Hong Kong.
- Jordaan, J. P., & Super, D. E. (1974). The prediction of early adult vocational behavior. In D. F. Ricks, A. Thomas, & M. Rof (Eds.), *Life history research in psychopathology* (Vol. 3, pp. 108-130). Minneapolis: University of Minnesota Press.
- Kracke, B. (1997). Parental Behaviors and Adolescents' Career Exploration. *Career Development Quarterly*, 45(4), 341-350.
- Kwan, K. L. (2000). Counseling Chinese people: Perspectives of filial piety. *Asian Journal of Counseling*, 7(1), 23-41.
- Leung, A. N. M., Wong, S. S. F., Wong, I. W. Y., & McBride-Chang, C. (2010). Filial piety and psychosocial adjustment in Hong Kong Chinese early adolescents. *The Journal of Early Adolescence*, 30(5), 651-667.
- Li, X. X. (2013). *Effects of parental expectation and filial piety on career development of university students in Shanghai*. (Unpublished Doctoral Dissertation). The Chinese University of Hong Kong.
- Lin, S. H., Wu, C. H., & Chen, L. H. (2015). Unpacking the role of self-esteem in career uncertainty: A self-determination perspective. *The Journal of Positive Psychology*, 10(3), 231-239.
- Porfeli, E. J., & Savickas, M. L. (2012). Career Adapt-Abilities Scale-USA Form: Psychometric properties and relation to vocational identity. *Journal of Vocational Behavior*, 80(3), 748-753.

- Savickas, M. L. (1991). Improving career time perspective. In D. Brown & L. Brooks (Eds.), *Techniques of career counseling* (pp. 236-249). Needham Heights, MA: Allyn & Bacon.
- Savickas, M. L. (1995). The theory and practice of career construction. In R. W. Lent & S. D. Brown (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 147-183). Hoboken, New Jersey: John Wiley & Sons.
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *Career Development Quarterly*, 45(3), 247-259.
- Savickas, M. L. (2011). New questions for vocational psychology: Premises, paradigms, and practices. *Journal of Career Assessment*, 3, 251-258.
- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., Soresi, S., van Esbroeck, R., & van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75(3), 239-250.
- Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661-673.
- Sue, D. (1997). Counseling strategies for Chinese Americans. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (2nd ed., pp. 173-187). Alexandria, VA: American Counseling Association.
- Tang, M. (2002). A comparison of Asian American, Caucasian American, and Chinese college students: An initial report. *Journal of Multicultural Counseling and Development*, 30, 124-134.

- Tien, H. L. S., Lin, S. H., Hsieh, P. J., & Jin, S. R. (2014). The Career Adapt-Abilities Scale in Macau: Psychometric characteristics and construct validity. *Journal of Vocational Behavior, 84*(3), 259-265. doi:10.1016/j.jvb.2014.01.005
- Tsang, S. (1995). *Government and Politics: A Documentary History of Hong Kong*. Hong Kong: Hong Kong University Press.
- Whyte, M. K. (2004). Filial obligations in Chinese families: Paradoxes of modernization. In C. Ikels (Ed.), *Filial piety practice and discourse in contemporary East Asia* (pp. 106-127). Stanford, Calif.: Stanford University Press.
- Wong, O. M. H., & Chau, B. H. P. (2006). The evolving role of filial piety in eldercare in Hong Kong. *Asian Journal of Social Science, 34*(4), 600-617.
- Yang, K. S. (1997). Theories and research in Chinese personality: An indigenous approach. In H. S. R. Kao & D. Sinha (Eds.), *Asian perspectives on psychology* (pp. 83-135). Thousand Oaks, CA: Sage.
- Yeh, K. H. (2003). The beneficial and harmful effects of filial piety: An integrative analysis. In: K. S. Yang, K. K. Hwang, P. B. Pederson & I. Daibo (Eds.), *Asian Social Psychology: Conceptual and Empirical Contributions* (pp. 67–82). Greenwood Publishing Group, Inc., Connecticut.
- Yeh, K. H., & Bedford, O. (2003). A test of the Dual Filial Piety model. *Asian Journal of Social Psychology, 6*, 215-222.
- Yeh, K. H., Yi, C. C., Tsao, W. C., & Wan, P. S. (2013). Filial piety in contemporary Chinese societies: A comparative study of Taiwan, Hong Kong, and China. *International Sociology, 28*(3), 277-296.

Yi, C. C. (2013). Changing East Asian families: Values and behaviors. *International Sociology*, 28(3), 253-256.

Yue, X., & Ng, S. H. (1999). Filial obligations and expectations in China: Current views from young and old people in Beijing. *Asian Journal of Social Psychology*, 2(2), 215-226.

Tables

Table 1

Correlations among Measured Variables in C-FPS and CAAS-C

Variables	Mean	Std. Deviation	α	C-RFP	C-AFP	Concern	Control	Curiosity	Confidence	CA
C-RFP	4.78	.63	.84	--						
C-AFP	3.29	.87	.86	.204***	--					
Concern	3.28	.77	.87	.136**	0.056	--				
Control	3.56	.66	.82	.174***	-0.045	.544***	--			
Curiosity	3.50	.66	.84	.175***	0.057	.629***	.647***	--		
Confidence	3.56	.67	.88	.206***	0.065	.598***	.704***	.726***	--	
CA	3.28	.77	.94	.201***	0.040	.826***	.839***	.873***	.881***	--

Note. $N = 522$. *** $p < .001$, ** $p < .01$ and * $p < .05$.

C-RFP = Career-related Reciprocal Filial Piety subscale; C-AFP = Career-related Authoritarian Filial Piety subscale; Concern = Career Concern subscale; Control = Career Control subscale; Curiosity = Career Curiosity subscale; Confidence = Career Confidence subscale; CA= Career Adaptability.

Table 2

Regression Estimates for Career-related Filial Piety and Career Adaptability

Variables	Concern	Control	Curiosity	Confidence
	<i>B (SE)</i>	<i>B (SE)</i>	<i>B (SE)</i>	<i>B (SE)</i>
C-RFP	.13 (.05)**	.19 (.05)***	.17 (.05)***	.20 (.05)***
C-AFP	.03 (.04)	-.09 (.03)	.02 (.03)	.02 (.03)

Note. $N = 522$. *** $p < .001$ and ** $p < .01$. B = Standardized regression coefficient; SE = Standard error. C-RFP = Career-related Reciprocal Filial Piety subscale; C-AFP = Career-related Authoritarian Filial Piety subscale; Concern = Career Concern subscale; Control = Career Control subscale; Curiosity = Career Curiosity subscale; Confidence = Career Confidence subscale.