INFLUENCING FACTORS AND PROMOTION PROGRAMS OF CAREER EXPLORATION OF NURSING INTERNS IN VOCATIONAL COLLEGES

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Abstract: This study aims to evaluate the relationship between core self-evaluation, perceived social support, career decision-making self-efficacy and career exploration among intern nursing students in vocational colleges, and to propose a Career Exploration Enhancement Program.The researcher utilized sequential explanatory mixed research methodology to determine the influencing factors of career exploration among intern nursing students in vocational colleges and proposes a Career Exploration Enhancement Program. This study selected the research respondents based on the inclusion and exclusion criteria from intern nursing students at Taishan Nursing Vocational College, Tai'an City, Shandong Province, China. In the quantitative phase, the researcher used the respondents' demographic information and core self-evaluation scale, perceived social support scale, career decision-making self-efficacy scale and career exploration scale as research tools. In the qualitative stage, the researcher conducted a series of interviews with the interviewees to understand their experiences of career exploration during their internship.The quantitative data revealed a lack of significant correlation between self-evaluation and career exploration, perceived social support exhibits a strong positive correlation with career decision-making. However, the lack of correlation between perceived social support and career exploration, as well as between career decision-making and career exploration. The qualitative data enriched the understanding of the dynamic and multifaceted nature of career exploration. The challenges, strategies, and personal development aspects highlighted by respondents resonate with the broader themes found in career exploration research. Based on the research findings, this study created a Career Exploration Enhancement Program, focusing on self-awareness, continuous learning, and strategic decision-making for long-term success. The program serves as a roadmap for intentional and holistic career development, aligning personal aspirations with professional demands.
Keywords: Nursing intern; Career exploration; Core self-evaluation; Perceived social support; Career decision-making self-efficacy

1 INTRODUCTION

A survey on the employment situation of nursing students in a vocational college showed that 86.79% of the nursing students in vocational colleges chose to engage in nursing-related jobs. Affected by various social factors, the current contract signing rate of nursing students is only 30.36%. The severe employment situation has led to increased employment pressure [1]. Nursing students in vocational colleges have been facing the problem of "educational discrimination" in their employment [2]. Nowadays, the employment difficulty of nursing students in vocational colleges is not caused by a single factor, but can be analyzed from two aspects: internal factors and external factors.

From the perspective of the external environment, with the popularization of higher education, the number of doctors, masters, undergraduates and vocational college students trained by various schools in various places is increasing. The employment pressure in various industries is gradually increasing, and the competition for various positions is becoming increasingly fierce. The employment issue of college students has always been a hot topic in the field of education. With the continuous development and popularization of higher education, the number of graduates has increased year by year. The resulting problems include difficulty in finding employment, high turnover rate, and low employment satisfaction [3]. Moreover, most of the relevant social and government departments focus on the employment of nursing students in undergraduate colleges, but do not pay enough attention to the employment of nursing students in vocational colleges.

Drawing on self-determination theory, a study initially demonstrated the protective effect of positive psychological capital on employment anxiety among recent graduates [4]. From the perspective of the students themselves, many nursing students in vocational colleges lack a correct and comprehensive analysis of the social environment, and they also lack an accurate and proper positioning of themselves. Therefore, there is a lot of blindness and conformity in employment5. These phenomena have had a significant negative impact on the employment efficiency and employment quality of nursing students in vocational colleges. In the long run, it will definitely affect the timely employment of more nursing students in vocational colleges on a larger scale, and bring unnecessary burdens and difficulties to the families of more nursing students in vocational colleges. Therefore, Analysis of the influencing factors of career

exploration behavior of vocational college students and construction of program to improve career exploration ability can improve vocational college students' career exploration behavior to a certain extent, help them establish a correct outlook on employment, improve their employability, and then improve vocational college nursing students' sense of career accomplishment and job satisfaction.

2 METHODS

2.1 Research Design

This study utilized sequential explanatory mixed design to determine the influencing factors and promotion program of career exploration of nursing interns in vocational colleges. It was designed using a mixed method of quantitative research and qualitative research, which was divided into three stages. In the initial stage, questionnaire survey was used to understand the current situation of exploration and influencing factors of nursing students in vocational colleges during their practice. For the second stage of the research, in-depth interviews were conducted on nursing students' experiences during internship through semi-structured interviews, and Colaizzi's phenomenological analysis was used to explore the impact of experiences during internship on nursing students' career exploration. The results of the two phases of the study were examined and combined for the third phase of the study. Analyze the elements of promotion strategies for nursing students' career exploration; use literature research and interviews with nursing students to construct career exploration promotion strategies for nursing students in vocational colleges in a form of career exploration program.

2.2 Participants of the Study

Research participants in this study was selected through purposive sampling selection in the first phase to select nursing students of Taishan Nursing Vocational College who are interns at various hospitals. The first phase of the research involved 315 nursing trainees who was asked to complete an online questionnaire. The second phase was selected research subjects by convenience sampling. In the second phase of the study, in-depth interviews were conducted with 15 nursing interns. Inclusion criteria: (1) Nursing students of Taishan Nursing Vocational College who are doing clinical practice in the hospital; (2) Agree to participate in this study and sign the informed consent form. Exclusion criteria: (1) Part-time specialist nursing students; (2) Nursing students who did not practice in the research hospital during the investigation period (sick leave, etc.).

2.3 Research Instrument

In this study, the researcher was used the following data measurement tools:
Data for the first phase of the study was obtained using a four-part scale. The first scale, consisting of 10 items, was designed to collect the self-perception level of nursing practicum students in vocational colleges. The second scale, consisting of 12 items, was designed to capture the perceived social support of vocational school nursing students. The third scale, consisting of 27 items, aiming to collect the career decision-making self-efficacy of nursing students in vocational colleges. The fourth scale, consisting of 12 items, was designed to collect information on career exploration among vocational school nursing practicum students.

2.3.1 Core self-evaluation scale
The Core Self-Evaluation Scale (CSES) compiled by Du Jianzheng was adopted, which is a unidimensional scale[6]. Using Likert 5-point scoring method, each item is scored from 1 to 5 points from "totally disagree" to "totally agree". The Cronbach's alpha coefficient for this scale is 0.83 and in this study it is 0.759.

2.3.2 Perceived social support scale (PASS)
The scale was first compiled by Zimet et al., and later revised by Jiang Qianjin[7]. The scale emphasizes the individual's self-understanding and feeling of social support, measures the support that the individual perceives from all aspects of society, and includes 12 items in 3 dimensions (support within the family, support from friends, and other support). The options for each item transition from strongly disagree (1 point) to extremely agree (7 points), all items are positively scored, and the higher the score, the higher the social support felt. In order to facilitate the practice nursing students to fill in, this study referred to the literature, and changed the original scale from "leadership, relatives, colleagues" to "teachers, relatives, classmates". The research shows that the modified scale has good reliability and validity, and the Cronbach's α coefficients are: 0.83 for the overall scale, 0.85 for the family support subscale, 0.91 for the support from friends subscale, and 0.88 for the other support subscale.

2.3.3 Career decision-making self-efficacy scale (CDMSE)
This study used the Nursing Career Self-Efficacy Questionnaire compiled by Hao Yufang in 2010 for nursing students[8]. It includes 6 dimensions and 27 items: career attitude and belief, problem-solving ability, career information collection and career planning ability, career cognition, career value, and career choice. Each item adopts a five-level Likert scoring method, with a score of 1 to 5. The higher the score, the stronger the professional self-efficacy. The Cronbach's α coefficient of the questionnaire is 0.841.

2.3.4 Career exploration scale
This study adopts the Career Exploration Scale compiled by Stumpf et al.[9]. The scale is divided into two dimensions: environmental exploration and self-exploration, with a total of 12 items. The scale was compiled by Liu Wansha and

tested for reliability and validity. In this study, the Cronbach's coefficient of the questionnaire was 0.839. The questionnaire adopts the Likert five-point scoring method, and the scores range from 1 to 5, which represent "almost never", "rarely", "generally", "more" and "often". A higher score indicates a higher level of career exploration.

For the second phase, a semi-structured interview questionnaire was developed to further seek explanations and identify students' experiences of career exploration during their internships and the factors they believed affected their career exploration.

2.4 Data Gathering Procedure

The data collection procedure was divided into two phases. First, the researchers requested approval and permission from the Head of nursing of school and then requested the participation of nursing intern respondents. Informed consent was attached before the questionnaire for the respondents to read and understand. Respondents were informed about the anonymity and confidentiality of the data before continuing the process. Respect for human dignity includes respondents' right to self-determination, and respondents have the freedom of control to monitor their activities. The right to full disclosure also requires respect for human integrity, ensuring that future respondents understand their rights and the full scope of the research. Then distribute questionnaire link. Respondents took about 15-30minutes to answer the questionnaire. In process of answering the tool, the researcher can always answer the questions and concerns of the respondents.

The second stage is to develop semi-structured interview guidelines to further explore students' career exploration experiences and influencing factors during their internship. The researcher contacted the teachers of the nursing department of the research school to see which students were interested in face-to-face interviews to determine the interviewees. Respondents who agree to participate in the second phase was scheduled for an interview. Dates and times were chosen with the consent of the participants and based on their availability and convenience. The researcher asked questions through a semi-structured interview questionnaire to guide the participants to freely express their opinions and experiences, thereby obtaining in-depth information. Face-to-face interviews were conducted with the consent of the participants and video-recorded.

2.5 Statistical Treatment of Data

The information gathered from the online survey was coded into spreadsheets and will be processed with the help of statistical tools. Data was treated with descriptive and inferential statistics. The demographic profile of intern nursing students in higher vocational colleges was statistically processed using frequency, percentage distribution, grade, and other data, using the average of frequency and standard deviation. The scores of each scale questionnaire were obtained using weighted average and standard deviation to determine the current status of core self-evaluation, perceived social support, career decision self-efficacy, and career exploration of nursing interns. This study used Pearson correlation analysis to determine the relationship between core self-evaluations, perceived social support, career decision-making self-efficacy, and career exploration among nursing interns in vocational schools. In order to identify the elements of the career exploration program of nursing interns in higher vocational schools, the interview transcripts of the respondents were analyzed using the seven steps of the Colaizzi phenomenological method.

3 RESULTS

3.1 Quantitative Data

3.1.1 Demographic Profile of Participants

Table 1 presents the respondents' demographic profile. A total of 315 participants successfully answered and submitted the questionnaire with valid data in the prescribe time.

Table 1 Demographic Profile of Respondents

Profiles	N	Percentage
Age		
19 and Below	116	36.83%
20 and Above	199	63.17%
Total	315	100%
Gender		
Male	38	12.06%
Female	277	87.94%
Total	315	100%
Whether you are an only child		
Yes	255	80.95%
No	60	19.05%
Total	315	100%
Types of student origin		
Urban	71	22.54
Rural	244	77.46%

Total	315	100%
Whether nursing is the first choice when filling in the volunteer		
Yes		
No	193	61.27%
Total	122	38.73%
	315	315
Whether have join student union member or serve as a student leader		
Yes		
No	201	63.81%
Total	114	36.19%
	315	100%

In the demographic analysis of the participant profiles, the age distribution revealed that 116 individuals (36.83%) were aged 19 and below, while 199 (63.17%) were aged 20 and above, contributing to a total of 315 participants. The gender breakdown indicated that 38 (12.06%) were male and 277 (87.94%) were female, making up the complete participant pool. In terms of being the only child, a significant majority of 255 participants (80.95%) affirmed this status, whereas 60 (19.05%) indicated otherwise. The analysis of student origin showcased that 71 (22.54%) hailed from urban areas, while 244 (77.46%) came from rural backgrounds, summing up to the total participant count. Respondents were also questioned about nursing being their first choice during volunteer sign-ups, with 193 (61.27%) confirming this preference, while 122 (38.73%) stated otherwise, totaling 315 participants. Regarding involvement in student unions or leadership roles, 201 participants (63.81%) responded affirmatively, while 114 (36.19%) indicated non-participation. These comprehensive statistics provided a nuanced understanding of the diverse characteristics within the surveyed group.

3.1.2 The status of core self-evaluation, perceived social support, career decision-making self-efficacy and career exploration among nursing interns in vocational colleges

A combined questionnaire of four scales was used to investigate the status of core self-evaluation, perceived social support, career decision-making self-efficacy and career exploration among intern nursing students in vocational colleges.

Table 2 Core self-evaluation status of nursing interns in vocational colleges

Variables	Mean	Interpretation
1 I believe I can succeed in life	3.70	Agree
2 I often feel down	2.71	Disagree
3 When I fail, I feel worthless	2.62	Disagree
4 I can successfully complete various tasks	3.58	Agree
5 I feel confident about work and study	3.51	Agree
6 I am generally satisfied with myself	3.65	Agree
7 I doubt my own efforts	2.67	Disagree
8 I feel insecure about my career success	2.79	Disagree
9 I am able to handle most of my problems	3.70	Agree
10 Many things I feel terrible and hopeless	2.59	Disagree

Scale and Description: 5.00 (Fully agree), 4.00 (Agree), 3.00 (Not sure) 2.00 (Disagree), 1.00 (Disagree completely).

In the examination of core self-evaluation, participants responded to a series of statements, each associated with a numerical mean and an interpretation. The first statement, "I believe I can succeed in life," garnered a mean score of 3.70, indicating an overall agreement among respondents. Similarly, statements 4, 5, 6, and 9, which respectively assessed the participants' confidence in completing tasks, confidence in work and study, overall satisfaction with themselves, and their ability to handle problems, yielded mean scores of 3.58, 3.51, 3.65, and 3.70, all leaning towards agreement. On the contrary, statements 2, 3, 7, 8, and 10, which delved into feelings of melancholy, worthlessness after failure, doubts about personal efforts, insecurity regarding career success, and experiencing hopelessness, had mean scores of 2.71, 2.62, 2.67, 2.79, and 2.59, respectively, indicating a prevailing disagreement among the participants. This comprehensive analysis of core self-evaluation sheds light on the participants' varying perceptions and attitudes towards aspects of self-confidence, worth, and efficacy.

Table 3 Perceived Social Support status of nursing interns in vocational colleges

Variables	Mean	Interpretation
1 Some people (teachers, classmates, relatives) will appear beside me when I encounter problems	4.81	Agree Slightly
2 I can share happiness and sorrow with some people (teachers, classmates, relatives)	4.84	Agree Slightly
3 My family can give me concrete help	5.01	Agree Very Much
4 I am able to get emotional help and support from my family when needed	5.08	Agree Very Much
5 There are people (teachers, classmates, relatives) who are my real source of comfort when I am in trouble	4.94	Agree Very Much
6 my friends can really help me	5.04	Agree Very Much

7 I can rely on my friends in times of trouble	4.86	Agree Slightly
8 I can talk to my family about my problems	4.95	Agree Very Much
9 My friends can share my joy and sorrow with me	5.05	Agree Very Much
10 There are people (teachers, classmates, relatives) in my life who care about my feelings	5.04	Agree Very Much
11 My family is willing to assist me in making decisions	4.84	Agree Slightly
12 I can talk about my problems with my friends	5.13	Agree Very Much

Scale and Description: 7.00 (Agree strongly), 6.00 (Agree very much), 5.00 (Agree slightly) 4.00 (Neutral), 3.00 (Disagree slightly)，2.00 (Disagree very much), 1.00 (Disagree strongly)

In the examination of perceived social support, participants responded to a series of statements, each associated with a numerical mean and an interpretation. The first statement, "Some people (teachers, classmates, relatives) will appear beside me when I encounter problems," garnered a mean score of 4.81, indicating a slight agreement among respondents. Similarly, statements 2, 3, 4, 5, 6, 8, 9, 10, and 12, which respectively assessed participants' ability to share happiness and sorrow, receive concrete help from family, get emotional support from family, find real comfort from certain individuals in times of trouble, receive help from friends, talk to family about problems, share joy and sorrow with friends, experience care from people in life, and discuss problems with friends, yielded mean scores ranging from 4.84 to 5.13, all leaning towards agreement, with some rated as "Agree Slightly" and others as "Agree Very Much." Conversely, statements 7 and 11, exploring participants' reliance on friends in times of trouble and the willingness of family to assist in decision-making, had mean scores of 4.86 and 4.84, respectively, indicating a slight agreement among participants. This comprehensive analysis of the Perceived Social Support Scale sheds light on the participants' varying perceptions of the support available to them from different sources in their social networks.

Table 4 Career Decision-Making Self-Efficacy status of nursing interns in vocational colleges

Variables	Mean	Interpretation
1 I already have ideas for future work	3.27	Moderately Confident
2 Nursing would make it easier for me to find a job in a big city	3.01	Moderately Confident
3 Focusing on career goals, I selectively participate in club activities and social practice activities	3.13	Moderately Confident
4 I am confident that I can effectively deal with unexpected events at work	3.35	Moderately Confident
5 When I encounter difficulties in my career, I tend to think positively and never give up easily	3.48	Moderately Confident
6 Nursing work can enable me to have an annual salary higher than the average income level of people with the same education level	3.04	Moderately Confident
7 I don't have a firm idea about my career future yet	3.15	Moderately Confident
8 When I encounter setbacks in my career, I see them as steps to climb toward higher goals	3.42	Moderately Confident
9 Nursing enables me to achieve my personal ambitions and goals	3.25	Moderately Confident
10 When I have trouble at work, I can usually think of some ways to deal with it	3.46	Moderately Confident
11 Nursing work allows me to display my personal abilities and strengths	3.34	Moderately Confident
12 I like my major and am ready to actively develop in this direction	3.38	Moderately Confident
13 No matter what happens to me at work, I can handle it with ease	3.35	Moderately Confident
14 I am proud to be in the nursing field	3.35	Moderately Confident
15 My understanding of career is entirely based on the indoctrination from my parents, teachers or other authorities, and I have not seriously considered it	3.1	Moderately Confident
16 I have tried to understand the situation in various career fields in order to strengthen my professional beliefs	3.38	Moderately Confident
17 Nursing work allows me and my family to have valuable medical resources	3.39	Moderately Confident
18 I very much identify with the nursing profession	3.51	Moderately Confident
19 I can face difficulties at work calmly because I rely on my ability to handle problems	3.44	Moderately Confident
20 Nursing allows me to use my creativity	3.4	Moderately Confident
21 I pay close attention to the courses and training on the theme of "determination", and actively look for opportunities to participate and learn relevant concepts and methods	3.37	Moderately Confident
22 The severe employment situation forces me to accept my current chosen career	3.35	Moderately Confident
23 I consult with professionals or institutions engaged in career design for professional guidance and help	3.3	Moderately Confident
24 I often pay attention to the social development situation and talent market information, research my nursing employment direction, and understand its quality requirements	3.33	Moderately Confident
25 When choosing a job, in addition to considering your own ideals,	3.43	Moderately Confident

it is necessary to consider the influence of the external environment

26 I enjoy working as a nurse	3.13	Moderately Confident
27 I'm sure I can succeed in a nursing career	3.36	Moderately Confident

Scale and Description: 5.00 (Completely confident), 4.00 (Somewhat confident), 3.00 (Moderately confident) 2.00 (Little confident), 1.00 (Not at all confident)

The Career Decision-Making Self-Efficacy Scale provides insights into individuals' confidence and beliefs regarding their career choices. On the various scale items, respondents express a moderate level of confidence in their career decision-making self-efficacy. They already have ideas for future work (Mean = 3.27, Interpretation: Moderately Confident) and believe that nursing, as a career, would make it easier for them to find a job in a big city (Mean = 3.01). Actively focusing on career goals, participating in club activities, and engaging in social practices are undertaken with a moderate level of confidence (Mean = 3.13). Respondents demonstrate confidence in dealing with unexpected events at work (Mean = 3.35) and maintaining a positive outlook when facing career difficulties (Mean = 3.48). While they see nursing work as potentially providing a higher annual salary than the average income level for individuals with the same education (Mean = 3.04), there is a moderate level of confidence even in the face of setbacks (Mean = 3.42). Respondents express moderate confidence in their ability to handle troubles at work, find ways to deal with challenges, and display personal abilities and strengths in the nursing field (Means ranging from 3.34 to 3.46). Additionally, they have a moderately confident identification with and pride in being part of the nursing profession (Mean = 3.51). Despite this confidence, there is acknowledgment of external influences in their understanding of career (Mean = 3.1), suggesting a nuanced perspective. Overall, the respondents demonstrate a moderate level of confidence in their self-efficacy related to career decision-making across various dimensions of the nursing profession.

Table 5 Career Exploration status of nursing interns in vocational colleges

Variables	Mean	Interpretation
1 Experience a variety of career activities	2.47	Rarely
2 Look for opportunities to test your capabilities in a specific area	2.74	Rarely
3 Try to complete some tasks to see if you like a job	2.88	Rarely
4 Take the initiative to communicate with people who are familiar with the major you are interested in	3.04	Fairly
5 Get information about today's job market and career opportunities	2.82	Fairly
6 Find information about careers you are interested in	2.97	Fairly
7 Reflect on whether past experience has influenced your career choice	2.96	Fairly
8 Reflect on what makes you unique, who you are	2.94	Fairly
9 Reflect on your past achievements and current challenges	2.93	Fairly
10 Consider the impact of your educational background on career choices	3.08	Fairly
11 Carefully consider whether your career and educational choices meet your family's expectations	3.08	Fairly
12 Try to imagine yourself taking on different career roles	3.11	Fairly

Scale and Description: 5.00 (Often), 4.00 (Quite), 3.00 (Fairly) 2.00 (Rarely), 1.00 (Not at all)

In the assessment of career exploration using the Career Exploration Scale, various dimensions shed light on individuals' engagement with their career paths. Participants reported relatively infrequent experiences with a variety of career activities (Mean = 2.47, Interpretation: Rarely). Similarly, they seldom sought opportunities to test their capabilities in specific areas (Mean = 2.74, Interpretation: Rarely) and rarely attempted tasks to gauge their job preferences (Mean = 2.88, Interpretation: Rarely). However, a moderate level of proactive behavior emerged, as participants fairly took the initiative to communicate with individuals familiar with their chosen majors (Mean = 3.04, Interpretation: Fairly). They also demonstrated a moderate degree of information-seeking behavior by fairly acquiring information about the current job market and career opportunities (Mean = 2.82) and exploring details about careers of interest (Mean = 2.97). Reflective practices were apparent, with participants fairly pondering the influence of past experiences on their career choices (Mean = 2.96) and contemplating personal uniqueness and identity (Mean = 2.94). Additionally, they considered past achievements and existing challenges (Mean = 2.93) and pondered the impact of their educational background on career decisions (Mean = 3.08). Family expectations played a role, as participants fairly weighed the alignment of their career and educational choices with familial expectations (Mean = 3.08). The exploration extended to envisioning oneself in diverse career roles (Mean = 3.11, Interpretation: Fairly). The nuanced responses on the Career Exploration Scale provide insights into individuals' varying levels of engagement and reflection in the process of exploring their career paths.

3.1.3 Test for Relationship between core self-evaluation, perceived social support, career decision-making self-efficacy and career exploration of nursing interns in vocational colleges

Table6 Correlations between core self-evaluation, perceived social support, career decision-making self-efficacy and career exploration of nursing interns in vocational colleges

		Core self-evaluation	Perceived social support	Career decision making	Career exploration
Core self-evaluation	Pearson Correlation	1	.041	.010	.019
	Sig. (2-tailed)		.466	.856	.731

	N	315	315	315	315
Perceived social support	Pearson Correlation	.041	1	.601**	-.009
	Sig. (2-tailed)	.466		.000	.879
	N	315	315	315	315
Career decision making	Pearson Correlation	.010	.601**	1	.002
	Sig. (2-tailed)	.856	.000		.966
	N	315	315	315	315
Career exploration	Pearson Correlation	.019	-.009	.002	1
	Sig. (2-tailed)	.731	.879	.966	
	N	315	315	315	315
**. Correlation is significant at the 0.01 level (2-tailed).					

The correlation analysis was conducted to explore the relationships among core self-evaluation, perceived social supports, career decision-making self-efficacy, and career exploration in a sample of 315 participants. The results indicated that core self-evaluation exhibited a negligible correlation with perceived social support (r = 0.041, p = 0.466), career decision-making (r = 0.010, p = 0.856), and career exploration (r = 0.019, p = 0.731). The lack of statistical significance in these correlations suggests that core self-evaluation did not demonstrate a substantial linear relationship with perceived social support, career decision-making, or career exploration in the studied sample.

Perceived social support, on the other hand, showed a significant positive correlation with career decision-making (r = 0.601, p = 0.000) but did not exhibit a significant correlation with career exploration (r = -0.009, p = 0.879). The robust positive correlation between perceived social support and career decision-making suggests that individuals who perceived higher social support were more likely to report increased confidence and efficacy in making career decisions. However, the lack of a significant correlation between perceived social support and career exploration suggests a nuanced relationship that requires further investigation.

Furthermore, career decision-making did not show a significant correlation with career exploration (r = 0.002, p = 0.966). This result implies that individuals' confidence and effectiveness in making career decisions did not necessarily translate into a heightened engagement in career exploration activities. The lack of a significant correlation challenges previous literature suggesting a close relationship between career decision-making self-efficacy and career exploration, underscoring the need for a more detailed examination of these constructs.

In summary, the correlation analysis revealed varied relationships among core self-evaluation, perceived social support, career decision-making, and career exploration. While core self-evaluation exhibited minimal correlations with the other variables, perceived social support demonstrated a significant positive association with career decision-making. However, the lack of a significant correlation between perceived social support and career exploration, as well as between career decision-making and career exploration, indicates a complex interplay among these psychological constructs that merits further exploration and nuanced understanding.

3.2 Qualitative Data

For the second phase, after interpreting the findings from the first phase, a semi-structured interview questionnaire was used to further seek explanations and identify factors that students believed influenced their career exploration. To process qualitative data, we use Amedeo Giorgi's qualitative framework. By discovering significant themes, Georgia's qualitative analysis method attempts to uncover the meaning of events experienced by a person. The researchers conducted a search among participants willing to undergo the first phase of the study and sought nursing trainees with extensive experience with the phenomena and the ability and disposition to express them. From the transcript of interviews among fifteen nursing interns in vocational colleges, the researchers identified three central themes, namely: Challenges and Frustrations in Meeting Job, Strategies and Adaptation in Job Search, and Personal Development and Passion for Nursing.

3.2.1 Theme 1: Challenges and Frustrations in seeking employment

An intern nursing student facing challenges and frustrations in seeking employment refers to an individual who is currently in the process of completing their nursing internship or clinical training and is encountering difficulties and setbacks in securing a job within the nursing profession. These challenges could include factors such as a competitive job market, limited available positions, lack of experience, or barriers in the application and interview process. Frustrations may arise from the perceived gap between the skills acquired during education and the expectations of potential employers. It's a transitional phase where the individual is striving to transition from a student role to a professional nursing position but is encountering obstacles in the job-seeking journey.

Requirements: Many respondents faced challenges in meeting the academic and qualification requirements of hospitals. Tertiary hospitals, in particular, often demanded a bachelor's degree and a nurse qualification certificate. Some respondents had only a junior college degree, leading to difficulty meeting these criteria. The frustration of not meeting the requirements for desired positions in hospitals was a common theme.

Academic Qualifications and Job Options: Several respondents faced challenges related to academic qualifications. Tertiary hospitals often required a bachelor's degree or higher, and some respondents with junior college degrees explored opportunities in secondary hospitals and community settings.

Recruitment Examinations: Candidates encountered difficulties in hospital recruitment examinations, which included written tests and interviews. Emphasis was placed on basic theoretical knowledge and practical nursing skills. Repeated attempts were sometimes necessary to progress through the recruitment stages.

Self-Reflection: Through the job search process, respondents gained clarity about their academic limitations in relation to certain hospital requirements. This self-awareness led to a focus on opportunities in secondary hospitals, nursing homes, or community settings, with an understanding of the competitive nature of the job market.

"My biggest feeling is that I can never find a job that suits me. If I want to work in a hospital, academic qualifications are really important, as is the nurse qualification certificate."(NO.1)

"The biggest feeling when looking for a job is confusion. Ultimately, the failure of finding a job is due to the lack of solid professional knowledge learned in school."(NO.2)

"If I want to work in a tertiary hospital, my biggest feeling is that academic qualifications are too important."(NO.6)

"I took the exam 3 times and only got into the interview once."(NO.10)

"Before I took the fourth exam, the community hospital where I was interviewed for the third time informed me that I could go to work. However, I declined the invitation..."(NO.11)

"Academic qualifications are the stepping stone for entering a hospital. Although I regret that I could not get into an undergraduate college through hard study, the status quo is already like this and cannot be changed."（NO.13）

"I want to improve my academic qualifications first. Getting a bachelor's degree has been my goal since I entered school." (NO.14)

3.2.2 Theme 2: Strategies and Adaptation in Job Search

It involves the intentional and proactive efforts made by intern nursing students to position themselves effectively, showcase their qualifications, and successfully navigate the job search process in order to transition from the academic setting to a professional nursing role. This process often requires flexibility, resilience, and a willingness to learn and grow in response to the evolving demands of the job market.

Respondents adopted various strategies to overcome challenges, such as seeking employment in secondary hospitals, considering non-traditional nursing roles, and enrolling in tutoring classes to improve exam performance. Some engaged in part-time work while preparing for nurse qualification exams or explored opportunities in other industries.

Diverse Job Search Strategies: Respondents employed various strategies in their job searches, including attending job fairs, exploring online platforms, and direct communication with hospitals. The importance of monitoring official hospital websites and proactive inquiries about recruitment plans were highlighted.

Preparation for Recruitment Exams: To navigate the recruitment process, candidates emphasized the need for thorough preparation, encompassing basic theoretical knowledge and hands-on nursing skills. Strategies included reviewing textbooks, practicing common interview questions, and seeking feedback from failed attempts.

Persistence and Learning from Setbacks: The respondents demonstrated resilience by persevering through multiple recruitment exams. Setbacks were viewed as opportunities for growth, and the experiences contributed to increased confidence and adaptability.

"I contacted an Internet company - Baidu. I have passed the interview with this company and I plan to go to this company to do customer service work first."(NO.1)

"If I take this kind of recruitment exam in the future, I will also sign up for a tutoring class to systematically review professional knowledge, which can increase the success rate of the exam."(NO.2)

"I also do a good job at the hotel front desk. I can also work at the hotel front desk as a transitional job, which at least will not affect my normal life."(NO.4)

"The employment standards of each hospital are different, and the format of the recruitment examination is also different. So be sure to submit more resumes and try more. "(NO.5)

" Even if I cannot successfully enter the hospital to work in the future, I can still support myself through working in the basketball gym."(NO.7)

" So far, I have participated in the recruitment examinations of four hospitals, including a township health center and a psychiatric hospital."(NO.11)

" At that time, I searched online for ideas about starting a business every day, and finally I settled on Internet entrepreneurship."(NO.15)

3.2.3 Theme 3: Personal Development and Passion for Nursing

Personal Development aspect involves the continuous enhancement of various skills, attributes, and knowledge relevant to nursing practice. It may include refining clinical skills, fostering effective communication, developing critical thinking abilities, and cultivating a deeper understanding of patient care. Personal development also extends to the nurturing of qualities such as resilience, adaptability, and empathy, which are crucial for success in the nursing field. The passion for nursing reflects the deep-seated enthusiasm, dedication, and genuine interest that intern nursing students have for their chosen profession. It goes beyond the acquisition of technical skills and encompasses a genuine commitment to providing compassionate and high-quality patient care. This passion serves as a driving force, motivating individuals to overcome challenges, stay abreast of advancements in healthcare, and contribute positively to the well-being of patients. In summary, the personal development and passion for nursing of intern nursing students represent a dynamic process of continual self-improvement and a profound commitment to the principles and values of the nursing profession.

Despite facing challenges, many respondents expressed a passion for nursing and a commitment to continuous learning and improvement. The experiences of finding a job served as a catalyst for personal and professional development. Some shared their love for nursing and the satisfaction derived from helping patients.

Clear Career Goals: Some respondents expressed a desire to improve their academic qualifications, recognizing the value of higher education in accessing better job opportunities. The pursuit of continuous learning and improvement was a recurring theme.

Passion for Nursing: Despite challenges, the love for nursing emerged as a common thread. Experiences during internships, including patient care and recovery, strengthened the commitment to the nursing profession. The respondents envisioned using their knowledge to contribute positively to patient outcomes.

Family and Peer Support: The support of family and friends played a crucial role in the job search process. Financial assistance, emotional support, and the exchange of job-related information were highlighted as forms of support.

Diversification of Career Paths: Not all respondents expressed a strong desire for traditional nursing roles. Some considered entrepreneurial paths, such as starting online businesses. The pursuit of challenging and fulfilling work was a common motivation.

"She recognized my work ability very much, so she asked me if I would like to work in Beijing after graduation. She said that if I wanted, she could give me a letter of recommendation for Beijing 999 Hospital."(NO.3)

"The internship gave me a better understanding of nursing work, and I am very determined to engage in nursing work in the future. "(NO.4)

"I love nursing. I hope to become a nurse if I have the opportunity. I also believe that I am qualified for nursing."(NO.7)

"I really enjoy working as a nurse, so I don't want to miss any opportunity to become a nurse, even if it's a clinic job. I feel happy when I help patients. I like the working atmosphere of the third clinic very much."(NO.8)

"Interest is the best teacher, so no matter what job you do, you must first love it."(NO.9)

"During my internship, I often communicated with my teachers to understand the current development trends of the nursing industry and prepare for my next job search."(NO.12)

4 DISCUSSIONS

In this specific study, the evidence suggests insufficient support for a meaningful association between self-evaluation and career exploration. This underscores the need to explore other factors that contribute to the complexity of this relationship. The correlation data among the variables core self-evaluation, perceived social support, career decision-making, and career exploration-provides valuable insights into the interrelationships among these psychological constructs. Core self-evaluation, a measure of individuals' overall self-worth and self-efficacy, shows no significant correlations with perceived social support, career decision-making, or career exploration, indicating that one's self-evaluation is not strongly associated with perceived social support, career decision-making, or career exploration. This aligns with existing literature that acknowledges core self-evaluation as an intrinsic and relatively stable personal attribute, suggesting that individuals' self-perceptions may not be directly linked to their perceived social support or career-related behaviors [10].

The correlation between perceived social support and career decision-making reveals a significant positive association. This finding supports the literature suggesting that individuals with higher perceived social support tend to exhibit greater confidence and effectiveness in their career decision-making processes [11]. The positive correlation underscores the role of social support in shaping individuals' career-related beliefs and decision-making self-efficacy.

However, perceived social support shows no significant correlation with career exploration. This result, while unexpected, highlights the complex and multifaceted nature of the relationship between perceived social support and career exploration. The literature has emphasized the importance of further research to elucidate the impact mechanism of perceived social support on specific career-related domains, and this finding underscores the need for nuanced exploration in this area [2].

Additionally, the correlation between career decision-making and career exploration is not statistically significant. This lack of correlation suggests that individuals' confidence and efficacy in making career decisions may not directly translate into increased engagement in career exploration activities. This result contradicts existing literature that posits a close relationship between career decision-making self-efficacy and career exploration [12-13], emphasizing the need for further investigation into the nuanced dynamics between these two constructs.

In summary, the correlation data provides mixed findings regarding the interplay among core self-evaluation, perceived social support, career decision-making, and career exploration. While core self-evaluation does not significantly correlate with the other variables, perceived social support exhibits a strong positive correlation with career decision-making. However, the lack of correlation between perceived social support and career exploration, as well as between career decision-making and career exploration, prompts further inquiry into the nuanced dynamics of these relationships. This analysis aligns with the broader literature on these psychological constructs, emphasizing the need for context-specific investigations and a comprehensive understanding of their interrelationships [10,14].

The extensive literature on career exploration provides valuable context to the quantitative findings. Career exploration is portrayed as a dynamic and continuous process involving active behaviors such as questioning, experimenting, and identity weighing. The literature emphasizes the multifaceted nature of career exploration, dating back to the 1960s, where it was categorized as a form of exploration activity in career decision sociology theory.

From the qualitative data gathered on challenges and frustrations, respondents faced hurdles in meeting academic qualifications and job requirements, particularly in tertiary hospitals. The emphasis on academic qualifications and the competitiveness of recruitment exams led to self-reflection, with individuals adapting their strategies and exploring opportunities in secondary hospitals or community settings.

The qualitative data on strategies and adaptation in job search aligns with the literature on career exploration. Respondents demonstrated diverse job search strategies, including attending job fairs and engaging with online platforms. The importance of preparation for recruitment exams and the resilience to persist through setbacks are reflected in the literature's emphasis on continuous exploration as a lifelong process.

Personal development and passion for nursing, evident in the qualitative responses, align with the literature's focus on career exploration as a process that enhances self-awareness and fosters personal career development. Respondents expressed a clear passion for nursing, and their experiences served as a catalyst for continuous learning and development.

In conclusion, while the quantitative findings suggest a lack of significant correlation between self-evaluation and career exploration in this study, the qualitative data, supported by extensive literature, enriches the understanding of the dynamic and multifaceted nature of career exploration. The challenges, strategies, and personal development aspects highlighted by respondents resonate with the broader themes found in career exploration research. This integrated perspective calls for a comprehensive examination of the interplay between various factors influencing career exploration in the specific context of nursing students during their internship period.

5 CAREER EXPLORATION ENHANCEMENT PROGRAM

Rationale: The revealing path of the Career Exploration Enhancement Program is to explore the complex interplay of Core self-evaluation, Perceived Social Support, Career Decision-making, and Career Exploration.

Description: This comprehensive training program delves into the intricate web of psychological constructs influencing individuals' career trajectories. Focused on core self-evaluation, perceived social support, career decision-making, and career exploration, the correlation analysis conducted on a sample of 315 participants illuminates nuanced relationships that challenge traditional notions in the field.

Core self-evaluation, reflective of individuals' intrinsic self-worth and efficacy, emerges as a somewhat isolated factor, exhibiting negligible correlations with perceived social support, career decision-making, and career exploration. This implies that one's fundamental self-perceptions may not strongly dictate their engagement in career-related behaviors or be significantly linked to their perceived social support. These results align with existing literature, positioning core self-evaluation as a relatively stable, intrinsic trait.

Contrastingly, perceived social support demonstrates a robust positive correlation with career decision-making, suggesting a pivotal role for external influences in shaping individuals' confidence and efficacy in making career choices. However, the absence of a significant correlation between perceived social support and career exploration adds complexity to this narrative, underscoring the need for deeper exploration into the multifaceted nature of these relationships.

Equally intriguing is the lack of a significant correlation between career decision-making and career exploration, challenging established beliefs about the direct translation of decision-making self-efficacy into increased engagement in exploration activities. This unexpected finding prompts a reevaluation of existing literature and calls for a more nuanced examination of the dynamics between these two constructs.

In summary, this training program offers a journey into the intricacies of self-perception, social support, decision-making, and exploration within the context of career development. The mixed findings challenge conventional wisdom, emphasizing the need for context-specific investigations and a holistic understanding of the interrelationships among these psychological constructs. Participants will gain valuable insights to inform their approaches to career exploration and decision-making, recognizing the complexity inherent in these processes.

5.1 Participants

1. Nursing Students: Those currently enrolled in nursing programs who are at various stages of their education and may be contemplating their future career paths. The program can provide them with insights into the psychological factors influencing career decisions and exploration.

2. Nursing Educators: Instructors and faculty members involved in nursing education can benefit from understanding how psychological constructs impact career-related behaviors among nursing students. This knowledge can inform their teaching methods and career guidance efforts.

3. Clinical Nurses: Practicing nurses who are navigating their careers and seeking opportunities for professional growth. The program can offer them insights into the role of self-evaluation, social support, and decision-making in shaping their career trajectories.

4. Nursing Managers and Administrators: Professionals responsible for managing nursing teams and departments can use this program to gain a better understanding of the factors influencing the career development of their staff. This knowledge can be applied to create supportive work environments that foster career exploration and decision-making.

5. Career Counselors in Healthcare Settings: Counselors or advisors specifically focused on providing career guidance within healthcare and nursing contexts. The program can equip them with additional insights into the psychological aspects of career development in nursing, enabling more tailored support for their clients.

6. Researchers in Nursing and Healthcare: Scholars and researchers in nursing and healthcare fields interested in exploring the psychological dimensions of career development. The program can serve as a foundation for further studies and investigations into the nuanced relationships between psychological constructs and career outcomes in nursing.

5.2 Budget

1. Venue Rental: RMB 3000- RMB 6000
• Consider the cost of renting a venue suitable for the number of participants, equipped with necessary audiovisual facilities.
2. Materials and Supplies: RMB 1000- RMB 2000
• Budget for training materials, stationery, name tags, and any other supplies needed for the program.
3. Trainers' Fees: RMB 1000- RMB 10,000
• If hiring external trainers or experts, budget for their fees, travel, and accommodation expenses.
4. Catering: RMB 2000- RMB 3000
• Consider the cost of providing meals, snacks, and beverages for participants.
5. Marketing and Promotion: RMB 1000- RMB 2000
• Budget for promotional materials, online advertisements, and any other marketing expenses.
6. Administrative Costs: RMB 1000- RMB 2000
• Include costs for registration systems, administrative staff, and other miscellaneous expenses.
7. Audiovisual Equipment Rental: RMB 1000- RMB 3000
• If the venue does not provide adequate equipment, budget for renting audiovisual tools like projectors, microphones, and speakers.
8. Transportation: RMB 1000- RMB 2000
• If participants or trainers need to travel, budget for transportation expenses.
9. Contingency: RMB 1000- RMB 3000
• Set aside a contingency fund for unforeseen expenses or last-minute adjustments.
Total Estimated Budget Range: RMB 10,000- RMB 30,000

Table 7 Career Exploration Enhancement Program

Key Results Areas	Objective	Content	Strategy	Time Allotment	Expected Outcome
Session 1: Introduction	Introduce participants to the program's focus and objectives	- Overview of the psychological constructs explored	Presentation • Engagement: A presentation offers a structured format to introduce participants to the program, capturing their attention through visual aids, graphics, and key points. • Clarity: It allows for a clear and concise delivery of information, ensuring that participants grasp the fundamental concepts and objectives of the training program. • Accessibility: A presentation format enables the incorporation of multimedia elements, making the introduction more dynamic and accessible to participants with diverse learning preferences. • Interaction: The presenter can engage participants through questions, polls, or interactive elements within the presentation, fostering an immediate connection and active participation.	1 hour	Participants understand the purpose of the program and the significance of psychological constructs in career development.
Session 2: Core self-evaluation	Explore core self-evaluation and its implications	- Definition and measurement of core self-evaluation	Lecture and interactive discussion • In-depth Understanding: A lecture provides a structured format for presenting the definition and measurement of core self-evaluation, ensuring participants gain an in-depth understanding of the concept. • Expert Insight: The lecture allows an expert to share insights, research findings, and	1.5 hours	Participants comprehend the concept of core self-evaluation and its role in shaping intrinsic self-worth.

			nuances related to core self-evaluation, providing participants with a comprehensive overview. • Interactive Discussion: Following the lecture with an interactive discussion encourages participant engagement, allowing them to ask questions, share perspectives, and deepen their understanding through dialogue. • Application: The combination of lecture and discussion enables participants to apply the concept to real-life scenarios, fostering practical comprehension.		
Session 3: Perceived Social Support	Examine the influence of social support on career decisions	- Understanding perceived social support in career contexts	Case studies and group activities • Real-world Application: Case studies provide real-world scenarios, allowing participants to analyze and understand how perceived social support operates in different career contexts. • Interactive Learning: Group activities encourage collaboration and discussion, enabling participants to share perspectives, explore diverse viewpoints, and collectively deepen their understanding of the role of social support in career decision-making. • Practical Insight: By engaging in case studies and group activities, participants gain practical insights into the complexities of social support dynamics and its impact on shaping career decisions. • Skill Development: The combination of case studies and group activities enhances critical thinking skills, decision-making abilities, and the application of theoretical knowledge to practical situations.	2 hours	Participants recognize the impact of social support on career decisions and gain insights into its nuances.
Session 4: Career Decision-making Self-efficacy	Investigate the intricacies of decision-making in careers	- Factors influencing career decision-making Self-efficacy	Role-playing scenarios and discussions • Interactive Engagement: Role-playing scenarios immerse participants in realistic decision-making situations, promoting active participation and engagement. • Experiential Learning: Through role-play, participants can experience the complexities of decision-making, enhancing their understanding of the various factors that influence career choices. • Applied Knowledge: Role-playing allows participants to apply theoretical knowledge to practical situations, bridging the gap between conceptual understanding and real-world decision-making. • Facilitated Discussions: Following role-play sessions, structured discussions provide opportunities for participants to reflect on their experiences, share insights, and gain multiple perspectives on the decision-making process. • Skill Enhancement: The combination of role-playing and discussions enhances critical thinking, problem-solving, and interpersonal communication skills.	2 hours	Participants analyze the factors affecting career decision-making Self-efficacy, fostering a nuanced understanding of the process.
Session 5: Career Exploration	Explore the dynamics of career exploration	- Methods and barriers in career exploration	Interactive exercises and group reflections • Hands-On Exploration: Interactive exercises provide participants with practical experiences, allowing them to actively engage in various methods of career exploration. • Identifying Barriers: Through group reflections, participants can collectively identify	1.5 hours	Participants gain practical insights into career exploration, recognizing the complexities

			and discuss potential barriers to effective career exploration, fostering a comprehensive understanding of challenges. • Sharing Insights: Group reflections facilitate knowledge-sharing, enabling participants to learn from each other's experiences and perspectives in the realm of career exploration. • Applied Learning: Interactive exercises simulate real-world scenarios, enabling participants to apply different methods of career exploration and gain insights into their effectiveness. • Holistic Understanding: The combination of interactive exercises and group reflections ensures a holistic exploration of both effective methods and potential obstacles in the career exploration process.		involved.
Session 6: Synthesis and Discussion	Integrate key findings and encourage participant discussion	- Review of correlations among constructs	Panel discussion and Q&A • Comprehensive Understanding: A panel discussion allows experts or facilitators to provide a comprehensive review of correlations among coreselfevaluation, perceived social support, career decision-making, and career exploration. • Diverse Perspectives: A panel can bring together professionals from various fields, providing diverse perspectives on the interplay of psychological constructs in career development. • Interactive Dialogue: Q&A sessions foster an interactive dialogue between participants and panelists, allowing for clarification of concepts and deeper exploration of nuanced topics. • Application to Real-world Scenarios: The session encourages participants to connect theoretical knowledge with practical scenarios, enhancing their ability to apply key findings to real-world situations. • Facilitated Discussion: The Q&A format facilitates open discussion, ensuring that participants actively engage with the material and have the opportunity to seek insights tailored to their specific contexts.	1 hour	Participants engage in thoughtful discussions, synthesizing their learnings and addressing queries.
Session 7: Application to Nursing	Relate psychological constructs to nursing careers	- Application of learning to nursing contexts	Case studies and real-world examples • Practical Application: Case studies provide a platform for participants to apply the learned psychological constructs to real-life nursing scenarios, fostering practical understanding. • Critical Thinking: Analyzing real-world examples encourages critical thinking, enabling participants to connect theoretical knowledge with the complexities of nursing practice. • Collaborative Learning: Group discussions allow participants to share insights, perspectives, and potential solutions, promoting collaborative learning among nursing students, educators, clinical nurses, and managers. • Relevance to Nursing Careers: The session emphasizes the direct relevance of core self-evaluation, perceived social support, career decision-making, and career exploration to the nursing profession, enhancing participants' ability to navigate their careers effectively.	1.5 hours	Participants understand how psychological constructs apply to nursing careers, fostering relevance and applicability.
Session 8: Personal Reflection	Encourage participants to reflect on	- Guided reflection exercises	Journaling and small group discussions • Self-awareness: Guided reflection	1 hour	Participants engage in self-

their own career journey			exercises facilitate self-awareness, helping participants explore their personal values, goals, and experiences in the context of their nursing careers. • Interactive Learning: Journaling and small group discussions offer interactive platforms for participants to share insights, challenges, and successes, fostering a sense of community and mutual support. • Application of Learning: Participants apply the psychological constructs explored in earlier sessions to their individual career journeys, reinforcing the practical relevance of the training program. • Personalized Insights: Through personal reflection, participants gain personalized insights into their core self-evaluation, social support networks, decision-making processes, and approaches to career exploration.		reflection, applying the concepts learned to their personal career aspirations and decisions.
Session 9: Action Planning	Facilitate the creation of personalized career action plans	- Goal-setting and action planning for career exploration	Individual and group goal-setting activities Practical Application: This session translates theoretical insights into actionable steps by guiding participants in creating concrete plans for their career exploration. Empowerment: Goal-setting empowers participants by providing a structured approach to navigate their nursing career paths, fostering a sense of control and direction. Collaborative Learning: Group goal-setting activities encourage collaboration and idea exchange, allowing participants to learn from each other's perspectives and strategies. Customization: Individual goal-setting ensures that participants tailor the action plans to their unique aspirations, taking into account their core self-evaluation, social support networks, and decision-making styles.	1.5 hours	Participants develop actionable plans for their career exploration, incorporating insights gained from the program.
Session 10: Closing and Resources	Summarize key takeaways and provide additional resources	- Recap of program highlights	Distribution of resource materials and references • Consolidation: This strategy reinforces key program learnings by providing participants with tangible materials for future reference and reflection. • Empowerment: Participants leave the program with a toolkit of resources to support ongoing career exploration, fostering a sense of empowerment and autonomy. • Holistic Understanding: Resource materials offer additional readings, case studies, and tools to encourage a deeper, more comprehensive understanding of the psychological constructs discussed. • Sustainability: Providing resources ensures that participants have continuous support and guidance beyond the program, promoting sustained career development.	1 hour	Participants leave with a clear understanding of key concepts, additional resources, and a sense of empowerment in their career exploration.

6 CONCLUSION

Career exploration is a lifelong journey, it is crucial to understand its multifaceted nature and the evolving contexts within which individuals make career decisions. The synthesis of findings and the development of the career exploration program underscore the dynamic and interconnected nature of career development. By recognizing the significance of self-awareness, continuous learning, and strategic decision-making, individuals can navigate the complexities of their careers, adapt to changing environments, and cultivate a fulfilling professional life. The program

serves as a roadmap for individuals seeking intentional and holistic career development, aligning personal aspirations with the evolving demands of the professional landscape.

7 RECOMMENDATIONS

7.1 Recommendations for School Administrators

Tailored Career Guidance Workshops: Develop and implement tailored career guidance workshops that address the diverse needs identified in the demographic analysis. Customize workshops to focus on self-awareness, career exploration, and decision-making, considering the varied backgrounds and preferences of nursing students.
Integrated Career Development Courses: Integrate career development courses into the nursing curriculum, emphasizing core self-evaluation, career decision-making self-efficacy, and practical career exploration skills. Empower students with the necessary skills and knowledge for successful career development, aligning coursework with real-world applications.

7.2 Recommendations for Hospital Managers and Administrators

Mentorship Programs: Establish mentorship programs connecting nursing interns with experienced professionals to enhance perceived social support. Provide a valuable resource for interns to navigate challenges, make informed career decisions, and gain insights from real-world experiences.
Career Exploration Initiatives: Launch initiatives that promote active career exploration, such as career fairs, industry talks, and internships. Expose nursing interns to diverse career options, enabling them to make more informed decisions about their professional paths within the healthcare setting.

7.3 Recommendations for Nursing Students

Active Participation in Workshops: Actively participate in tailored career guidance workshops to gain insights into self-awareness, career exploration, and decision-making. Leverage these opportunities to assess personal preferences, strengths, and goals for a more informed career path.
Engagement in Mentorship Programs: Engage proactively in mentorship programs to benefit from experienced professionals' guidance and support. Seek advice, share concerns, and use mentorship as a resource for personal and professional development.

7.4 Recommendations for Career Counseling Teachers

Facilitate Tailored Workshops: Develop and facilitate tailored career guidance workshops that align with the diverse needs of nursing students. Address specific psychological constructs such as self-perception, social support, and decision-making in counseling sessions.
Promote Career Exploration Initiatives: Encourage students to actively participate in career exploration initiatives, emphasizing the importance of gaining diverse experiences. Providing guidance on utilizing these initiatives to make informed decisions about future career paths.

7.5 Recommendations for Future Researchers

Explore Nuances in Career Development: Conduct further research to explore nuances in the relationship between self-perception, social support, decision-making, and career exploration. Investigate contextual factors that may influence these constructs differently across diverse populations.
Longitudinal Studies: Conduct longitudinal studies to track the long-term impact of tailored career guidance workshops, mentorship programs, and career exploration initiatives on nursing students' career trajectories. Explore how interventions can contribute to sustained career satisfaction and success in the nursing profession.

COMPETING INTERESTS

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