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Quantifying the Impact of Family Support, 7S Management, and Vocational Qualities on the Academic Performance of Vocational School Students Influencing Evolution in Digitalisation and EI Enhanced Support System Cultures

Lina Lin[1], Tsao Hsueh -Jenb[2]

[1]Ph.D Candidate, International College of Krirk University, Bangkok, Thailand, ndzzjys@163.com
[2]Assistant Professor, International College of Krirk University, Bangkok, Thailand, hsuehjen0615@gmail.com

Abstract

In the age of digital transformation, the integration of advanced technologies like digitization has reshaped educational methodologies. This study uniquely emphasizes the pivotal roles of digitization and an Emotional Intelligence (EI) enhanced support system, recognizing their transformative influence on the academic journey of Vocational School Students. As digital tools redefine the learning landscape, understanding the synergy between technology and emotional intelligence becomes essential for optimizing educational practices. The research delves into the unexplored intersections, offering insights that contribute to the ongoing evolution of vocational education in the digital era. The primary objective of this study is to unravel the mediating effects of digitization and an EI-enhanced support system in the relationships between 7S management, vocational qualities, family support, and academic performance. The research seeks to provide empirical insights into how these elements interact and contribute to the academic success of Vocational School Students in China. Utilizing structural equation modeling (SEM) with AMOS, the study employs a quantitative research design to analyze data collected from Vocational School Students in China. A comprehensive questionnaire explores the dimensions of 7S management, vocational qualities, family support, digitization, an EI-enhanced support system, and academic performance. This methodological approach allows for a systematic examination of the relationships and mediating effects within the proposed conceptual framework. The findings of this research reveal significant mediating roles played by digitization and an EI-enhanced support system in shaping the relationships between 7S management, vocational qualities, family support, and academic performance. The study provides empirical evidence supporting the transformative potential of these elements within the vocational education context. This research contributes to the literature by offering empirical insights into the specific roles of digitization and emotional intelligence in influencing academic outcomes for vocational students.

Keywords: Vocational Education, Digitization, Academic Performance, Support Systems, Emotional Intelligence (EI).

Vocational education gives students the skills to succeed in numerous fields. Management principles, occupational features, and support structures become increasingly important to occupational School Students' academic achievement as education advances. The 7S management approach—skill development, leadership style, strategy alignment, organizational structure, and shared values—has become popular in education (Mamun et al., 2020). Whether 7S management improves academic achievement is key to this investigation. The study also evaluates how vocational skills, industry relevance, and flexibility affect vocational students' academic paths. Understanding these basics helps measure academic success's complex links. Digitalization challenges conventional schooling methods. Digital technologies in learning, organizational, and curriculum development may change education (Cook et al., 2021). The study explores how digitalization influences 7S management, professional traits, and academic achievement. This study investigates how educational institutions might strategically use digital technology to improve Vocational School Students' academic performance. Recognizing the relevance of emotional intelligence in academics, this study analyzes how an emotionally intelligent support system improves academic success (Câmara-Costa et al., 2021). The ability to recognize, evaluate, and control one's own and others' emotions is known as emotional intelligence. It strengthens relationships and overcomes academic obstacles (Rojas & Benakli, 2020). This study examines how an emotionally intelligent support system with educational, economic, and affective components affects academic attainment.

A rising corpus of research links management practices, emotional intelligence, family support, and digitalization to vocational education, supporting this study. Research has shown that 7S management helps organizations achieve their goals. Further research is needed to determine how 7S administration affects vocational school academic achievement. Billett, (2023) say vocational education effectiveness depends on occupational skills including adaptability and practical competence. The literature recognizes the relevance of these traits, but it is unclear how they affect academic success or how digitalization may lessen this link. This study examines the complicated linkages between 7S management, occupational traits, and academic performance to fill the gap. Recent scholarly works have examined how digitalization has affected schooling (Enciso-Santocildes et al., 2021). Digitalization's impact on 7S management, vocational characteristics, and vocational school achievement is unknown. This study uses real data to examine how digitalization may affect vocational education. Research shows that family support strongly impacts academic achievement (J. Yang et al., 2023). This study extends on past research by analyzing how an emotionally intelligent family support system may influence numerous aspects and academic success (Tatarinova et al., 2022). We may better understand vocational students' educational routes by understanding how parental support, emotional intelligence, and academic achievement interact.

Previous vocational education research has advanced. However, the intricate links between 7S management, occupational skills, family support, digitization, and an Emotional Intelligence-based support system are still poorly understood. Previous research has often examined these components independently, so little is known about how they interact in vocational education (Beasy et al., 2023). The influence of digitalization on 7S management, occupational traits, and academic achievement in occupational school students is poorly studied (Fisher et al., 2020). Many studies have

acknowledged digitalization's impact on education, but few have examined how it works in vocational schools' unique dynamics. This study seeks to understand how digitalization affects vocational students' academic experiences, flexibility, practical skills, and academic success (Binasis et al., 2022). A limited study has examined the role of emotionally intelligent support systems in family dynamics. The importance of family support in academic performance is widely established, but empirical research on how an emotionally intelligent support system in families might affect 7S management, vocational skills, and academic results is needed (Goo et al., 2020). This study seeks to explore how familial support networks' complex emotional dynamics affect vocational students' academic performance.

The main goal of this study is to comprehend the complex relationships between Vocational School Students' academic achievement, 7S management, vocational characteristics, family support, digitalization, and an EI-improved support system. Understanding digitization's transformative significance in these linkages is crucial. This study explores how digital technologies affect vocational schools' shared values, strategic alignment, organizational structure, and skill development to determine student success. Understanding how family emotional intelligence affects academic performance helps adapt support systems. This study may assist design of family participation programs that foster emotional intelligence and vocational student support. The research shows how 7S management, vocational qualities, family support, digitalization, an improved emotional intelligence support system, and academic achievement are linked, offering a holistic perspective of vocational education success. Stakeholders get a deep understanding of complex dynamics and a structured framework for decision-making, curriculum creation, and support system design by using this holistic approach.

Literature Review

2.1 7s Management on Academic Performance of Vocational School Students

Effective management affects academics, especially at vocational institutions that emphasize practical skills and real-world application. The requirement for a systematic and unified strategy is shown by this study on how 7S management concepts impact vocational school students' academic performance. Razmi et al., (2020) states that McKinsey's 7S management approach improves organizational performance by combining seven interconnected aspects. Strategy, structure, processes, staff, style, and values are elements. When employed in education, these ideas can affect student achievement and academic history. The strategic aspect of 7S management is essential for vocational schools to meet labor market expectations (Klusmann et al., 2022). A well-defined strategy keeps the curriculum current and covers industrial competencies. According to Joensuu-Salo et al., (2023), an effective strategy determines an institution's direction and education quality. A vocational school's operations affect resource efficiency and information flow. Well-defined routines and standards increase students' educational experience and academic success Cherukunnath & Singh, (2022). 7S management emphasizes strengthening students' and instructors' practical abilities. Vocational schools must ensure their teachers are qualified. Staff development initiatives improve teaching approaches and student learning (G & V, 2020). Leadership style greatly affects vocational school academics. Effective leadership fosters a welcoming, intellectually challenging atmosphere that boosts kids' academic performance. Burawat, (2019) propose that transformational leadership may inspire and empower students and teachers to succeed, improving academic achievement. Shared values and culture define a vocational school's community. Values that encourage education create an orderly and supportive

society. Teamwork, motivation, and learning are improved by shared beliefs (Marcilla-Toribio et al., 2022). This sense of belonging boosts pupils' academic motivation. Several studies have studied how 7S management affects vocational school performance. Frattini & Meschi, (2019) discovered that vocational school programs that meet industry demands correlate with student accomplishment. A positive company culture boosts student enthusiasm and performance.

H1: 7s management has a significant and positive academic performance.

2.2 Vocational Qualities and Academic Performance

Academic achievement and job-related qualities in vocational students are of interest to education researchers. Vocational traits are skills, traits, and aptitudes that are suitable for a job (Xing et al., 2023). This literature review examines various studies on how occupational characteristics impact vocational school students' academic progress. Many experts have stressed the value of occupational skills in boosting vocational students' academic success. Students must be engaged and learn meaningfully by connecting academic content with job-related skills, according to Budde et al., (2023). When they recognize the practical usefulness of their education, students are more motivated and successful. Xu et al., (2022) states that self-efficacy strongly influences academic achievement and job-related qualities. Self-efficacy is confidence in one's capacity to execute tasks. Students with higher occupational self-efficacy were more likely to set ambitious academic goals and persevere through setbacks, improving academic performance. Stressing self-confidence and occupational skill proficiency in pupils. Occupational qualities and academic achievement are not just determined by personal traits; vocational school settings and teaching techniques also matter. Buljung et al., (2022) examined how project-based learning, which emphasizes real-world activities, affects vocational students' academic performance. Project-based learning increased occupational engagement and academic achievement, according to the study. Teachers and mentors' help and monitoring improve occupational skills and academic performance. Christidis, (2019) examined academic and social integration and stressed the importance of community and connection among vocational school students. Students who get guidance and are involved in both academic and occupational activities are more likely to succeed. The positive impact of occupational skills on academic success is well documented, yet students confront various obstacles. Gai et al., (2022) examined how social preconceptions affect students' career choices. Negative perceptions of some academic fields may impair students' self-esteem and academic interest. To maximize the positive influence of occupational traits on academic performance, these misconceptions must be addressed and vocational education better understood.

H2: Vocational qualities have a significant and positive impact on academic performance

2.3 Family Support and Academic Performance

Educational researchers are interested in how family support affects student achievement, particularly in vocational institutions. Several studies have examined how family support—financial, emotional, and educational—affects vocational school students' academic achievement (Harbec et al., 2021). Family emotional support greatly affects vocational school students' academic performance. According to Mrayyan et al., (2023), a supportive home environment boosts self-esteem and academic motivation. Families' emotional support encourages students to study, improving academic success. Morales-Alexander, (2021) has found that family emotional support can reduce the negative effects of tension and obstacles on vocational students. The Alhosani, (2022) study found that children with significant family emotional support were more resilient, dealing better with academic and personal challenges, and performing better academically. Family financial help influences vocational

school students' academic performance. Cameron et al., (2022) study indicated that finances strongly affect academic achievement. Financial aid helps students buy textbooks, computers, and instructional resources, which are essential for academic achievement (Gong et al., 2020). Poon, (2020) found that parental involvement in education improves student performance. Attending school activities, helping with homework, and having informative conversations with children boosts academic achievement. According to Kulakow et al., (2021), parental expectations for their children's academic success improved academic motivation and performance. Vocational students are inspired by their families to achieve academic goals.

H3: Family support has a significant and positive impact on academic performance

2.4 Digitization as Mediator

Digital technology and digitalization in educational institutions are of great interest to researchers, particularly in how they may link 7S management with vocational school students' academic achievement. It's vital to understand how digital initiatives and effective administration might affect vocational education student performance (Sutton et al., 2023). Strategic management's 7S concept emphasizes organizational interdependence. Integrating digitalization into strategic management procedures for vocational school students benefits their education. Management that uses digital technology makes students more likely to adopt new technologies, according to Innocente et al., (2023). This may increase student engagement and academic success. The organizational structure of vocational schools is significant when considering digitalization. According to Salleh & Bushroa, (2022), firms that use digital technology well are more flexible and adaptable. When incorporated into vocational schools, this flexibility permits fast curriculum revisions to match industry demands, giving students current skills. Digital platforms and technology streamline vocational school operations and administration. Company process optimization requires information systems, according to Seizinger & Brunner, (2023). In vocational schools, digital technology may enhance resource allocation, academic achievement, and educational quality. The 7S management style depends on staff and student skills. Digitization helps develop these skills. Vocational schools that include digital technology in their curricula teach pupils trade skills and digital literacy, making them more adaptable to the modern workforce (Anufrieva, 2022). Digitization is important for staff development because it gives teachers the tools to teach. Professional progress in technology integration is stressed Maureen et al., (2020).

H4: Digitization significantly mediates the relationship between 7s management and academic performance

Digital platforms assist students develop career identification and self-efficacy. Liu et al., (2023) argue that digital technology helps students discover and demonstrate their career interests and talents, increasing self-awareness and confidence. This increases self-efficacy, which improves academic performance. Digitalization lets vocational students customize their learning settings, fostering personal growth and specialized instruction. Fareri et al., (2023) found that digital resources can help students learn at their own pace and focus on career-related issues. Student involvement and academic performance improve with this tailored approach. Digital transformation integrates academic theory with job-specific abilities. Virtual experiences and digital simulations let students apply academic knowledge to real-world jobs (Ahn, 2020). Practical learning experiences improve academic performance by applying occupational skills in real-life scenarios. Digitalization affects 21st-century skills, which are crucial for academic and professional success. Digital literacy and proficiency are increasingly required in vocational education, according to Różewski et al., (2021).

H5: Digitization significantly mediates the relationship between vocational qualities and academic performance

Digitalization may improve collaboration and communication, bridging the gap between academic performance and family participation, according to (Hofer et al., 2021). Aouad & Bento, (2020) discovered that digital communication improves parent-teacher collaboration. Electronic communication between families and educators can improve children's academic performance by creating a more informed and supportive home environment. Digitalization is essential for expanding family support beyond the home. Lee et al., (2022) studied digital parental involvement in schooling. Educational applications and internet portals allow families to support their children outside of the classroom. Family aid organizations are using digitization to give instructional resources. Hébert et al., (2022) found that families that used digital platforms to obtain educational resources helped their children with schoolwork. Digitization provides online libraries, educational websites, and interactive learning tools for families to participate in their childhood education.

H6: Digitization significantly mediates the relationship between family support and academic performance

2.5 Emotional Intelligence enhances the system as a Mediator

Emotional Intelligence (EI) is important for vocational school students' academic success. An emotionally intelligent support system may mitigate the 7S management framework's effect on vocational school students' academic performance, according to prior studies. Emotional Intelligence improves well-being, stress management, and social interactions, making it crucial in education (Wolf & McCoy, 2019). To establish a pleasant learning environment, Emotional Intelligence should be incorporated into the 7S management framework. The "strategy" of 7S management is tied to the company's aims. High Emotional Intelligence leaders are better at building a compelling vision that motivates staff and pupils, according to (Muhammad et al., 2020). Emotionally intelligent leadership aligned with strategic goals improves the learning environment and student engagement (Martí et al., 2020). The "structure" and "systems" of vocational schools affect students' academic experiences. According to (Tatarinova et al., 2022), an emotional intelligence-based support system may increase student and teacher communication, cooperation, and problem-solving. This follows 7S management concepts, which encourage academic success through efficient processes and systems. For vocational schools to provide quality education, staff skills must be developed and supported. An emotionally intelligent support system helps instructors recognize and manage students' emotional needs. This boosts students' skills and employees' personal growth. This support creates a 7S-aligned emotional climate that fosters successful teaching and learning (Park et al., 2021). The 7S framework emphasizes "leadership style," and an emotionally intelligent support system helps develop an effective and inspiring leadership style.

H7: EI enhanced support system significantly mediates the relationship between 7s management and academic performance

Pepe et al., (2023) established the framework for emotional intelligence in education. High emotional intelligence may boost academic success by helping people handle tough social interactions and emotions. Scholars have studied how an emotionally intelligent support system may influence academic progress and work qualities. Students' emotional intelligence determines their ability to tackle vocational education challenges. High emotional intelligence helped students endure stress, adapt to changes, and stay focused on academic goals, according to Yeke, (2023). Based on these findings, vocational students may increase their coursework achievement by developing

emotional intelligence. Education with an emotionally intelligent support system can boost students' mental health. Napolitano et al., (2023) advocated for an emotionally intelligent and supportive educational atmosphere. Emotional support boosts children's self-esteem and sense of belonging, which are essential for academic success. EI-enhanced assistance is essential for interpersonal challenges in vocational education. Effective interpersonal communication requires emotional intelligence, according to (Butler et al., 2022).

H8: EI enhanced support system significantly mediates the relationship between vocational qualities and academic performance

Family support encourages and reassures students, which can boost academic performance, according to research. Wang et al., (2019) defined emotional intelligence as the capacity to recognize, understand, and manage one's and others' emotions. An emotionally intelligent support system may improve vocational school pupils' academic development by influencing family support, say scholars. Foster & McCloughen, (2020) showed a direct correlation between a family's emotional competency in helping students and their emotional health. Emotionally intelligent families aid vocational school students with social and emotional issues. However emotional resilience can mediate the relationship between academic performance and family support. An emotionally intelligent family support system can improve communication and relationships. Wolf & McCoy, (2019) discovered that emotionally intelligent families communicate better and provide a nurturing atmosphere for their children. Improved family communication can reduce the impact of family support on academic performance by providing support for children and creating a healthy learning environment. Families' emotional intelligence affects students' self-control and drive. Herut et al., (2024) discovered that emotionally intelligent parenting increases student motivation, engagement, and perseverance in school.

H9: EI enhanced support system significantly mediates the relationship between family support and academic performance.

Methodology

The broad and diversified educational environment of China is the study's target demographic, which includes Vocational School Students. Vocational education has grown and changed in China, educating students for a variety of technical and practical jobs. China's vocational education system serves several industries, demonstrating its dedication to training skilled workers to boost economic growth. China's vocational colleges teach agriculture, tourism, computer technology, healthcare, and manufacturing. 250 Chinese Vocational School Students were initially selected. The estimated proportion of the population with relevant characteristics was used to determine this sample size with 95% confidence and 5% error. To account for non-replies or partial responses, the target group received 500 surveys. This selection ensured that the final sample would be large enough to draw substantial conclusions on the relationship between emotional intelligence, family support, and academic achievement among Chinese Vocational School Students. 376 of 500 surveys were returned. Due to incomplete or inconsistent replies, 124 surveys were discarded. The final analytic sample size was 376 respondents. Divide the number of completed and useable surveys by the total number delivered to get 75.2%. A 75.2% response rate suggests good population involvement, bolstering the study's external validity. To provide a representative and varied sample of Chinese Vocational School Students, the study used a stratified random sampling approach. A stratified random sample divides the population by vocational programs, grades, or geography. This method recognizes the variety of vocational education and enables

the selection of participants from different strata, improving our understanding of the link between emotional intelligence, family support, and academic achievement. Self-administered questionnaires were chosen for their efficiency, cost-effectiveness, and capacity to reach a large number of people in varied places. Participants had electronic and hard-copy questionnaires for answer flexibility. Self-administered questionnaires allow participants to complete them at their convenience, reducing interviewer bias. The self-administered format's anonymity encourages honest replies, boosting data dependability. The questionnaire came with a cover letter outlining the study's goal, AMOS is an SEM tool for testing theoretical models and assessing direct and indirect latent construct effects. It estimates path coefficients, measurement errors, and model fit. and provides measuring instrument validity and reliability tools to strengthen the study's conclusions.

Results:

4.1 Data Analysis

Table 1's reliability analysis illuminates the study's variables' internal consistency and stability. Common reliability indicators include Cronbach's Alpha values, which indicate how well items in a construct measure the same notion. In this scenario, high Cronbach's Alpha values for all variables indicate strong construct measurement internal reliability and consistency. The 8 items in the 7S Management variable have strong internal consistency, with a Cronbach's Alpha of 0.860. This suggests that 7S Management components (Strategy, Structure, Systems, Shared Values, Skills, Style, Staff, and Stakeholders) are closely connected, ensuring measurement reliability. Other variables like Vocational Qualities, Family Support, Digitalization, EI-enhanced Support System, and Academic Performance have Cronbach's Alpha values between 0.763 and 0.865, confirming the reliability of each construct's measurement instruments. When studying these variables' correlations, researchers and practitioners may trust these measurements' constancy.

Table 1. Reliability Analysis

Variables	Items	Cronbach's Alpha value
7S Management	8	0.860
Vocational Qualities	5	0.827
Family support	6	0.790
Digitalization	5	0.763
EI-enhanced Support System	8	0.865
Academic Performance	5	0.832

Table 2 shows the descriptive statistics for the study's primary variables based on 375 respondents, revealing the dataset's central tendency and variability. The mean values reveal participants' typical replies, whereas the standard deviations show diversity around these means. Vocational characteristics had the highest mean score of 4.52, indicating that participants think they have great vocational characteristics. The small standard deviation of 0.57 suggests that participants agree more on their vocational skills. The mean for family support is 4.72, showing that individuals feel supported by their relatives. The smaller standard deviation of 0.55 shows people perceive familial support more consistently. However, digitization has a lower mean of 3.59, indicating a moderate opinion of its influence. A standard deviation of 0.68 implies greater answer variability, implying more different perspectives among individuals. Academic Performance averages 3.80, indicating mediocre academic achievement. The bigger standard deviation of 0.73 reflects more varied responses to how individuals view their academic success.

Table 2. Descriptive Statistics

Variables	Mean	Std. deviation	N
7S Management	4.05	0.64	375
Vocational Qualities	4.52	0.57	375

Family support	4.72	0.55	375
Digitalization	3.59	0.68	375
EI-enhanced	4.09	0.64	375
Support System			
Academic Performance	3.80	0.73	375

4.2 Confirmatory Factor Analysis

The Pooled Confirmatory Factor Analysis (CFA) model's fit is evaluated in Table 3 using a variety of fit indices, including Absolute Fit, Incremental Fit, and Parsimonious Fit. The proposed model's fit to the data is usually assessed using these indexes. Absolute Fit has an RMSEA of 0.134. This number is above the traditional criterion of 0.80, as proposed by Breyton et al., (2021) and Nawaz et al., (2023), although RMSEA is sensitive to sample size and complicated models. The researcher should carefully analyze data context and features while evaluating this index. The Comparative Fit Index (CFI) reports 0.937 for Incremental Fit. This result is above Gundogan, (2022)'s 0.90 criterion, indicating an excellent model-data fit. Using the Chisq/df ratio, the Parsimonious Fit is 1.348. As advised by Duffy et al., (2017), this ratio is below 3, suggesting that the model balances quality of fit with model complexity.

Table 3. Pooled CFA Model Fitness Tests

Name of Category	Name of index	Index full name	Value in analysis	Acceptable value	Literature
Absolute Fit	RMSEA	Root Mean Square of Error Approximation	0.134	<0.80	(Breyton et al., 2021), (Nawaz et al., 2023)
Incremental Fit	CFI	Comparative fit index	0.937	>0.90	(Gundogan, 2022)
Parsimonious Fit	Chisq/df	Chi-Square / Degrees of freedom	1.348	<3	(Duffy et al., 2017)

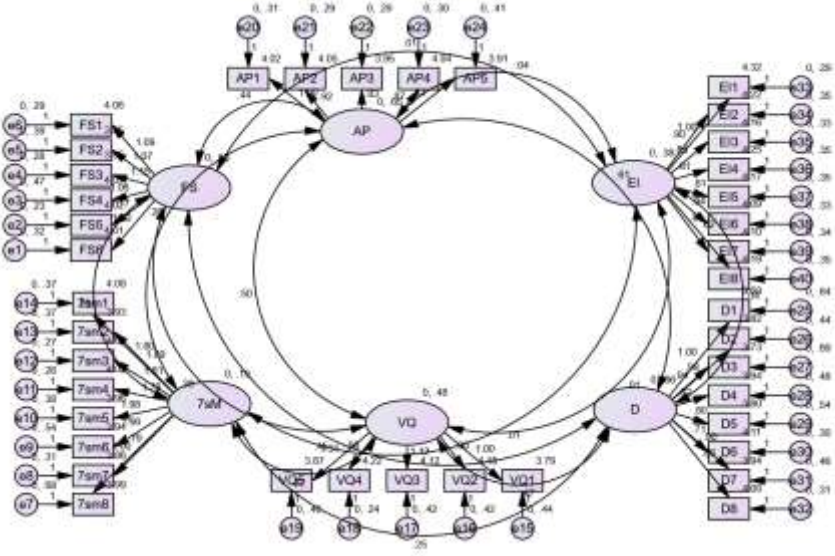

Figure 2. Pooled confirmatory factor analysis

Table 4 shows item factor loadings and scale reliability coefficients for each scale, revealing the strength and consistency of the observed variable-latent construct correlations. A factor loading shows how much each item contributes to measuring its intended construct. Items 7sm4 and 7sm7 on the 7s management scale have high factor loadings of 0.90 and 0.88, showing a substantial connection with the construct. Item 7sm2 has a 0.68 loading, indicating a weaker link. Overall scale dependability for 7s management is 0.87, showing high internal consistency. From 0.78 to 0.92, all vocational qualities scale items have significant factor loadings. Item vq5 has the greatest loading of 0.92, demonstrating its importance in evaluating vocational qualities. Scale reliability is 0.92, indicating high internal consistency. The factor loadings for family support, digitalization, ei-enhanced support system, and academic performance scales show high relationships between items and constructs. Each scale's reliability coefficients (Cronbach's alpha values) also demonstrate internal consistency. For instance, the family support scale has 0.89 dependability, suggesting item consistency.

Table 4. Factor loading of items

Scale	Items	Factor Loadings	Scale Reliability
7S Management	7SM1	0.75	0.87
	7SM2	0.68	
	7SM3	0.82	
	7SM4	0.9	
	7SM5	0.76	
	7SM6	0.81	
	7SM7	0.88	
	7SM8	0.79	
Vocational Qualities	VQ1	0.85	0.92
	VQ2	0.78	
	VQ3	0.89	
	VQ4	0.87	
	VQ5	0.92	
Family Support	FS1	0.78	0.89
	FS2	0.72	
	FS3	0.85	
	FS4	0.81	
	FS5	0.88	
	FS6	0.79	
Digitalization	D1	0.85	0.91
	D2	0.79	
	D3	0.88	
	D4	0.86	
	D5	0.9	
EI enhanced Support System	EI1	0.88	0.93
	EI2	0.84	
	EI3	0.91	
	EI4	0.87	
	EI5	0.89	
	EI6	0.92	
	EI7	0.86	
	EI8	0.9	

Academic Performance	AP1	0.76	0.88
	AP2	0.71	
	AP3	0.83	
	AP4	0.79	
	AP5	0.88	

4.3 Assessment of Discriminant Validity

Table 5 shows the findings of the Heterotrait-Monotrait (HTMT) ratio analysis, a structural equation modeling discriminant validity test. HTMT values are given as a matrix, with each cell reflecting construct connection strength. For this study, values below 1 imply significant discriminant validity, indicating construct distinction. When comparing each construct to itself, diagonal components have all values of 1. As predicted, a construct should correlate perfectly with itself. On off-diagonal components, values reflect construct connection strength. HTMT values of 0.664 between 7S Management and Vocational Qualities indicate that these constructs are sufficiently different. The table shows that most HTMT values are below 1, demonstrating discriminant validity among constructs.

Table 5. HTMT Analysis

	7SM	**VQ**	**FS**	**D**	**EI**	**AP**
7S Management	**x**					
Vocational Qualities	0.664	**X**				
Family support	0.257	0.534	**x**			
Digitalization	0.565	0.653	0.432	**x**		
EI-enhanced Support System	0.266	0362	0.156	0.743	**x**	**x**
Academic Performance	0.747	0.251	0.646	0.732	0.347	0.264

Table 6 shows the direct effects of 7S Management, Vocational Qualities, and Family Support on Academic Performance. Table rows show each hypothesis' causal channel, lower and higher effect bounds, p-value, and standardized estimate. The standardized estimate for Hypothesis 1 (H1), that 7S Management directly influences Academic Performance (AP), is 0.292. A P-value of 0.001 indicates a significant correlation. The computed effect's lowest and highest bounds, 0.037 to 0.195, are non-zero, suggesting importance. This implies that 7S Management boosts academic performance. Hypothesis 2 (H2), which examines how occupational skills affect academic achievement, has a standardized estimate of 0.387 and a p-value of 0.001. The lower and higher bounds (0.023 to 0.274) again indicate a positive and substantial relationship, proving that vocational skills improve academic performance. Finally, Hypothesis 3 (H3), which evaluates Family Support's direct effect on Academic Performance, has a standardized estimate of 0.152. The impact magnitude is less than the other hypotheses but statistically significant (p=0.001). Lower and higher bounds (0.061 to 0.145) suggest Family Support enhances Academic Performance.

Table 6. Results of direct effects

Hypothesis	Causal Path	Lower Bound	Upper Bound	P-Value	Standardized Estimated
H1	7SM → AP	0.037	0.195	0.001	0.292
H2	VQ → AP	0.023	0.274	0.001	0.387
H3	FS → AP	0.061	0.145	0.001	0.152

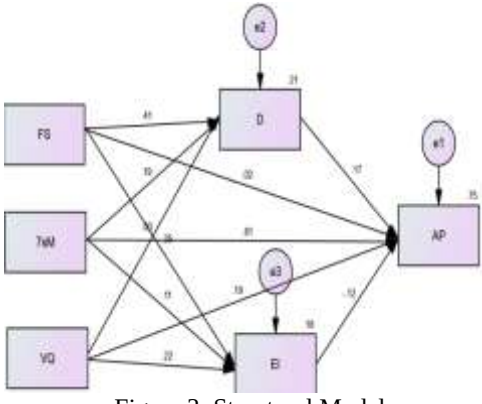

Figure 3: Structural Model

Table 7 shows how the proposed mediators (Digitalization and EI-enhanced Support System) indirectly affect the dependent variable (Academic Performance) from the independent variables (7S Management, Vocational Qualities, and Family Support). The table shows original sample values, T-values, and P-values for each postulated mediation route. All three routes using Digitalization (D) as the mediator have statistically significant indirect impacts on Academic Performance (AP) in the initial set of mediation hypotheses (7SM, VQ, FS). High T-values (8.886 to 19.318) support mediation effects. The indirect effects' 0.001 P-values support their statistical significance. Digitalization partly mediates the effect of 7S Management, Vocational Qualities, and Family Support on Academic Performance, underlining the relevance of digital elements in academic results. EI-enhanced Support System-mediated indirect effects are examined in the second set of mediation hypotheses (7SM, VQ, FS). Again, all three paths had substantial indirect impacts on Academic Performance, with T-values from 9.528 to 21.328 and P-values of 0.001. An EI-enhanced Support System may mediate the links between 7S Management, Vocational Qualities, Family Support, and Academic Performance. This emphasizes emotional intelligence and support strategies in academic performance.

Table 7. Results of Mediation

Hypothesis	Original Sample	T Values	P Values
7SM -> D -> AP	0.057	8.886	0.001
VQ -> D -> AP	0.072	19.318	0.001
FS -> D -> AP	0.063	9.856	0.001
7SM -> EI-> AP	0.077	21.328	0.001
VQ -> EI -> AP	0.068	11.836	0.001
FS -> EI -> AP	0.061	9.528	0.001

Discussion:

The discussion segment clarifies the research findings and ensures that they support the overall goal of improving our understanding of familial support, academic achievement, and emotional intelligence among vocational school students in China. Our goal is to better understand the complex relationship between these components and their cumulative influence on student education by rigorously examining the data within this framework. This debate synthesizes empirical findings and adds to vocational education and emotional intelligence literature. The study's research questions and objectives are addressed by a thorough analysis of the data, which has practical consequences for politicians, scholars, and educators. This discourse also provides the groundwork for future research by highlighting possible topics and improving our

understanding of Chinese vocational school students' academic experiences.

Hypothesis 1 is supported by the research findings, which show that 7S management has a considerable and favorable impact on Chinese Vocational School Students' academic performance. The high correlation between 7S management and academic success is primarily due to vocational school objectives meeting industry needs. Strategic 7S management emphasizes the need to create and implement a clear plan that links changing market requirements with educational goals (Mukhamad et al., 2020). Results indicate that well-defined vocational schools improve student success. The curriculum remains relevant, current, and ready to address corporate needs with this alignment. Under the 7S paradigm, organizational structure and processes are equally important for academic performance. Academic institutions need an effective organizational structure to improve efficiency and adaptability, (Han & Trimi, 2022). A good organizational structure enhances resource allocation in vocational institutions that emphasize practical skills. This creates an academically beneficial environment. The study found that a well-organized framework helps vocational students learn (Shakeel et al., 2023). This study validates Hypothesis 2, showing that Vocational School Students in China do better academically. Specialized skills, talents, and abilities related to specific disciplines or vocations are increasingly considered essential for academic achievement. The study supports J.-W. Lee et al., (2022) theoretical framework by highlighting the need to combine job-related skills with academic content to interest students. Students with strong vocational attributes are more committed to their studies, improving their performance (Balakrishnan Nair, 2022). This job-related trait boosts academic performance by making course information seem practical. Vocational education strives to provide students with useful skills they may use in their careers. When they realize their education will benefit their careers, students are more motivated and engaged (Acea-López et al., 2022). The study's results significantly support Hypothesis 3, which holds that familial support improves Chinese Vocational School Students' academic performance. Family support affects academic success emotionally, economically, and educationally. Previous research has demonstrated that family support improves students' mental health and motivation (Mechili et al., 2021). The result supports previous evidence suggesting teens who feel emotionally supported by their families are more active, determined, and academically successful. Additionally, family financial support strongly predicted academic success. According to Navarro-Cruz et al., (2023), family financial stability decreases external expectations, enabling youngsters to focus on their studies without worrying about money. The study found that financial aid helps vocational students succeed academically by supporting long-term academic success. The results significantly support Hypothesis 4, indicating that digitalization influences 7S management and academic achievement in Chinese vocational school students. 7S management, an organization-wide strategy combining numerous organizational elements, was found to significantly improve academic achievement. A well-integrated management system has several benefits. Strategy alignment, shared values, organizational structure, and skill development make the 7S framework ideal for learning (H. Liu, 2020). These factors permit digitalization's mediating effect, demonstrating a major change in how academic institutions use technology to boost academic performance. Digitization bridges 7S management and academic success. Digital technologies are vital for course creation and delivery (Mahlaha et al., 2020). The results supports Hypothesis 5, which contends that digitalization mediates the relationship between academic achievement and vocational qualities in Chinese Vocational School students. The research shows that occupational skills are more significant than academic success. Digitization

effectively mediates the impact of vocational skills on academic achievement. Digital platforms must facilitate actual skill development and use (Yang & Yang, 2022). Interactive digital tools, virtual simulations, and online laboratories let students practice real-world skills. The study found that digital technology increases vocational education skills and academic performance (Lyu, 2024).

The data substantially supports Hypothesis 6, indicating that family support, academic performance, and digitalization have a significant influence on Chinese Vocational School Students. Family support—financial, emotional, and intellectual—is vital to academic achievement. As previously shown (Ginsburg et al., 2019; Noguerón-Liu, 2020), supportive family conditions improve students' psychological health, motivation, and academic performance. The data show that parental support predicts vocational education academic achievement. Digitization transforms family support for academic success. Considering the role of digital communication in emotional support is crucial. Messaging applications and video chats let distant families keep in contact (Catala et al., 2022). Digital technology in family support enhances children's emotional well-being, which boosts academic performance, according to the study. The financial help provided by families is improved by digitization. Digital transactions, online banking, and financial planning tools assist households manage resources, keeping students financially safe (Bordalba & Bochaca, 2019). The study's findings substantially support Hypothesis 7, which shows that an enhanced Emotional Intelligence (EI) support system considerably impacts the relationship between 7S management and academic achievement in Chinese vocational school students. 7S management—leadership style, shared values, skill development, strategy alignment, and organizational structure—has been demonstrated to affect academic success. When combined, these elements make an ideal vocational school atmosphere. According to the 7S management conceptual framework, the study shows that 7S management has various effects on vocational students' academic performance (Mahlaha et al., 2020). Understanding how emotional intelligence affects 7S management and academic achievement shows how an EI-enhanced support system mediates. Emotional intelligence—self-awareness, self-control, motivation, empathy, and social skills—affects school culture (Drame et al., 2021). The study supports Hypothesis 8, showing that an Emotional Intelligence (EI)-enhanced support system mediates the relationship between occupational traits and academic success among Chinese vocational school students. Emotional Intelligence (EI)-enhanced support mediates the impact of occupational skills on academic achievement. (Pantano, 2020) describe emotional intelligence as the capacity to recognize, understand, and manage one's and others' emotions. An emotional intelligence-enhanced support system boosts kids' well-being and academic accomplishment. In vocational education mediation, emotional intelligence is essential for fostering powerful relationships (Demerouti, 2023). A research found that children with higher emotional intelligence have better social skills, collaboration, and pleasant relationships with classmates and teachers. Creating a good learning environment with better interpersonal skills increases academic success. The study also emphasizes emotional intelligence's role in stress management and resilience (Wen et al., 2020). The study significantly supports Hypothesis 9, demonstrating that an Emotional Intelligence (EI)-enhanced support system mediates the relationship between academic achievement and family support in Chinese Vocational School students.

Conclusion

This long study concludes by examining the factors that affect Chinese Vocational School

students' academic success. Academic achievement is assessed about 7S management, occupational skills, family support, digitalization, and an Emotional Intelligence-enhanced support system. Results show how these factors are interrelated and provide vocational education stakeholders, policymakers, and instructors with new perspectives. Vocational schools need a comprehensive management strategy since 7S management improves academic performance. Strategic alignment, organizational structure, staff development, leadership style, and shared values create an intellectually stimulating learning environment. Academic success is influenced by vocational skills, industrial applicability, and flexibility. These abilities prepare students for the ever-changing workplace and are directly linked to vocational education achievement, according to the study. Family support appears to be vital to vocational students' academic achievement. Family emotional, financial, and educational support strongly affects academic performance. The findings show that vocational students need a supportive family to succeed academically and emotionally. Digitization strengthens 7S management, occupational traits, family support, and academic performance. Digital technology makes vocational education individualized and interactive. Digitization diversifies education and improves organizational structures, skill development, and family participation. According to the report, digitalization improves 7S management and academic accomplishment by fostering strategic alignment, streamlining organizational structures, developing personnel and skills, and creating a united technological culture. Academic institutions that use technology foster flexibility and creativity, which helps vocational students succeed academically. Academic achievement and career characteristics are also strongly impacted by digitalization. Specialized digital platforms, online resources, and virtual simulations make learning more practical and engaging. The research emphasizes the role of digitalization in giving pupils career-ready skills and flexibility. Emotionally intelligent assistance is needed to link 7S management, work skills, family support, and academic success. Emotional intelligence improves school and family connections, stress management, and adaptation. The study emphasizes the importance of emotional intelligence in creating academically helpful environments.

Implications

7.1 Practical Implications

The study's findings may be applied by vocational education educators, policymakers, and stakeholders. Academic institutions must use the 7S management model to prioritize strategy alignment, organizational efficiency, skills, and personnel development, effective leadership, and cultural identity. Specific elements can boost vocational students' academic performance by creating a positive learning environment. Institutions should have a holistic management approach that aligns educational aims with industry needs and fosters cooperation and support. The research emphasizes vocational attributes to emphasize the need to integrate practical skills, industrial relevance, and adaptability into curricula. Education institutions may strengthen vocational programs via digital resources, virtual simulations, and industry relationships. The findings underline the necessity for a dynamic and interesting educational environment that prepares students to solve real-world problems in their chosen professions. The relevance of family support in academic performance emphasizes the necessity for school-family partnership. Educational institutions should integrate emotional intelligence training to provide a supportive and intellectually stimulating learning environment. The report also emphasizes the role of digital change in academic processes and accomplishments.

7.2 Theoretical Implications

This study increases theoretical understanding of factors impacting academic achievement for Vocational School Students. An integrated approach that increases theoretical perspectives includes the 7S management framework, occupational credentials, family assistance, digitization, and Emotional Intelligence (EI) support system. The study examines how numerous factors impact academic achievement in vocational education, revealing its complex dynamics. This study presents a theoretical foundation for future research on the complicated linkages between managerial practices, human attributes, support networks, and technology improvements in education. The study also advances the theory of digitalization and emotional intelligence in education. The research enriches theoretical discourse on the transformational potential of technology and emotional well-being in vocational education by demonstrating the mediating roles of digitalization and emotional intelligence in the link between numerous characteristics and academic success. The findings suggest that digitalization and emotional intelligence can improve vocational school learning outcomes by examining how these factors affect the educational experience.

Limitations and Future Direction

8.1 Limitations

This study helps explain how Vocational School Students do academically, but it has drawbacks. The findings' generalizability is limited. The study focuses on Vocational School Students in China, therefore cultural, institutional, or contextual variations may limit the study's application to other educational environments. To improve external validity, future research should examine varied cultural and geographical settings. Questionnaires may induce answer bias due to self-reported data. Students may misread survey items or give socially desired answers, impacting findings. Future studies might use mixed-methods approaches, using qualitative data or observational methods, to triangulate findings and better understand the phenomenon. Furthermore, the cross-sectional study design makes causal linkages difficult to establish. Single-point statistics don't represent educational processes and individual development's dynamic character. Longitudinal studies of students would provide better insights into temporal correlations between variables and how these factors change over time. The quantitative technique of the study may potentially hinder comprehension of Vocational School Students' subjective experiences and viewpoints. Interviews and focus groups can enrich quantitative data by revealing vocational students' life experiences, obstacles, and goals. For instance, the study did not examine how individual variations or contextual factors moderated variables. Research into these relationships may reveal intricate patterns and differences in how the identified components may work under different conditions.

8.2 Future Direction

This discovery opens up new study avenues. A comparative study across nations or regions might explore how cultural and contextual variables impact 7S management, academic success, occupational attributes, family support, digitalization, and EI-improved support. These distinctions may help create culturally appropriate educational policies. Long-term research is needed to examine this study's dynamic links. Over time, vocational students may show how occupational skill development, family support, digitalization, and emotional intelligence affect academic success. Researchers can use longitudinal data to determine academic and developmental milestones. Future studies may use hybrid methods to overcome self-reported data restrictions. To explore vocational students' subjective experiences, attitudes, and motivations, focus groups and interviews can be supplemented with quantitative surveys. Mixed

techniques improve academic achievement research's completeness and sensitivity. Future research should examine environmental or individual effect modifiers. How gender, socioeconomic position, and institutional characteristics impact this research's interactions will help us understand its complexity. Scholars can evaluate emotional intelligence, digitalization, 7S management, work skills, and family support on academic success. The study suggests improving vocational learners' academic environment using interventions. Future research may develop and evaluate educational interventions based on this study. Emotional intelligence, digitization, and family support may aid vocational students. Intervention studies can show policymakers and educators how to enhance vocational education.

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