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Abstract

This study was conducted to explore the factors affecting the career values of college students First of all, the factors affecting career values were identified. In this study a quantitative survey questionnaire was utilized. A total of 200 respondents participated in the survey on college students' career values. Data was analyzed through multiple regression analysis. Results showed that group mentoring, individual mentoring and practical courses have a significant affect on the career values of college students.

Keywords: career value, group mentoring, individual counseling, practical courses

Introduction

Career values not only affect people's understanding, evaluation and choice of different occupations, but also fundamentally affect all aspects of people's career life, such as career adaptation and career development. Therefore, career value is closely related to career life and happiness from the beginning to the end. The previous studies prove that career mentoring can bring objective and subjective benefits to students (Eby et al., 2013). Research has begun investigating work outcomes associated with career mentoring (Allen, 2007; Chun et al., 2012; Ragins & Scandura, 1999; Wang et al., 2014). In fact, career development is one of the important indicators of success in life, which can help gain recognition and social status. Ros et al. (1999) mentioned that career values are people's beliefs about their ultimate status (such as income) or behavior (such as working with colleagues). Ros et al. (1999) believed that career values are the goals and rewards achieved or obtained in the process of work. As the career theory continues to develop in China, career values have received more and more attention from domestic scholars. College students' career values are the general understanding of their career evaluation, career value orientation and career choice formed in their study and social practice. Besides, the college students' career value is a relatively stable career value orientation displayed in their career life. It reflects the basic beliefs and attitudes of college students to career. Moreover, career values are not only an important part of college students' values, but also an extremely active and unstable part that determines their career choice.

Current Situation

The SWOT analysis method was used to systematically analyze the strengths, weaknesses, opportunities and threats and this method was applied in this study to carry out ideological and political education in career value. With the development of economy and society, contemporary Chinese college students have been in a new stage of building a well-off society in an all-round way (Liu Y. S., & Chu, R, 2021).

Situation 1: Under the new development pattern of economic transformation and system innovation, China's social values are constantly improving correspondingly. Therefore, to satisfy the national and social needs for the cultivation of college students, it is necessary to establish correct career values.

Situation 2: With the transformation of education orientation, a new understanding of the career values has been established for college students in China. As a new social group, college students need to self-examine and analyze their career value.

Situation 3: With the transformation of educational concepts such as "application", some universities or colleges need to complete their academic education and explore some ways to career education. The guidance of career values is the main point and foundation for universities.

It is found that facilitator of career teacher, the teaching methods and the contents affect the effectiveness of career development (Dandara, 2014). Accordingly, the interviews with students and other participators of career value investigation have been conducted to identify the reasons for these situations. Renn et al. (2019) thought the students who have the right attitude and willingness of participation are confused about how to be the ideal person when they graduate, and they also feel the social environment makes their needs more challenging.

Focal Organization

Founded in 1993, Heilongjiang International University (hereinafter referred to as "HIU") is the only foreign language-oriented university in Heilongjiang Province. It is located in the north of China. The university has   11 colleges and 25 undergraduate majors. Under the guidance of the university motto of "practical application and learning from China and the west" and the campus culture of "integration, competition, faith and harmony", the university has created a multi-cultural and harmonious campus environment. "Institutionalization development, application orientation and students center, language plus profession" are the strategic positioning of HIU. There are 10 colleges covering 30 majors as well as 3 departments for public teaching. The experimental group was chosen from first year undergraduate students of Culture Circle Workshop (CCW).

Research Problems

The author has been engaged in student employment for a long time. Through the collection of employers' employment needs and their evaluation of employed students, as well as the questionnaire survey on the needs of college students from freshman to senior, it is found that there are great differences in needs between the two sides. After tracking students who have graduated for more than three   years, the author found that the graduates have pressure in career promotion; they lack adequate interest in work, and it is difficult for them to gain

development. By guiding student to set up and plan their career goals, providing career coaching and networking opportunities, and assisting with employment, a mentor can help students start and even establish a career. Ragins and Scandura (1999) suggested that "the sense of satisfaction and fulfillment received from fostering the development of a younger adult" is the main intrinsic reward mentors receive from mentoring. Kram (1984) also explains that mentors may gain internal satisfaction and respect from young adults for their capabilities as teacher and advisor. Allen (2012) added that mentors may experience "personal satisfaction from passing knowledge and skills on to others".

To sum up, the issues on students' ability and characters and the university's vocational education are as follows:

1) Lack of private college students' career values that match the social needs;
2) Lack of training for educators in long-term career development planning.
3) Lack of awareness about the importance of career values of both educators and students.

Research Objectives

1) To investigate the significant affect of group mentoring on college students' career value
2) To investigate the significant affect of individual counseling on college students' career value
3) To investigate the significant affect of practical courses on college students' career value

Research Questions

1) Is there a significant affect of group mentoring on college students' career value?
2) Is there a significant affect of individual counseling on college students' career value?
3) Is there a significant affect of practical course on college students' career value?

Scope and Limitation of the Study

Contemporary Chinese college students are generally born after 2000. Generally, the so-called "Post-00s Generation" has a prosperous family, and the proportion of poor students is very small. On the one hand, the choice of young people on career is more independent and flexible in the future, and the whole society is more tolerant of career. On the other hand, there are many reasons for the gap between personal desire and social needs. Better career values education and the combination of methods are imminent. Based on this, a thorough investigation on the career values of first year undergraduate students in HIU was conducted.

Research Hypotheses

H1 There is a significant affect of group mentoring on college students' career value.
H2 There is a significant affect of individual counseling on college students' career value.

H3 There is a significant affect of practical courses on college students' career value.

Significance of the Research

This action research can change human recognition of career value. Firstly, personal needs and professional (work) attributes are internal and external factors that constitute career values. Secondly, different people or different development stages of the same person have different career values. The reason is that there are differences in people's needs, personal characteristics and their environment. Thirdly, career values are shown only when people evaluate, judge and choose the attributes of specific work according to their own needs, and play a potentially decisive role in people's career exploration, career decision-making and career development. Therefore, it is essential to educate and guide college students and teachers to establish reasonable career values, focus on the career values of students in applied universities, optimize the rational allocation of human resources, and promote economic and social development.

Literature Review

Career Value (CV)

The concept of career value originated from the research and application of American career development theory. Super (1970) believed that career value is "the pursuit of personal work-related goals and the specific reflection of people's internal needs and the work characteristics or attributes pursued in activities". Some scholars define career value from the satisfaction of work to people's pursuit. Kalleberg (1977) proposed that "career value is the value or significance that individuals want to pursue from work activities, including five factors: internal motivation, convenience, colleague relationship as well as career and resource adequacy". Elizur and Sagie (1999) believed that "career value is the value judgment of work behavior and results obtained from the work environment, which belongs to the internal ideological system that directly affects individual behaviors". It can be seen that foreign scholars paid attention to its philosophical attribute at the beginning of their early analysis of the concept of career value, that is, it essentially reflects the satisfaction of work attributes to people's needs, and they mostly focused on exploring its connotation from people's own internal factors and subjective perspective. Ros et al. (1999) put forward that "career values are people's beliefs about the ultimate state (such as income) or behavior (such as colleague cooperation) obtained at work"; also, held that career values are the goals and rewards that people achieve or obtain at work. Huang and Dou (2012) emphasized that career values are the evaluation of people's needs for a social career. Later, on the basis of inheriting the previous explanations on the connotation of career value, relevant studies began to make further explanations from the perspective of people's beliefs, wishes and attitudes when thinking about career issues. Gu (2000) proposed that "career value reflects the satisfaction of professional attributes to individual needs". Yu and Zhang (2003) emphasized that career value is a belief system and belongs to the category of personality tendency. In recent years, some scholars put

forward a more comprehensive definition of career value from the perspective of practical application. Dou and Huang (2012) believe that career value is an inner scale and a belief, which reflects an individual's internal needs and preferences and guides an individual's attitude towards work, code of conduct and goal pursuit".

Group Mentoring (GM)

In particular, research has pointed to the value of peer mentoring in which a reciprocal mentoring function is provided by individuals with the same or similar professional status (Holbeche, 1996); and group or co-mentoring (Bartunek et al., 1997; Reiman et al., 1995; Ritchie, 1999) in which the mentoring function is supplied by a more or less tightly constructed group of professional colleagues. There are many examples of various types of formal mentoring programs which have been developed to facilitate transitional career phases: entering tertiary education (Twomey, 1991), undertaking a program of graduate study (Bowman et al., 1990), starting work in a new professional career (Boyle & Boice, 1998; Reiman et al., 1995) and moved to a higher level in an organization (Ibarra, 2000). The paucity of empirical and evaluative research of mentoring programs has, however, been identified (Daresh, 1995). Chao (1997) and Gibb (1999), noting that there has been little theoretical analysis of the area. Although no evaluative research has been conducted on a facilitated group mentoring program which is the focus of this report, there have been studies which point to the value of peer group support, peer activities and peer mentoring. These have been conducted in the following areas. Maddux and Rogers (1980) explained professional socialization of new graduates (the value of group meetings as part of an individual mentoring program). Challis et al. (1997) explained professional and personal learning for general practitioners (the value of peer activities with a group leader and co-mentoring in small groups); Twomey (1991) found that stress prevention and increased psychological wellness are beneficial to individuals who acted as peer mentors of university students, but not significant psychological benefits to the peer group participants.

Individual Counselling (IC)

Strong (1968) proposed theory of counseling as an interpersonal influencing process and one of the major attempts to date to apply social psychology to the counseling context. Social power and attitude change are the theoretical cornerstones upon which Strong has built his interpersonal influence model. Social power theory specifies the factors and processes which determine one agent's ability to influence and control another agent's behavior. The component of attitude change theory. Rokeach (1973) mentioned that most central to Strong's interpersonal influence model concerns the characteristics of a communicator that contribute to attitude change in the recipient of the communication specifically, the perceived credibility (expertness and trustworthiness) and attractiveness of the communicator.

The model of counseling as an interpersonal influencing process describes how client-counselor interaction leads to client change (Strong & Matross, 1973). Strong and Dixon (1971) has suggested that counselors influence their clients to acquire and accept new information about themselves and events in their lives and to subsequently use this information to change

themselves and their environments. The comments by Strong and Schmidt (1970) are representative of the increasing attention being given to the relevance of social psychological theory and research for counseling and therapy. Some of the concepts with the most relevance for counseling/therapy were generated by such Lewin's students as Leon Festinger (cognitive dissonance), Darwin Cartwright (social power), and Harold Kelley (causal attribution). Lewin's another student, Jerome Frank suggested in his classic book Persuasion and Healing that therapy was in part a social persuasion and influence process.

Practice Courses (PC)

Swingewood et al. (1984) mentioned Marx pointed out in the "Outline of Feuerbach": "social life is practical in essence. All mysterious things that lead theory to mysticism can be reasonably solved in people's practice and understanding of this practice". This is Marxism's first systematic exposition of the concept of practice. As an important part of the cultivation of college students, practical course is not only the extension and sublimation of classroom education, but also the fundamental way to promote people's all-round development (Zeng, 2013). In the Spring and Autumn Period and the Warring States period, pre-Qin Confucian scholars emphasized the unity of cognition and practice. The Analects of Confucius records many related thoughts and concepts, such as "four teachings for a gentle man: literature, behavior, loyalty and faith" (Analects of Confucius). Confucius believed that the basic purpose of education was to cultivate people with lofty ideals and gentlemen who aspired to the Tao and promoted the Tao. Confucius said: "At first I listened to what he said and believed in his deeds; now I listen to what he says and observe his behavior." (Gong Yechang from the Analects of Confucius). Yan (2011) mentioned that Confucius also believed that to know a person, we should not only listen to his words, but also observe his deeds. He stressed the importance of the unity of knowing and doing. Tao (2005), the most influential educator in China, put forward the famous assertions of "life is education" and "society is school". He advocated the life education teaching theory of "teaching and doing in one", believed that teaching is one thing, not three things, and advocated teaching while doing and learning. He also stressed that students acquire knowledge in the process of "doing".

Maslow's Hierarchy of Needs Theory

Maslow (1943) put forward the hierarchy of needs in his book, which is a theory of human motivation psychological review published in 1943. People's needs are multifaceted. There are usually available various cultural paths to the same goal. Career value is one of the important components of people's values system. It is the specific expression and application of values in people's career life, especially for teaching mentoring. Super (1970) believed that career value is "the pursuit of personal work-related goals and the specific reflection of people's internal needs and the work characteristics or attributes pursued when engaging in activities". Such findings provide a confirmation of building the foundation of this action research. It is proposed that through Group mentoring on career training, people's learning and doing can have a significant effect on the communication outcomes of career value.
**Figure 1**

Maslow's Hierarchy of Needs Theory
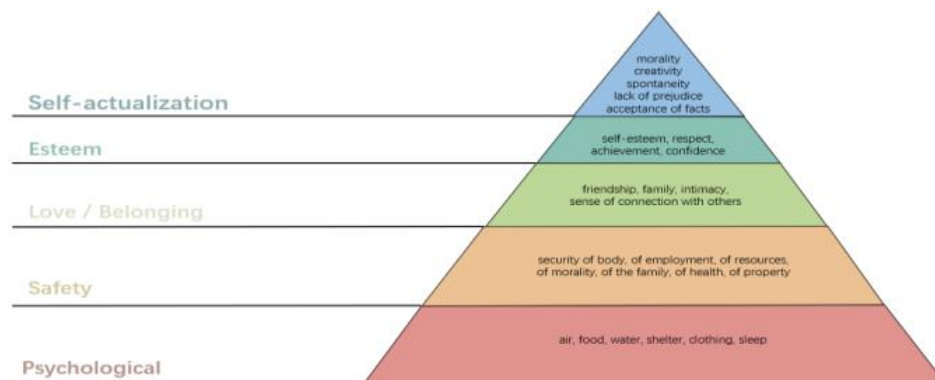
Source: Liu and Chu (2021).

SWOT Analysis Theory

SWOT analysis is a situation analysis based on the internal and external competitive environment and competitive conditions. It is to list the main internal strengths, weaknesses, external opportunities and threats closely related to the research object through investigation, and arrange them in the form of matrix, and then use the idea of system analysis to match various factors together for analysis, A series of corresponding conclusions are drawn, and the conclusions usually have a certain decision-making nature. With SWOT analysis, individual counselling on the targets can help to analyze the internal and external situation objectively and establish a correct career value, that is, college students could combine their interests and abilities to get a job spontaneously.

Figure 2

SWOT Analysis Theory
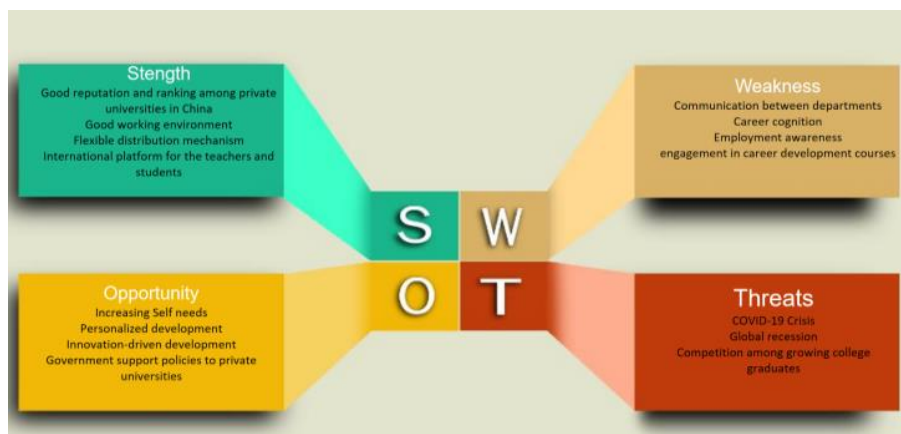

Note of Source: Learnd (1965).

Cognitive Information Processing Theory

Cognitive information processing (CIP) is mostly concerned with cognition. There are numerous studies related to the measurement of individual counselling and practical courses. Variables related to different theories actually can be grouped and concluded into classification.

Sampson (2017) at Florida State University have built the framework to combine cognitive behavioral with decision making strategies and techniques of career choice. Career development is to see how a person makes career decisions and how to use information in the process of solving career problems and making career decisions. During the individual counseling, we need to know more about the theory which can guide them to make a career decision.

Figure 3

Cognitive Information Processing (CIP)
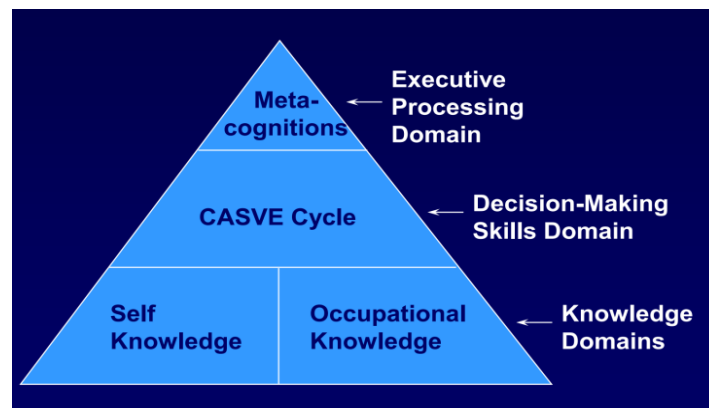
Note of Source: Sampson (2017).

Six-Box Model

Weisbord's Six-Box Model is a framework to assess our works and what you can do is to stay competitive over the long run. It will be used to analyze the effectiveness of group training. To emphasize the importance of career values cultivation, clear mission, basic direction, and competitiveness are set because the low level of specialization of career-oriented team will lower department autonomy. Other reasons also include the lack of career-oriented cultivation communication between management and teachers, the lack of appropriate assessment system, and the lack of new incentive mechanism, less qualified and skilled professors and professional teachers, as well as the lack of reasonable careered-oriented value. Influence from Changing employment environment and situation.

Figure 4

Six Box Model by Weisbord

Source: Rahimi et al. (2011).

Theoretical Framework

To conclude the theory above, the theoretical framework can be demonstrated as follows. With the change of internal and external environment, the needs for career values also changes, which directly affects the future career orientation of students.

Figure 5

Theoretical Framework
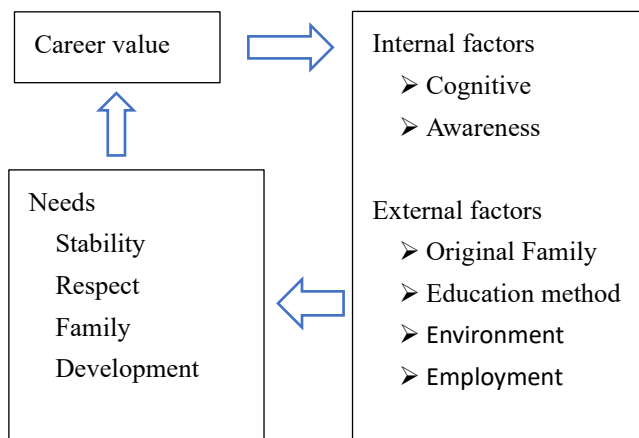
Conceptual Framework

The conceptual framework built based on previous discussion of theoretical framework. It is illustrated independent variables which can improve the dependent variable, And the three teaching methods of group mentoring, individual counseling and practical courses are the core methods impact on career value.

Figure 6

Conceptual Framework

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┌─────────────────┐        ┌─────────────────┐
│   Independent   │        │    Dependent    │
│    Variable     │        │    Variable     │
└─────────────────┘        └─────────────────┘

┌──────────────────────────┐
│ *Group mentoring         │
│ *Individual counseling   │──▷  ┌─────────────────┐
│ *Practical courses       │     │  Career Value   │
│                          │     └─────────────────┘
└──────────────────────────┘
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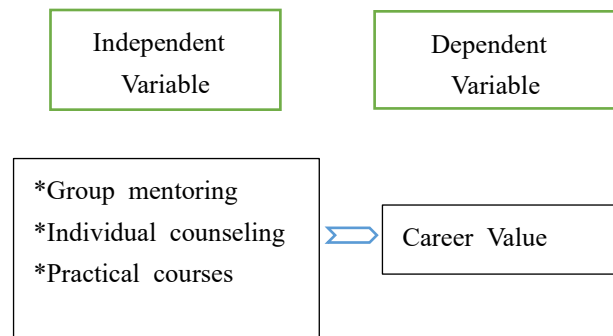
Based on the conceptual framework, the following hypotheses were developed:

H1: Group mentoring has significant affect on college students' career value.

H2: Individual counseling has significant affect on college students' career value.

H3: Practical courses has significant affect on college students' career value.

Research Methodology

Research Design

This research used both probability and non-probability sampling for quantitative approach, with multi-stage sampling in sampling procedure. The Index of Item Objective Congruence (IOC) was used for content validity of the questionnaire. After that, the questionnaire was distributed to 200 online samples for pilot study. The Cronbach's Alpha is used to test the reliability of this questionnaire instrument. Bardhoshi et al. (2017) suggested that Cronbach's Alpha can be seen as the most appropriate method of reliability testing before issuing the questionnaire to target respondents.

Population, Sample Size and Sampling Procedure

The number of respondents used in the research was 200 respondents   The questionnaires have been distributed using convenience sampling and snowball methods.

Instrumentation-Questionnaire

Design of Questionnaire

The questionnaire starts with basic information collection, including gender, English level, and the frequency of attending career value seminar. In this questionnaire, the 5-point Likert scale was used for measuring items, which are "Strongly Disagree", "Disagree", "Neutral", "Agree" and "Strongly Agree". Two references contribute to this questionnaire, and detailed examples are listed in Table 1.

Table 1

Design of Questionnaire

Variable	N0. of items	Example	Reference
Group mentoring	5	I think it is the basic way to learn knowledge through the group Mentoring.	Adapted from Young and Carlson (2011)
Individual counseling	8	I always focus on inward behaviors, feelings, and thoughts.	
Practical courses	7	I often think that the way to enhance employment adaptability is practical courses.	
Career Value	48	After graduation, I will find a job according to my interests.	Adapted from Elizur and Sagie (1999)

Content Validity and Reliability analysis

In this research, the index of item-objective congruence (IOC) for content validity was used in this research. Three experts were requested for the IOC . The rating process of IOC is experts marks the items with the ranging the scale from -1 to +1, with Congruent = + 1, Questionable = 0 and Incongruent = -1. The mean score from 5 experts shows results of IOC which items are higher than 0.8 can be kept (Rovinelli & Hambleton, 1976). All the items had a score above .66 and were used in the study.

The Relationship between IV and DV

There are 200 valid samples in this survey, and the sample efficiency is 100% as shown in Table 2 .

Table 2

The Percentage of Gender and Year of Study on Sampling

		Count	Column N %
Gender	Male	43	21.5%
	Female	157	78.5%
Year of study	Freshman	79	39.5%
	Sophomore	42	21.0%
	Junior	78	39.0%
	Senior	1	0.5%

Table 3 shows the Cronbach's alpha reliability testing results above 0.70 and shows that the question items are reliable.

Table 3

The Cronbach's Alpha Results

Variables	No. of items	Cronbach's Alpha	Strength of association
Group mentoring	4	.798	Acceptable
Individual counseling	8	.930	Excellent
Practical courses	7	.865	Good
Career value	48	.943	Excellent

The questionnaire was sent to 200 students, and the data was analyzed by multiple linear regression to test the hypotheses.

Results and Discussion

Hypothesis Testing

Table 4 shows the results of multiple linear regression to test the hypotheses. R square value of group mentoring is .364, which illustrates that independent variables account for 36.4% of dependent variables. R square value of individual counseling is .348, which illustrates that independent variables account for 34.8% of dependent variables. R square value of practical courses is .336, which illustrates that independent variables account for 33.6% of dependent variables. In addition, the result shows that the p-value is less than 0.05, therefore group mentoring, individual counseling, practical courses have affect on Career Value, and Individual counseling has more influential ability with 59% on Career value.

Table 4

Results of Multiple Linear Regression (MLR)

Variables	Standardized Coefficients Beta	t	P-value	R	R Square
Group mentoring	.353	4.388	.000	.596[a]	.364
Individual counseling	.540	9.005	.000	.619[a]	.348
Practical courses	.366	7.305	.027	.572[a]	.336
Dependent variable: Career value					

H1: Group mentoring has significant effect on college students' career value.
H2: Individual counseling has significant effect on college students' career value.
H3: Practical courses has significant effect on college students' career value.

The constituent elements of college students' career values education are complex. It is uneasy to investigate and test them in a limited time with some single teaching modes.However, the results show that the impact of three career education courses on College Students' career values is effective.The main reasons are as follows:

First, the teaching is from knowledge, emotion, willpower and behavior four aspects to achieve the teaching objectives; Knowledge lets students know career values from the perspective of positive psychology; Emotion makes students recognize the importance of career values through discussions, group mentoring ,individual counseling and other ways; Willpower cultivate students resilience on learning in and after class; Action push students solve practical problems with theory and achieve the final goal of the course.

Second, this course changed from the previous teacher-oriented mode to student - oriented mode which adopted the teaching mode of experience and interaction. Each module expansion basically has a unified mode in teaching. The module expansion method is basically similar to this, and it is divided into various methods such as in-class and out-of-class, online (to urge students to practice after class through online check-in) , offline (to supervise each other in the group) and other ways to simultaneously promote students' mastery of knowledge.

Third, researchers are responsible for the entire testing and statistical process with rigorous operations, students answer the questions carefully, and standardization is achieved from testing to statistics. During the whole process, the researchers actively communicated with the students, found problems in time, improved and perfected the investigation plan according to the feedback to ensure the effectiveness of the research results.

Conclusion and Recommendation

Conclusion: Based on the data analysis, group mentoring, individual counseling, practical course   have significant affect on   career values.

Individual counselling has the most affect on career planning. This also shows that, on the one hand, career values have obvious individual differences, and on the other hand, career values involve personal privacy, the majority of students want to discuss this topic in a one-on-one state. Group mentoring plays an important role in the teaching of basic knowledge and basic theory, while practical courses help students to gain a better understanding of career needs, and it plays a certain role in correcting the career values of college students, but the impact is relatively small. For college students with strong learning ability and high plasticity, through suitable career education guidance, they can stimulate their potential and understand themselves, so as to establish correct career values.

Recommendations: Based on this research, the author proposes from the perspective of career education and individuals in college: In terms of career education, colleges and universities in our country attach great importance on that but mainly from the perspective of how college students can find employment smoothly. The content of education is mainly about resume making, interview skills, paying attention to employment policies and other specific

skills about obtaining jobs, the education of college students' career values at a deeper level has been ignored. It is recommended that at the university stage, it is necessary to carry out career education courses from the first grade to the fourth grade and arrange classroom teaching, career counselors and practical courses, which will significantly affect the career values of college students and improve their long-term employ ability and personal development. Personally, college student should take the initiative to establish reasonable career values and find a balance between social development needs and personal interests. At the same time, strengthen social practice and increase social experience to improve the social adaptability.

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