

The Relationship between College Students' Initiative Personality, Job Hunting Clarity and Career Decision-Making Difficulties

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Abstract—Based on the decision theory, 325 college students in Datong City, Shanxi Province were randomly selected. The questionnaire survey was used to investigate the current situation and characteristics of college students' job hunting. The relationship between college students' active personality and career decision-making difficulties and the mediating role of job search clarity were discussed. The results show that the clarity of college students' job hunting is significantly different in whether parents participate in career choices; the active personality is significantly different in gender and grade; the difficulty of college students' career decision-making has significant gender differences in the factors of "lack of career planning", "intrinsic conflict" and "external conflict"; and the clarity of job hunting completely adjusts the difficulty of initiative personality and career decision-making.

Keywords—Active personality; Job hunting clarity; Career decision-making difficulties

I. INTRODUCTION

The report of the 19th National Congress of the Communist Party of China pointed out: "Employment is the biggest livelihood." The employment issue plays a very important role in the steady development of a country and the people's livelihood. The university stage is an important period for clarifying career goals and making career plans. However, some students do not pay special attention to this point. They lack understanding of professional roles and lack of investigation on market demand, resulting in a situation of unemployment after graduation, which affects their own development and limits self-realization. Therefore, in view of the current employment problems of college students, it is necessary for us to understand the factors affecting career decision-making from the characteristics of their personality, and propose corresponding countermeasures to make them more capable in the market. Gati and Osipow believe that career decision-making difficulties mean that individuals cannot make decisions or even make decisions that are not optimal [1]. Li Xiyang defines it as all the problems and difficulties that college students may encounter in the face of their career choices [2]. This article uses the latter definition and contains three dimensions. Domestic research has focused on research related to the revision of questionnaires and the difficulty of career decisions. In the goal setting theory, Wanberg first mentioned the concept of job search clarity, which means that the job seeker's career goal is clear or clear what he

wants to do [3]. In addition, Cote et al. believe that it also includes how job seekers find work and when to work [4]. Wanberg believes that when the job seeker's job search clarity is insufficient, it means that their goals are not clear, and they have a try-and-try attitude when seeking employment, which makes the job search intensity relatively low [3]; Conversely, Cote believes that when the job seeker has a high definition of job hunting, he will be determined to move in the direction he wants, and the intensity will increase accordingly [4]. Initiative personality means that the individual is not subject to the current environment, but can take the corresponding measures according to his or her own will to make the situation meet his own requirements. It also has a great influence on career choices [5]. This aspect of research mainly focuses on the relationship between career adaptability, career exploration, academic achievement, entrepreneurial intention, etc. [6].

Empirical studies show that the above three are closely related. Li Jiangpeng found that active personality and career decision-making difficulties were significantly negatively correlated [7]. Recent studies have shown that job-seeking clarity is malleable and can be changed through proper coaching and training. Based on previous research, this study explores the relationship between the personality and cognitive dimensions and the difficulty of career decision-making, in order to promote college students to choose their careers as soon as possible, and to develop their own advantages as early as possible.

II. RESEARCH OBJECT

A. Research object

It is convenient to select 362 college students in Datong City, Shanxi Province, and eliminate 37 questionnaires with more than 5% of missed topics, and 325 valid questionnaires, with an effective rate of 89%.

B. Research tools

- **Initiative Personality Scale**
The questionnaire used in this study was compiled by Chen Meijun et al., and is represented by P in the following three dimensions. They are divided into three dimensions: whether they hold a positive attitude, whether they are tenacious, and whether they have a spirit of change. The questionnaire has a total of 13 questions, a six-level score, the higher the score,

indicating the higher the initiative. The questionnaire has high reliability and high efficiency.

- **Job Title Definition Scale**
The questionnaire used in the study consisted of 5 questions, which are indicated by C in the following. It is based on the original questionnaire. The main person in charge is Liao Wenhua, with a score of 5, and one or five questions are negatively scored. The internal consistency of the scale is high.
- **Career Decision Difficulties Scale**
This study used a questionnaire containing 35 items, edited by Li Na, including three subscales, containing a total of ten factors. The total amount is indicated by D in the following. Namely: preparation work is not in place (not making reasonable plans for their own occupations, having unreasonable beliefs about occupations, making uncertain decisions before decision-making, hesitating); collecting information is not easy (work, self, society, information access channels) Insufficient); contradiction (external, internal, internal and external conflicts). Note that the 7 and 13 questions are negative scores. The higher the score, the more difficult it is to find a job, and the less likely it is to make a decision.

C. Statistical processing

The data was analyzed using spss22.0 data analysis software.

III. RESULT

A. Demographic variables of various scales or factors

This study conducted an independent sample t-test based on whether the only child or family location was an independent variable. The results showed that no significant levels were reached on each scale or factor.

TABLE I GENDER DIFFERENCES IN VARIABLES

Variable	Male (N=101)	Female(N=224)	t
C	16.92±3.84	17.21±2.95	-0.672
P	54.95±10.75	52.09±9.37	2.425**
D	98.87±20.03	95.98±17.89	1.299
Lack of planning	14.01±3.70	13.10±3.60	2.091*
Within	8.35±2.15	7.76±2.11	2.308*
Outside	11.03±3.15	10.08±2.79	2.709**
Change	16.02±4.35	14.74±3.91	2.635**

Note: * indicates $p < 0.05$. ** indicates $p < 0.01$. *** indicates $p < 0.001$. The same below.

It can be seen from Table 1 that the influence of gender factors on factors such as active personality, inadequate planning, internal conflict, external conflict, and transformativity is significant; the average value of male students in the above five is significantly higher than that of female students. There is no significant difference in job search clarity, career decision-making difficulties, and dimensions. However, it is worth noting that the average score of the total

score of boys is higher than that of girls in career decision-making difficulties.

B. Differences in Liberal Arts

TABLE II DIFFERENCES IN ARTS AND CULTURE

Variable	Liberal arts (N=128)	science (N=197)	t
C	17.24±3.49	17.04±3.09	0.546
P	52.03±9.87	53.60±9.87	-1.392
D	95.0±18.95	98.04±18.32	-1.401
Hesitating	8.77±2.65	9.44±2.48	-2.309*
Transformative	14.50±4.19	15.55±3.97	-2.286*

It can be seen from Table 2 that professional factors have significant differences in the hesitant factors of career decision-making difficulties and the transformative dimensions of active personality.

C. Differences in whether or not you have participated in part-time work

TABLE III DIFFERENCES IN WHETHER OR NOT EACH VARIABLE PARTICIPATED IN PART-TIME WORK

Variable	Participated(N=257)	Not included(N=68)	t
C	17.20±3.20	16.82±3.44	0.846
P	53.46±9.85	51.21±9.88	1.673
D	96.36±18.40	98.82±19.34	-0.970
Information	8.85±1.90	9.44±2.09	-2.223*
Enthusiasm	20.68±4.56	19.40±4.43	2.105

It can be seen from Table 3 that whether college students have participated in part-time factors has significant differences in the information acquisition channel factors of career decision-making difficulties and the enthusiasm of active personality.

D. Differences in parental involvement in career choices

TABLE IV DIFFERENCES IN THE FACTORS BETWEEN THE VARIABLES

Variable	Yes (N=204)	No (N=121)	t
C	17.42±3.01	16.70±3.57	2.149*
P	53.14±9.50	52.73±10.55	0.361
D	96.74±18.08	97.12±19.53	-0.178

It can be seen from Table 4 that the influence of parents' participation in career selection factors on the definition of job hunting is significant ($p=0.032 < 0.05$), and the students who participate in career choices have higher job-clearing clarity.

E. Grade differences of variables

TABLE V YEAR-LEVEL DIFFERENCES FOR EACH VARIABLE

Factor	1	2	3	4	F
C	16.80±3.19	17.02±2.99	17.36±3.22	17.37±3.56	0.670
P	54.83 ± 10.13	50.79±8.87	51.66±9.99	53.80±9.84	2.941*
D	98.25 ± 17.70	100.4 ± 17.99	94.07 ± 18.13	95.27 ± 20.43	1.803
E	21.22±4.50	19.16±4.12	20.00±4.67	20.81±4.66	3.103*

Note: * indicates $p < 0.05$. ** indicates $p < 0.01$. *** indicates $p < 0.001$. The same below.

With the grade as the independent variable, the data were analyzed by one-way ANOVA. The results obtained are shown in Table 5: The active personality total scale and the positive dimension are significantly different in the grade, but there is no significant difference in other scales or factors.

F. Correlation analysis of each scale and its dimensions

TABLE VI CORRELATION MATRIX

Factor	1	2	3	4	5	6
C	1					
P	0.37***	1				
D	-0.59***	-0.29***	1			
A	0.55***	-0.23***	0.91***	1		
E	0.56***	-0.31***	0.91***	0.73***	1	
F	0.48***	-0.24***	0.89***	0.74***	0.70***	1

Note: A is not well prepared; E is not easy to collect information; F has conflicts.

Correlation analysis results show that the correlation between the above variables is significant.

G. The mediating role of college students' job search clarity in the initiative personality and career decision-making difficulties.

According to the relevant analysis results, it is known that college students are significantly related in the above three. Therefore, the study assumes that the job-seeking clarity mediates the two variables of active personality and career decision-making difficulty. The construction mediation model is shown in Figure 1.

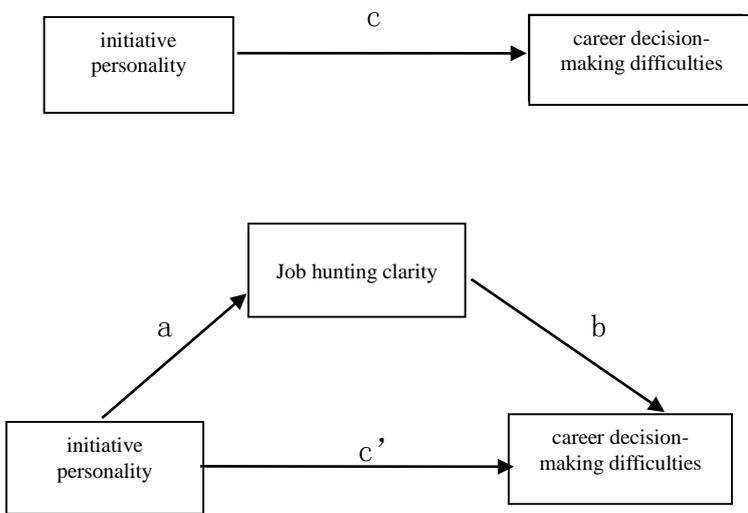


Fig. 1 Mediation effect path diagram of job search clarity

Taking career decision-making difficulties as the dependent variable of this study, the active personality, job-seeking clarity and initiative personality were selected as independent variables to analyze the mediating effect. The results are shown in Table 7.

TABLE VII MEDIATION OF CLARITY

Step	R2	B	SE	Beta	t
1	0.084	125.708	5.401		25.275***
		-0.544	0.100	-0.289	-5.43***
2	0.139	10.623	0.914		11.618***
		0.123	0.017	0.373	7.228***
3	0.356	-0.149	0.019	-0.079	-1.646
		-3.22	0.276	-0.562	-11.668***

Note: The active personality is X; the job seeking clarity is M; the career decision difficulty is Y.

In the first step of the regression analysis, the c path coefficient is $\beta=-0.289$ ($p<0.001$); in the second step, the a coefficient is $\beta=0.373$ ($p<0.001$); in the third step, the b coefficient is $\beta=-0.562$. ($p<0.001$), the c' path coefficient is $\beta=-0.079$ ($p>0.05$) is not significant, and thus the complete mediating effect is obtained. The equation can be obtained: $D=-0.079P-0.562C$, ie: the job search clarity is completely Intermediary of active personality and career decision-making difficulties.

IV. ANALYSIS AND DISCUSSION

A. Differences in job definition clarity in demographic variables

The study concluded that the clarity of job search did not see significant differences in other aspects, only differences in parental involvement, which is roughly the same as Wang Chao's findings [8]. Due to the lack of practical experience of college students in the school, there is no keen judgment on the changes in the market itself, and it is not possible to follow the pace of development very quickly. In addition to relying on school education, the family also plays an important role in the child's career choices. Students who are involved in career choices are higher in this respect than those who do not participate in career choices. Vocational education for college students should be started from both the school and the family.

B. Initiative personality and demographic variables in each dimension

From the results of this study, we can see that the college students' active personality totals are significantly different in gender and grade; the transformative dimension is significantly different in gender and profession; the positive dimension is significantly different in part-time experience and grade; There is no significant difference between the only child and whether the parents participate in career choices. Among them, the average scores of male students' active personality and change dimension are significantly larger than girls. This may be related to society's expectations of different gender roles. The society in which we live is more eager for boys to be independent, courageous, responsible, responsible and responsible. They want boys to deal with more complicated things, dare to break the rules and accept challenges; and girls are relatively less demanding than boys. Science students have greater transformationality. It may be that science students have strict rigorous thinking, are more adept at thinking about problems, and are more inclined to question authority. Students who have participated in part-time jobs are more motivated. They may be: they have more time in contact with society and exercise the ability to get along with others. Therefore, they are more

proactive, like to interact with others, and more enthusiastic about people.

C. Career decision-making difficulties and demographic differences in each dimension

This study shows that from the different dimensions of career decision-making difficulties, college students have the most difficulty in the contradiction of conflict, the least is the lack of preparation, and the result is consistent with Shen Xueping's conclusion. Difficulties in conflicts include internal self, external professional information, and internal and external contradictions. This suggests that we must measure the relationship between our own interests and career requirements. Secondly, the difficulty of career decision-making is only a significant difference in a few factors. For example, the lack of career planning, internal conflicts, and external conflict factors have significant gender differences, and boys encounter more difficulties. And we can see that boys are higher than girls in the scores of all occupational decision-making difficulty classification scales. This inspires us to pay attention to gender differences when making decision-making guidance. There are significant professional differences in indecisive factors, and science students are more likely to hesitate. This inspires us: In the career guidance of college students, we must pay attention to the differences between the professions, and take targeted guidance according to the professional characteristics. Whether or not you have participated in a part-time job has significant differences in the channel of information acquisition. Students who participate in part-time jobs have more access to information and less difficulties.

D. Career decision-making difficulties and demographic differences in each dimension

According to the relevant analysis results: the job search clarity is significantly related to the other two. The median effect test analysis shows that the job-seeking clarity plays a full mediating role in the initiative personality and career decision-making difficulties, that is, the initiative personality plays a role in career decision-making difficulties through the job-seeking clarity. The active personality is relatively stable, and the individual's job search clarity can be improved and improved through effective intervention. Both have important influence on career choice difficulties [9]. Individuals with high initiative personality have higher job search clarity and are more likely to make career decisions. Therefore, we can help students make career choices as early as possible by cultivating college students' initiative, exerting their subjective initiative, and improving job search clarity to predict career decision-making difficulties.

V. CONCLUSION

Initiative personality predicts job clarity and predicts career decision-making difficulties.

The clarity of job hunting completely mediates the difficulty of active personality and career decision-making.

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