

The Present Situation of College Students' Career Maturity Development Research

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Abstract: The current college students facing a severe employment situation, improve college students' career maturity, is especially important to help them find jobs successfully. This article through to 382 college students study found, grade, parents' cultural level, significant differences on the work experience and joining a club, in the gender, professional, sources and whether the one-child family, family economic situation does not exist significant differences. And according to the research results, this paper puts forward the feasible measures to improve college students' career maturity.

Keywords: college students; career maturity; feasible suggestions.

INTRODUCTION

The country's social development needs the abundant human capital, the inexhaustible power to provide college students is a human resource reserves, can get give full play to their ability is related to the process of socialist modernization construction. However, as China's economic growth slowed and college graduation is swelling, college students is facing unprecedented employment pressure, causing serious waste of human capital. The reasons can be found that it is largely college students' career maturity is not high. Therefore, to improve college students' career maturity, it is imperative to help them find can give full play to.

THE CONCEPT OF CAREER MATURITY

About the concept of career maturity, different scholars based on different cultural background and the research Angle of view are defined. Master Super think career maturity is individual career planning for their career development stage of the corresponding development tasks [1]. Crites thought refers to the development of both feasibility and stability of the suitable career choices [2]. Chinese scholars Ma Yuan as individuals make corresponding career development tasks that meet the needs of career decision-making and ready

to handle suitable career development tasks [3]. Gong Jing considered undergraduate degree of involvement with the career choice, for the work of positioning and expectation, career preferences and other factors, as well as to the concept of career choice process and related development degree [4]. Zheng Hai Yan considered to be a person to master that can meet the needs of its career development stage career development goals, including the composition of knowledge and attitude [5].

STUDY DESIGN

Research purpose

Through the questionnaire survey to understand the current situation of the development of college students' career maturity, in order to improve his professional maturity feasible Suggestions are put forward.

Research tools

This paper adopts Zheng Hai Yan structure and development characteristics of the college students' career maturity after its final confirmatory factor analysis of the questionnaire as a research tool, the questionnaire is divided into the career decision-making knowledge (including career world knowledge, career self

knowledge, interpersonal strategic knowledge and professional knowledge) and career decision-making attitude (including initiative, flexibility, self-confidence, utilitarianism and independence) two dimensions [5]. After retest, total career decision-making knowledge, attitude and career decision-making table of reliability is 0.758, 0.750, 0.865, respectively, scale validity is 0.851.

Analysis tools

Using SPSS23.0 statistical software for data analysis and processing.

The questionnaire distributed

Random questionnaire in Southwest Jiao tong University 420, recycling 410, analysis of data. Sorting, eliminate invalid questionnaire after received 382 valid questionnaires, effective recovery rate was 91%, the basic situation of the research object, such as table 1.

Table 1: Basic information statistics research subjects

Variable	Variable's Value	N	Proportion
Gender	Man	217	56.8
	Woman	165	43.2
Grade	One	71	18.6
	Two	84	22.0
	Three	118	30.9
	Four	109	28.5
Major	Liberal Arts	144	37.7
	Science	238	62.3
Family Source	Rural	194	50.8
	City	188	49.2
Whether the one-child	Yes	181	47.4
	No	201	52.6
Family Economic Conditions	Good	13	3.4
	Ordinary	322	84.3
	Poor	47	12.3
Parents' Education	College Above	11	2.9
	College	59	15.4
	Middle School	243	63.6
	Primary School	56	14.7
	Illiteracy	13	3.4
Work Experience	Yes	244	63.9
	No	138	36.1
Joining Clubs	Yes	296	77.5
	No	86	22.5

THE RESULTS OF THE STUDY

The analysis results of career maturity on the gender variable

Adopt the method of independent sample t-test to gender as the independent variable, the career maturity as the dependent variable. Can be seen from the table below, and gender in the self-confidence, independence and career world exists obvious difference, men than women, there was no significant difference in other aspects, such as in table 2.

Table 2: Men and women's career maturity analysis results

Variable	Men (N=217)		Women (N=165)		T	P
	M	SD	M	SD		
Initiative	14.7281	2.44283	14.9636	1.93457	-1.051	.294
Flexibility	11.4885	1.89568	11.4727	1.68408	.084	.933
Self-confidence	16.9816	2.98602	16.1152	2.90585	2.842**	.005
Utilitarianism	12.3502	2.52706	12.6000	2.16626	-1.038	.300
Independence	15.6912	3.11976	14.9939	2.96421	2.211*	.028
Career World Knowledge	20.9355	3.75099	20.1091	3.87773	2.102*	.036
Career Self Knowledge	18.5253	3.02926	18.0242	2.79798	1.655	.099
Interpersonal Strategic Knowledge	17.3226	3.12799	17.6000	2.72477	-.907	.365
Professional Knowledge	13.7143	2.30367	13.6727	2.30102	.175	.861
Career Decision-making Knowledge	70.4977	9.35322	69.4061	9.06474	1.145	.253
Career Decision-making Attitude	71.2396	8.20330	70.1455	7.19523	1.361	.174
Career maturity	141.7373	15.45454	139.5515	14.33459	1.145	.253

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

The analysis results of career maturity on the grade variables

Using single factor variance analysis method to analyze grade. Results show that the grade in career

decision-making knowledge and its secondary indexes overall career maturity, career decisions have significant differences in attitude, no significant differences in flexibility and utilitarian factors, such as table 3.

Table 3: The analysis results of career maturity on the grade variables

Variable	One (N=71)		Two (N=84)		Three (N=118)		Four (N=109)		F	P
	M	SD	M	SD	M	SD	M	SD		
Initiative	14.3521	2.26210	14.4762	2.17032	14.8644	2.21462	15.3761	2.20601	4.048**	.007
Flexibility	11.3099	1.34792	11.3333	1.97169	11.4576	1.88854	11.7339	1.83405	1.121	.340
Self-confidence	15.5775	2.24666	15.9048	3.13403	16.6695	3.06359	17.7523	2.81252	10.501***	.000
Utilitarianism	12.6479	2.38506	12.3333	2.17507	12.2373	2.63338	12.6697	2.23215	.854	.465
Independence	14.8873	2.76483	15.1190	3.12936	15.5254	3.00060	15.7798	3.25564	1.522	.208
Career World Knowledge	18.1268	2.92736	18.7262	3.49647	21.3559	3.60087	22.7615	3.23722	38.589***	.000
Career Self Knowledge	17.6620	1.88182	17.1548	3.08316	18.7458	3.23492	19.1468	2.70057	9.945***	.000
Interpersonal Strategic Knowledge	16.9296	2.09982	16.8810	2.98351	17.7797	3.04703	17.8440	3.23229	2.942*	.033
Professional Knowledge	12.5775	1.87968	13.2024	2.17754	14.0254	2.11006	14.4495	2.48881	12.663***	.000
Career Decision-making Knowledge	65.2958	5.71313	65.9643	9.12886	71.9068	9.16327	74.2018	8.69523	24.525***	.000
Career Decision-making Attitude	68.7746	7.21545	69.1667	8.32160	70.7542	7.64371	73.3119	7.26954	6.910***	.000
Career maturity	134.0704	10.84873	135.1310	15.86143	142.6610	15.05217	147.5138	13.21868	19.005***	.000

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

The analysis results of career maturity on the major variables

Adopt the method of independent sample t-test to major as the independent variable, the career maturity

as the dependent variable. Results show that different professional college students' career maturity and its general secondary indicators, there were no significant differences between various factors, such as table 4.

Table 4: The analysis results of career maturity on the major variables

Variable	Liberal art (N=144)		Science (N=238)		T	P
	M	SD	M	SD		
Initiative	14.7708	2.26162	14.8655	2.22727	-.400	.689
Flexibility	11.4514	1.90630	11.5000	1.74479	-.255	.799
Self-confidence	16.5069	3.16890	16.6681	2.86311	-.512	.609
Utilitarianism	12.3819	2.27481	12.5042	2.44215	-.486	.627
Independence	15.0417	3.21029	15.6008	2.96753	-1.730	.084
Career World Knowledge	20.5417	4.00328	20.6008	3.71851	-.146	.884
Career Self Knowledge	18.3819	2.86038	18.2647	2.98966	.377	.706
Interpersonal Strategic Knowledge	17.4514	2.97737	17.4370	2.95576	.046	.963
Professional Knowledge	13.6667	2.33849	13.7143	2.28051	-.196	.845
Career Decision-making Knowledge	70.0417	9.18030	70.0168	9.28497	.025	.980
Career Decision-making Attitude	70.1528	8.08376	71.1387	7.60480	-1.199	.231
Career maturity	140.1944	15.64389	141.1555	14.61997	-.606	.545

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

Career maturity in source of family variables on the results of the analysis

Adopt the method of independent sample t-test to the source of family as the independent variable, the career maturity as the dependent variable. Can be seen from table 5, different family sources of college students have obvious differences in independence and

professional knowledge, the college students from rural families independence scores significantly more than college students from urban households, professional knowledge, from city college students scored significantly higher score did not find significant differences in other aspects, such as in table 5.

Table 5: Family source of career maturity impact analysis results

Variable	Rural (N=194)		City (N=188)		T	P
	M	SD	M	SD		
Initiative	14.7320	2.34804	14.9309	2.11956	-.868	.386
Flexibility	11.5825	1.89242	11.3777	1.70903	1.109	.268
Self-confidence	16.7320	2.95919	16.4787	3.00171	.830	.407
Utilitarianism	12.5412	2.43695	12.3723	2.31934	.693	.488
Independence	15.8918	2.92809	14.8723	3.13249	3.287**	.001
Career World Knowledge	20.3402	3.81947	20.8245	3.82170	-1.239	.216
Career Self Knowledge	18.3866	2.89184	18.2287	2.99122	.524	.600
Interpersonal Strategic Knowledge	17.2732	2.95959	17.6170	2.95820	-1.135	.257
Professional Knowledge	13.4072	2.46723	13.9947	2.07737	-2.520*	.012
Career Decision-making Knowledge	69.4072	9.34897	70.6649	9.09366	-1.332	.184
Career Decision-making Attitude	71.4794	7.93053	70.0319	7.59954	1.820	.069
Career maturity	140.8866	15.14378	140.6968	14.89207	.123	.902

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

Career maturity on whether the one-child analysis results

Adopt the method of independent sample t-test to whether the one-child as the independent variable, the

career maturity as the dependent variable. By the following table 6 can clearly see that only there were no significant differences in every aspect.

Table 6: Career maturity on whether the one-child analysis results

Variable	Yes (N=181)		No (N=201)		T	P
	M	SD	M	SD		
Initiative	14.7459	2.20140	14.9055	2.27289	-.696	.487
Flexibility	11.3039	1.84133	11.6418	1.76098	-1.833	.068
Self-confidence	16.4862	2.96200	16.7164	2.99736	-.754	.451
Utilitarianism	12.2320	2.24382	12.6617	2.48092	-1.768	.078
Independence	15.2376	3.02286	15.5274	3.11135	-.921	.357
Career World Knowledge	20.6188	3.73177	20.5423	3.91273	.195	.845
Career Self Knowledge	18.0718	3.02220	18.5224	2.85145	-1.499	.135
Interpersonal Strategic Knowledge	17.2652	3.05621	17.6020	2.86894	-1.111	.267
Professional Knowledge	13.5856	2.13947	13.7960	2.43581	-.899	.369
Career Decision-making Knowledge	69.5414	9.17028	70.4627	9.29139	-.974	.331
Career Decision-making Attitude	70.0055	7.34885	71.4527	8.12951	-1.818	.070
Career maturity	139.5470	14.67327	141.9154	15.23935	-1.544	.124

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

Career maturity in the domestic economic variables on the results of the analysis

Single factor variance analysis was carried out on the family economic situation. From table 7, you can see that family economic conditions good college

students on the self-confidence, professional knowledge, professional world intellectual poor score higher than the general and individual, and there is significant difference; Family economic situation there was no significant difference in other ways.

Table 7: family economic effect on career maturity analysis results

Variable	Good (N=13)		Ordinary(322)		Poor (N=47)		F	P
	M	SD	M	SD	M	SD		
Initiative	14.0769	2.39658	14.9286	2.25020	14.3617	2.04754	2.090	.125
Flexibility	11.3846	2.36426	11.4503	1.80490	11.7234	1.65111	.488	.615
Self-confidence	19.0000	4.43471	16.5776	2.91978	16.1489	2.65378	4.862**	.008
Utilitarianism	13.3077	2.09701	12.4876	2.39707	12.0213	2.27930	1.653	.193
Independence	16.7692	2.91987	15.3571	3.07534	15.2340	3.03754	1.395	.249
Career World Knowledge	22.1538	6.03940	20.7112	3.74255	19.2340	3.33762	4.276*	.015
Career Self Knowledge	18.0769	4.94067	18.3230	2.88535	18.2766	2.65151	.047	.954
Interpersonal Strategic Knowledge	16.3846	3.22848	17.5683	3.04535	16.8723	2.09157	2.004	.136
Professional Knowledge	14.0000	2.70801	13.8385	2.25728	12.6383	2.24020	5.849**	.003
Career Decision-making Knowledge	70.6154	13.75099	70.4410	9.23311	67.0213	7.17026	2.868	.058
Career Decision-making Attitude	74.5385	11.09516	70.8012	7.76270	69.4894	6.68507	2.170	.116
Career maturity	145.1538	22.56415	141.2422	15.00624	136.5106	11.57935	2.631	.073

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

Career maturity in parents' educational level variables on the results of the analysis

Single factor variance analysis was carried out on the parents' educational level variables. From the table

8, you can see that different cultural level in maturity general career decision-making knowledge and its secondary indexes, there are significant differences on career decision-making attitude.

Table 8: Parents educational level the results of the analysis of the impact of career maturity

Variable	College Above (N=11)		College (N=59)		Middle School (N=243)		Primary School (N=56)		Illiteracy (N=13)		F	P
	M	SD	M	SD	M	SD	M	SD	M	SD		
Initiative	15.5455	1.36848	14.8983	2.41900	14.9794	2.21648	14.2500	2.03827	13.6154	2.63117	2.502*	0.042
Flexibility	12.1818	1.07872	11.7288	1.72037	11.5021	1.85056	11.2679	1.61235	10.3077	2.17503	2.300	0.058
Self-confidence	17.0000	3.13050	16.8305	2.93700	16.7449	3.02891	15.8750	2.95458	15.8462	1.72463	1.323	0.261
Utilitarianism	12.5455	2.91079	12.5932	2.32763	12.5432	2.27481	12.1786	2.69077	11.3846	2.63117	0.985	0.416
Independence	15.9091	2.30020	15.1356	2.89147	15.4239	3.20597	15.7679	2.84759	13.8462	2.44425	1.225	0.300
Career World Knowledge	23.2727	3.34936	20.5763	4.41472	20.9053	3.59569	19.0536	3.71933	18.7692	3.63212	4.963**	0.001
Career Self Knowledge	18.5455	2.80584	18.5763	3.17427	18.3992	2.81399	17.7857	3.25137	17.4615	2.84650	0.911	0.458
Interpersonal Strategic Knowledge	19.0909	1.57826	17.3051	2.75590	17.6337	3.07510	16.6250	2.64618	16.6154	3.06970	2.499*	0.042
Professional Knowledge	14.5455	2.58316	13.7627	2.16826	13.9012	2.28328	12.7500	2.39127	12.9231	1.38212	3.711**	0.006
Career Decision-making Knowledge	75.4545	8.83588	70.2203	10.09621	70.8395	8.85203	66.2143	8.98426	65.7692	8.42767	4.679**	0.001
Career Decision-making Attitude	73.1818	6.60028	71.1864	7.34489	71.1934	8.04017	69.3393	7.19666	65.0000	5.88784	2.790*	0.026
Career maturity	148.6364	11.78366	141.4068	15.89309	142.0329	14.84879	135.5536	13.84186	130.7692	12.53764	4.511**	0.001

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

Career maturity on the working experience in variable analysis results

Adopt the method of independent sample t-test to the working experience as the independent variable, the career maturity as the dependent variable. Table 9, you can see that working experience in career maturity, career decision-making knowledge and career decision-

making attitude, initiative, flexibility, self-confidence, independence, professional world knowledge, professional knowledge, strategic knowledge have significant differences on the interpersonal communication, there were no significant differences in other aspects.

Table 9: Working experience of career maturity impact analysis results

Variable	Yes (N=244)		No (N=138)		T	P
	M	SD	M	SD		
Initiative	15.1557	2.08471	14.2536	2.38628	3.712***	.000
Flexibility	11.6926	1.61264	11.1087	2.05645	2.873**	.004
Self-confidence	16.9180	3.01188	16.0580	2.84840	2.734**	.007
Utilitarianism	12.6148	2.43583	12.1812	2.25471	1.716	.087
Independence	15.7787	3.05643	14.7029	2.98025	3.334**	.001
Career World Knowledge	20.8893	3.70186	20.0290	3.98344	2.122*	.034
Career Self Knowledge	18.6639	2.75505	17.6812	3.15068	3.177**	.002
Interpersonal Strategic Knowledge	17.7705	2.85100	16.8623	3.06902	2.909**	.004
Professional Knowledge	13.7951	2.16382	13.5217	2.52062	1.070	.286
Career Decision-making Knowledge	71.1189	8.74173	68.0942	9.78147	3.110**	.002
Career Decision-making Attitude	72.1598	7.60895	68.3043	7.52573	4.776***	.000
Career maturity	143.2787	14.25792	136.3986	15.32258	4.409***	.000

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

Career maturity on the participation in community analysis results

To participate in the community for the independent variable, the career maturity as a dependent variable for independent samples t test. According to the table, you can see that joining a club in career

maturity, career decision-making knowledge and its factors, career decision-making attitudes, there is obvious difference on initiative, flexibility, independence, self-confidence and utilitarian has no significant difference.

Table 10: Join the results of the analysis of the impact of career maturity

Variable	Yes (N=296)		No (N=86)		T	P
	M	SD	M	SD		
Initiative	15.0709	2.11172	14.0000	2.46386	3.982***	.000
Flexibility	11.5878	1.72294	11.1163	2.03162	2.143*	.033
Self-confidence	16.7365	2.87446	16.1628	3.29299	1.575	.116
Utilitarianism	12.4730	2.46452	12.4070	2.06584	.226	.821
Independence	15.5743	2.94720	14.7558	3.39874	2.188*	.029
Career World Knowledge	20.9831	3.69742	19.1860	3.94226	3.908***	.000
Career Self Knowledge	18.5101	2.80071	17.6163	3.29409	2.288*	.024
Interpersonal Strategic Knowledge	17.6689	2.89450	16.6628	3.06637	2.800**	.005
Professional Knowledge	13.8919	2.21592	13.0233	2.46375	3.119**	.002
Career Decision-making Knowledge	71.0541	8.59821	66.4884	10.45184	3.703***	.000
Career Decision-making Attitude	71.4426	7.28058	68.4419	9.01059	2.831**	.005
Career maturity	142.4966	13.67789	134.9302	17.73384	3.654***	.000

Note: p < 0.05 in *, p < 0.01 in **, p < 0.001 in ***

CONCLUSION AND REVELATION

Through the analysis of 382 data, you can see that college students' career maturity in average, the overall level is not high. Career maturity in grade, parents education and work experience, joining a club on the obvious difference. Senior student score significantly higher than that of lower grade students, parents educational level, the higher the career maturity, maturity of college students with experience above without work experience, to participate in community

college students' career maturity is higher than did not participate in the community; Career maturity in the gender, professional, family origin, family economic conditions, whether the one-child does not exist significant differences. Based on the above research conclusion, improve college students' career maturity, can from the following several aspects.

Parents should provide support and assistance for the development of children

Both from the perspective of genetic, and environmental point of view, the day after tomorrow the parents' knowledge structure, occupation, ideology and so on various aspects factors are likely to have subtle influence on children. In this article, through the empirical study found that children of high and low level of career maturity and parents culture has a close relationship, and for parents with higher education, the child meet career confusion, the key of career decision-making should take the initiative to provide consultation and help for the child; For lower cultural degree of parents, should take the initiative to give the child care, communicate with children, found the child's career confusion, to solve doubts to give answers as far as possible, for not clear doubts can seek professional help. On the other hand, the help is only a kind of assistance, no direct intervention to the child's career decision-making. So parents should use encouraging language to encourage children to make their own decisions, to cultivate children's independence and confidence. When a child when meet professional confusion, as parents should give more encouragement, rather than negative.

College students should consciously promote vocational maturity

Solid professional knowledge is the basis of their job successful, must pay attention to the study on the one hand, think more, listen more, see more, ask more, carefully prepared to preview before class, listen attentively when having a class, after class finish tasks arranged by the teacher carefully, and summarizes the review, do not understand the problems should take the initiative to find a teacher or a classmate to communicate, to solve problems, think hard, study carefully, and try to apply their studies textbook knowledge to the practice of social life [6]. In addition, the empirical research shows that working experience, club activities and so on has significant positive correlation to the career maturity, so college students also attaches great importance to the club activities, professional internships and part-time, in the process of social practice to accumulate work experience, enhance the social adaptation ability, improve their working skills.

To carry out career planning education activities

Some studies have shown that to carry out career planning education, to improve college students' career maturity have a positive effect. Hu Qiu Li study higher vocational students found that students' career planning education attaches great importance to improve career maturity [7] ; Liu Ai Hua found on career planning courses of the college students' career maturity is higher [8]. Chen Na, Zhu Hong study found

that for the individual to carry out some professional aspects of classroom teaching, to improve the individual in terms of career preparation [9]. Therefore, colleges and universities should pay more attention to the development of career planning education activities. First of all, universities should set career planning course to required courses, let more students to come into contact with the career planning, just into the school began to cultivate the students' professional consciousness, step by step guide to let students to mature. Second, since each school of professional Settings, the resource advantages of the school, students' individual differences, the teacher teaching in a different way of a variety of reasons, so the career planning of the course teaching material should be continuously improved according to the requirements of economic and social, rather than a constant [10]. Schools can organize experienced teachers, career planning for enrollment and employment department of the relevant personnel, excellent teaching teachers and students communicate, understand a student demand compiled for the university students' textbooks. Finally, the teacher I, to cultivate excellent students, the school also need equipped with excellent teachers for this course. Set up relevant institutions or scientific research center, on the one hand, by arranging for excellent teachers, the recruitment of students employment personnel, hire outstanding entrepreneur, such as teaching, on the other hand to organize teachers training learning, by learning the experience of other units improve team level, in order to better carry out career planning course. In addition, schools should vigorously promote the practice of the importance of constructing practice platform, students are encouraged to apply book knowledge to practice, found their own advantages and disadvantages through practice, constantly enrich and perfect myself.

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