Solutions to Rural College Students’ Psychological Plight in Career Choice Based on Social Learning Theory: A Case Study of Northwest A&F University

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Abstract The rural college students are facing psychological plight in their career choice. The social learning theory can use the triadic theory of learning to set reasonable career choice goals, the observational learning theory can be employed to establish a correct outlook on career choice, and the self-efficacy theory can be adopted to make up for the deficiencies in career choice.

Key words Rural college students, Psychological plight in career choice, Social learning theory

1 Introduction
Rural college students are subject to lack of social capital, human capital and psychological capital, so they are faced with more pressure than urban college students in career choice, and they are increasingly becoming the most difficult career choice groups in colleges and universities. Social Blue Book: China Social Situation Analysis and Prediction in 2014 shows that the unemployment rate of the students from rural areas is as high as 30.5%. The unemployment rate (81.2%) of rural students is significantly lower than that (87.2%) of urban students[1]. As a result, the college ideological and political education workers must strive to break the employment plight of rural students, which is not only beneficial to students and their families, but also beneficial to schools, society and country.

2 Employment psychological difficulties faced by rural college students
2.1 Contradiction between strong sense of independence and herd mentality The research group conducted a survey of all students in the school on their employment values in October 2016. Questionnaire adopts "College Students’ Vocational Values Questionnaire" developed by Professor Ling Wenquan from Jinan University. The students from metropolitan areas have the highest scores on prestige status, while the students from rural areas have the highest score on self-development factors. It can be said that rural college students have a clear and strong sense of autonomy in career choice. Independent consciousness is the sound adult self-consciousness, which is the understanding of one’s ability based on one’s prediction and judgment of things, behaviors and consequences[2]. In terms of China’s national conditions, farmers are still at the bottom of society, and bear the most social obligations, but the welfare is the worst and dignity and self-esteem is the lowest for them.

2.2 Conflict between self-esteem and potential self-abasement In the rural group, rural college students are full of self-esteem: culture has accumulated the right to speak, and knowledge provides the right to choose. However, the urban and rural differences in social security system, development opportunities, lifestyle, educational opportunities and resource allocation due to China’s dual social structure, lead to drawbacks in comprehensive quality, psychological toughness and economic support for rural college students’ personal development. Xiao Fuqun (2015) finds that the disadvantages of family social capital are likely to make rural college students give up the opportunity to continue their studies and mired in employment state[3]. When there are some rural college students who encounter real difficulties and can not find a job, they tend to take exaggerated self-esteem to hide their self-abasement, and the employment anxiety, pessimism and loss are inevitable[4].

2.3 Conflict between simple emotion and utilitarian mentality The so-called simple emotion is traditional farmers’ emotion towards other people’s social behavior relative to the purely altruistic motives in family relationships[4]. The survey of Liu Ying shows that the general income level of the "new educated youth" is still at the middle level or below average. The people with monthly income of less than 3500 yuan account for nearly 80% of respondents. They refuse to work in the city mainly due to high cost of living, too much stress and imperfect welfare facilities and service system. If the integrated public service system is established, more than 80% of the "new educated youth" will be back to city to work[5]. It can be seen that rural college students have simple social feelings when they choose to work, and they hope to change the backwardness and barrenness of their hometown through their own efforts, but they are also ambivalent due to impact of social utilitarian thought and interest concept.

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3 Solutions

3.1 Using triadic theory of learning to set reasonable career choice goals  Bandura’s triadic interactive determinism suggests that behavior is determined by the environment and the individual. Environment can affect the individual’s cognitive models and physiological limits, but individuals can also create and change the environment around on a certain basis. Thus, guiding the rural college students to face current career choice environment and characteristics interacts with the career choice behaviors, and the career guidance and training can be employed to promote the "precision employment" of rural college students. The forum “How to Quickly and Efficiently Position Job Market” organized by College of Agriculture in 2017 is a successful example. The career planning and career happiness coach Mr. Feng Jialun used the job confusion facing the current graduates as a starting point to describe standards of choosing talent on market, real situation of job market, social structural unemployment, nurturing and re-education and other issues and teach students to quickly choose the suitable personal career. The "Employment Lecture—Dream Coming True for You" organized by College of Animal Sciences well fitted the actual needs of rural college students, helping them to accurately grasp the livestock industry development situation and position themselves in the workplace based on environment. The director of human resources from Dabeinong Technology Group Mr. Gu Qingnian shared his many years of working experience with the students, described the development status, development prospects of livestock industry as well as business requirements of talents, and told the students to prepare themselves for adapting to society and livestock industry in advance. The above employment training makes rural college students clearly understand that employment is the interaction of environment, individuals and behaviors.

3.2 Using observational learning theory to establish a correct concept of career choice  According to the characteristics of the learning process, firstly, there is a need to pay attention to the perception of role model, namely knowing something about the career choice in hometown or entrepreneurial success experience regarding the college students also from rural areas and summarizing the quality and ability that they lack in personal career choice. Secondly, the rural college students should complete the storage of information about the role model, namely the mentality, experience accumulation and quality accumulation of these successful people at the beginning of career choice. Thirdly, it is necessary to make the rural college students reproduce the role model behavior according to the stored information, follow the example to update their career choice ideas and engage in specific social practice. Fourthly, it is necessary to clear understand the career motivation of rural college students so as to consolidate behavior. When using the observational learning theory to guide the rural college students to establish a correct concept of career choice, the college educators should use the typical example about rural college students’ career choice to stimulate the students to emulate the role model to improve their quality.

3.3 Using self-efficacy theory to make up for the "shortcomings" of career choice  The formation of self-efficacy is related to the individual’s past successes and failures, alternative experience, emotional and physical state and verbal persuasion, so it is necessary to develop the vocational skills and enhance professionalism of rural college students to enhance their employability and thus improve their self-efficacy. Firstly, establishing integrated courses and increasing experimental technology. It can fit the rural students’ past life experience and skill practice and make them re-position themselves in the full encouragement and affirmation. Secondly, regularly carrying out various types of training for graduate. For example, in the group guiding activities carried out by the school for the students who are being prepared for the Xinjiang and Tibet’s local civil servant examination, the special civil servant course coaching is conducted in the areas of verbal understanding, numerical relationship, data analysis, logical relationship and essay writing. Thirdly, conducting the mock interview training to enhance job search capability and shorten the gap between personal ability and ideal goal. The mock interview is to arrange the simulation interview site and formal interview process for the job seekers so that the job seekers experience the whole process of interview. This helps job seekers to reduce anxiety and stress, improve self-confidence and adaptive capacity and guide job seekers to improve interviewing style and ways of expression. In the process of repeated exercise, the rural college students can effectively compensate for the "shortcomings" in career choice due to education resource constraints.

References


