

Research on the Relationship between College Students' Face Perception and Career Expectation

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Abstract: A survey of 779 college students and 72 college graduates was conducted using the face perception questionnaire and career expectations scale. The results show that the overall level of college students' face perception is average, and urban students show a stronger perception of positive face (with face) than rural students; college students' overall career expectation level is higher (girls are higher), especially the occupational self-development space; College students' negative face (no face) perception and career expectations are lower than graduates. The face perception of college students has a low positive correlation with their career expectations, and the face recognition has a limited role in regulating career expectations.

1. Introduction

Career expectation is an individual's good hope for a career in the future. Generally speaking, "the better the individual expects the result, the stronger the motivation to achieve the goal, and the more the individual will exhibit career exploration behavior" ^[1]. There is a strong agreement between the individual's early career aspirations and the adult's early achievements ^[2]. The career expectation of college students is "an important subjective factor affecting graduates' employment satisfaction" ^[3]. Each year, some students lose some employment opportunities because their expectations are too idealistic ^[4].

In the past, Chinese researchers focused on studying the educational value of occupational expectations and explaining their psychological mechanism. For example, Wu Liangliang and Li Baoxian constructed a three-factor model of career expectation ^[5], Ling Wenshuan ^[6] Huang Xuena, Jin Shenghua, and Zhang Shuang ^[7] discussed the psychological components of career ideals from the perspective of values. As the understanding of career expectations deepens, researchers are looking at the factors that affect career expectations. The study found that school and family factors have similar patterns of influence on young people's career expectations ^[8]. The human capital status of college students has a significant decisive effect on their employment decisions and career expectations ^[9].

Living for face is a typical and universal Chinese life philosophy. Goffman believes that Chinese face "is a self-image portrayed with recognized social attributes"^[10], which shows that "face" is a characteristic of a positive public image of individuals. However, for the Chinese, "face" is a reflection of the individual's subjective requirements for the pursuit of ideal personality and a perfect social

self^[11], which has a deep source of power or the direction of action that everyone expects. Face is associated with the psychology and behavior of the so-called ancestor glory, family prosperity, and welfare^[12]. The face of the Chinese intentionally has a very profound texture.

The life of college students can't get rid of the influence of "face". College students usually use the words "image, dignity, status, tools, etc. to describe or explain face"^[13]. The relationship between "face" and college students' career expectations has attracted researchers' attention. Relevant research shows that college students' fear of losing face is an important factor affecting their entrepreneurial behavior^[14], and college students' face awareness will have a certain impact on career decision-making clue preference^[15]. Some researchers also pointed out that "face employment" is one of the three major problems of college student employment^[16].

This study uses quantitative methods to study the characteristics of college students' face perception, career expectations, and the relationship between them to supplement and enrich the understanding of college students' face perception and career expectations.

2. Research methods

2.1 Subject

In this study, "Questionnaire Star" was used to conduct an online survey. After recovering and removing questionnaires with missing values, 851 valid questionnaires were collected, with an efficiency of 92.8%. Among them, there were 779 college students and 72 graduates. Among the college students, there are 292 boys and 487 girls; 401 in the liberal arts and 378 in the sciences; 177 students in the city and 602 in the countryside.

2.2 Research tools

2.2.1 Face perception questionnaire

The face perception questionnaire used in this study was compiled by Wu Tiejun^[17] and contains two questionnaires for positive face view and negative face view. In this study, the split-half of the positive face view questionnaire is 0.983. The split-half of the negative face view questionnaire is 0.93, which is in line with the conditions.

2.2.2 Career Expectancy Scale

The occupational expectancy scale adopted was compiled by Wu Liangliang^[5] and so on, including 22 items including prestige status factors, self-development factors and stability factors. In this study, the scale's split-half is 0.865, which meets the conditions.

The scoring in the above research methods uses a four-component scale. The higher the college student's score, the higher the corresponding face and career expectations.

3. Research results

3.1 Overall situation of college students' face perception and career expectations

Table 1 shows that the average face perception factor and the total score of college students fluctuate slightly around 2 points, indicating that the overall face perception of college students conforms to the general level. In positive face perception, appearance scores have the highest scores, followed by ability achievements; in negative face perception, interpersonal relationships score the highest, and disrespect is second.

Table 1 Mean and standard deviation of college students' face perception

	Face	Face perception factor					Total score
	Positive	Comply with etiquette	Ability and achievement	Manner and behavior	Social recognition	Interpersonal relationship	
	Negative	Not following etiquette	No achievement	Negativity and burnout	Interpersonal relationship	Manner and behavior	
Mean (M)	Positive	1.99	2.06	2.22	2.03	1.89	2.04
	Negative	2.25	1.97	2.05	2.28	2.05	2.12
Standard Deviation (SD)	Positive	0.89	0.87	0.82	0.82	0.77	0.76
	Negative	0.83	0.78	0.79	0.91	0.79	0.72

Table 2 shows that the average score of each factor and total score of college students' career expectations is between 2.38 and 3.07. The overall level of career expectations of contemporary college students is relatively high, with the highest self-development dimension among the factors.

Table 2 Mean and standard deviation of college students' career expectations

Factor	Prestige status	Self-development	stability	Total score
Mean (M)	2.59	3.07	2.38	2.68
Standard Deviation (SD)	0.72	0.70	0.60	0.61

3.2 Differences in college students' face perception and career expectations

There is no significant difference in the face perception of college students in terms of gender (male and female), majors (arts and sciences), and grades (lower and upper grades). There is a significant difference in the positive face perception of college students ($t=-2.14$, $p<0.05$) in the source of students (rural and urban), and the score of students in rural areas is significantly lower than that of students from cities. As shown in Table 3.

Table 3 Differences (t value) in college students' face perception

Face	Face perception factor					Total score
	Positive	Comply with	Ability and	Manner and	Social	Interpersonal

		etiquette	achievement	behavior	recognition	relationship	
		Negative	Not following etiquette	No achievement and burnout	Negativity Interpersonal relationship	Manner and behavior	
Source place of students	Positive	-2. 01*	-2. 26*	-1. 51	-1. 78	-2. 12*	-2. 14*
	Negative	-0. 66	-0. 87	-0. 07	-0. 29	-0. 49	-0. 53

Note: ** means $p < 0.01$, * means $p < 0.05$

There are no significant differences in college students' career expectations in terms of major, source, and grade. However, in terms of gender (men and women), boys' career expectation scores are lower than girls' ($t = -3.94$, $p < 0.01$), there are significant differences, and girls' career expectation levels are higher. The results are shown in Table 4.

Table 4 Differences (t value) in college students' career expectations

	Prestige status	Self-development	stability	Total score
Gender	-2.55*	-3.64**	-4.69**	-3.94**

Note: ** means $p < 0.01$, * means $p < 0.05$

3.3 Differences between college students and graduates in face perception and career expectations

As shown in Table 5, there are significant differences between college students and graduates in negative face outlook and career expectations. The negative face perception score of college students is significantly lower than that of graduates ($t = -2.64$, $p < 0.01$); in terms of career expectations, the score of college students is also significantly lower than that of graduates ($t = -2.31$, $p < 0.05$).

Table 5 Differences in face perception and career expectations between college students and graduates

	graduate	M	SD	t	p
Total score of positive face	No	2.04	0.76	-1.56	0.120
	Yes	2.18	0.80		
Total score of negative face	No	2.12	0.72	-2.64**	0.008
	Yes	2.36	0.77		
Total score of career expectation	No	2.68	0.61	-2.31*	0.014
	Yes	2.85	0.57		

Note: ** means $p < 0.01$, * means $p < 0.05$

3.4 The relationship between college students' career expectations and their face perception

Table 6 Correlation between face perception and career expectations

	Total score of positive face	Total score of negative face	Total score of career expectation
Total score of positive face	1		
Total score of negative face	.683**	1	
Total score of career expectation	.245**	.304**	1

Note: ** means $p < 0.01$, * means $p < 0.05$

Table 6 shows that the results of Spearman correlation analysis show that there is a low positive correlation between college students' face views and career expectations, and the degree of correlation between positive and negative face views and career expectations are ($P < 0.01$, $r = 0.245$) and ($P < 0.01$, $r = 0.304$).

4. Discussion

4.1 Characteristics of college students' face perception

The results show that college students' face awareness is not very strong. The positive face (with face) concept has the highest score for "Manner and behavior", followed by "ability and achievement". Negative face (without face) scored the highest for "Not following etiquette" and "interpersonal relationship (bad handling)". Contemporary college students attach great importance to personal "face image project", and dressing up has become a fashion. This study confirms the research of Bao Gongmin and Zhao Zhuojia^[18]: Chinese evaluation of face and their face needs to contain at least three major elements, namely ability, interpersonal relationship and moral quality.

4.2 Characteristics of college students' career expectations

College students' overall career expectation level is relatively high, and they particularly value the self-development space provided by their careers. College students have a strong sense of career planning, which reflects the effectiveness of college students' career ideal education to a certain extent. The overall level of girls' career expectations is high, reflecting the clear awareness of women's rights after the contemporary female college students received self-reliance and self-improvement education. Some studies have found that college students are "anxious about employment and entrepreneurship, and girls are more anxious than boys"^[19], which may be the negative psychological effect brought about by the high career expectations of girls.

4.3 Differences between graduates and college students' face perception and career expectations

Face preference gives value judgment to the communicative relationship. Therefore, people who usually do more human relations will get a bigger face, and usually do not talk about human relations, they will not get face^[12]. The lack of social experience is the reason why college students' negative face (no face) scores

are lower than graduates. Many colleges and universities take "employment first and career selection" as the guiding ideology, which increases the psychological pressure on students' career expectations and reduces their career selection expectations. It now appears that the "employment first, job selection" college student employment guidance concept deserves further consideration.^[20]

4.4 The relationship between college students' face perception and career expectations

The results of this study show that college students' face perception has a moderately low correlation with their career expectations. This is because the overall level of college students' face perception is normal, and the adjustment effect of face perception itself on the life of college students is not very prominent. Another reason is that the influencing factors of career expectations are complex, and college students will not determine his career expectations because of the simple face problem. Although face is at least an important factor of professional values^[7] has been confirmed. Wang Tianying and Li Yushu's research shows that the development space value orientation is the mainstream of contemporary college students' employment value orientation^[21].

5. Conclusion

The overall level of college students' face perception is high, and the intention to obtain "face" through personal ability achievements is outstanding. Poor interpersonal relationships and non-compliance with etiquette are regarded as "no face". The overall level of career expectation of college students is high, and the future self-development space is valued. The career expectation level of girls is higher than that of boys. Graduates scored significantly higher than college students in negative face perception and career expectations.

There is a low positive correlation between college students' face perception and their career expectations. The adjustment effect of "face" on college students' career expectations should not be exaggerated. The seriousness of face-saving employment and job selection is open to question.

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