

A Study on the Correlation between Professional Satisfaction and Career Choice Tendency of Police College Students

Mao Feifei^{1,a}, Xu Jiawei^{1,b}, Yin Ming^{1,c,*}

¹Department of Investigation, Jiangsu Police Institute, No. 48, San Gong, Shifo Temple, Pukou District, Nanjing, Jiangsu, China

^amaofeifei@jspi.cn, ^bxujiawei@jspi.cn, ^cyinming@jspi.cn

*Corresponding author

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Abstract: At present, there is a general psychological gap between college students before and after their major learning. It is important to understand the students' professional satisfaction and career choice tendency to improve this situation. Taking the students of the police academy as an example, using qualitative research methods, through interviews and analysis of interview data, it is found that the influencing factors of students' professional satisfaction are personal factors, learning factors, work factors and management factors, and the influencing factors of career choice tendency are personal characteristics and practical factors. Based on the current situation that there is no obvious correlation between students' professional satisfaction and career choice tendency in the police academy, it is proposed to improve students' professional satisfaction by improving the degree of connection between courses and grass-roots police and improving the current management system.

1. Introduction

At present, it is common for college students to have a certain deviation between their psychological expectations of their majors and their actual learning. This deviation affects students' satisfaction with their majors to a certain extent, and may affect students' tendency to choose careers. Because of the directionality and particularity of the career choice of the students in the police academy, the research on the correlation between their professional satisfaction and career choice tendency can comprehensively understand the characteristics of the students in the police academy about their major and career choice, and summarize the distribution rules of the students in the police academy in terms of professional satisfaction and career choice tendency. Students can also obtain a clearer understanding of their career choice motivation after graduation. Therefore, it can promote the police academy to carry out targeted reform and adjustment in the process of professional construction. For students, career choice to a certain extent determines the future life style and life state of college students, and is related to the organic generation of college students' social status, the upward mobility of social strata and even the change of life trajectory^[1].

2. The research status of this problem

Most scholars distinguish professional satisfaction from student satisfaction. Some scholars believe that professional satisfaction refers to the overall attitude and feeling of students towards professional education^[2]. Hynes believes that professional satisfaction refers to "students' perception and attitude towards professional learning"^[3]. Liu Xinying, a Chinese scholar, also believes that professional satisfaction refers to an individual's psychological feeling about the profession^[4]. Student satisfaction is a positive factor for students to persist in learning, which is of great significance^[5], and is a multi-dimensional quantitative variable factor. It is not only students' love and recognition of the curriculum itself, but also affected by school education and teaching services^[6].

The employment prospect is the most important influencing factor when Chinese college students choose their majors. The social demand is the second only to the employment prospect. The influence of personal interests and hobbies is not so important. The influence of family economic factors is very small^[7]. In addition, the professional choice of Chinese college students is also affected by family factors to a certain extent, not just simple individual behavior. At the same time, gender differences will also be reflected in the choice of majors. Boys are more inclined to make decisions by themselves, while girls are more vulnerable to the influence of others.

At present, domestic research on college students' career choice mainly focuses on the perspective of career ideal, influencing factors, risk attitude and career preference. The study found that college students' career ideal formed late, family environment and family social capital had an important impact on college students' career choice, college students' personal attitude towards risk affected their career choice^[8], and social public opinion and family background affected college students' career preference^[9]. However, college students' career choices are not only affected by college students' personal and family factors, but also related to the choice and study of majors during college. In terms of college students' professional choice and career choice, foreign studies mainly focus on the impact of the correlation between majors and careers on college students' income level. In addition, various factors of schools and the level of environmental economy will have an impact on college students' professional choice and career choice conflict. The focus of domestic research is mainly on the impact of specialty setting and talent training on college students' professional choice and career choice conflict, as well as the current situation of college students' professional choice and career choice conflict in China.

Relevant studies have shown that college students' professional choice affects their career choice tendencies, but many studies have stopped at analyzing the degree of matching between majors and occupations, and there are few studies on the specific relationship and influence mechanism between professional choice and career choice tendencies. At present, there is no special research on the relationship between professional choice and career choice tendencies of students in police academies. Therefore, the study of the correlation between the professional satisfaction and career choice tendency of the students in the police academy is conducive to the innovation of the talent training mode in the police academy.

3. Research design

3.1. Research object

Using the method of combining snowball sampling and objective sampling, the college students in a police academy were selected as the interviewees. Inclusion criteria: have a certain understanding and consideration of the specialty and school; volunteered to participate in the study; have more than 1 year of professional learning experience. Exclusion criteria: interns; lack of

understanding and thinking about their major and school. Following the principle of information saturation of qualitative research data, 8 students were interviewed by appointment, numbered A~H. Among them, there are 3 female students and 5 male students, and the professional coverage of the police academy has been achieved.

3.2. Research method

Qualitative research is a situational activity that places observers in the real world. It is composed of a series of interpretive and perceptible physical activities, including field notes, interviews, conversations, photos, records and self-memos ^[10]. The phenomenological method of qualitative research is used to collect data with the help of semi-structured in-depth interviews. Follow the agreed qualitative and phenomenological methods, and pay attention to the life track of the research objects and their current situation ^[11]. Take college students as the research subjects to conduct in-depth interviews to understand their satisfaction with their majors, whether their views on their majors have changed before and after enrollment, what changes are specific, and whether there are suggestions for improvement. Through the study of this major, whether the original career plan will change, and explore the reasons why it will or will not change. Understand the factors that affect the college students' career choice tendency, whether the study of this major has an impact on the career choice tendency, and how and to what extent. Attribution analysis was carried out on the influencing factors of students' professional satisfaction and career choice tendency in the police academy. Conclusion The promotion and validation part adopts the way of questionnaire survey, and the data obtained are processed and analyzed by SPSS 22.0 software. The article data is counting data.

According to the wishes of the interviewees, the place and time of the interview will be agreed. The interview will be recorded synchronously during the whole process, and the nonverbal expressions of the interviewees, such as expression, movement, tone and intonation, will be recorded. After the interview, transcribe the recording into text materials and read the original transcripts repeatedly. Implement the inductive operation of all records and find out the statements of significance, and then put together the encoded views. On the premise of strictly following the formed theme, researchers can implement reconstruction in a certain order, and then return to the research object for verification until no new theme appears. Make a questionnaire according to the conclusions of qualitative research, and ask students to rate the satisfaction of each factor in the first-level coding according to the five-point scoring method. One point is the most dissatisfied, five points is the most satisfied, three points are uncertain or no feeling, and so on. Then analyze the score, evaluate the theory obtained from qualitative research in groups, and put forward universal improvement suggestions for the part with average score less than 3 points.

4. Research results

4.1. Analysis of influencing factors of professional satisfaction of students in police academy

The interview data of the students in the police academy are coded in an open way, and the "local concept" is summed up, and these concepts are integrated to form a first-level code. The associated login is mainly used to discover and establish the connection between code numbers. In this study, the information obtained by open login is correlated, and the "self-condition influence" and "personal concept influence" are summarized into "personal factors"; Summarize "professional curriculum", "teaching effect" and "achievement evaluation system" into "learning factors"; Summarize "job promotion factors" and "graduation assignment factors" into "work factors"; The "police management" and "brigade management" are summed up as "management factors".

Therefore, core login forms four meaning categories: "personal factor", "learning factor", "work factor" and "management factor".

4.1.1. Personal factors

The individual factor has its particularity, which is an important characteristic of a specific individual that is different from other individuals. Because everyone's growth environment, interests and hobbies are different, there will be great differences in their personality, concepts, abilities and other personal characteristics. The study found that people with different personalities, concepts and hobbies reflect different professional satisfaction evaluation systems, that is, different individuals have their own set of evaluation criteria for their professional views, and have their own focus on the importance of various influencing factors.

4.1.2. Learning factors

Learning is the most important task for students in school. All aspects of learning, the professionalism and practicality of professional courses, the teaching effect and quality, and the performance evaluation system will affect students' satisfaction with professional learning to varying degrees. The study found that students generally said that the teaching quality of professional courses would affect their learning enthusiasm, mainly reflected in whether the knowledge is profound, whether they can cope with the practical needs, whether the teachers meet the psychological expectations, and whether the performance evaluation system is fair and reasonable. It can be concluded from the study that the students in the police academy generally hope that the professional courses are both professional and practical, the curriculum arrangement should be practical and timely update the curriculum content, and the performance evaluation should pay more attention to the investigation of comprehensive ability, rather than just stay at the level of theoretical knowledge.

4.1.3. Work factors

As the research object, a police academy has established a teaching and training method system with the goal of training compound applied police talents, strengthening practical training, focusing on the cultivation of comprehensive ability, and the way of cooperation between the university and the bureau, and cultivating talents together. Therefore, in order to meet the needs of grass-roots police, most of the graduates of the school will go to the front-line public security organs to work as grass-roots police, and many students' attitudes and views on professional aspects will also be affected by this.

4.1.4. Management factors

According to the regulations of the People's Police of the Public Security Organ, policing management is a formal, standardized and standardized management activity for police offices. The police management of the police academy is to establish the standardized work, study and life order of students through the work of the instructors, and is the only way to train high-quality police personnel^[12]. Policing management runs through all aspects of campus life. Most interviewees mentioned the impact of policing management factors, especially the different levels of policing management in each brigade. In the past, it is easy to cause psychological imbalance between students of different majors in the police academy and affect students' views and satisfaction with their majors.

4.2. Analysis on the influencing factors of students' career choice tendency in police academy

Using the grounded theory to analyze the influencing factors of the students' career choice tendency in the police academy, it is found that the factors affecting the students' career choice tendency can be summarized as personal characteristics and practical factors. According to the research results, most students tend to choose jobs corresponding to their majors, while a small number of students have indifferent attitudes towards employment. Some research subjects will not choose jobs corresponding to their majors because of the deviation when they choose their majors. Although personal characteristics largely determine many people's different career choice tendencies, practical factors are factors that everyone will consider, and the frequency of interviews is very high.

4.2.1. Personal characteristics

The students in the police academy will basically exert their subjective initiative when planning their future careers, and are not affected by family factors. Students' interests, abilities, practical experience, values, etc. will affect the types of their career choices. Different students are interested in different types of work, and some want to engage in work related to publicity, such as new media, broadcasting and hosting; Some of them are interested in their specialties and want to continue to work in the police types corresponding to their specialties in the future, for example, they want to work in the network security and entry-exit management departments. Students are good at different majors and fields, and their future career choices are also different. Some people have strong writing skills and are interested in civilian work; some said they were not interested in technical positions because of their lack of hands-on ability and theoretical knowledge; Some have found that the psychological health level has a greater impact on themselves and tends to choose posts with less psychological pressure.

Values are also a factor affecting career choice tendencies. Some people think that as a grass-roots police will lay a foundation for future career development, improve their professional ability, increase social experience, and have a high acceptance of future work. They hope to go to the grass-roots level to exercise themselves before engaging in specialized police; Some people think that most of them will enter the grass-roots level in the future, and have no way to realize their ideals and ambitions, and have a negative attitude towards career choice. Students will also have different views on the same major and police. In the same profession, some people think that work is interesting, wages and benefits are good, and exercise is strong; others think that work is hard, pressure is high, and they are not competent and give up.

4.2.2. Realistic factors

The graduation distribution system of students in the police academy has its particularity. Many students have a certain understanding of the policy and the actual needs of the grass-roots level after entering the school, and will make adjustments to their future career plans according to the actual situation. Among all the practical factors, the study found that students at school generally attach importance to the physical conditions at the grass-roots level, such as salary and welfare benefits, whether the rest time is guaranteed, work promotion space, geographical location, etc., will be included in the consideration of students at school. Other factors, such as work atmosphere, public opinion, and external evaluation, may more or less affect the career choice tendency, but they do not play a decisive role.

4.3. Correlation analysis of professional satisfaction and career choice tendency of students in police academy

From the research results, the students in school have a certain understanding of employment. Students pay more attention to whether the professional knowledge learned by the school can meet the future needs of grass-roots police and improve their core competitiveness. From this perspective, students' satisfaction with their majors is affected by employment factors. However, from the perspective of influencing factors of career choice tendency, professional satisfaction is not included in the factors affecting career choice. In the frequency analysis table of the questionnaire, the score of 2.28 points on the question "Will your overall satisfaction with your major affect the police or job selection in the future" is significantly lower than the median of 3 points, which also reflects this result. It can be said that there is no obvious correlation between professional satisfaction and career choice tendency, that is, students' satisfaction with their chosen majors will not affect their career choice tendency. First of all, most students have high interest or talent in their chosen majors, so they will also tend to choose the posts corresponding to their majors, mostly due to their interests and abilities, which have little to do with the school's professional curriculum and management system. Some students themselves do not reject the police profession, and they do not have much inclination to choose their majors. There is no great difference between the police categories and majors for these students, so there is no correlation between professional satisfaction and career choice tendency. Secondly, due to the particularity of public security majors and the limitations of teaching conditions, some students are not very satisfied with their majors, but also understand the arrangement of the school. They will not deliberately choose the police types and posts with different majors because of the lack of professional setting.

5. Conclusion and discussion

5.1. Existing problems

According to the average score data of the questions in the questionnaire frequency analysis table, it can be found that the students' scores on the three questions of the degree of connection between their major and the grass-roots police work, the satisfaction with the police management of the college and the satisfaction with the management of their brigade are also lower than the median value of 3 points, with the average scores of 2.8, 2.95 and 2.83 respectively. This shows that students are generally dissatisfied with these three aspects. At present, there are still major problems in the connection between their majors and grass-roots police work, policing management and the management of their teams.

5.1.1. Some professional courses are difficult to connect with grass-roots police

It was found in the interview that, as students of this major, they did not feel that the opening of professional courses met their psychological expectations, and the course learning did not really learn enough skills to deal with actual cases. There are too few practical and situational things, and the fit between simulated and real situations is not high enough. The courses offered by the school are extensive but not deep enough, which leads to students' inability to efficiently acquire knowledge that can be used for practice; In addition, some of the courses in the specialty with high technical requirements are too theoretical and not practical, which leads to students only learning the process without understanding the principle. The experimental process is also mostly imitated, and they can't really understand the content itself, so they can't do it easily in application. Students are generally more interested in practical training courses. Although there are achievements in the

teaching of practical training courses, there are still many problems, which lead to students being unable to truly master the corresponding police skills. The specific problems are: the practical training teachers (officials) are lack of practical combat ability, and the teaching level needs to be improved; The allocation of training teaching facilities is backward, and the training lacks conditions; The focus of the training course is vague, and the teaching content deviates from the actual needs; The proportion of practical training teaching mode is out of proportion, and the effect is superficial.

5.1.2. The current management system has defects

During the implementation of policing management, there are many rules related to daily life management, but classroom management is lack of effective management methods, which makes students feel that management is a mere formality. On the contrary, learning is negatively affected by the management system, which seriously violates the original intention of policing. The main reason is that the management system of the department in charge of student management and the department in charge of teaching management is different and lack of communication, leading to management disconnection. Each specialty or brigade has a certain degree of freedom and personalized elements in carrying out police management, which causes the management system of some majors to be significantly harsh or lack of humanized management compared with other majors, which is more rigid and formalized, thus causing dissatisfaction of students in this major. At the same time, the management team of student cadres and supervisors is mixed, and a few managers cannot play a leading role, or even use their familiarity with the management system to drill holes in the system, and cannot convince other managers. In the interview, it was found that not all students entered the police school with a "police dream". Most of the students accepted the parents' expectation of entering the school. It was difficult to understand and agree with the role and significance of policing from the bottom of their hearts. It was just that they mechanically followed the school's rules and regulations, and the acceptance level was low.

5.2. Suggestions for improving students' professional satisfaction

5.2.1. Improve the connection between the curriculum and grass-roots police

The police academy needs to systematize the setting of training courses (including training teacher strength, venue and equipment configuration, content arrangement, teaching mode, evaluation mechanism, etc.), and combine the test standard of training effect with "good results in the examination" and "improvement of practical operation ability". In order to improve students' practical ability, first of all, we should strengthen the training of teachers and training instructors, and ensure that teachers (officers) have rich practical experience at the grass-roots level. Teachers (officers) of training courses should first have the ability to guide both theory and practice, and their own quality is excellent, and timely update the teaching content and enrich the teaching form. Some of the courses offered at present are worth promoting in the whole hospital. For example, law-related courses can carry out mock court, and practical training courses can let students arrange the scene and design the police situation by themselves. Some courses combine the teaching content with the software used in daily life, combine theory with practice, etc., and are widely praised in the teaching process.

5.2.2. Improve the current management system

At present, the police management of the college should carry out appropriate unified management, strictly require students to be humanized, allow special circumstances, and make the

police management not only meet the training requirements of police students, but also be reasonable. As administrators among students, student cadres and supervisors should first set up assessment links with self-management and style in the selection method to inspect their understanding and implementation ability of various rules and regulations. Secondly, in the process of taking office, we must put forward higher requirements for them, and warn them that violating rules and regulations and disciplines will be punished more harshly than other managers. At the same time, we should cooperate with the implementation of relevant measures such as supervision and reporting, and urge student cadres and members of the supervision team to set an example in policing management.

Police colleges and universities carry out standardized and standardized education and management on the students' study and life and work practice outside the school through police management, so as to form police awareness and promote their professional ability of public security. Therefore, the police-oriented management formulated and implemented by public security colleges and universities with reference to the police work system has an inherent ideological and political education function. Its core is to cultivate the police consciousness of the college students, which has an important ideological and political education value for the training of police work professionals. Therefore, in the process of management, we should pay attention to the changes in the characteristics of student groups, listen more to the needs of students, and improve the student feedback system. The key is to let students truly understand the connotation of police management through teaching by words and deeds and imperceptible thinking implantation, help students accept the value of police profession from the heart, and eliminate misunderstanding of police management system.

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