Research on the Influence of Social Value Comment Factor in Career Planning of University Teachers

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Abstract
In this paper, the author mainly discusses the influence of social value comment factor in the career planning of university teachers. Economic globalization brings about intensive competition in the global market. As a result, organizational structure is changed. While the competition of promotion within the organization is intensive, more unpredictable new jobs arise with the advancement in science and technology. Career path is shaped more according to the environment over time than development along with the fixed line and direction. This paper researches the relationship between social value comment and career planning of university teachers. The experiment result shows that positive social value comment can improve the performance of career planning of university teachers.
Keywords: INFLUENCE FACTOR, SOCIAL VALUE COMMENT, CAREER PLANNING, UNIVERSITY TEACHER

1. Introduction

When the traditional career shift to protean career, have the career attitudes of the employees in China changed? When the classic career theory is no longer valid to explain the phenomenon of career, the characterization of traditional career path is not reflect the characteristics of protean career path, what kind of characterization is suitable for protean career? When the individual's career changes with the environment, does the career path dependence exist? What is the mechanism of career path dependence? When the external force generated path independence of protean career, what are these forces? These issues constitute the main line of today's career planning research. Dumitriu's [1] study focus on protean career path dependence, explores the causes, conditions and individual efforts of career path independence, is based on characterization of protean career, and studies of the present situation of protean career as a prerequi-

site. Jing [2] studies on present situation of protean career. At first, the generation mechanism of protean career was proposed after combing the developmental course of shift from traditional to protean career. They then theoretically analyzed the generation background and macro environment of protean career in China. Through empirical and case study, comparative analysis of the protean career attitudes was used to test hypothesis. Based on its characteristics, the description and characterization of protean career were summarized concisely though combing traditional career path characterization. Furthermore, a quantitative characterization of protean career was explored by empirical study. Based on stochastic theory, the mathematical patterns were set up to revealing protean career transformation law. Tracking randomness of the protean career by using the Markov chain, the protean career mobility model was set up by giving marketing seniority as the application of the model.

Research on protean career path dependence focusing on exploring the applicability and Mechanism of career path dependence, path dependence theory was introduced into the field of career. A framework model was set, based on a descriptive model. As path dependency theory did not exclude the phenomenon of path independence, the causes, conditions and individual efforts of career path independence were explored to build the external force model of path independence by qualitative analysis.

The generation mechanism of protean career was explored and tested by empirical research in Song's paper [4], at the same time; the questionnaire used to measure protean career orientation was tailored for Chinese. As a result, protean career orientation was subdivided into four dimensions. This was a useful complement to the protean career theory. Harry's [4] research solved the problem of quantitative description of path dependence, and laid the foundation for the description and analysis of the career path dependence. Descriptive model of protean career path dependence was set up after analyzing the applicability of the path dependence theory for career. In addition, based on classification of specialized human capital theory, the career path dependence was divided into three categories and their mutual relations were discussed. Furthermore, external force model of protean career was set by qualitative study. Anne's [5] study constructed a theoretical model of the career path dependence, which is a conceptual innovation in the field. Using stochastic theory, quantitative protean career mobility model was set up. Career Source model expressed the probability of sources by column matrix from the aspect of career source, then the matrix obtained balance by the inverse of the Markov which is methodology innovation to quantitatively reflecting characteristics of protean career.

2. The Influence of Social Value Comment Factor

With the questionnaires of future time perspective, Teacher Academic Optimism Scale and Professional engagement and career development aspirations-PECDA, Rhodes' [6] paper has come to the following conclusions with data analysis software such as SPSS and Amos: The average score of future time perspective, sense of academic optimism, and professional planning among the secondary school teachers in Cheng Du is 2.95±0.15, 3.67±0.63, 5.29±0.88. Social support is the perception and actuality that one is cared for, has assistance available from other people, and that one is part of a supportive social network. These supportive resources can be emotional (e.g., nurturance), tangible (e.g., financial assistance), informational (e.g., advice), or companionship (e.g., sense of belonging) and intangible (e.g. personal advice). Social support can be measured as the perception that one has assistance available, the actual received assistance, or the degree to which a person is integrated in a social network. Support can come from many sources, such as family, friends, pets, neighbors, coworkers, organizations, etc. Government provided social support is often referred to as public aid [7].

Social support is studied across a wide range of disciplines including psychology, medicine, sociology, nursing, public health, and social work. Social support has been linked to many benefits for both physical and mental health, but social support is not always beneficial. Two main models have been proposed to describe the link between social support and health: the buffering hypothesis and the direct effects hypothesis. Gender and cultural differences in social support have also been found.

Gupta's [8] study investigated the teachers of vocational colleges to understand the teachers' job burnout, social support and coping style from the perspective of psychology to explore the relationships between job burnout, social support and coping style. Analyzing their impact on teachers' job burnout so as to cause the attention of relevant departments about teachers' job burnout and provide some clues to solve the problem and the direction. Thereby reducing the adverse factors of teachers' job burnout, making a contribution to the education career, three College colleges were selected by cluster random stamping method of Henan province, and 1200 students were randomly selected. He established a database with Epidata3.0 and finished data entry. Data was analyzed by SPSS17.0 statistics software. Independent-Samples t Test and One-way ANOVA was adopted in single factor analysis, and Partial Correlations and Linear Regression was adopted for analyzing the relationships between the social support, coping style and the job burnout. College teachers' job burnout situation is general, low sense of achievement is the most serious, the level of emotional exhaustion is the lowest. College teachers' job burnout was statistically significant in gender, age, marital status, length of service and the title (P<0.05). College teachers' social support was statistically significant in gender, age, marital status, education background, length of service and the title (P<0.05). College teachers' coping style was statistically significant in gender, age, marital status, education background, length of service and the title (P<0.05). Social support was negatively related to the dimensions of job burnout. Solv-

ing problem and assistance were significant negatively correlation with all dimensions of job burnout; self-blame, fantasy, retreatment and rationalization was significant positively related to each dimension of job burnout. Multiple regression analysis showed that social support and all the dimensions of coping style can be used to predict the job burnout. Conclusion College teachers' job burnout is general; job burnout, social support and coping style of different demographic characteristics was significant different, Should be to relieve job burnout of teachers according to the characteristics of College; social support was negatively related to the dimensions of job burnout; solving problem and assistance were significant negatively correlation with all dimensions of job burnout; self-blame, fantasy, retreatment and rationalization was significant positively related to each dimension of job burnout; multiple regression analysis showed that social support and all the dimensions of coping style can be used to predict the job burnout, Shows that social support and coping style is the more important factors on Job Burnout.

3. The Social Value Estimation Algorithm

Economic globalization brings about intensive competition in the global market. As a result, organizational structure is changed. While the competition of promotion within the organization is intensive, more unpredictable new jobs arise with the advancement in science and technology. Career path is shaped more according to the environment over time than development along with the fixed line and direction. As a result, the standard of career success, the psychological contract, the career mobility patterns and the career management responsibilities are completely changed. Hall used "protean career" to describe this new career and commitment to the study of the field. While classical organizational career theories do not apply to the new phenomenon of career, overseas study on the protean career is emerging.

The professional planning of teachers could reflect their perseverance, dedication and the pursuit of the art of education. Therefore, an improvement in the teachers' competence at their professional planning is undoubtedly a boost in their perseverance, acceptance and their skills in education, and will benefit the course of education. On the basis of what have already been found out by previous researches on this topic, this study has analyzed the relationship between the sense of future time, academic optimism and the occupational planning of teachers and has tentatively made the proposal that academic optimism serves as a mediator in the teachers' sense of future time and occupational planning.

The algorithm can be expressed as following equation (1-2):

$$C^1 = C - C^0 \, , e^1 = e - e^0 \, ,$$
$$\eta^1 = \eta - \eta^0 \, , \rho_1 = \rho - \rho_0 \tag{1}$$

$$f(x,\omega) = f^0(x,\omega) + \int_V \mathcal{S}(x - x')(\mathrm{L}^1 F(y')$$
$$+ \rho_1 \omega^2 \mathbf{g}(R) \mathrm{T}_1 f(y')] S(y') \mathrm{d}y' \tag{2}$$

The we get:

$$\frac{1}{\Gamma(1+\alpha)} \oint_R \frac{f(t)}{(t-x)^\alpha} (dt)^\alpha$$
$$= \lim_{\varepsilon \to 0} [\frac{1}{\Gamma(1+\alpha)} \int_{-\infty}^{x-\varepsilon} \frac{f(t)}{(t-x)^\alpha} (dt)^\alpha +$$
$$\frac{1}{\Gamma(1+\alpha)} \int_{x+\varepsilon}^{\infty} \frac{f(t)}{(t-x)^\alpha} (dt)^\alpha] \tag{3}$$

$$\mathbf{g}_{ik}(\bar{k},\omega) = -\frac{1}{\eta_{11}^0}\frac{1}{\bar{k}^2} + \frac{1}{\rho_0\omega^2}\left(\frac{e_{15}^0}{\eta_{11}^0}\right)^2 \frac{\beta_\perp^2}{\bar{k}^2 - \beta_\perp^2} \, ,$$

$$\gamma_i(\bar{k}_i,\omega) = \frac{1}{\rho_0\omega^2}\left(\frac{e_{15}^0}{\eta_{11}^0}\right)^2 \frac{\beta_\perp^2}{\bar{k}^2 - \beta_\perp^2} m_i \tag{4}$$

In which,

$$\alpha^2 = \frac{\rho_0\omega^2}{C_{11}^0} \, ,$$

$$\alpha^2 = \frac{\rho_0\omega^2}{C_{66}^0} \, , \beta_\perp^2 = \frac{\rho_0\omega^2}{C_{44}'} \, ,$$

$$C_{44}' = C_{44}^0 + \frac{(e_{15}^0)^2}{\eta_{11}^0} \tag{5}$$

Rewrite again Eq. (4) as

$$\hat{f}_H^\alpha(x) = \frac{1}{\Gamma(1+\alpha)} \int_{-\infty}^{\infty} \frac{f(t)}{(t-x)^\alpha} (dt)^\alpha$$

$$= \frac{1}{\Gamma(1+\alpha)} \int_{-\infty}^{\infty} f(t)g(x-t)(dt)^\alpha \tag{6}$$

$$= f(x) * g(x),$$

$$\partial_j(C_{ijkl}\partial_k u_l + e_{kij}\partial_k\varphi) - \rho\ddot{u}_i = 0 \tag{7}$$

$$\partial_j(e_{ijkl}\partial_k u_l - \eta_{kij}\partial_k\varphi) = 0 \tag{8}$$

The linear equation can be expressed into the following simplified forms:

$$L(\nabla,\omega)f(x,\omega) = 0$$

$$L(\nabla,\omega) = T(\nabla) + \omega^2\rho\mathsf{J} \tag{9}$$

In which,

$$T(\nabla) = \begin{Vmatrix} T_{ik}(\nabla) & t_i(\nabla) \\ t_k^T(\nabla) & -\tau(\nabla) \end{Vmatrix}, \quad J = \begin{Vmatrix} \delta_{ik} & 0 \\ 0 & 0 \end{Vmatrix},$$

$$f(x,\omega) = \begin{Vmatrix} u_k(x,\omega) \\ \varphi(x,\omega) \end{Vmatrix} \quad (10)$$

4. The Experiment Analysis

The structure of undergraduate employability consists of the following four elements: subject's capacity, generic skills, personal qualities, career planning capacity. Based on literature review on employability promotion and capacity development theory, through expert interview, combined with case analysis about the employability development practice in United States, United Kingdom and Japanese university, the paper conclude the elements of employability development, which are target and strategy, the specialized subject set mechanism, curium system, training way, teachers ability, career select and development planning guidance mechanism, mechanism of interaction with the employer, and training evaluation mechanism. Second, through the theory deductive and Delphi method, this paper eventually designed the investigation questionnaire. According to analysis of 581 sampling questionnaires, the paper found that training way and mechanism of interaction with the employer produced significantly positive effect on four dimension of employability. Teacher's teaching level and research ability had the extremely remarkable forward influence on the specialized ability, the general skill and individual quality. Table 1 shows the reference values at different stages in the proposed algorithm. Table 2 shows the reference values at different number of sample and Table 3 shows covariance and other statistical parameters at different stages.

Table 1. Reference values at different stages in the proposed algorithm.

Phase of the algorithm	Symbol	Integral form g(α)	Differential form f(α)
One dimensional diffusion	D1	α^2	$(2a)^{-1}$
Two-dimensional diffusion	D2	$\alpha + (1-\alpha)\ln(1-\alpha)$	$[-\ln(1-\alpha)]^{-1}$
Three-dimensional diffusion	D3	$[1-(1-\alpha)^{1/3}]^2$	$\frac{3}{2}(1-\alpha)\frac{2}{3}[1-(1-\alpha)^{1/3}]^{-1}$
Four-dimensional diffusion	D4	$(1-2a/3)-(1-a)^{2/3}$	$3/\{2[(1-a)^{-1/3}-1]\}$
Random nucleation theory and subsequent growth	A2	$[-\ln(1-a)]^{1/2}$	$2(1-a)[-\ln(1-a)]^{1/2}$
Random nucleation theory and subsequent growth	A3	$[-\ln(1-a)]^{1/3}$	$3(1-a)[-\ln(1-a)]^{2/3}$
Interface reaction	R1	α	1
Interface reaction	R2	$1-(1-\alpha)^{1/2}$	$2(1-\alpha)^{1/2}$
Interface reaction	R3	$1-(1-\alpha)^{1/3}$	$3(1-\alpha)^{2/3}$
First-order reaction	F1	$-\ln(1-\alpha)$	$1-\alpha$
Second order reaction	F2	$(1-\alpha)^{-1}-1$	$(1-\alpha)^2$

Table 2. Reference values at different number of sample

Number of Sample	D1	D2	D3	D4	A2	A3	R1	R2	R3	F1	F2
5	-0.9747	-0.98335	-0.99166	-0.98657	-0.99678	-0.99678	-0.9747	-0.98818	-0.99166	-0.99678	-0.99791
10	-0.95689	-0.96838	-0.98032	-0.97285	-0.98885	-0.98885	-0.95689	-0.97516	-0.98032	-0.98885	-0.99946
15	-0.96279	-0.97347	-0.98433	-0.97757	-0.99184	-0.99184	-0.96279	-0.97967	-0.98433	-0.99184	-0.99954

Table 3. Covariance and other statistical parameters at different stages

α	E	A	R²
0.1	173.0719209	552981875.2	0.99897
0.2	169.6926176	586904014.2	0.99973
0.3	164.8056167	423117732.1	0.99943
0.4	159.1336373	264105090.2	0.99998
0.5	155.5702864	212791055.6	0.99501
0.6	150.9605402	150989879.3	0.99822
0.7	143.7910578	79637006.5	0.99999
0.8	138.4372933	59113532.42	0.99927
0.9	128.9982545	32468236.13	0.99927
average	153.829025	262456491.3	

Generally speaking, there is no significant gender discrepancy (t=1.83, p=0.68>.05). What is more, there is a significant difference of future time perspective concerning how long the middle school teachers have been teaching (F=3.65, p<.05). Teachers working no longerthan5years have a stronger sense of future time than those who have worked for more than15years. There is no gender difference among secondary school teachers (t=.688,p=.492>.005). However, there exists a marked difference when it comes to different types of teachers (F=4.505, p<.005). Novice teachers' sense of academic optimism and effectiveness are much lower than those of the proficient and expert teachers. There is a marked positive correlation between the future time perspective, academic optimism and professional planning of secondary school teachers. The teacher's perspective on future time could help us make a prediction about their academic optimism(t=5.836, p<.001, $\Delta R2=0.093$) and professional planning(t=7.516, p<.001,$\Delta R2=0.148$), and the academic optimism could help in the predication of professional planning too(t=9.966, p<.001,$\Delta R2=0.235$). Through the test on the medium effect of academic optimism, this study has found out that academic optimism does act as a mediator in the teacher's future time perspective and professional planning.

From the experiment data, for today's university teachers, with the environmental background which was fit for protean career, traditional career attitude has changed and protean career is arising in China. The generation mechanism was the individual adaptive response to environmental change. Since significant differences of their environment due to the different national, industry, job, geographical area of individuals, some characteristics of the traditional career and protean career were overlap. Protean career path is complicated. Protean career can be characterized by track diagram; it can also be described from the aspect of ability development. Moreover, as a complex system, it can be described by using chaos theory. The protean career mobility model described the variability and complexity of protean career, and reflected the relationship of related jobs better. Empirical study showed that the protean career mobility model explained the characteristics of the sample. Theoretical reasoning and empirical tests show the path dependency theory suitable for the interpretation of the career characteristic. Career path dependence was defined as: career development path largely depended on the first job, once you started a career, career path will be rendered coherent, interdependent characteristics. The career path dependent

mechanism can be expressed as follows: increasing returns, imperfect labor market and the limitations of the initial job lead to path dependence. Finally, the career path dependence is the result of the pursuit of Individual interests. Empirical studies support career path dependence. The results showed that the proportion of path dependence was significantly higher than the proportion of path independence. Career path dependence can be divided into three categories: organization dependence, industry dependence and vocation dependence. The path which did not belong to these three categories defined as the path independence. The proportion of vocational dependence is higher than that of industry dependence, and the proportion of industry dependence is higher than that of organization dependence in protean career. These three categories were not completely isolated and had intersections: Occupational dependence was uncorrelated with organization dependence; organization dependence Includes industry dependence; Occupational dependence was correlated with industry dependence. External force framework model of career path independence is consists of three parts: the reason of demission; conditions and individual efforts. Reasons of demission can be divided into two categories: subjective reasons and objective reasons. Subjective reasons include career planning, work, income and work environment. Objective reasons include organizational reasons, advice and encourage, opportunities and macroeconomic. Conditions for path independence can be divided into two categories: internal and external. Internal conditions include relevant experience, knowledge, income, meta-competency and personal qualities. External conditions include job open, interpersonal networks, opportunities and funds. Individual efforts can be divided into long-term efforts and short-term efforts. Long-term efforts include fund-raising, informal learning, formal learning, accumulate contacts and increased capacity. Short-term efforts include marketing research, performance in the interview, planning, rest and prepare, looking for opportunities.

Conclusions

In this paper, the author mainly discusses the influence of social value comment factor in the career planning of university teachers. Economic globalization brings about intensive competition in the global market. Career path is shaped more according to the environment over time than development along with the fixed line and direction. As a result, the standard of career success, the psychological contract, the career mobility patterns and the career management responsibilities are completely changed. Hall used "protean

career" to describe this new career and commitment to the study of the field. While classical organizational career theories do not apply to the new phenomenon of career, overseas study on the protean career is emerging. This paper researches the relationship between social value comment and career planning of university teachers. The experiment result shows that positive social value comment can improve the performance of career planning of university teachers.

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