Relationship Analysis of Resignation Cognition and Career Identity of Students Majoring in Editing and Publishing in the Context of New Media Technology

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Abstract. Due to the impact of new media technology, the phenomenon of media personnel resignation is becoming more and more common, which weakens the career identity of local university students majoring in Editing and Publishing. The questionnaire survey was conducted among students majoring in Editing and Publishing in a university in Jilin Province. It was found that students’ career identity was on the upper middle level. There were significant differences among students of different genders and grades in their career identity. There was no significant difference in career identity between students with or without media experience and those with or without family members working in media. Based on the above results, three strategies are put forward to improve the career identity of students in this major: first, the cultivation of career identity should be closely linked with the industry; second, the cultivation of career identity should be student-centered; third, the cultivation of career identity should be incorporated into the target system of practical teaching.

Keywords: New media technology, Editorial and publishing, Resignation cognition, Career identity

1 Introduction
Career identity was originally a concept in the field of psychology. However, in view of its importance, many scholars of disciplines, majors and industries have studied the status and influencing factors of career identity of specific groups based on their fields. In the 1970s, American scholar John Stone et al. surveyed journalists across the United States and found that gender, length of service, education and so on had an impact on job satisfaction [1]. The study of media workers in China began in the 1990s and has undergone a transition from focusing on their living conditions to studying their mental state. Lu Chongshan’s “Research on the Current Situation and Development of Chinese Women Journalists” described the job satisfaction of female journalists earlier, and found that there was no significant gender difference in job satisfaction of media [2]. Zhang Zhian and Shen Fei, taking investigative journalists as subjects, concluded that the motivation of investigative journalists in choosing jobs had more “value rationality” and was influenced by factors such as age and experience [3].
There are many discussions on the influencing factors of career identity in various fields. The more consistent view is that there are many factors affecting career identity, including personal characteristics, organizational environment, social factors, etc. Among them, the cognition of resignation behavior is an important measure of employee’s organizational environmental satisfaction. Compared with the resignation behavior that has occurred, it is more meaningful to study the retention intention and career identity of those who are ready to remain in office, prepare to serve, and prepare to leave [4]. 2013 was called the “year of media entrepreneurship” by Hong Kong scholar Chen Wanying. 2014 was called “the first year for traditional media people to leave their jobs” by the media industry, and 202 employees of Southern Newspaper Group alone left their jobs [5]. From the uncrowned king in the past to the continuous active or forced resignation today, the trend of media personnel’s resignation will inevitably have an impact on the career identity of the media reserve army - the students of relevant majors in colleges and universities. A survey of 500 students majoring in Journalism in Jiangsu by Xia Yan showed that students’ career identity was generally on the upper middle level, and drew a conclusion that students’ career identity was related to personal factors, media environment and journalism education [7]. Xiong Hui’s investigation of Journalism, Communication, Radio and Television, Broadcasting and Hosting and other media majors showed that students’ resignation cognition and career identity to media workers was related to their employment intention [6] (2013).

The students majoring in Editing and Publishing in local colleges and universities are the new force and pillar of the media industry in the future. They shoulder the mission of transformation and upgrading of the local publishing and media industry. How they treat the resignation of media personnel directly determines their career identity. Previous studies by scholars are small in number, and although some conclusions have been drawn on the relationship between career identity and resignation cognition, they are not consistent. It is also necessary to verify whether the results obtained by sample students from research-oriented or teaching-research-oriented universities are applicable to local application-oriented universities. On the basis of the above research, this paper chooses resignation cognition and career identity as variables. Through the study of the difference of demographic variables of students majoring in Editing and Publishing in local colleges and universities on the two, and the correlation analysis of resignation cognition and career identity, this paper reveals the impact of industrial environment on “quasi-media workers”, thus providing suggestions for the cultivation of career identity of media workers, and providing reference for the reform of relevant professional education in colleges and universities.

2 Research Methods

2.1 Research Objects
A total of 279 questionnaires were distributed to students majoring in Editing and Publishing in two provincial universities in Jilin Province. The recovery rate was 100%. One invalid questionnaire was eliminated, and there were 278 valid questionnaires. Among them, there were 40 boys and 238 girls. There were 103 freshmen, 58 sophomores, 34 junior students, and 83 senior students. There were 235 students without media practice experience, 28 students with practice experience of less than half a year, 9 students with practice experience of half a year to one year, and 6 students with practice experience of more than one year. There were 48 students with relatives working in the media and 230 students without relatives working in the media.

2.2 Research Tools

2.2.1 The Resignation Cognition Questionnaire of Media Personnel. In this study, the “Media Personnel’s Resignation Cognition Scale” compiled by Xiong Hui was used. The scale consists of five dimensions: resignation trend perception, external attribution, influence of people leaving their jobs, relationship strength and upward mobility. There are 16 measurement items in the scale. The
questionnaire is scored by Likert Scale (1 stands for “very disagreeable”, and 5 stands for “highly agree”). The higher the score, the higher the resignation cognition. After test, the Cronbach α coefficient of the total scale was 0.856, and the questionnaire had good reliability.

2.2.2 The Career Identity Questionnaire of Media Personnel. In this study, the “Professional Identity Scale” compiled by Xiong Hui based on the previous studies was used. The questionnaire consists of three dimensions, reflecting students’ professional values, career expectations and career attribution respectively, with a total of 10 measurement items. The questionnaire is scored by Likert Scale (1 stands for “very inconsistent”, and 5 stands for “very consistent”). The higher the score, the higher the professional identity. After test, the Cronbach α coefficient of the total scale was 0.866, and the questionnaire had good reliability.

3 Results Analysis

Table 1 General situation of resignation cognition and career identity of students media personnel majoring in Editing and Publishing in local universities

| Number of cases Effect Mean value | Resignation trend perception n | External attribution e | Relational strength h | Upward mobility y | Resignation cognition x | Professional value | Career expectation | Career attributes | Career identity |
|-----------------------------------|-------------------------------|------------------------|----------------------|------------------|------------------------|-------------------|-------------------|------------------|-----------------|
| Mean value                        | 278                           | 278                    | 278                  | 278              | 278                    | 278               | 278               | 278              |                |
| Standard deviation                | 2.8058                        | 3.2542                 | 2.8873               | 2.9523           | 2.8813                 | 2.9607            | 3.8046            | 3.0755           | 3.418           |
| Minimum value                     | 1.00                          | 1.00                   | 1.00                 | 0.0              | 1.00                   | 1.00              | 1.00              | 1.00             | 1.00            |
| Maximum value                     | 5.00                          | 5.00                   | 4.67                 | 5.00             | 5.00                   | 4.38              | 5.00              | 5.00             | 5.00            |

The descriptive statistical analysis was used. 278 students majoring in Editing and Publishing were tested for their resignation cognition and career identity. The results show that (Table 1) students’ cognition of media personnel’s resignation is low, with a mean value of 2.96. Among the factors of resignation cognition, the highest score is external attribution, with a mean value of 3.25. The order from high to low is relationship intensity, influence of people leaving their jobs, and upward mobility. And the lowest is the resignation trend perception, with a mean value of 2.81. It shows that students are not sensitive to the resignation trend of media industry, and tend to classify media personnel’s resignation as external reasons. In terms of career identity, 278 students majoring in Editing and Publishing are above average, with a mean value of 3.40. Among all the factors of career identity, the highest score is professional value, with a mean value of 3.81. The second is career attribution, with a mean value of 3.42. The lowest is career expectation, with a mean value of 3.08. It shows that students have a high recognition of the media industry itself, but are not optimistic about the career prospects.

3.1 Analysis on the Difference between Demographic Characteristics and Resignation Cognition and Career Identity

Table 2 Analysis of gender differences in resignation cognition and career identity

| Sample size | Standard error difference | Mean value | t | Significance (two-tailed) |
|-------------|---------------------------|------------|---|--------------------------|
| Resignation cognition |
| male | 40 | 2.91 | 0.56 | -.637 | .524 |
| female | 238 | 2.96 | 0.49 | -2.700 | .007 |
| Career identity |
| male | 40 | 3.16 | 0.81 | -2.700 | .007 |
| female | 238 | 3.48 | 0.66 | -2.700 | .007 |
Using the independent sample T test, the differences in resignation cognition and career identity of students of different genders were tested. The results show that there is no significant gender difference in resignation cognition ($t = -0.64, P > 0.05$), there is significant gender difference in career identity ($t = -2.70, P < 0.05$), and the career identity of female students is significantly higher than that of male students.

**Table 3** Difference analysis of grades in resignation cognition and career identity

| Sample capability | Mean value | Standard deviation | Degree of freedom | Mean square | F   | Significance |
|-------------------|------------|--------------------|-------------------|-------------|-----|--------------|
| Resignation cognition |            |                    |                   |             |     |              |
| Freshmen          | 103        | 2.85               | 4.24              | 3           | 1.044 | 4.344        | .005 |
| Sophomores        | 58         | 3.07               | 4.72              |             |     |              |
| Junior students   | 34         | 2.85               | 0.58              |             |     |              |
| Senior students   | 83         | 3.06               | 0.53              |             |     |              |
| Career identity   |            |                    |                   |             |     |              |
| Freshmen          | 103        | 3.42               | 0.64              | 3           | 1.821 | 4.023        | .008 |
| Sophomores        | 58         | 3.51               | 0.71              |             |     |              |
| Junior students   | 34         | 3.07               | 0.72              |             |     |              |
| Senior students   | 83         | 3.53               | 0.69              |             |     |              |

Single factor AVONA analysis was used to examine the differences in resignation cognition and career identity among students of different grades. The results show that the homogeneity of variance test is passed, and there are significant differences in resignation cognition ($F (3,1.04) = 4.34, P < 0.01$) and career identity ($F (3,1.82) = 4.02, P < 0.01$) among students of different grades. The post-test results show that the resignation cognition of freshmen is significantly lower than that of other grades, and the career identity of junior students is significantly lower than that of other grades.

**Table 4** Difference analysis of different internship experiences in resignation cognition and career identity

| Sample capacity | Mean value | Standard deviation | Quadratic sum | Degree of freedom | Mean square | F   | Significance |
|-----------------|------------|--------------------|---------------|-------------------|-------------|-----|--------------|
| Resignation cognition |            |                    |               |                   |             |     |              |
| No              | 235        | 2.95               | 0.45          |                   |             |     |              |
| Within half a year | 28        | 3.01               | 0.69          |                   |             |     |              |
| Six months to one year | 9         | 3.11               | 0.62          | .445              | 3           | .148 | .593         | .620 |
| More than one year | 6         | 2.78               | 0.89          |                   |             |     |              |
| No              | 235        | 3.45               | 0.68          |                   |             |     |              |
| Within half a year | 28        | 3.47               | 0.75          |                   |             |     |              |
| Six months to one year | 9         | 3.17               | 0.60          | 2.068             | 3           | .689 | 1.48         | 2   | .220 |
| More than one year | 6         | 2.92               | 0.98          |                   |             |     |              |

Single factor AVONA analysis was used to examine the differences in resignation cognition and career identity among students with different internship experiences. The results show that the homogeneity test of variance of resignation cognition is passed, and the homogeneity test of variance
of resignation cognition (F (3,0.15) = 0.59, P > 0.05) and career identity (F (3,0.69) = 1.48, P > 0.05) of students with different internship experience is passed, and there is no significant difference.

Table 5 Analysis of differences of students with or without relatives working in the media in the resignation cognition and career identity

| Sample capacity | Mean value | Standard error difference | T   | Significance (two-tailed) |
|-----------------|------------|---------------------------|-----|--------------------------|
| Resignation cognition | Have | 48 | 3.05 | .038 | 1.699 | .090 |
|                 | No | 230 | 2.93 | .051 |             |       |
| Career identity | Have | 48 | 3.57 | .062 | 1.474 | .142 |
|                 | No | 230 | 3.40 | .070 |             |       |

The independent sample T test was used to examine the differences in resignation cognition and career identity of students with or without relatives working in media. The results show that the homogeneity test of variance is passed, and there is no significant difference in resignation cognition (t = 1.70, P > 0.05) and career identity (t = 1.47, P > 0.05) of students with or without family members working in the media.

Table 6 Relevant analysis of career identity and resignation cognition

|                            | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. Career identity        | 1.00  | .856” |   1   |       |       |       |       |       |       |
| 2. Professional value     | .813” | .552” |   1   |       |       |       |       |       |       |
| 3. Career expectation     | .818” | .525” | .520” |   1   |       |       |       |       |       |
| 4. Career attribution     | -.072 | -.048 | -.161” | .019 |   1   |       |       |       |       |
| 5. Resignation trend perception | .210” | .186” |   .134* | .197” | .394” |   1   |       |       |       |
| 6. External attribution   | .215” | .177” | .143” |   .213” | .377” | .320” |   1   |       |       |
| 7. Influence of people leaving their jobs | .339” | .304” | .242” |   .291” | .305” | .303” | .596” |   1   |       |
| 8. Relationship strength  | .183” | .173” |   .148* | .131* | .337” | .219” | .518” | .485” |   1   |

**. At 0.01 level (two-tailed), the correlation is significant. * At 0.05 level (two-tailed), the correlation is significant.

Using correlation analysis, the correlation of various dimensions of career identity and resignation cognition was tested. From Table 6, it can be seen that the external attribution, influence of media personnel, relationship strength and upward mobility are positively correlated with career identity at 0.01 significant level. That is, the higher the external attribution of media personnel transformation, the greater the influence of media people, the closer the relationship with media people, the more obvious the upward mobility of transition, the higher the career identity of students.

Although career identity is not related to resignation cognition, the career expectation which is the sub dimension of career identity is negatively related to resignation cognition at 0.01 level, which indicates that the more obvious students’ perception of resignation trend is, the lower their career expectation is.
4 Research Conclusions and Discussions

4.1 Demographic Variables Difference Analysis of Resignation Cognition and Career Identity

4.1.1 Gender. Editorial and publishing students’ resignation cognition and professional identity show gender differences, that is, female students’ career identity is significantly higher than male students, which is consistent with the research results of domestic scholars (Xia Yan, 2013), but inconsistent with Xiong Hui’s research results. Xiong Hui’s conclusion is that gender has no difference in career identity. There are also inconsistent conclusions in comparing gender differences in career identity in other disciplines. Schepens et al. pointed out that gender had no significant effect on teachers’ career identity [8]. However, the research of Chinese scholar Wei Shuhua (2008) showed that gender and other factors had an impact on teachers’ career identity [9]. The conclusion that female students’ career identity is higher than that of male students in this study is reasonable in theory and reality. In theory, the media industry has the nature of work with words, voices and images as carriers. Girls have innate advantages in these aspects, and they are easy to obtain higher job satisfaction, thus bringing about higher career identity. In practice, the number of women in the media industry is absolutely dominant, indicating that women in the industry have strong career choice will, and it is easy to bring higher career identity.

4.1.2 Grade. In this study, students of different grades have significant differences in resignation cognition and career identity. The order of resignation cognition from high to low is sophomores, senior students, junior students and freshmen, and the order of career identity from high to low is senior students, sophomores, freshmen and junior students. This is the same as Xiong Hui’s conclusion that there is no difference in the resignation cognition and career identity of students in different grades, and it is the same as Xia Yan’s conclusion that students in different grades have different career identity, but their order is different.

The reasons for the different conclusions of grade differences in career identity are complex. Some scholars believe that students’ career identity will change significantly before and after internship in different grades [10]. Students tend to underestimate the complexity of their careers before practicing, and participating in the practice is the process of pulling them back from theoretical learning to reality. However, when the senior students are about to enter the profession, students will show an upward trend of career identity because of the improvement of career expectations. Based on the above conclusions, this study considers that the career identity of students of different grades will fluctuate in the four years of university, and it is more important to cultivate career identity through the whole process of four years of college than to strictly distinguish the order of career identity in different grades.

4.1.3 Different internship experience. This paper concludes that students with different internship experience have no differences in resignation cognition and career identity, which is the same as Xiong Hui and different from Xia Yan. Xia Yan’s research shows that students with different internship experience have different career identity. Students with more than one year’s internship experience have the highest career identity, followed by six months to one year, no internship experience and less than six months.

Studies in other fields show that internship experience is a part of personal social experience, and social experience can affect career identity [11]. However, the conclusion of this study is contrary to that of other studies. It is necessary to further verify this conclusion through follow-up studies in the future.

4.1.4 Do you Have Family Members Working in the Media? There is no significant difference in resignation cognition and career identity between students with or without family members working in the media. This conclusion is consistent with the research of most domestic scholars.
4.2 The Relationship between Resignation Cognition and Career Identity
This study finds that external attribution, media personnel influence, relationship strength and upward mobility are positively correlated with students’ career identity, while resignation trend perception is negatively correlated with the career expectation which is the sub dimension of career identity. This result not only supports previous studies (Xiong Hui, 2015), but also provides a basis for predicting the impact of resignation cognition on career identity by establishing a regression model.

5 Enlightenment to Higher Education
Good career identity is the prerequisite for qualified professionals, and can be used as an index to test the effect of applied education in local colleges and universities. This study intuitively reflects the overall situation and the relationship between the resignation cognition and career identity of the students majoring in Editing and Publishing in local colleges and universities, and can provide scientific suggestions for the reform of media-related major education.

Firstly, the cultivation of professional identity should be closely linked with industry. In recent years, it has become the consensus of most local colleges and universities to train talents in docking industries, sectors and posts, but its focus has been on the professional skills of talents. The essence of the media resignation in this study is a reflection of the current situation of the media industry, and the results show that industrial form can effectively influence and predict career identity. The enlightenment for the media-related majors in local colleges and universities is that the cultivation of media applied talents should not only meet the needs of industry in terms of professional skills, but also closely connect with industry in terms of career identity. It is an indisputable fact that the media industry is in a downturn. On the one hand, colleges and universities should not avoid it. Students should fully understand the industrial situation and recognize the industrial reality. But more importantly, colleges and universities should help students to analyze the reasons, strengthen guidance, further consolidate their understanding of professional value, enhance their professional expectations and attribution, strengthen their confidence in the media industry, and make them realize that the current transformation of traditional media is not only the difficulties and challenges facing the industry, but also an important historical opportunity for the industry and good opportunities to contribute to disciplines and industries, so as to lay a solid ideological foundation for students’ smooth entry and long-term employment.

Secondly, the cultivation of career identity should be student-centered. Overall, students with different demographic variables in this study show different resignation cognition and career identity. The enlightenment for professional educators is that to cultivate students’ career identity, we should accurately grasp the characteristics of students in this major on the basis of respecting the universal learning rules of college students, and fully consider the influence of media professional characteristics on gender, grade, practical experience, family influence, personality and interest characteristics, etc. when adjusting the teaching objectives, contents and methods according to the new needs of media industry, industry and post. In this way, the cultivation of professional identity will be more professional and more effective.

Thirdly, the cultivation of career identity should be included in the target system of practical teaching. Practice teaching plays an important role in the process of talent cultivation in local colleges and universities. Including this article, the conclusions about the influence of media practice experience on students’ career identity are quite different. This aspect suggests that we should do further research, and on the other hand, it also suggests that there may be problems in our current practice teaching. Taking the author’s major as an example, as a result of the joint-stock secondary college built with the local provincial newspaper group, the proportion of students participating in media practice is very large, which has accounted for a few percent of the total class hours. From the total point of view, the proportion of practice teaching is not small, but from the results, the advantages of practice in the cultivation of career identity have not been brought into play. Therefore, local colleges and universities should further plan the media practice link scientifically, and formally incorporate the cultivation of career identity into the target system of practical teaching. Colleges and
universities should focus on the combination of the cultivation of skills and professional spirit rather than on the cultivation of professional skills, so as to maximize the educational benefits of practice.

6   Deficiencies in Research
Firstly, the sample composition is not reasonable enough. Especially for the Junior students, the sample is insufficient. The main reason is that the number of junior students in the sampling unit is small, which may have an impact on the results of the study. Secondly, the results of correlation analysis show that the correlation of various dimensions is not high, indicating that other factors affecting the career identity of students majoring in Editing and Publishing still need to be further explored.

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