

The Impact of a Career Group Counseling Mix Model on Satisfaction of Low-achieving College Students —Specialty-Oriented Career Exploration Group Counseling

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Abstract

The unique feature of the group counseling program in this study is the integration of group counseling, individual counseling and peer tutoring. This study aims to determine the satisfaction level of low-achieving college students, who participated in the "Specialty-oriented Career Exploration" group counseling mix model. This study is an action research that lasts one semester. The research samples are 12 low-achieving freshmen students in the Finance Department of a business university (these students, as recommended by the class mentor, achieved average performance in the last fifth tier in their first semester), who participated in all three phases of career group counseling mix model. The unique feature of the group counseling program instituted in this study is the integration of group counseling, individual counseling and peer tutoring: (1) Phase 1: Group counseling before the mid-term exams, which included the design of structured career group counseling activities that were held eight times in eight weeks; (2) Phase 2: Individual counseling performed after mid-term exams; (3) Peer tutoring added to the process. According to the statistical analysis results of the satisfaction questionnaire, the results of the questionnaire show that they are very satisfied with the appropriateness of the overall planning ($M=4.8$; $S=0.16$); and that Specialty-oriented Career Counseling mix model is very important for individuals thinking about future careers ($M=4.6$; $S=0.24$). The preventive measures adopted by the career counseling program received positive responses from students who participated in this career counseling group mix model, that they then became familiar with the counseling center. Group members who had serious emotional and interpersonal problems were willing to seek out counselors in the collage counseling center and continue with individual counseling. This study recommended that individual counseling or peer tutoring can be arranged after specialty-oriented career exploration group counseling, in order to meet the career counseling needs for various low-achieving college students. Lastly, this study offers specific suggestions, based on the research results, for "specialty-oriented career group counseling" in higher education to enhance the diversified contents of college career counseling.

Keywords: specialty-oriented career counseling, low-achieving students, college students, peer tutoring

1. Introduction

1.1 Background

In the 21st century, the current demands for manpower in the workplace value knowledge over experience. With the rapid development of high technology, along with the internationalization and liberalization of economic development, everyone is living in an era of rapid ten-fold change. Do college students of higher education consider the development of their interests, or the professional trends and future requirements of the job market, when choosing their careers? In general, it is a priority for students to consider their professional interests, because it takes time to cultivate professional interests and develop the required skills. It is too late to think about professional interests, after graduation. Today, the form of higher education system in Taiwan is taking the Universal type, no longer an Elite type. Due to the impact of the expansion of universities and the decrease in

birth rate, the admission rates of the university entrance examinations run as high as 80%-100%. College students in general have to be aware of the current disconnection between "education" and "employment", and the trap where higher education brings a higher unemployment rate. According to statistics from the Directorate General of Budget, Accounting and Statistics (DGBAS), the youth unemployment rate in July 2019, was 12.7%, three times that of the overall unemployment rate. The latest unemployment survey released by DGBAS indicates that the overall unemployment rate in July, and the unemployment rate for young people aged 20-24, has reached 3.82% respectively, due to the seasonal large-scale of employment seeking graduates entering the general population. However, the overall unemployment rate is adjusted to 3.72%, after factoring in seasonal changes. This shows that the unemployment problem of Taiwan's young college graduates is quite serious. To address this issue of a high unemployment rate of higher education, today's career counseling educators must stimulate students' interest in studying relevant professional subjects, thereby improving their employment opportunities; and teach them that higher learning is about more than just having fun, but for making a decent living and having a rewarding career.

In addition, the consolidation of colleges is already affecting Taiwan's education market. So in the future, competition between college-level institutes will inevitably become more fierce. How to improve the freshmen registration rate and reduce the drop-out rate will be the challenges that each college has to face and resolve. The statistics from the Ministry of Education (2019) show a yearly increase in suspension and dropout rates. The suspension rate from 2017 to 2018 is 3.91%; the dropout rate from 2017 to 2018 is 5.66%. The reasons for dropping out include: economic factors, career planning factors and other reasons. Whether these reasons are related to their interests in studying professional subjects is worthy of attention. According to the listed reasons for dropping out: not registering within the prescribed period and not resuming after a period of suspension account for 52.1%, which are the highest listed reasons; student's interest differing from their studies accounts for 20.1%; and academic performance accounts for 15.7%. The reasons for the low performance of college dropouts are complicated and multifaceted, and may include personal, family, school and peer related factors. It is difficult to thoroughly and fundamentally assist and improve on the family and academic factors in the short term. However, the awareness portion of the personal factor affecting the low performance college students may be clarified and counseled with tools that explore issues such as: professional interests, career beliefs, self-esteem, motivation, emotions, frustration, self-concept and self-efficacy, etc. In general, college students with low achievements are less likely to go to a Student Counseling and Counseling Center and seek assistance in learning or academics factors. Therefore, counseling center of each college should actively provide timely career counseling for students with low achievements.

The current increase in the proportion of Taiwan's higher education population does not guarantee high motivation for college studies and the subsequent ability to obtain employment after graduation. Low achievement college students of higher education, who are under the pressures of re-taking courses, suspension or dropping out, are rarely assisted with the method of specialty-oriented career group counseling. The suspension, or dropping out, of college students, due to their low academic performance, is not only an educational problem, but also a waste of human and educational resources, which affects students' career development and may cause social problems, such as unemployment and crime. For the junior-high-school student and elementary-school student dropped out issue of Taiwan's education system, research shows that there are many factors that lead to low academic performance and/or dropped out among adolescents. However, the extension, re-take, suspension and dropped out issues of college students, with low achievement in the higher education system, are rarely discussed.

This study hypothesizes that using the structured design of specialty-oriented career group counseling mix model, it may be able to assist low-achieving college students in acquiring positive coping strategies, and thus reduce anxiety and stress; therefore, it might be to increase participants' learning satisfaction.

1.2 Low-Achieving College Students

Academic performance is the thermometer that measures a student's adaptation to college life. Suspended students and dropped-outs in the higher education system, or bottom-tier performance underachievers of every class, are at a disadvantage in college. Their problems may be due to a lack of interest in the subjects, or their studying methods, or their methods of taking tests, or may even be related to family issues, or psychological issues. At any stage of learning, academic performance affects the student's academic career. Zhou, (2016) points out that factors affecting students' low achievement may be divided into the following dimensions and variables: (1) Learning investment, including learning motivation, concentration, self-concept, self-efficacy and anxiety; (2) Learning interaction, including teacher-student interaction and classroom management variables; (3) Investment in educational resources, including socioeconomic status and family education resource variables.

Low-achieving students may be full of anxiety when facing declining academic performance, or the process of cognitive reconstruction. So, the design of activity units for specialty-oriented career group counseling may incorporate the building of positive beliefs, clarification of value orientation, and the strengthening of time management, study methods, and test strategies, etc. Research by Heyder, Weidinger, Cimpian & Steinmayr (2020) finds that if teachers believe that mathematics requires innate abilities, then they may lack the motivation to stimulate the intrinsic motivation of students with low-grades. These results indicate that teachers' beliefs that success in studying math depends on innate abilities may be a major obstacle to creating a conducive classroom atmosphere. Although many students find mathematics difficult, students with intrinsic motivation will work hard and get good grades, even if they face such obstacles. In classrooms, teachers need to create a variety of teaching strategies, build a trusting relationship with students, and create an atmosphere of believing that learning potential can be stimulated, so as to increase student participation and enhance learning (Reinhold, Hoch, Werner, Richter-Gebert & Reiss, 2020). In addition, college students use the Internet frequently, thus students need to be supervised on how to establish positive social network support in order to realize its effective learning benefits. The research findings of Wakefield & Frawley (2020) emphasizes the importance in the relationship between students' academic performance, the use of social networks and the resulting learning performance. The findings show: the use of social networks affects the academic performance of low-achieving students, but it has no effects on high-achieving students. Leaders of higher education should pay more attention to the career counseling programs targeting low-achieving college students, and perform research on effective career group counseling or career-class group counseling courses.

Students' self-confidence, achievement motivation and related study strategies will affect their academic performance and related satisfaction. Fong & Krause (2014) mention that previous learning experience can enhance one's own positive and negative cognition; Repeated failures and low achievements can create high anxiety that facilitate a student's avoidance. Low-achieving students lack self-confidence, so their positive beliefs and learning strategies need to be addressed. It is important to strengthen self-efficacy and provide supportive feedback. Academic achievements and related feedback can improve students' achievement goals, and their self-observation of these will affect their career-related choices. The research of Hoxby and Turner (2013) finds that academic performance will affect personal career choices. If students' academic performance can be improved and effective reading strategies are provided, their positive self-awareness shall be improved, and they shall be able to make better choices for the future. Huang, Peng and Wang (2016) found that the integration of career counseling education into the curriculum can help students make career choices and apply learning strategies, which has statistically significant effects on improving career indecision and learning strategies of the research sample of this study. Additionally, positive correlation is found between GPA and learning motivation and time management. Thus, the above studies all suggest that career counseling can be successfully integrated into the teaching process of various professional disciplines.

1.3 Specialty Major and Specialty-Oriented Career Counseling

The academic study of a specialty major is a significant career issue for students at the college level. In particular, the fit of an individual's "majored subject and professional interest" affects learning motivation and academic performance. Specialty-Oriented Career Counseling courses in higher education can help promote the focus of all college departments on their assisting college students' self-exploration and profession cultivation within their specialty-oriented career development (Peng, Lin & Lin, 2017; Peng, 2015_a). Petty (2014) emphasizes that all departments in colleges and universities should provide a series of career counseling programs to help students face the challenges of their professional learning careers. Generally speaking, the focus of career counseling in high school is different than that in college. Students have different challenges and focuses at different stages of their studies: Career counseling in high school can innovatively construct the connection process between secondary education and higher education, and explore the options of subjects; Career counseling in higher education should focus on specialty-oriented career exploration counseling in each department and incorporate case teaching to assist freshman students' study and support networks (Peng, 2019; Peng, 2016; Lin, Lin & Peng, 2016).

Career group counseling and counseling can also help low-achieving students by enhancing their self-decision ability and learning how to form strategies to deal with stress; group counseling is effective in improving students' adaptive abilities (Huang, Peng & Wang, 2016; Ju, Heejin, Hee & Hye, 2013). The leadership styles and the planning of the teachers or group leaders are related to the participants' learning confidence and career choices. Group leaders must have positive career beliefs, and not, based on college students' academic performance, affect their confidence in the curriculum or in future career choices. Literature research shows conclusively that the teacher-student interaction has a significant impact, so a good teacher-student relationship

should be established. Teachers should listen to students' problems and give proper care and guidance, which will then help teachers in operating and managing the class and improve students' appreciation of the teachers. In addition, the teacher's grasp of classroom management is also one of the variables that affect students' learning. A good classroom environment and atmosphere helps teachers develop their teaching activities, and facilitates students' focus on learning, without distraction (Carless, 2020; Peng, Lin & Lin, 2017; Yeager, Hanselman, Crosnoe & Muller, 2019).

Every college department must value the importance of class-group counseling for specialty-oriented careers for freshmen, and their career indecision, or state of anxiety, which may be mitigated with a strategy of using class sized career group counseling. It can also be carried out in small groups (Lin & Peng, 2015; Lin, Lin & Peng, 2016; Peng, 2015_b). Additionally, leaders in career guidance counseling in higher education should pay more attention to career counseling for performance declining college students, and try to understand the background factors affecting their motivation in subject learning/career interests, professional learning, and their learning methods. The reasons for the career indecision paradigm of these low-achieving students may be attributed to the inconsistency between professional interests and subject of study, or specialty indecision, resulting in the lack of learning motivation. Colleges of higher education must determine the internal and external factors that cause freshmen's low achievement, and then encourage their learning motivation, and thus, motivate these students to stay in college, and as such, reduce suspension rates and drop-out rates. Career group counseling has the dual advantages of being economical and efficient. A larger number of students receiving counseling at the same time can help save time for individual counseling, which can also help facilitate the effect of information transmission, emotional release, social skill development, and the spread of hopeful feelings and counseling (Jin, 2014; Lin, Tian, Zhang & Zhang, 2010).

Career counseling should be implemented in the student's learning experience. The focus of college counseling centers in colleges and universities should be more on the prevention/beforehand aspect than on psychological counseling or treatment after the fact (Herr & Cramer, 1988; Liang, 2016). Therefore, the counseling work should be deeply integrated into the student's university life, instead of being limited to the counseling center, thus, this diversified counseling can be generally accepted by most college students (Zhang, Lin, Peng, Chen, Song, Huang & Huang, 2010). Career counseling education should focus on cultural diversity issues. For low-achieving students in the various departments of colleges and universities, educators should consider integrating specialty-oriented career counseling into the curriculum of related professional subjects, and actively assisting low-achieving college students with their difficulties in professional learning and their needs for career development. Research by Lin, Zhu and Lu, (2002) finds that, except for a few students, most of the aboriginal students, elite athletic students and overseas Chinese students do not perform with satisfactory results. It is recommended that when accepting these students, there should be a college policy in place that accommodates more appropriate counseling methods, so that these students can perform better in learning effectiveness. Therefore, the design of college career counseling activities must focus on a better understanding of the attributes of different student groups, ways of stimulating learning motivation, and then providing different appropriate assistance and support.

Many studies indicate that using peer tutoring to assist low-achieving students can have positive results. To examine the contribution of tutoring to at-risk adolescents' self-efficacy and future career expectations, Michael (2019) found that tutoring and mentoring programs might be a promising intervention to help at-risk teenagers who may be in need of a positive influence in their lives. Her research reported that the higher levels of tutees' academic self-efficacy, social and emotional self-efficacy as well as future expectations toward the end of the year.

1.4 Peer Tutoring

Peer Tutoring is effective when conducted in different learning stages, or applied in different subjects. For high school students, Peer Tutoring is best mixed with the direct teaching method to enhance its positive efficacy on learning physics in the content-focused and examination-oriented curriculum (Alemu, 2020). Peer tutoring is an effective technique for enhancing students' English writing skills. Akhtar, Saeed & Ayub (2019) adopt the true experimental research pre/post-test design in their research and find that peer tutoring techniques enhanced students' academic achievements. The findings of Grünke, Saddler, Asaro-Saddler & Moeyaert (2019) show that peer tutoring can improve the writing skills of adolescents with learning disabilities. For college students, the introduction of peer tutoring not only narrows the achievement gap between low-achieving students and others, but also reduces the retake rate by more than 50% (Made, Hasan, Burgess, Tuttle & Soetaert, 2019). The purpose of Zapata (2020) Action Research is to explore students' perceptions of their peer tutoring experience in an Academic Support Program (ASP) implemented in a college. Students participating in the program said that ASP

increases their self-confidence and improves academic performance. However, students' level of awareness regarding the benefits of ASP needs to be increased to promote their active participation. The research findings are meaningful in generating a peer tutoring action plan that improves students' learning outcomes and feelings of well-being.

Leung (2019) collates role theory and equity theory in peer learning tutoring, and finds that the effects of optimizing peer tutoring are: Tutees with low learning ability have improved academic performance and tutoring training sessions per week are reduced; tutor training time per session is shorter; students are willing to choose mathematics as subject content; the structured combination, where instructor and class mentor participate in students' non-reciprocal peer tutoring, is effective. Moeyaert, Klingbeil, Rodabaugh & Turan (2019) use Single-Case Data experimental design to synthesize the effectiveness of peer tutoring interventions on both academic and social-behavior outcomes. Peer tutoring has a statistically significant impact on learning effectiveness and changes in social behavior, and has a slightly greater impact on learning effectiveness, than changes in social behavior. Peer tutoring also has a significant impact on the time elapse factor of the learning effectiveness in the counseling stage (indicating that the intervention of peer tutoring becomes more effective over time). Time is one of the influencing factors. The change in the social behavior factor over time is higher than that of the effectiveness impact on academic performance. Other factors affecting the effectiveness of peer tutoring include: gender, age, types of physical and mental disabilities, learning quality, the length of the research period and the amount of heterogeneity in the case. The findings of Grünke, Janning & Sperling (2016) show that the intervention of peer tutoring has a positive effect on counseling students with learning and speech difficulties.

Peer tutoring is also a preventive guidance strategy (Chou, 2011). On using a peer tutoring system to explore ways to improve student learning effectiveness, the findings of Zhou Fu-Mei's (2011) qualitative research show: Peer tutoring is helpful for professional learning, and the tutees' academic performance in accounting for the first and second semesters are significantly different; they made observable progress. Liu Yu-Hua (2013) also mentioned that peer-tutoring teaching strategies can enhance students' learning ability and create a good learning environment. Zhou Yi-Xing's (2011) research definitely affirmed the effectiveness of the peer tutoring system, but it should be noted that: (1) Senior-class tutors should have an assessment mechanism that requires them to strengthen their tutoring skills, and to treat freshmen as friends to help establish a good interactive relationship; (2) Because senior-class tutors' motivation, perception, and attitude in participating in the program have significant correlation with student satisfaction, when screening for tutors, in addition to reviewing their academic performance, an in-depth assessment of their attitude, motivation and perception must be performed; (3) Economic factors are an important consideration in tutors' motivations for participating in the program; (4) The appropriate number of people allocated for the senior-class tutors program is around 20; (5) The more specific the tutor service work contents is, the higher the freshmen's satisfaction; (6) The Win-Win Effect: during the process of providing tutoring service, the senior-class tutors change their perceptions, and increase their self-affirmation and confidence. The establishment of a peer tutoring system helps the senior-class tutors change their perception in the process of providing tutoring service, but it is necessary to pay attention to the selection mechanism and departmental budget. In addition, the supportive connection of peer tutoring is effective for freshmen, and students' self-efficacy is increased and dropout rates are decreased (Zhou, 2011).

Summarizing the above-mentioned positive effects of peer tutoring, this study incorporates peer tutoring into its process of "Specialty-Oriented Career Group Counseling Mix Model" for one semester. This study assumed that to address the needs of career counseling for low-achieving students, using a "specialty-oriented career exploration group counseling" mixed model that, includes group counseling, individual counseling and the intervention of peer tutoring, might not only help students with their exploration of self-awareness and career planning, but also help them to observe the performance status of their professional learning.

2. Method

The purpose of this study is to explore the effects of the mixed strategy model of Specialty-Oriented Career Group Counseling on the satisfaction factor of low-achieving college students (Phase I includes 8 sessions of specialty-oriented career exploration group counseling before mid-term examinations; and Phase II includes individual counseling after the mid-term examinations). During the semester-long process, two senior-class tutors join the peer tutoring program, so as to learn the status of low-achieving students' career choices, and to nurture students' correct learning strategies.

2.1 Research Participants

This study is a semester-long research. The 12 low-achieving students (6 male students, and 6 female students) in this study were recommended by the Class Mentor, whose average performance for the first semester was in the last fifth tier. The research sample of this study are mainly comprised of 12 students (6 male students, and 6 female students), who participated throughout the process of the Specialty-oriented Career Group Counseling: 5 overseas Chinese students, who are from Myanmar, Indonesia, Malaysia; 2 Mainland Chinese students; 3 elite athletic students; 1 aboriginal student and 1 resumed student.

2.2 Research Process

The researcher obtained consent from the freshmen class mentor of the Department of Finance, and implemented career group counseling, which was coordinated with the college sessions, for a total of eight weeks in one semester, with 90-minute weekly sessions. The counseling scheme adopted by the experimental group of this action research referenced the research relating to specialty-oriented career counseling by Peng (2015) and Huang, Peng & Wang (2016), and Peng, Lin and Lin (2017). This study integrated and revised the curriculum contents of the aforementioned research.

The following steps are the focus of the process: Reach consensus and cooperation with the CEO and Manager of Taipei Youth Saloon (TYS), explore a workable specialty-oriented career counseling mixed model for low-achieving students, and co-develop the activity contents for this "Low-achieving College Students' Specialty-oriented Career Exploration Group". The contents of the career counseling activities were also discussed and designed with the director of the counseling center and a full-time psychologist, to help learn more about the activities of the college counseling center. After gaining the consent of the freshmen class mentor of the Department of Finance, this study obtained, as recommended by the class mentor, general information of students whose average performance, as recorded in the first semester, falls into the last 1/5 tier. The staff at Taipei Youth Saloon (TYS) carefully arranged three activities: (1) Multiple Intelligence Test; (2) Youth's Perspective of Value Scale; (3) Interpersonal Relationship/Professional Jigsaw /Career Diamond Chart, in which all were very well-liked by students. These activities enhanced their self-understanding, and they were benefited by the activities' relevancy with their career planning. Major activities of the NTUB Counseling Center are: (1) Explaining the importance of career planning, and introducing the main contents of the counseling center and professional career counseling; (2) Conducting UCAN Tests and giving explanations; (3) Assisting with study plans and time management; (4) Assisting with the action plans for career choices, and arranging one-on-one individual counseling after the mid-term exams. The goal of specialty-oriented career group counseling: Assist with making career plans and help students find the source of their dreams! Methods of group counseling: thought-provoking lectures, interactive career quiz activities, case discussions, creative sharing by career role-models, and career development storytelling.

Phase I of the career group exploration of this study includes the following eight items in the content design, as table 1: Introduction on the significance of career planning during the preparatory week and the first group session; The third and fourth group sessions focus on professional career related tests, where "Multiple Intelligence Test", "UCAN Test" and "Value Perspective Test" were conducted; In the fifth group session, Holland's career type theory was used as the basis of the course to help students explore personal interests, and supplemented with competency checklists, where personal interests and the fit of capability were discussed with students; The sixth and seventh group sessions focus on teaching students how to manage time and plan their studies to improve their study skills and time management skills, thereby improving academic performance. The final group activity was designed to help students build their own career files, understand their individual career-decision types, inspect factors that affected their past decisions, in addition to providing students with various career information and relevant data collection methods. In Phase II, individual career counseling were arranged to explore and improve learning methods, based on an individual's reasons for low learning achievements. In addition, in the course of a semester, two senior-class tutors participated in peer tutoring, providing professional academic tutoring assistance in a timely manner.

2.3 Activity Design for Specialty-oriented Career Exploration Group Counseling

The headlines on the student version of promotional flyers for the specialty-oriented career group counseling use Spreading Wings Career Group Counseling, instead of labeling words like "low-achievement". The outline of the Spreading Wings Specialty-Oriented Career Group Counseling Activities is shown in Table 1. Counseling Time: 12:00-13:30 on Wednesdays (Snacks were provided). Group counseling locations: counseling centers and The Youth Saloon. This career group counseling assists and encourages low-achieving students to explore themselves and nurture themselves as professionals as soon as possible. (1) Inspire students' independent

thinking and creativity to find their own specialty development direction and to establish career core beliefs and core values. (2) Inspire students' enthusiasm for self-career development, motivation for studying, and the attitude for living an earnest life. Career Group Teaching Materials: Career Planning--Dreamer Teaching Website/CTS Teaching Audio-Video Channel. The mixed model of career group counseling is an eight-session career group counseling and individual career counseling with peer tutoring. Before the mid-term exam, there is career group counseling; After the mid-term exam, there is individual career counseling; Two senior-class tutors of the same department participated in the whole process to assist in learning. After mid-term exams, individual career counseling were arranged on Mondays at 12: 30-13: 30 and Wednesdays at 12: 30-13: 30.

Table 1. Content Design of Specialty-oriented Career Group Counseling

<i>Week</i>	<i>Group Theme</i>	<i>Content</i>
Preparation	Introduction to perseverance	Self-motivated full participation
1–2	Why career planning? Why specialty-oriented career planning?	Introduce the basic concepts of career planning The professional specialty development in business
3–4	Psychological tests to assist self-understanding	Testing and explanation of three psychological tests
5–6	Study plan and time management	Goal management and effective learning strategies Virtual biography & resume / Visit senior-class students
7–8	Career choice action plan	Learn about the professional development of your current major Collect professional development information of your subjects of interest

Table 2. Activity program content of Specialty-Oriented Career Group Counseling

<i>Time</i>	<i>Topic</i>	<i>Content</i>	<i>Teaching Objective</i>	<i>Teaching resources</i>
Preparation 12:00-13:30	Introduction to perseverance Why specialty-oriented career planning?	The importance of professional development in your area of interest	* Professional specialty folder * Four elements of professional perseverance	Dreamer Learning website http://www.dreamerpengh.com/
Session 1 12:00-13:30	Why career planning?	Basic Concepts of Career Planning	* Introduction to the design of this event * Career planning elements * Introduction to college counseling center	NTUB Counseling Center CTS Career Planning Video Peer Tutoring
Session 2 12:00-13:30	UCAN psychological test to assist self-understanding	Testing and explanation of the Interest Test	*Introduction to the importance of career interests * Know your interests	NTUB Counseling Center Peer Tutoring
Session 3 12:00-13:30	Psychological tests to assist self-understanding	Testing and explanation of the Multiple Intelligence Test	*Introduction to Multiple Intelligence *Know your Intelligence	Taipei Youth Salon Peer Tutoring
Session 4 12:00-13:30	Psychological tests to assist self-understanding	Testing and explanation of the Value Perspective Test	*Introduction to Value Perspective *Know your value perspective	Taipei Youth Salon Peer Tutoring
Session 5 12:00-13:30	Summarizing psychological test results to assist self-understanding	Application of career planning concept Profession Jigsaw	Assemble your own career diamond chart	Taipei Youth Salon Peer Tutoring
Session 6 12:00-13:30	Study plan	Goal management and effective learning strategies	*Introduction to study plan *Know your study plan	NTUB Counseling Center Dreamer Learning website http://www.dreamerpengh.com/
Session 7 12:00-13:30	Time Management	Virtual Biography and Resume / Career Interview	*Introduction to interview design *Find professional role models	NTUB Counseling Center Dreamer Learning website http://www.dreamerpengh.com/ CTS Career Planning Video Peer Tutoring
Session 8 12:00-13:30	Career choice action plan (Create a personal career folder)	Learn about the professional development of your current major/Collect professional development information of your interested subjects	* Introduction to the design of this event * Arrange for career counseling (Share interview experience)	NTUB Counseling Center Dreamer Learning website http://www.dreamerpengh.com/ Peer Tutoring

2.4 Research Instrument

The main research tool is the "Specialty-oriented Career Group Counseling Satisfaction Scale", compiled by the researchers with expert validity (invited two career counseling experts and scholars to discuss whether questionnaire topics need to be added or adjusted), that includes 15 items, as Table 2. The internal consistency reliability (coefficient alpha) of the 15-item scale was 0.78. The 12 participants who participated throughout the study were required to complete the Satisfaction Scale. Basic information includes: cultural background, gender, and GPA; the scale also includes open questions. semester. This experimental research is corroborated and supplemented with qualitative research results of individual counseling interviews.

2.5 Analysis Methods

The statistical methods used in this study are descriptive statistics, basic statistical mean and standard deviation statistical methods; which are used to calculate the mean and standard deviation of the "Satisfaction Scale". In addition, the feedback form filled out by the participants and the results of individual counseling interviews were used as the basis for the research results. Lastly, the qualitative research results of individual counseling interviews are used as the corroboration and supplementation for this experimental research.

3. Results

The main purpose of this study is to explore the satisfaction of low-achieving college students with the mixed model of specialty-oriented career exploration group counseling. There were 8 sessions of specialty-oriented career group counseling activities with full participation by 12 participants. In terms of descriptive statistics, the feedback in the satisfaction questionnaire, which was collected last, all indicate that the activities of the group and individual counseling are important to their future professional specialty planning. Two overseas Chinese students from Indonesia, who had great difficulties in Chinese language, verbally answered the questionnaire, which was then recorded in writing.

The satisfaction questionnaire shows that the participants were satisfied with the group counselor's leadership method, style, and sharing contents, and because of these activities, they learned about various service projects available from the college counseling center and the community youth career development center. The questionnaire shows that they are very satisfied with the appropriateness of the overall planning ($M= 4.8$; $S= 0.16$); the satisfaction rate of the overall peer tutoring is high ($M= 4.6$; $S= 0.24$); and Specialty-Oriented Career Counseling is very helpful for individuals in thinking about future careers ($M= 4.6$; $S= 0.24$). Feedback questionnaire findings show after individual counseling with participants of this study: (1) 1/3 of the participants have chosen finance related professions; 1/3 of the participants have chosen other business-related professions, 1/3 are career-undecided. After in-class/post class career counseling for one semester, the findings show that 2/3 of participants are career decided. Participants who can envision their future studying or employment direction reached 2/3, and those who are undecided are 1/3.

Individual counseling was conducted once or twice each, but two of the samples had 3-4 counseling. Senior-class peer tutoring is helpful; peer tutoring, as assisted by two senior-class tutors, has specific effectiveness. Participants responded that both tutors gave specific recommendations and assistance on professional learning and academic learning. Low-achieving college students, who participated in specialty-oriented career group activities this semester, were invited participants, whose performance for the previous semester was in the last fifth tier. The 12 low-achieving students had grades of around C- in their classes originally. Their total average in this semester grew to about B-.

The group also responded that 40% of them are interested in their current major, and 60% are not interested, or do not know; (2) It is found in the interviews that specialty-oriented career counseling can improve individual self-understanding and help in choosing a career and deciding on a future career development direction, that career activities such as multiple intelligence test, value perspective test, interest and capability check are all helpful, and that the contents of time management and study methods are important in identifying time allocation problems and in learning-methods improvement; (3) Peer tutoring assisted by the two senior-class tutors are helpful; (4) In all interviews, the responses to the method of incorporating individual counseling after group counseling are positive; it is obvious that various counseling requirements are needed; some of them wanted to discuss emotions, some about families, and others about career explorations.

Table 3. Various MEANs of Specialty-Oriented Career Counseling Two-Model Curriculum Satisfaction Scale

<i>Item</i>	<i>Mean</i>	<i>Standard deviation</i>
Understand the importance of specialty-oriented career planning	4.5	0.25
Psychological tests to improve self-understanding	4.1	0.49
Feel satisfied with study plan and time management activities	4.5	0.25
Feel satisfied with the activities of the Career Choice Action Plan	4.5	0.25
Feel satisfied with the group counselor's leadership style	4.7	0.21
Know how to use what they learn from this group in college and life	4.3	0.61
Know that they can seek counseling and assistance from the college counseling team	4.8	0.16
Know that they can seek career-related advices from the Taipei Youth Saloon	4.6	0.44
Overall benefits of peer tutoring	4.6	0.24
Overall leadings styles of counselors	4.8	0.16
Overall shared contents of the instructors	4.7	0.21
Current benefits of overall Specialty-oriented Career Group Counseling	4.3	0.41
Benefits of overall Specialty-oriented Career Group Counseling on cultivating value perspective	4.6	0.24
Benefits of overall Specialty-oriented Career Group Counseling on thinking about future careers	4.6	0.24
Benefits of overall three phases planning in this semester	4.8	0.16

4. Discussions

This study evaluates the level of satisfaction of a career group counseling mix model with low-achieving college students. The results of this research questionnaire show that the overall Specialty-oriented Career Group Counseling greatly benefiting individuals thinking about their future careers ($M= 4.6$; $S= 0.24$); they are very satisfied with the appropriateness of the overall planning ($M= 4.8$; $S= 0.16$). This study finds that: (1) The low-achieving college students, who participate in the specialty-oriented career group counseling activities in this semester, have improved in learning performance this semester; (2) Participating in this group is helpful for making career choices; after getting in-post group career counseling for one semester, 2/3 of participants are career decided; (3) Because of the participation in the career counseling group, they learned about the counseling center; if they have serious emotional problems or interpersonal issues, they will continue with individual counseling, seeking help from the counselors of the counseling center; (4) Peer tutoring by senior-class tutors is

also important; just as the research by Zhou (2011), Liu (2013) and Michel (2019) find that: peer tutoring is helpful for professional learning; the peer tutoring teaching strategy can improve students' learning ability and improve performance, thus preventing possible dropouts. The cultural background of low-achieving students is diversified. This study affirms the research findings by Lin, et al. (2002) that it is necessary to pay attention to the academic performance of some aboriginal, elite athlete and overseas Chinese students. This study confirms the findings of Huang, Peng & Wang (2016) that career group counseling is important for low-achieving students' in making career choices and developing study strategies.

This study also proposes the following suggestion: this study can be integrated with community resources to improve the counseling and guidance work in colleges and universities; for example, the cooperation between this study and Taipei Youth Salon generates the cooperative advantages that are similar to that of industry-academia cooperation or interdisciplinary cooperation. This study finds, via the process of low-achieving students' specialty-oriented career group development, that there is a requirement, and it is important, for the counseling center to regularly organize cultural diversified career counseling groups; for example: there is the need for an overseas Chinese students career group, career development group for Mainland Chinese students, career development group for aboriginal students, and "career development exploration group" for elite athlete students, and transfer or resume students. The counseling centers of colleges and universities, through the organization of various group counseling sessions or workshops, seek out the students' problems, and then prevent these counseling cases from becoming critical. In this study, two of the cases that started out at guidance level, had become potentially critical cases that required further counseling. This shows that students with serious problems are willing to seek support after they have developed a sense of trust through group counseling by, and contact with, the counseling center. Recommendations for future research: (1) Adopt the experimental research with pre- and post-test comparison, or the comparative study with experimental group and control group; (2) Study colleges and universities with different professional-subject attributes; compare the differences between various specialty-oriented career counseling programs when incorporating career education into professional studies, and study their effects on improving students' specialty-oriented career choices and career efficacy.

Generalizations are limited for this study, due to the small sample. The sample cannot be described as a random and representative sample of low-achieving undergraduate students in Taiwan. Based on the findings of the current study, further investigators are urged to draw larger comparisons between the career decision-making styles and career education needs of low achieving undergraduate students. To sum up, this study affirms that the effects of the "mixed model of specialty-oriented career exploration group" program for colleges and universities can improve the satisfaction of low-achieving college students. The content design for the career exploration group is critical. The follow-up counseling of the individual counseling arranged subsequently, and the peer tutoring during the process are effective for low-achieving students in making their career choices and learning effectiveness. The timely and appropriate individual counseling and peer tutoring, along with career group counseling care and assistance, might be provided to college students with declining academic performance, then saving these underachieving students from the re-taking, suspending, and dropping out of college scenarios.

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