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An empirical study on the development of socio-industrial adaptation of vocational education in China: A case of Southwest China

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With the rising strain of job rivalry in the contemporary social climate, the incapacity of recent graduates to adjust to society has become a pressing issue. College vocational education's social industry adaptability and students' job development skills are profoundly influenced by the growth direction of colleges, universities, and majors. Accordingly, 616 students and 7 instructors from three institutions in Southwest China serve as the research subjects for this study. The objective is to examine the societal support for colleges and universities in Southwest China, as well as the adaptation of colleges and universities to society, and to establish their link and attempt to prove its psychological capital significance. Moreover, *via* the investigation of the interview questionnaires of instructors, we can learn the true requirements of students to adjust to social vocations. The findings indicate that (1) social support for colleges and universities may predict social adaptation considerably and favorably. (2) Psychological capital has an important beneficial function as an intermediate between societal support for colleges and universities and the adaptation of institutions to society. (3) More attention and resources should be devoted to career preparation for students. Schools, as the primary institution, should build a variety of relationships with social businesses, and the steps taken to facilitate students' integration into society will assist schools in establishing their reputation. This contributes to the enhancement of the school's capacity for comprehensive management, so promoting the school's and society's virtuous growth cycle.

KEYWORDS

D./master in education management, CIC industrial adaptation, vocational education, social support, social adaptation, psychological capital, Southwest China

Introduction

In the existing higher education industry, only 48.39% of students are just able to adapt to society, and another 32.26% show their inability to adapt to society under the yearly increasing number of college students, the increasingly severe employment competition pressure, and the rapidly changing talent market demand (Wang and Song, 2011). Li et al. (2021) found that among the four main job orientations, namely development space, income, ability enhancement, and personal interest, compared to 2015, development space, ability enhancement, and personal interest were decreasing to varying degrees, and only income was increasing in proportion. Consequently, there is a broad demand gap in vocational education in China that prevents a suitable fit.

China New East Culinary School reduces the threshold of trust (RDF) for students to join society by emphasizing the benefits of industrial clusters and the method of complete educational accompaniment in conjunction with in-depth collaboration with catering businesses. At the same time, the school's practice of setting up assistance offices in each prefecture-level city in China to help graduates with their employment problems, disguised as providing vocational education solutions in response to changes in society, has received considerable positive comments and praise (Luo, 2020). And it can be seen that the interaction of individual, organizational, and institutional factors can affect the functioning of organizations and social institutions (Tomlinson et al., 2018). In the face of today's severe social competitive landscape and demands, schools that provide good resources for students will be able to reflect the professional value of schools for students to a certain extent, while possibly helping alleviate the competitive pressure of students when they enter society.

According to existing education-related research, a decent social support environment for colleges and universities could indeed substantially improve students' sense of career goals and start encouraging students to develop more actively and effectively toward their target career learning (Ramsdal et al., 2015). This could also help students build and adapt to the professional environment and adapt to society more quickly (Fronek et al., 2021). In addition, research has shown that assistance in the educational process is multidimensional, encompassing psychological support, relational emotional support, resource support, etc. (Zhang et al., 2019). This assistance is mostly provided by schools, parents, and friends (Urduan et al., 2007; Ramsdal et al., 2015; Zhang et al., 2019). These studies show the necessity of providing students with systematic social support.

However, due to objective geographic and economic factors in China, the density of educational resource distribution in China is closely related to the economic status of the region, and

there is a substantial disparity between the resources available for vocational education in the southwestern and eastern regions (Gao et al., 2020). Nevertheless, it would not align well with the growth and building of the local economy owing to the relatively poor faculty, lack of industry experience, and disconnection of professional settings from local businesses (Yao, 2020). In the setting of such an objective resource environment in many parts of China, there are few studies on social support for general vocational education in China, and even fewer research on social support for career-related adaptation on this basis, which directly contributes to the absence of guiding direction and the lack of resource investment value in the development of general vocational education in China (Shi and He, 2019). Given the available educational resources, this research was undertaken in Southwest China to determine the effect of social support on students' social adjustment, as well as the function of psychological capital. This study seeks to investigate the educational and administrative issues in the present vocational education framework in order to improve school management programs and resource allocation, hence facilitating students' adaptation to professional life. This study also would serve as a resource for future research on school policies pertaining to "assisting learners in entering society."

The research following objectives have been set: (1) to investigate the social adaptation of college students and social support for colleges and universities under the existing educational environment and to verify the predictive effect of social support and social adaptation of college students in Southwest China, as well as the possible mediating role of psychological capital; (2) to validate the realistic adaptability of the research model through structured in-depth interviews and to identify the problematic keys to policy implementation.

Literature review and research hypothesis

Social and vocational support and adaptation mechanism of vocational education

While resources are insufficient, the promotion of material support for vocational education will be hampered to a certain degree. However, this support from society may also be subdivided into getting and perceiving societal support for colleges and universities (Xiao, 1994). The former is derived from specialized support techniques, while the latter is derived from the usability assessment of support emotions, information, and esteem (Cutrona and Suhr, 1992; Gottlieb and Bergen, 2010). In particular, because students must enter the workforce after graduation, both parents and instructors play

supporting roles in various ways. Research demonstrates that active assistance, such as parental encouragement and direction, may successfully improve children's capacity to attain scholastic and occupational objectives (Urdan et al., 2007; Ramsdal et al., 2015; Zhang et al., 2019). Likewise, if parents constantly have a favorable outlook on their children's education, their children are more likely to actively pursue an education and job (Zhang et al., 2019). Other polls indicate that while high school students are evaluating their future academic and professional options, they must depend on the school to offer career-supporting resources such as learning facilities, universities, and career advice and consulting services (Xie and Reider, 2014; Schwartz et al., 2016). Moreover, if the school organizes events such as career day and learning Expo, it would be simpler for students to comprehend and be interested in academic and professional material (Zeng et al., 2020). In addition, research indicates that when students get support from instructors in the classroom learning environment, they have a more positive outlook on school and a stronger motivation to pursue jobs (Lazarides and Watt, 2015).

In addition to providing real help, it is evident that making pupils feel supported is of equal importance (Yao et al., 2003). When considering a profession, a student's perception of support would assist him or her remain calmer and prevent uncertainty (Rodrigues et al., 2019). Social support for colleges and universities is concurrently a broad understanding of social conduct. Good social support for colleges and universities may not only prevent slack and degeneration (Carlo, 2006), but it can also be the primary reason why people participate in prosocial conduct (Rotenberg et al., 2005).

As a symbiotic concept of social support for colleges and universities, social adaptation of college students would be seen as the behavior of individuals to adapt to their surroundings (Wang, 1988). Students will have a greater propensity to trust people under the condition of excellent social adaptation if they depend on social networks (Xu et al., 2012). This adaptive group tendency is academically regarded as the willingness of individuals to interact with the environment to seek a balance between the heart and the environment (Zaniewski and Reinholz, 2016). This trust tendency will enable individuals to have more interaction and communication with others in order to obtain more emotional support and a sense of belonging (Chen, 2010). Individuals will adopt the habit of seeking psychological help when the equilibrium is disturbed (Charles and Roussanov, 2009). Relevant adaptation case studies demonstrate that, in the face of the epidemic and intense employment competition, increasing social support for students will effectively improve their adaptability to the surrounding environment and have a positive effect on the academic and survival strategies of students (Fronek et al., 2021). Based on the aforementioned deduction, this research proposes the following hypotheses:

H1: for college students in Southwest China, good social support for colleges and universities can positively affect their social adaptation level.

Framework and function of psychological capital

Individually, students must count on their relationship network to receive the resources and support necessary for their development and progress. Positive social support for schools and universities may help them get respect and affection from their connection network (Cobb, 1976). The absence of societal support for colleges and universities may cause citizens to feel sluggish and degraded, or even powerless in the event of an environmental disaster. Similar correlational research has received widespread support in the fields of parental education, campus bullying, prosocial conduct, etc. (Chen, 2001; Lin et al., 2018; Fronek et al., 2021). However, there are few supported research on higher education in Southwest China, therefore the majority of studies can only identify issues without offering solutions. Since educational support activities can effectively improve students' views on careers and their enthusiasm for professional learning (Zeng et al., 2020), but they must rely to a certain extent on students' psychological quality level (Center on Education Policy, 2011), the purpose of this study is to examine how to effectively improve the use efficiency of support resources by improving students' psychological quality level.

Psychological capital is a positive psychological state, comprised of psychological qualities such as self-efficacy, self-confidence, hope, optimism, and resilience, that encourages individuals to engage in good action (Luthans et al., 2007). In other words, these psychological capital qualities may have a significant influence on people's attitudes, behaviors, and abilities. When these dimensions are at a high level, it indicates a reasonably high degree of psychological quality in the individual. According to the prosocial behavior theory, when an individual engages in more prosocial behaviors, the individual's subjective wellbeing and positive emotions will increase (Yang and Kou, 2015), which represents, to some extent, the outcomes of the individual's active interaction with social networks (Xu et al., 2012). Consequently, the study's presumption is that psychological capital mediates the relationship between social support for colleges and universities and the influence of college students' social adaptation. The influence of psychological capital on attitude, conduct, and ability demonstrates this. First, in terms of attitude, Li et al. (2020) discovered that psychological capital plays a significant positive mediator role between achievement motivation and students' responsibility ability, which can significantly influence students' social responsibility ability and effectively regulate the pressure brought on by learning (Meng and Hui, 2012). The second effect is on ability. Tang and Ge (2014) discovered

that psychological capital has a significant impact on students' learning investment. [An and Zhang \(2020\)](#) discovered that a positive psychological state brought about by psychological capital makes employees more likely to maintain a positive and optimistic attitude in the face of adversity, persistently pursue their goals, and solve problems, thereby providing companies with a good psychological resource capacity to achieve breakthrough innovation. Lastly, [Li and Cao \(2011\)](#) discovered that psychological capital has a favorable and substantial effect on the employability of students. [Shen \(2013\)](#) investigated further that the enhancement of psychological capital is beneficial to building students' accurate attribution in the workplace. Therefore, the following assumptions are made:

H2: for college students in Southwest China, a good level of psychological capital is very important. It plays a positive intermediary role between social support for colleges and universities and social adaptation of college students.

Research methods

Research framework

For the original study integrity, the causal relationship between societal support for colleges and universities and college students' social adaptation serves as the primary research structure. In addition, it discusses the function of psychological capital as an intermediary and utilizes interviews to determine how the data findings connect to the actual world ([Figure 1](#)).

Research object

Students from three Public Universities in southwest China participated as samples for the research. There were a total of 650 surveys distributed, 618 questionnaires returned, and 616 questionnaires were deemed effective. 209 males, representing 33.9%, and 407 girls, representing 66.1%, are aged

between 17 and 30 years old, and the most prevalent age group is 18–20 years old. In each of the three institutions questioned, seven other instructors were selected to complete semi-open-ended interview questions. The teachers were selected to cover the education status of the students in a manner that was not restricted to a single field of study, so they all came from various majors and positions, including two teachers of psychological counseling, two teachers of ideological and political work and career guidance, one teacher of philosophy, one teacher of tourism, one teacher of law. These teachers are representative in student education and management.

Research tools

Social support scale for colleges and universities

The study utilized the Social Support Inventory developed by [Xiao \(1994\)](#), which was developed in clinical psychology; however, it is a relatively complete and referable measure that has been used in the majority of social support-related studies and is a relatively mature data measurement instrument. Three aspects comprise the scale: subjective support, objective support, and usage of support. Since the dimensions of the scale may evaluate the interaction between a person and the objective environment in a very thorough and detailed manner, employing it might assist schools in determining the objective support status of their students and providing them with better relational assistance. The scale consists of ten non-standard Richter scale questions. Some of the items must be added and averaged, and with an alpha value of 0.73, higher scores indicate greater levels of social support.

College students' social adaptation scale

The investigation utilized the Student Adaptation to College Questionnaire (SACQ) created by [Baker and Siryk \(1999\)](#), which has been extensively verified and accepted by the academic community and would be a fairly mature scale. Compared to

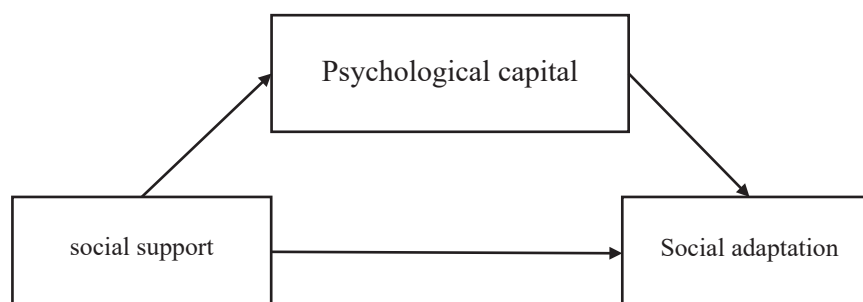


FIGURE 1
Research frame.

previous student adjustment measures, this scale more closely resembles a typical survey than a pathological survey in terms of the application of the research. In addition, the question format emphasizes the relationship between the person and the environment, which is more consistent with the social support scale. Because of this, the selection of this scale will help support the study's emphasis on "interactive relationship resources." However, due to the large number of questions in the original scale, in order to make the questionnaire easier to complete, the study opted to refer to Liu's (2015) research practice. Using the social adjustment subscale of the SACQ scale to develop the questionnaire, the scale consists of five points. Citing the findings of Liu Dan's factor analysis, after eliminating 7 questions from the initial scale of 18 questions, the alpha coefficient for the remaining 11 questions is 0.876.

Psychological capital scale

The study employed the Physical Capital Questionnaire PCQ-24 developed by Luthans et al. (2007), which has been extensively verified and endorsed in academic circles and is a fairly mature scale in terms of application. In terms of application, the scale has four dimensions, including self-confidence, hope, optimism, and resilience, which include the positive psychological attributes of people comprehensively. The scale consists of 24 questions, and the original scale is a seven-level Richter scale with an alpha value of 0.894%.

Interview questionnaire

Due to the fact that the interview questionnaire is used to augment the data so that it may be related more effectively to the real scenario, research often starts with two components. Finally, by merging instructors' perspectives on the two areas, they proposed improvements.

The interviews will be conducted using a semi-structured interview questionnaire in order to complete the quantitative study's data results, illustrate the significance of social support and psychological factors in the professional education process, and ultimately explain and support the research recommendations for the professional education reality in Southwest China. Due to the fact that the participants were from various cities and regions, an online telephone interview was used. The duration of the interview was restricted to 30 min. The questionnaire will be compiled mainly from two aspects: the view of the school on students' social adaptation and the actual situation of the school in the construction of students' social support. The initial objective is to comprehend the school's viewpoint on the social adaptation of college students from a cognitive standpoint. The origin of the issue alludes to Ouyang (2003) study on the effect of social support for colleges and universities on students' mental health and Yao and Guo (2018) discussion of the significance of students' social wellbeing. The difficulties include the school's assistance with college students' social adaptation, the relevance and perception

of the assistance, the perception of students' self-assurance and optimism, and the special assistance of the current educational professional design to students. The second objective is to comprehend the distinctive structure and support of the school in students' social adaptation from the school's social support for colleges and universities. For the issue, please refer to Sun and Liu (2019) description of the influence of social support for colleges and universities on students' career adaptability, as well as the relevant aspects of the instances included in the study (Luo, 2020). The problems include the condition and issues of the school's hardware and software infrastructure; the perspective of enhancing the school by providing employment opportunities for students; whether the students' employment satisfaction is significant; and whether the school's professional curriculum design incorporates social specialization standards. The interview results will be organized utilizing Graebner's (2009) version for organizing interview information, i.e., listing the subject of the questions, comparing and summarizing each respondent's responses to the subject questions, and analyzing and summarizing the common subject views of the interviewees.

Research results

Tabulation of descriptive statistics and correlation coefficient

Validation of the topic's pre-sample size is required to ensure that the selected scale may be better fitted to the measurement. A total of 160 pre-test samples were provided, and 159 valid questionnaires were returned, for a recovery rate of 98%. The social support measure is a non-standard scale, hence the dependability of the original scale, which was 0.73, was provided. The remaining psychological capital and social adjustment measures obtained corresponding reliability ratings of 0.85 and 0.90. This indicates that, from an internal consistency standpoint, the dimensions or factors of the scale fulfill acceptable requirements.

This section will conduct an analysis of the overall correlation between different aspects of social support for colleges and universities (objective support, subjective support, and utilization of social support), different aspects of psychological capital (self, hope, optimism, and resilience), students' social adaptation, and other factors. The findings are summarized in the table that can be found below.

As shown in Table 1, there was a significant positive correlation between psychological capital and social support ($r = 0.423$, $p < 0.001$) and social adjustment ($r = 0.682$, $p < 0.001$).

As can be seen from Table 2, all sub-dimensions show significant positive correlation ($0 < r < 0.8$, $p < 0.01$), while there is no high correlation between all sub-dimensions, which means that there is no covariance problem.

TABLE 1 Correlation analysis of overall factors.

	M	SD	1	2	3
Psychological capital	4.389	0.981	(0.855)		
Social support	2.252	0.357	0.423***	(0.730)	
Social adaptation	3.597	0.661	0.682***	0.477***	(0.904)

***p < 0.001.

*The reliability value is on the diagonal.

Regression analysis

The research employs regression analysis to find out the correlation between societal support for colleges and institutions and college students' social adaptability. It also employs psychological capital as a mediator between them. The control variables, including the distinction of average monthly family income, were cited from the original questionnaire.

It can be seen from Table 3 that in mode 1, social support for colleges and universities has a significant positive impact on students' social adaptation ($\beta = 0.476^{***}$), that is, for college students in Southwest China, social support for colleges and universities and students' social adaptation show a significant positive predictive effect, and the results support hypothesis H1. In model 2, social support for colleges and universities significantly affects the intermediary variable psychological capital ($\beta = 0.416^{***}$). In mode 3, the mediating variable psychological capital significantly reduces the impact of social support on colleges and universities and social adaptation of college students ($\beta = 0.230^{***} < 0.592^{***}$), that is, for college students in Southwest China, psychological capital plays a significant positive mediating role in the impact of social support on Colleges and universities and social adaptation of students, and the verification results support hypothesis H2.

Streamlined interview data

In order to fully comprehend the relationship between data and reality. According to the question framework of the interview, the research is divided into two aspects: the view of the school on students' social adaptation and the

TABLE 2 Correlation analysis.

	1	2	3	4	5	6	7
Objective support score							
Subjective support score	0.356***						
Utilization of support	0.233***	0.234***					
Self-confidence	0.251***	0.376***	0.278***				
Optimistic	0.198***	0.340***	0.268***	0.692***			
Hope	0.195***	0.336***	0.223***	0.754***	0.724***		
Toughness	0.226***	0.367***	0.195***	0.742***	0.656***	0.789***	
Social adaptation	0.225***	0.466***	0.330***	0.664***	0.619***	0.568***	0.579***

***p < 0.001.

TABLE 3 Psychological capital intermediary effect.

Variable	Mode 1	Mode 2	Mode 3
	Social adaptation	Psychological capital	Social adaptation
	β	β	β
Control variable			
5200_8300	0.032	0.030	0.015
8300_12500	0.014	0.075	-0.030
12500_24000	-0.025	-0.023	-0.012
24000以上	-0.039	-0.117**	0.030
X			
Social support	0.476***	0.416***	0.230***
M			
Psychological capital	-	-	0.592***
F	36.787***	30.695***	106.196***
ΔR^2	-	-	0.281
R ²	0.225	0.194	0.506

p < 0.01; *p < 0.001.

actual situation of the school in the construction of students' social support. Through the semi-open questionnaire analysis of seven instructors, almost 20,000 words of interview records were gathered and the replies to the internal contradictions of development described therein were analyzed and summarized (Supplementary Table 1).

Conclusion and discussion

The intermediary function of psychological capital

The results of this questionnaire indicate that for college students in Southwest China, societal support for colleges and universities and students' social adaption have a strong predictive influence, with psychological capital playing an important mediating function. This accords with the previous study findings (Cobb, 1976; Yang et al., 2019;

Yan et al., 2021). Social support for colleges and universities is favorably connected with several psychological characteristics, including self-esteem boosting, understanding and assistance, and emotional therapy, according to numerous research (Chen, 2001; Lin et al., 2018). As a consequence of these psychological variables, individuals may connect more completely and efficiently with relational networks and adapt to their environments (Rotenberg et al., 2005; Hu and Ding, 2011; Jiang and Bai, 2014). The primary source of psychological capital's intermediate function may be social support. Social support used in the research primarily consists of subjective regard and comprehension, objective material, and interpersonal communication, and support usage. The link between subjective support and psychological capital is among the most evident. For instance, Liu et al. (2021) discovered that when students get more assistance, their sense of purpose becomes stronger and more confident, and they actively seek out chances and resources.

And the discussions with the interviewees elaborate upon this as well:

"... self confidence can give full play to their potential..."

"... if a student is confident, when he faces various problems in life, study and work, in fact, he will be more calm and confident to deal with these problems..."

"Professional learning does not necessarily cultivate students' self-confidence. When his personality seems to be a great fit for his major, he must have excellent academic achievement and steadily rising self-confidence."

It is evident that social assistance provided by colleges and universities may enhance students' social adaptation. meanwhile focuses the school's efforts on boosting pupils' self-esteem, which may make the supporting work more successful. This research reaffirms the influence of society on college support and students' social adaption, as well as the importance of psychological capital as a mediator. It supports the notions that colleges and universities have social support and that psychological building is a crucial component of school administration.

Students' social adaptation and improvement of school comprehensive ability

In the interview, instructors come to agreement over the school's attempts to promote the social adaption of

children. In other statements, the school strengthens students' social adaptability through community activities, psychological counseling, classroom practice, social practice, career planning, and other aspects, but these measures are accompanied by supportive measures in the implementation process that cannot aid students in adapting to the increasingly demanding employment environment.

By including the perspectives of the interviewed instructors, we may concentrate on the influence of school resources on the career goals and job satisfaction of students. The first is the effect of school educational resources on the career goals of pupils. Some respondents addressed the present state of students' job intentions:

"...before to enrolling in college, many students are unsure about their professional goals. They apply for a major based on factors such as the kind of job they perform for a living and the breadth of career opportunities. Some students may even be relatives and acquaintances at home in order to present what kind of employment..."

It can be observed that owing to a lack of career planning in senior high school, pupils have blank slates before attending college, which partially supports the need for family education assistance (Zhang et al., 2019). However, according to some interviewees:

"(The freshman and sophomore years) are more about the history of the development of the major, but for the sentiment of the major, the direction of the education major, the humanistic sentiment, and the professional ethics education, it is often put in the upper grades, especially in the senior year, when students are placed in internship experiences. As a result, current students can be confused when asked in their junior year whether they like their major or clarify the nature of the major."

It can be seen that in the curriculum arrangement, due to the restrictions of the school's syllabus planning, students in the lower grades are restricted and not exposed to hands-on professional learning, which may limit students' understanding and interest in their own profession, which is not conducive to the effective promotion and enhancement of professional education. Similarly, as a unique job in Chinese schools and universities, counselors are intended to assist students study and live more effectively; yet, several respondents noted that:

"... counselors in various institutions and departments provide psychological therapy."

Counselors of student work are not psychology major graduates. Even the development of scientific and engineering

students is a random and spontaneous process. They lack a background in pedagogy and psychology, and their ability to instruct pupils is inadequate. It is evident that counselors who provide student assistance and perform auxiliary duties may not have the desired impact owing to professional and skill issues. At the same time, this highlights the significance of school career support resources, since when students are contemplating their future job or major, the career support resources that schools may give may serve as their primary reference point for career orientation (Xie and Reider, 2014; Schwartz et al., 2016).

Regarding the employment satisfaction of students, several respondents assessed the present state of affairs as follows:

“The school has now formed a separate Alumni Association.”

“The purpose of alumni work is to comprehend these graduates’ employment and social growth.”

Nonetheless, other respondents said that:

“(school) continues to face the dilemma of survival.”

“As long as students find work, even if it has nothing to do with their major, their employment rate is calculated.”

The school’s opinions on the employment satisfaction of its pupils continue to be inconsistent with its stated policies. For some time, it has been difficult for the candidate to evaluate work satisfaction, and he said,

“It is difficult for you to evaluate job contentment.”

Additionally, another respondent mentioned:

“If you want to pursue a degree that is directly linked to what you’ve learned after graduation, you may be quite content, and you’ll be satisfied with better treatment. The reality, however, is that a significant minority of students cannot reach (professional equivalents).”

Students’ social adaptability may be enhanced if employment may acquire a professional equivalent and a specific job treatment, as this demonstrates. If employment may get a professional equivalent and enjoy specific job treatment, it must be tied to the industry’s confidence. The perspectives of respondents about industry certification are as follows: Only low-quality schools must be accredited by others. Schools should not be concerned about external recognition. I believe he performed an excellent job as a teacher and earned his own accolades. I’m afraid this is of paramount importance. Therefore, it is unnecessary to conduct the so-called certificate

industrial certification for teaching, which is forced by external administrative entities on teachers and the school system. This demonstrates that professional certification is more successful for conventional colleges and universities, and its aim is to develop a system of trust between schools and social businesses. Numerous qualifications are not required. When school administrators do not have a clear understanding of their professional education, they will divert professional education from the central purpose of education and raise education’s unneeded costs and burdens.

From these two perspectives, it is apparent that the discussion of students’ future career planning and training techniques, as well as their happiness with their employment rate and professional certification, cannot be separated from the discussion of their future career growth. Referring to the successful cases of New Oriental Cooking School (Luo, 2020), when students can benefit from the school’s professional support and find professional counterparts and satisfying jobs, the school can naturally benefit from the reputation of support for students, forming a cycle of professional support and growth. Therefore, given the current resource limits, we should pay more attention to and support students’ employment investment, and use the school as a relationship to develop contact and trust with social enterprises in order to offer students with more career possibilities.

Research significance and future prospects

This study demonstrates that psychological capital serves as a partial mediator between social support for colleges and universities and students’ social adaptation; it demonstrates the potential impact of school educational resource allocation and employment satisfaction on students at this stage; and it establishes a link between students’ social adaptation and school development from the perspective of teachers. This study’s findings give a perspective and theoretical foundation for understanding the relationship between college students’ social adaptation and school growth. To assist students better adapt to society, colleges and institutions in southwest China should restructure their curricula. For example, students majoring in tourism should take the initiative to collaborate with local tourist attractions in order to comprehend the nature and work process of future jobs, to establish professional learning objectives and practical experience for students in the initial stage of professional learning, etc. By adjusting the sequence of professional development courses in accordance with the requirements of various majors, we may better accommodate the demands of students. And keep in touch with students and get timely information feedback after students get employed, which will aid in the improvement of the school’s education management model. It should be noted that the scale portion of

this research employs cross-sectional data to establish causation, which is inadequate for convincing purposes. To confirm causation, more longitudinal data collection is required. In addition, a portion of the study's opinion data comes from interviews. Due to sample size constraints, there may be a certain amount of empirical variation. To achieve more precise study findings, it is possible to gather additional sample data or modify the research instruments.

Data availability statement

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Author contributions

ZX completed the research and wrote the manuscript independently. H-PW participated in the guidance and proofreading and approved the submitted version. Both authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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Supplementary material

The Supplementary Material for this article can be found online at: <https://www.frontiersin.org/articles/10.3389/feduc.2022.998732/full#supplementary-material>

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