

Research on Training Strategies of Psychosocial Adaptability of Higher Vocational Students Under the Background of Production-education Integration

Mangmang Xun*

Student Affairs Department, Luzhou Vocational and Technical College, Red Star street, Luzhou, China

*corresponding author

Keywords: Integration of production and education, Higher vocational students, Psychosocial adaptability, Improvement path

Abstract: As a powerful base of technical talents for China's economic and social development, vocational colleges can effectively improve the quality of personnel training in higher vocational colleges and contribute to the social development of higher vocational colleges. Psychosocial adaptability is an important component of students' social adaptability, which determines the quality and height of students' future development to a certain extent. 520 higher vocational students from 8 universities were selected to participate in the psychosocial adaptability test. It was found that their psychosocial adaptability had advantages in physical condition and interpersonal communication adaptability, and self-presentation adaptability were relatively good, and self-efficacy and learning status adaptability were the worst, which should be focused on improving in the education process. At the same time, gender differences and the characteristics of students of different majors should be fully considered for differentiation guidance.

1. Introduction

In the new journey of building a modern socialist country in an all-round way, vocational education has a broad and promising future. In 2019, The State Council issued the National Implementation Plan for Vocational Education Reform, which stated that "to grasp the correct direction of reform. In accordance with the principle of "managing both ends, standardizing the middle, dual-certificate integration, and multiform education", strict two passes of teaching standards and graduate quality standards, at the same time, Ministry of Education and the Ministry of Finance promulgated the Implementation of Higher Vocational Schools and Major construction Plan, which issued and pointed out that firmly establishing a new development concept and serving the need for building a modern economy and higher quality and full employment. The integration of industry and education and the construction of "Double High-levels Plans" colleges are in full swing. Vocational colleges must strengthen the connotation construction of colleges, emphasis students' quality cultivation education, especially psychosocial adaptability education, in the way of "wide entrance and strict exit", strictly check the quality standards of students.

1.1. Connotation of Psychosocial Adaptability

Psychosocial adaptability refers to a person's ability to adapt psychologically to the social life and social circumstances. The level of psychosocial adaptability partly indicates a person's psychological maturity to some extent. Just as the national policy has emphasized, enhancing the adaptability of vocational education and accelerating the construction of a modern vocational education system is an important way to train high-quality technical and skilled personnel, skilled craftsmen, and great country craftsman. It can be seen that enhancing the adaptability of vocational education and accelerating the construction of a modern vocational education system is an important way to train high-quality technical and skilled personnel, promote employment, entrepreneurship and innovation, and promote the optimization of talent training in China. It is also an inevitable requirement for building a powerful education country. At the same time, some studies have shown that psychosocial elements of behavior and performance will significantly impact the

outcomes of long duration missions [1]. However, the overall level of social adaptability of college graduates is low [2]. Vocational education, as the talent transmission base of social development, should strengthen the cultivation of students' psychosocial adaptability. As an important part of "new health education", "psychosocial adaptability" aims at cultivating social citizens with good psychosocial adaptability and provides strong support for students to enter the society in the future.

1.2. The Importance of Improving Psychosocial Adaptability

As advocated by the National Vocational Education Reform Implementation Plan, vocational education and general education are two different types of education and have the same important status. Compared with general education, vocational education has its own characteristics in terms of training objectives and education methods. To improve the development quality of vocational education, it is necessary to follow the rules of training technical personnel, skilled craftsmen and craftsmen of great countries, take the job demand as the orientation and focus on the cultivation of practical ability. The physical and mental health of individuals is closely related to their psychosocial adaptability [3-4]. When students just enter the society and face the tense, complex and fast-paced working environment, they are prone to anxiety, adjustment disorder and other psychological discomfort. Chen Jing's research found that higher vocational students' social adaptability is not innate, but gradually formed through long-term positive mental health education [5]. Therefore, in the vocational education of higher vocational students, we should emphasize the cultivation of students' positive orientation, pay attention to the cultivation of psychological adaptability quality such as academic attitude, self-presentation and interpersonal communication. At the same time, we should enhance the guidance, effectiveness and systematization of psychological adaptability education, so as to systematically improve the psychological adaptability ability of college freshmen. In order to better promote students' rapid adjustment and realize post adaptation, it is urgent to improve students' psychosocial adaptability in a planned way. To this end, the research adopts the "psychosocial Adaptability test" compiled in 2008 [6] to carry out a survey on higher vocational graduates, to explore the advantages and disadvantages of higher vocational students' psychosocial adaptability in totality, gender, and professional categories [7-8], so as to strengthen the weak board, comprehensively improve the quality of higher vocational graduates, and promote the construction of double high schools.

2. Research Methods

2.1. Study Subjects

Junior students are about to take internship positions and are in the critical period and rapid development of psychosocial adaptability growth. The study tested 520 junior vocational college students from 8 universities in Sichuan Province, including 215 male students and 305 female students.

2.2. Research Tools

The psychosocial adaptability test was used to test the research subjects. The score of each question in the questionnaire was 0, 1, 2, 3 and 4 points on the five-level scoring scale, which can evaluate the level of psychosocial adaptation of higher vocational students. At the same time, in order to better examine vocational students' performance of psychosocial adaptability, 50 psychological education experts and 50 students were selected to conduct classified voting on the 30 questions of the questionnaire in the aspects of learning state, interpersonal communication, physical condition, role change, self-efficacy classification [9]. Finally, the 30 questions of the questionnaire were successfully divided into learning state, interpersonal communication, physical condition, role change and self-efficacy, which are the five dimensions of psychosocial adaptability.

2.3. Statistical Analysis

In the study, 520 collected questionnaires were analyzed and processed, and 9 invalid questionnaire data were removed, a total of 511 valid questionnaire data were received, including

208 male students and 303 female students. The study used the obtained data with SPSS25.0 to conduct the corresponding analysis of variance and factor analysis, and carefully explored the psychosocial adaptability of higher vocational students through the combination of qualitative and quantitative methods, $P < 0.01$, $P < 0.05$ indicates significant and statistically significant differences.

3. The Results of The Research

3.1. Basic Status Quo of Psychosocial Adaptability of Higher Vocational Students

The ratio of male and female of the survey subjects was basically the same, and the analysis of spss data found that the total average score of students' psychological adaptability was 1.908 ± 0.17 , because the score of each question in this questionnaire is in the range of 0-4, which shows that students' psychosocial adaptability is generally at the middle low level, and the overall needs to be improved.

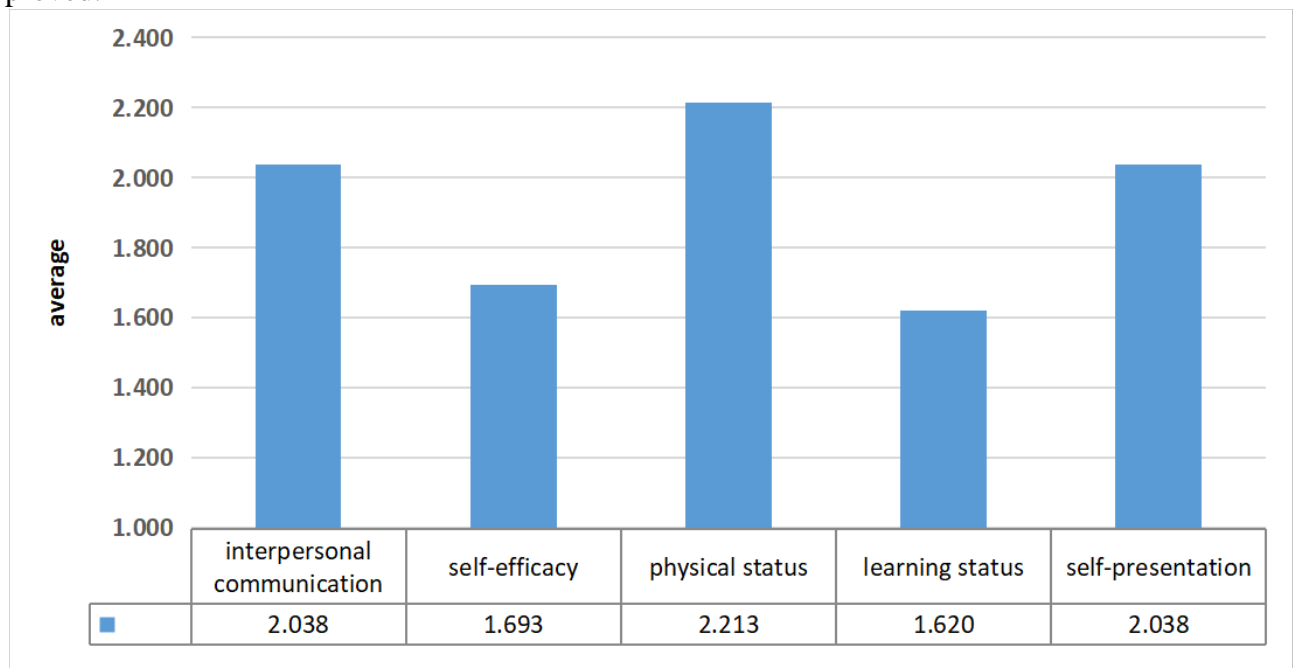


Figure 1 Comparison of dimensions of psychosocial adaptability.

In order to further discover the differences between the dimensions of psychological adaptability of higher vocational students, the average score of each dimension was compared, and it was found that there was a significant differences, $P < 0.05$. The LSD post hoc test results showed that the adaptability of physical condition was the best, $P < 0.01$; Followed by interpersonal communication and self-presentation adaptability, $P < 0.05$; The adaptability of self-efficacy and learning state was the worst, $P < 0.01$, and the specific results are shown in Figure 1. This indicates that attention should be paid to improving self-efficacy and guiding learning status in the education of students' psycho-social adaptability. Secondly, we should pay attention to steadily improve the psychosocial adaptability of interpersonal communication and self-presentation, and make good use of the advantage of students' physical state stress adaptability.

3.2. Differential Analysis of The Psychosocial Adaptability of Different Gender Higher Vocational Students

In order to better explore the specific differences in psychosocial adaptability between male and female vocational students, gender was taken as the independent variable and scores of each dimension as the dependent variable, and average values were compared respectively. The results showed that the score of male students in physical status was significantly higher than that of female students, $P < 0.01$. However, the score of interpersonal communication psychosocial adaptability of girls was significantly better than that of boys, $P < 0.05$; There were no significant

differences in self-efficacy, self-presentation and learning status. The specific results are shown in Figure 2. This fully demonstrates that there are significant differences in psychosocial adaptations between boys and girls. Boys' adaptability in physical condition is significantly better than girls', while girls' adaptability in interpersonal communication is significantly better than boys'.

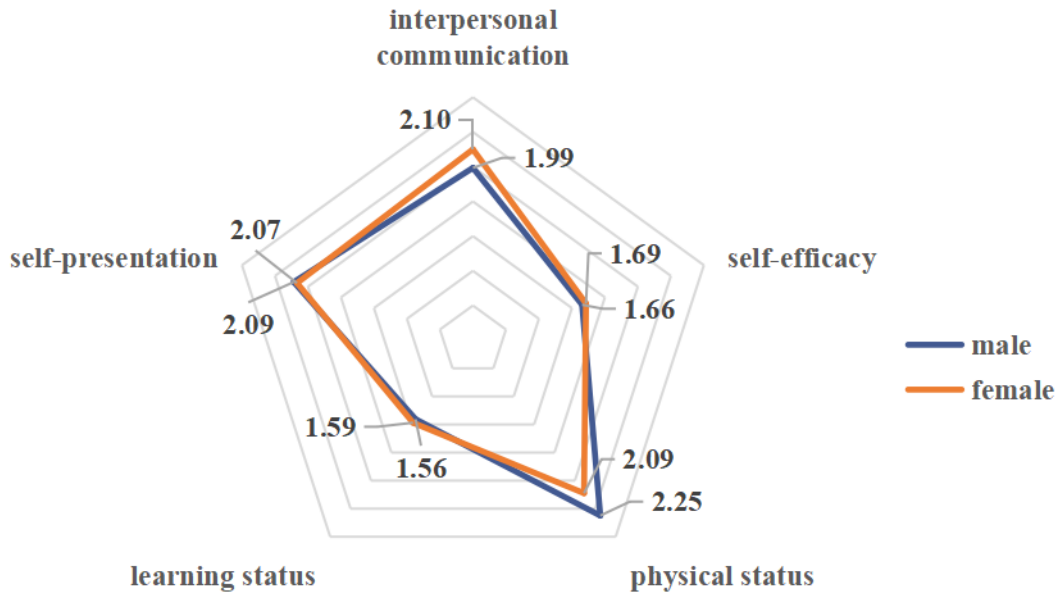


Figure 2 Comparison of dimensions of psychosocial adaptability in different gender.

3.3. Comparison of Differences in Psychosocial Adaptability of Higher Vocational Students in Different Majors Categories

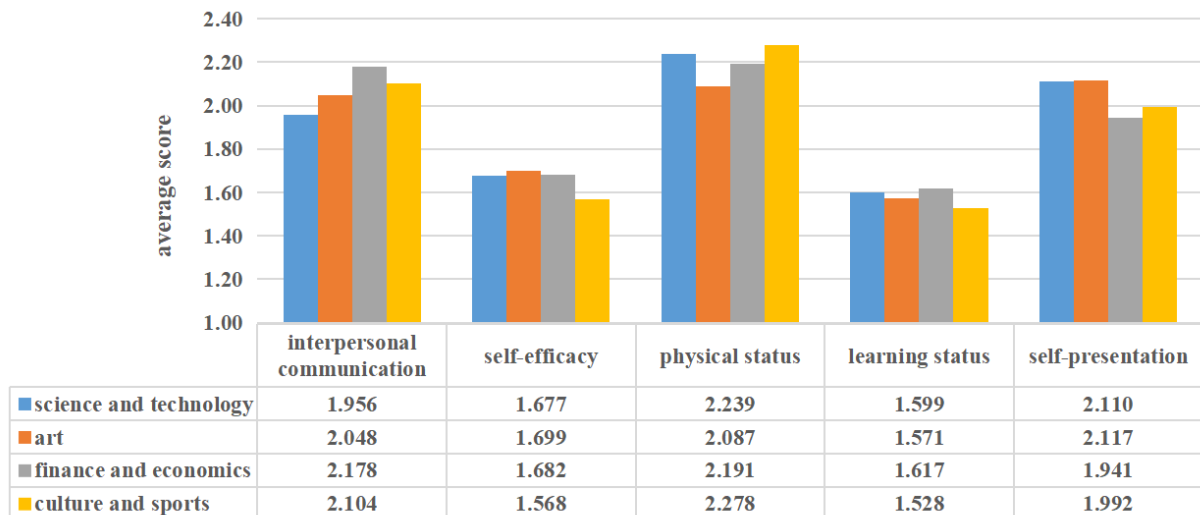


Figure 3. Comparison of dimensions of psychosocial adaptability in different majors categories.

In order to carefully understand the differentiated impact of professional training education on students' psychological adaptability, this study took major categories as inter-subject variables, each dimension of psychosocial adaptability as internal variables, and students' psychosocial adaptability score as dependent variable to conduct repeated measurement analysis of variance, and the specific results are shown in Figure 3. The results found that the interaction effect between major category and psychosocial adaptability dimension was significant, $p < .01$. That is, students in science and technology, art, finance, economics, sports and other majors categories had significant differences in psychosocial dimensions. The LSD test results showed that:

In the dimension of interpersonal communication, students of science and technology were significantly lower than other three categories such as art, finance and economics, culture and sports, $p < 0.05$; And the students majoring in finance and economics were significantly better than the culture and sports students, $p < 0.01$.

In the dimension of self-efficacy, students majoring in art were significantly better than culture and sports students, $p < 0.05$; However, there was no significant difference between the science and technology categories and finance and economics categories, $p > 0.05$.

In the dimension of physical condition, art students were significantly weaker than other three majors, $p < 0.05$; culture and sports students had the highest physical condition adaptability.

In the dimension of learning status, there was no significant difference among students of different majors, and the scores were generally very low, $p > 0.05$.

In the dimension of self-presentation, art and science and technology students performed better, and significantly better than finance and economics, culture and sports students, $p < 0.05$.

4. Discussion

4.1. Can Improve the Psychosocial Adaptability of Higher Vocational Students to Take the First Step of Social Success

Vocational education is an employment-oriented education, and the level of students' psychosocial adaptability is an important index to test the education of higher vocational colleges, therefore, preparing for social adaptation is the premise to ensure the employment quality of higher vocational graduates. Higher vocational students will directly from the campus environment to the social environment, and need to complete the transition from "scholar" to "professionals", so as to realize their own life value. Only when vocational students have correct views and good psychosocial adaptability, can they continue to work hard for the ideal career in their heart. Psychosocial adaptability refers to the ability of a person's various personality traits to adapt to the surrounding environment. This suggests that whether a person can adapt to the new environment as soon as possible, whether he can deal with special situations such as complex, major or crisis, has a great relationship with his psychological adaptability level. When vocational students enter the workplace and start a new career journey, they will often feel unfamiliar and at a loss. In the lack of security at the same time, even produce anxiety helpless state, then the need for good psychological adaptability to play a major role in regulating. Studies have shown that the psychological social adaptability can empower vocational students lifelong development, schools can comprehensively training vocational students interpersonal communication ability, cooperation and competition ability, social norms and role, and psychological ability to withstand setbacks, so that higher vocational students can make positive adaptation to the social environment in the process of growth, so as to better adapt quickly after graduation. Strive to be the builder and successor of socialism with Chinese characteristics in the new era. Studies have found that the psychosocial adaptability of higher vocational students is poor, so it is particularly important to help students improve their level and take the first step in their career development.

4.2. It is a Wise Choice of Educators to Enhance the Psychosocial Adaptability of Higher Vocational Students by Promoting Their Strengths and Avoiding Weaknesses

Social development continues to change and vocational demands are increasingly diversified, which puts forward diversified requirements for the psychosocial adaptability of higher vocational students. Only by promoting strengths and circumventing weaknesses and improving students' psychosocial adaptability can they better adapt to the needs of lifelong development. Study has found that the overall psychosocial adaptability of higher vocational students is low, and the adaptability of physical condition is the best, relatively adaptable in interpersonal communication and self-presentation, and self-efficacy and learning states are the least adaptive, which indicates that higher vocational students should pay attention to the advantages of their physical state in the education of students' psychosocial adaptability, and cultivate students' confidence in psychosocial

adaptation. On the basis of good physical adaptation, school education should pay attention to encourage students to participate in social practice, community activities and other ways, continuously optimize the adaptability of students' interpersonal communication and self-presentation; lastly, educators should see the lack of psychosocial adaptability of higher vocational students in self-efficacy and learning status, and can focus on optimizing students' self-efficacy and school status through skills display, learning methods and other ways. Finally, under the background of the integration of industry and education, the talent training mode of "strengthening advantages and complement the weak board", improve the psychosocial adaptability of higher vocational students, so that they can grow into creative, knowledge reserve and socially responsible professionals, who can correctly respond to setbacks and lay the foundation for lifelong development.

4.3. Improve the Psychosocial Adaptability of Higher Vocational Students According to Gender Differences

Under the influence of innate heredity and acquired social and cultural expectations, male and female students have differences in psychological growth and character development, especially in terms of psychosocial adaptability. The study found that the psychosocial adaptability between boys and girls is very different, boys are significantly better than girls in physical adaptation, while girls are significantly better than boys in interpersonal communication adaptability; there are no differences in self-efficacy, self-presentation and learning status. It can be seen that educators should pay attention to gender differences in students' psychosocial adaptability. For boys, we should praise the adaptability advantage of their physical condition, consciously complement the boys through interpersonal simulation exercise [10], and exert the adaptability advantage of interpersonal communication to strengthen the psychosocial adaptability of their physical condition. In addition, Zheng Shiyu et al. believe that understanding social support can affect psychological adaptability. If conditions allow, higher vocational colleges can adopt the form of male and female vocational students to help each other in the form of social support to complement each other's advantages, so as to improve the psychological adaptability of higher vocational students.

4.4. According to the Characteristics of Professional Students, Multi-collaborative Enabling Students to Improve Their Psychosocial Adaptability

As the saying goes, occupation creates character. As an important component of vocational education, professional training also subtly affects students' personality cultivation and psychological shaping. The study deeply explored the differences in psychosocial adaptability of higher vocational students in science and technology, art, finance and economics, and cultural and sports, and found that the adaptability of science and technology students to interpersonal communication was significantly lower than that of other three categories such as art, finance and economics, cultural and sports, and finance and economics students were significantly better than cultural and sports students. The self-efficacy of art majors was significantly better than that of cultural and sports majors, while the physical condition of art majors was significantly worse than that of finance and economics majors, cultural and sports majors and science and technology majors.

The adaptability of learning state of finance and economics students was significantly better than that of cultural and sports students, and the self-presentation of art and science and technology students was significantly better than that of finance and economics and cultural and sports students.

Each major educators or teachers should give proper guidance according to the characteristics of the students of their major. For the students of science and technology, they should pay more attention to guiding them to consciously improve their interpersonal communication adaptability. Art majors students should give full play to their self-efficacy advantages and focus on improving the adaptability of physical conditions; Students of cultural and sports majors can systematically improve the psychological adaptability of learning state; Teachers of finance and economics majors should pay attention to enlighten students to play the psychological adaptability advantage of learning state, and improve students' adaptability of self-presentation step by step. Therefore, all majors can combine the characteristics of professional students and cooperate with various forces to

carry out themed group psychological counseling to improve the social adaptability of vocational college students [11].

5. Conclusion

Psychological adaptability is the cornerstone for higher vocational students to go to the workplace. However, the overall psychological adaptability level of higher vocational students is low, which should arouse the attention of teachers and students in higher vocational colleges. It is considered necessary to combine the differences in various dimensions of higher vocational students' adaptability to establish social adaptation concept to grasp the first step of social success. In educational practice, following the trend of industry-education integration, it will be the right choice for educators to measure the psychological social adaptability of the male-female gender differences and the characteristics of higher vocational students, to achieve the purpose of improving the social psychological adaptability, guarantee the high quality growth and cultivate the craftsmen.

Acknowledgments

This work was supported by the [Funding Agency 1: Scientific Research Project of Sichuan Applied Psychology Research Center "Current Status of Pupils' Awareness and Ability to Prevent Sexual Assault and Educational Countermeasures -- A Case Study of Luzhou"] under Grant [number CSXL-202B01].

This work was supported by the [Funding Agency 2: Sichuan Key Research Base of Humanities and Social Sciences in Universities--Sichuan International Education Development Center "Comparative Research on The Vocational Education of Chinese and Foreign Preschool English Teachers under the Perspective of Core Literacy"] under Grant [number SCGJ2021-25].

References

- [1] Palinkas, LA. & Suedfeld, P. (2021). Psychosocial issues in isolated and confined extreme environments. *Neurosci Biobehav Rev*, 413-429.
- [2] Zhang Ye, Sun Meng. (2020). Effect of college graduates on psychosocial adaptability: the mediating effect of psychological resilience. *Journal of Changchun University*, 30 (10): 39-43.
- [3] Zhang, Y., Xian, H., Yang, Y., Zhang, X. & Wang, X. (2019). Relationship between psychosocial adaptation and health-related quality of life of patients with stoma: A descriptive, cross-sectional study. *J Clin Nurs*, 15-16, 2880-2888.
- [4] Dean, G., Orford, A., Staines, R., McGee, A. & Smith, KJ. (2017). Psychosocial well-being and health-related quality of life in a UK population with Usher syndrome. *BMJ Open*, 1, e013261.
- [5] Chen Jing. (2021). Exploring the promoting effect of positive mental health education on students' social adaptability in higher vocational colleges. *Psychology Monthly*, 16 (18): 211-212.
- [6] Li Yimin, Li Yongxin. (2015). Adolescents' interpersonal competence, social inferiority and mental health: the mediating role of social adaptiveness. *Journal of Psychological Science*, 38 (01):109-115.
- [7] Zegaczewski, T., Chang, K., Coddington, J. & Berg, A. (2016). Factors Related to Healthy Siblings' Psychosocial Adjustment to Children With Cancer: An Integrative Review. *J Pediatr Oncol Nurs*, 3, 218-27.
- [8] Horn, SR. & Feder, A. (2018). Understanding Resilience and Preventing and Treating PTSD. *Harv Rev Psychiatry*, 3, 158-174.
- [9] Zhang Yuting, Ding Xuan, Sang Ziyang, Zhao Tianli, Zhang Di. (2022). Research on the psychological adaptability of freshmen in Traditional Chinese medicine. *Shanxi Youth*, (01): 187-

189.

[10] Qiu Xusheng, Jiao Jiangli, Xie Nianxiang, Gao Shan. (2017). The influence of the competitive psychology of college students on their psychosocial adaptability. *Journal of Wuhan Vocational and Technical College*, 16 (04): 105-108.

[11] Li Yonghua. (2016). Study on the influence of group psychological counseling on improving the psychosocial adaptability of vocational high school students. Yunnan Normal University.