



**THE INFLUENCING FACTORS OF CAREER ADAPTATION OF
GRADUATES OF BEIJING COLLEGE OF FINANCE AND
COMMERCE : A MULTIDIMENSIONAL PERSPECTIVE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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This Independent Study Has Been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

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A handwritten signature in blue ink, appearing to read 'Qiu Chao', written over a horizontal line.

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ABSTRACT

This study examines the impact of four dimensions of career adaptation, namely environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skill adaptation, on the career adaptation outcomes of graduates of Beijing College of Finance and Commerce (BCFC). The research objectives are: 1) to explore the effect of environmental adaptation on career adaptation; 2) to explore the effect of interpersonal relationship adaptation on career adaptation; 3) to explore the effect of psychological adaptation on career adaptation; and 4) to explore the effect of knowledge and skills adaptation on career adaptation.

Grounded in the Person-Environment Fit Theory, this study employed a quantitative approach to investigate the career adaptation of BCFC students across these four dimensions. A questionnaire survey was conducted among 540 graduates, yielding 529 valid responses. Quantitative analysis revealed significant positive relationships between all four dimensions and overall career adaptation. The findings underscore the necessity of targeted educational reforms to enhance students' career adaptation and better align vocational training with industry demands. To better support students in their career adaptation, Beijing College of Finance and Commerce should: (1) proactively collaborate with enterprises to offer practical training and strengthen school-enterprise partnerships during students' academic years; (2) revise curriculum design to reflect evolving industry demands; (3) guide students in developing self-awareness and forming a clear vocational identity; and (4) adopt student-centered educational approaches to cultivate adaptable and competent graduates who are well-prepared for the workforce.

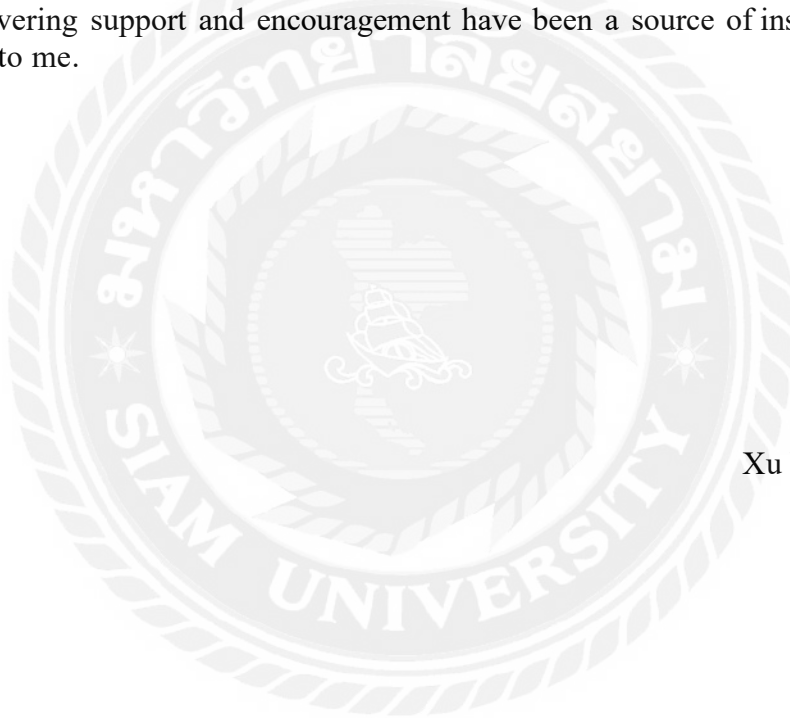
Keywords: vocational college students, Person-Environment Fit Theory, career adaptation

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Xu Ning

DECLARATION

I, Xu Ning, hereby certify that the work embodied in this independent study entitled "The Influencing Factors of Career Adaptation of Graduates of Beijing College of Finance and Commerce : A Multidimensional Perspective " is result of original research and has not been submitted for a higher degree to any other university or institution.



Xu Ning

(Xu Ning)

Mar 19 , 2025

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Chapter 1 Introduction

1.1 Background of the Study

In recent years, the occupational environment has undergone rapid transformation due to technological advancements, industrial upgrading, and globalization. Vocational colleges and universities, as key institutions for cultivating highly skilled talent, have faced increasing societal scrutiny regarding the quality of education and students' occupational adaptability (Wang & Liu, 2022). As a leading vocational institution, Beijing College of Finance and Commerce (BCFC) plays a crucial role in preparing students for the workforce. However, research on the career adaptation of BCFC graduates, particularly in the critical early career stage (1–3 years post-graduation), remains limited. Understanding the factors influencing their career adaptation is essential for guiding educational reforms at BCFC and similar institutions (Li & Wang, 2020).

The significance of career adaptation is well established in the literature, which highlights the alignment between individual capabilities and workplace demands as a key determinant of career success. Person-Environment (P-E) Fit Theory, developed by Edwards (2008), provides a foundational framework for understanding career adaptation. This theory posits that individuals experience greater job satisfaction, lower stress levels, and improved performance when their skills, values, and expectations align with their work environment. Additionally, Cable and DeRue (2002) emphasized that an individual's perception of this alignment significantly influences workplace adaptation and adaptability.

Kristof-Brown et al. (2005) expanded the P-E Fit Model by identifying multiple dimensions—person-job fit, person-organization fit, and person-group fit—that impact job satisfaction and career commitment. These dimensions are crucial for understanding the adaptability of vocational graduates. Given the rapid advancements in technology and evolving industry standards, vocational graduates must demonstrate resilience and flexibility across these domains.

This study examines the career adaptation of BCFC graduates through four key dimensions: adaptation to the environment, adaptation to interpersonal relationships, psychological adaptation, and knowledge and skills adaptation. By analyzing these dimensions, this research aims to provide actionable recommendations for improving vocational education at BCFC, enhancing school-enterprise collaboration, and contributing to China's broader goal of industrial upgrading.

1.2 Questions of the Study

A disconnect exists between talent cultivation in Chinese vocational colleges and the demands of industrial upgrading. Insufficient integration of industry needs into vocational training, combined with shallow school-enterprise cooperation, limits colleges' ability to meet evolving industry standards. This disconnect affects students' career adaptation and their ability to integrate into the workforce effectively.

To address these challenges, this study investigates the factors influencing career adaptation among BCFC students and aims to propose strategies for aligning educational reform with industrial needs. The research is guided by the following questions:

1. What is the effect of environmental adaptation on the career adaptation of graduates of Beijing College of Finance and Commerce?
2. What is the effect of interpersonal relationship adaptation on the career adaptation of graduates of Beijing College of Finance and Commerce?
3. What is the effect of psychological adaptation on the career adaptation of graduates of Beijing College of Finance and Commerce?
4. What is the effect of knowledge and skills adaptation on the career adaptation of graduates of Beijing College of Finance and Commerce?

1.3 Objectives of the Study

In the context of a rapidly changing occupational environment, vocational colleges and universities, as critical institutions for cultivating high-skilled talents, have become a focal point of social concern regarding their educational quality and students' occupational adaptability. Especially in the context of China's industrial upgrading, ensuring that vocational college students can effectively adapt to the needs of the future workplace has become an urgent problem. The study of career adaptation of students at Beijing College of Finance and Commerce, a representative vocational institution, holds significant importance, not only for guiding the educational and teaching reforms of the college but also for providing valuable references for other institutions.

This study aims to comprehensively and deeply explore the key factors influencing the career adaptation of graduates of Beijing College of Finance and Commerce, with a specific focus on the following four research objectives:

1. To explore the effect of environment adaptation on the career adaptation of graduates of Beijing College of Finance and Commerce.
2. To explore the effect of interpersonal relationship adaptation on the career adaptation of graduates of Beijing College of Finance and Commerce.
3. To explore the effect of psychological adaptation in the career adaptation of graduates of Beijing College of Finance and Commerce.
4. To explore the effect of knowledge and skills adaptation on the career adaptation of graduates of Beijing College of Finance and Commerce.

By addressing these research objectives, this study seeks to reveal the mechanisms by which occupational environment, interpersonal relationships, psychological, and knowledge and skills influence students' career adaptation. It also aims to provide practical recommendations for strengthening school-enterprise cooperation, improving teaching methodologies in vocational colleges, and enhancing students' ability to navigate a rapidly changing occupational landscape.

1.4 Scope of the Study

This study focuses on graduates from Beijing College of Finance and Commerce, using questionnaire-based data collection to investigate the multiple dimensions

influencing their career adaptability. The research framework draws on the multidimensional perspective of career adaptation theory, encompassing variables including individual characteristics, educational background, internship experiences, and perceived support systems. The study aims to provide a comprehensive understanding of how these factors interact to shape graduates' adaptability in a dynamic labor market.

The period of data collection is from May 1, 2024 to November 1, 2024. The scope of this study is broad and in-depth, covering four key dimensions of career adaptation: environmental adaptation, interpersonal relationship adaptability, psychological adaptation, and knowledge and skills adaptation. Together, these four dimensions form a comprehensive framework for the career adaptation of students in higher education and provide a basis for comprehensively analyzing the factors influencing career adaptation.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This study offers a comprehensive and in-depth analysis of the career adaptation of vocational college students at Beijing College of Finance and Commerce (BCFC) during their early transition into the workforce. By exploring career adaptation through four key dimensions—environment, interpersonal relationships, psychology, and knowledge and skills—this research not only enriches the theoretical framework of career adaptation but also provides empirical support for understanding how these factors influence vocational graduates.

By integrating higher vocational education with career adaptation, this study critically examines the impact of education on career transitions, laying a solid foundation for pedagogical reform and talent cultivation. Moreover, it establishes a systematic and multidimensional assessment framework for evaluating vocational students' career adaptation, offering valuable theoretical insights that can advance academic research. This framework not only enhances our understanding of career adaptability but also serves as a practical guide for improving educational strategies, career planning, and workforce integration, ultimately contributing to a more accurate and comprehensive evaluation of career adaptation in vocational education.

1.5.2 Practical Significance

This study identifies the critical factors shaping the career adaptation of BCFC graduates with 1–3 years of work experience, providing actionable recommendations to bridge the gap between vocational education and industry demands. By pinpointing the key challenges graduates face in their early career stages, this research offers valuable insights for vocational institutions to refine curricula, enhance teaching methodologies, and develop training programs that better align with evolving industry needs.

For students, the findings highlight discrepancies between their acquired skills and workplace expectations, equipping them with targeted strategies for self-improvement and smoother career integration. Additionally, this study supports policymakers and educational institutions in designing initiatives that enhance graduate employability, aligning with national strategies for talent development and industrial upgrading. By fostering a workforce that is adaptable, skilled, and industry-ready, this research ultimately contributes to the sustainable growth of China's economy and the advancement of vocational education.

1.6 Definition of Key Terms

1. Career Adaptation – The process by which individuals adjust to the demands and challenges of their professional environment, encompassing their ability to align with job expectations, integrate into workplace culture, develop interpersonal relationships, and maintain psychological well-being. Effective career adaptation enhances job performance, career satisfaction, and long-term professional development.

2. Environmental Adaptation – The ability of individuals to adjust to the structural and operational aspects of their workplace, including organizational culture, working conditions, job responsibilities, and industry-specific requirements. A high level of environmental adaptation allows employees to effectively navigate workplace dynamics and align with institutional expectations.

3. Interpersonal Relationship Adaptation – The capacity to establish and maintain professional relationships with colleagues, supervisors, clients, and other stakeholders. This adaptation involves effective communication, teamwork, conflict resolution, and social integration, all of which contribute to career success and workplace harmony.

4. Psychological Adaptation – The ability to manage work-related stress, pressure, and emotional demands while maintaining resilience, motivation, and a positive professional attitude. Psychological adaptation is essential for career satisfaction, mental well-being, and long-term career stability in dynamic work environments.

5. Knowledge and Skills Adaptation – The process of continuously acquiring, refining, and applying professional knowledge and technical skills in response to evolving job requirements and industry advancements. This adaptation ensures career growth, enhances employability, and enables individuals to remain competitive in the workforce.

Chapter 2 Literature Review

2.1 Beijing College of Finance and Commerce Background

Beijing College of Finance and Commerce (BCFC) is a distinguished vocational education institution located in the capital of China. Founded with the mission to cultivate application-oriented professionals in commerce, finance, management, and related service industries, BCFC has long served as a key provider of skilled talent for Beijing's urban economy and beyond. In alignment with the national strategy of upgrading vocational education, the college has emphasized practical training, industry collaboration, and innovation-driven teaching.

Over the past decade, BCFC has actively integrated industry resources into its educational model, establishing close partnerships with a variety of enterprises, industry associations, and government agencies. These collaborations have enabled the college to develop internship platforms, dual-mentor systems, and industry-informed curriculum design. Students are encouraged to participate in real-world projects, which aim to improve their ability to apply professional knowledge, adapt to organizational cultures, and respond to workplace demands.

Despite these institutional advancements, challenges persist. As China undergoes rapid economic transformation—characterized by digitalization, globalization, and an evolving labor structure—the gap between vocational training and industry needs remains an area of concern. For instance, the college's graduates, though technically competent, often encounter adaptation barriers in their early career stages, such as difficulties in managing interpersonal workplace dynamics, adjusting psychologically to job expectations, or applying theoretical knowledge in practical contexts. These issues highlight the importance of enhancing students' comprehensive career adaptability.

Recognizing this need, BCFC has increasingly emphasized multidimensional talent development. The college promotes a holistic educational philosophy that incorporates not only technical proficiency but also psychological resilience, communication abilities, and lifelong learning awareness. This multidimensional approach is essential for equipping graduates with the adaptability required to navigate complex workplace environments and maintain long-term career development.

This study focuses on the career adaptation of BCFC graduates as a case to explore how vocational education institutions can better prepare students for sustainable employment. By analyzing students' performance across four key dimensions—environment adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skill adaptation—this research seeks to offer targeted insights for curriculum reform, student support services, and policy-level improvements within BCFC and similar vocational colleges.

2.2 Person-Environment Fit Theory

Person-Environment (P-E) Fit Theory highlights the importance of alignment between an individual and their work environment in achieving job satisfaction, reducing workplace stress, and enhancing overall performance (Edwards, 2008). This theory encompasses multiple dimensions, including person-job (P-J) fit, person-organization (P-O) fit, person-group (P-G) fit, and person-supervisor (P-S) fit, each addressing different aspects of workplace adaptation (Kristof-Brown et al., 2005).

The P-E fit theory posits that when employees perceive a high level of congruence between their personal attributes (skills, values, and expectations) and the characteristics of their work environment (job demands, organizational culture, and leadership style), they are more likely to experience positive outcomes such as increased motivation, better psychological well-being, and higher work engagement (Cable & DeRue, 2002). Furthermore, a meta-analysis by Kristof-Brown et al. (2005) demonstrated that the P-E fit is positively correlated with job performance and organizational commitment. Recent studies emphasize that P-E fit is particularly important in the context of career transitions and early career adaptation (Wang & Liu, 2022).

A key component of the P-E fit is the interaction between employees and their workplace environment. Research by Van Vianen (2018) suggests that individuals who perceive a strong fit with their organizational culture and work values exhibit higher levels of engagement and lower turnover intentions. Additionally, the P-E fit has been found to moderate the effects of workplace stress, with employees experiencing greater resilience and job satisfaction when their work environment aligns with their expectations (Jansen & Kristof-Brown, 2019).

Beyond individual benefits, organizations also gain from fostering P-E fit among employees. Studies by Kristof-Brown and Billsberry (2013) indicate that companies that actively assess and enhance the P-E fit in their hiring processes and workplace practices experience increased productivity and innovation. Furthermore, research by Schneider et al. (2017) highlights that organizations with strong P-E fit cultures report higher employee retention and overall workplace harmony.

The dynamic nature of the P-E fit is also evident in career transitions. Employees who undergo role changes or enter new work environments must continuously reassess and adjust their fit with evolving job demands. Research by Saks and Ashforth (2002) demonstrates that new employees who actively seek information and integrate into their workplace culture tend to experience smoother transitions and stronger long-term adaptation. Similarly, Dawis and Lofquist's (1984) Theory of Work Adaptation (TWA) aligns with the P-E fit principles, suggesting that job satisfaction and performance depend on the reciprocal relationship between an individual's needs and the work environment's reinforcements.

In sum, P-E Fit Theory provides a robust framework for understanding workplace adaptation. It underscores the necessity of aligning employees' skills, values, and expectations with job demands and organizational culture to enhance career satisfaction and long-term success.

2.3 Environmental Adaptation

Environmental adaptation refers to an individual's capacity to adjust to the physical, structural, and organizational features of the workplace. Within the framework of Person-Environment (P-E) Fit Theory, such environmental alignment plays a pivotal role in shaping employee attitudes, behaviors, and overall job performance. Research on person-job (P-J) fit and person-organization (P-O) fit consistently indicates that a strong match between individuals and their work environments significantly enhances job satisfaction, organizational commitment, and professional effectiveness (Edwards & Shipp, 2007).

A growing body of literature emphasizes the critical influence of workplace conditions on career adaptation. Cable and DeRue (2002) demonstrated that when employees perceive their work environment—encompassing elements such as office layout, noise levels, and ergonomic design—as supportive and conducive, they report higher levels of motivation and productivity. Jung and Yoon (2018) further highlighted the importance of factors such as resource accessibility, structural support systems, and environmental ergonomics in facilitating smooth occupational adaptation. These findings are supported by workplace psychology research, which shows that individuals who experience environmental congruence exhibit greater job engagement and reduced turnover intentions (Chen & Lee, 2020).

Organizational policies and managerial support are equally vital in fostering environmental adaptation. According to Bakker and Demerouti (2017), employees who perceive their organizations as offering flexibility, autonomy, and consistent managerial backing are more likely to experience job satisfaction and perform at higher levels. Furthermore, workplace safety and health conditions have been identified as foundational components of environmental adaptation. As Neal, Griffin, and Hart (2000) noted, employees who feel physically safe and psychologically secure in their workspaces demonstrate increased productivity, morale, and organizational identification.

Technological advancements and digital transformations have also reshaped the environmental landscape of modern workplaces. With the proliferation of remote and hybrid work models, employees are increasingly required to adapt to digital communication platforms and collaborative tools. Wang et al. (2021) found that effective adaptation in such environments depends on organizational investment in user-friendly technologies and employee training. Similarly, Tarafdar, Cooper, and Stich (2019) asserted that digital readiness and technological support are essential for minimizing resistance and enhancing adaptability in technology-mediated work settings.

Lastly, workplace diversity and inclusion policies play an important role in facilitating occupational environmental adaptation. Shore et al. (2011) argued that inclusive environments—where individuals from varied cultural, ethnic, and socioeconomic backgrounds feel respected and integrated—enhance employees' sense of belonging and psychological safety. By addressing individual differences and fostering equitable workplace practices, organizations can promote smoother transitions, greater cohesion, and more effective environmental integration among employees from diverse demographic groups.

2.4 Interpersonal Relationship Adaptation

Interpersonal relationship adaptation refers to an individual's ability to effectively navigate and manage social interactions within the workplace, including those with colleagues, supervisors, subordinates, and external stakeholders such as clients. This form of adaptation is intrinsically linked to person-group (P-G) fit and person-supervisor (P-S) fit, which assess the degree to which an individual aligns with team norms and meets the expectations of supervisory leadership (Lauver & Kristof-Brown, 2001).

Empirical studies have underscored the pivotal role of interpersonal relationship adaptation in shaping career outcomes. Chang (2021) found that the ability to build and maintain strong interpersonal relationships significantly contributes to job satisfaction, mitigates workplace conflict, and enhances overall career adaptability. Furthermore, Anderson and Thomas (2019) emphasized the importance of interpersonal skills in multicultural or diverse workplace settings, where employees must adapt to varied communication styles, value systems, and cultural expectations.

Social learning and mentorship relationships are also integral to successful interpersonal adaptation. Baker and Germani (2021) observed that employees who actively participate in mentoring programs and peer-learning activities tend to demonstrate higher levels of workplace adaptability and career progression. These relationships serve not only as vehicles for skill acquisition but also as support systems that foster professional confidence and integration.

Emotional intelligence (EI) is a key psychological construct underpinning interpersonal adaptation. According to Mayer et al. (2016), individuals with high emotional intelligence are better equipped to interpret social cues, manage interpersonal conflicts, and establish rapport across diverse professional contexts. Goleman (2017) further supported this view, noting that emotionally intelligent employees are more adept at building sustainable professional networks and fostering collaborative environments.

From an organizational perspective, structured support mechanisms play a vital role in enhancing interpersonal adaptability. Initiatives such as team-building exercises, leadership development programs, and formal mentorship schemes have been shown to improve communication skills and interpersonal effectiveness among employees (Hassan & Ahmed, 2020). Additionally, consistent feedback and recognition from supervisors significantly contribute to employees' interpersonal growth and job satisfaction (Kuvaas et al., 2017).

In increasingly globalized work environments, cultural intelligence (CQ) has emerged as a critical dimension of interpersonal adaptation. Research by Ang et al. (2007) demonstrates that employees with high cultural intelligence are more capable of managing cross-cultural interactions, leading to improved collaboration and reduced miscommunication. Earley and Mosakowski (2004) also argued that cultivating an inclusive and supportive workplace culture can further enhance interpersonal skills and facilitate successful integration into diverse professional teams.

2.5 Psychological Adaptation

Within the person-environment (P-E) fit framework, occupational psychological adaptation refers to an individual's capacity to manage work-related stress and emotional demands while maintaining personal resilience. This aspect of the P-E fit is considered critical, given its direct impact on employee mental health, motivation, and retention. Edwards (2008) posited that psychological adaptation aligns with the overall P-E fit and can be viewed as an outcome of both person-job (P-J) fit and person-organization (P-O) fit. When employees perceive a high degree of alignment between their roles and their personal values or goals, they tend to exhibit greater psychological resilience, which in turn enables more effective coping with workplace stress (Chen & Lee, 2020).

Moreover, psychological adaptation is particularly important in high-stress occupations, in which individuals must continuously manage intense emotional and cognitive demands to prevent burnout. For example, Kumar and Dixit (2022) observed that employees who perceive a strong psychological fit with their work environment report higher levels of coping capacity and resilience. Further evidence suggests that personal resources such as career optimism and proactive coping strategies can significantly enhance psychological adaptation, thereby contributing to long-term career success (Hall et al., 2018). Individual differences have also been shown to influence psychological adaptation. Johnson et al. (2021) highlighted the role of emotional intelligence, demonstrating that employees with higher emotional intelligence tend to exhibit greater resilience and lower stress levels. In a similar vein, proactive personality traits—such as adaptability and self-regulation—have been identified as key factors that foster psychological adaptation (Ng & Feldman, 2020).

Beyond individual factors, organizational-level support plays a crucial role in facilitating psychological adaptation. For instance, effective workplace mental health programs (e.g., stress management training and counseling services) have been shown to help employees maintain psychological well-being and sustain job performance (Robertson & Cooper, 2018). Additionally, organizations that foster a positive work environment by providing social support and promoting work-life balance enable employees to better manage stress and maintain emotional stability (Bakker & Demerouti, 2017).

Finally, Park and Kim (2023) emphasized that workplace mindfulness training can significantly enhance employees' emotional resilience and improve their capacity to manage work-related challenges effectively.

2.6 Knowledge and Skills Adaptation

Within the framework of Person-Environment (P-E) Fit Theory, knowledge and skills adaptation refers to the continuous process through which individuals update and align their professional competencies with evolving job requirements. This form of adaptation is closely related to the person-job (P-J) fit, which emphasizes the compatibility between an employee's capabilities and the functional demands of their role. In rapidly transforming sectors—especially those driven by technological advancements—such alignment is increasingly dynamic and essential. According to Li and Zhao (2021), individuals who actively engage in lifelong learning and professional

development are better equipped to respond to shifts in occupational roles, thereby reinforcing the adaptability inherent in the P-J fit.

Knowledge and skills adaptation is a critical determinant of both individual performance and organizational innovation. Adams (2018) highlighted that employees who consistently invest in updating their technical knowledge and practical skills demonstrate significantly higher levels of adaptability, productivity, and job performance. Aligning personal competencies with the expectations of the workplace not only improves job satisfaction but also enhances organizational commitment, thereby contributing to long-term workforce stability.

Recent empirical studies further underscore the value of continuous learning in sustaining career development. Jones and Smith (2022) found that employees who participate in industry-specific training programs and skill acquisition initiatives exhibit greater adaptability and higher retention rates. In addition, Garcia and Hall (2023) emphasized that structured workplace learning strategies—such as mentorship programs, on-the-job training, and knowledge-sharing platforms—substantially contribute to long-term career advancement and resilience.

2.7 Career Adaptation

Career adaptation is a dynamic process through which individuals adjust to their professional environments, acquire new skills, and develop coping strategies to navigate career transitions. According to Baker and Germani (2021), career adaptation involves continuous interaction between individuals and their organizational environments. Organizations facilitate career adaptation through mentorship programs, structured training initiatives, and performance evaluations (Germani, 2021).

Empirical research supports the notion that career adaptation requires both individual effort and institutional support. Kim and Park (2020) found that employees who engage in proactive career management strategies, such as networking and continuous skill development, demonstrate higher levels of career resilience. Additionally, career construction theory suggests that individuals shape their career trajectories by engaging in self-directed learning and career planning (Savickas, 2013). In the context of vocational education, career adaptation strategies that incorporate industry partnerships and experiential learning have been identified as effective in promoting long-term employability (Henderson, 2019).

This study aims to deeply explore the multidimensional characteristics of graduates' career adaptation in Beijing College of Finance and Commerce and comprehensively analyze the key factors affecting career adaptation by constructing a theoretical framework covering four core dimensions: environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation.

2.8 Conceptual Framework

This study aims to deeply explore the multidimensional characteristics of graduates' career adaptation in Beijing College of Finance and Commerce and comprehensively analyze the key factors affecting the career adaptation of vocational

college graduates by constructing a comprehensive theoretical framework covering four core dimensions of environment adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation. It aims to provide scientific theoretical support for the educational and teaching reforms of higher education institutes and the practical guidance for the educational and teaching reform of institutions of higher education.

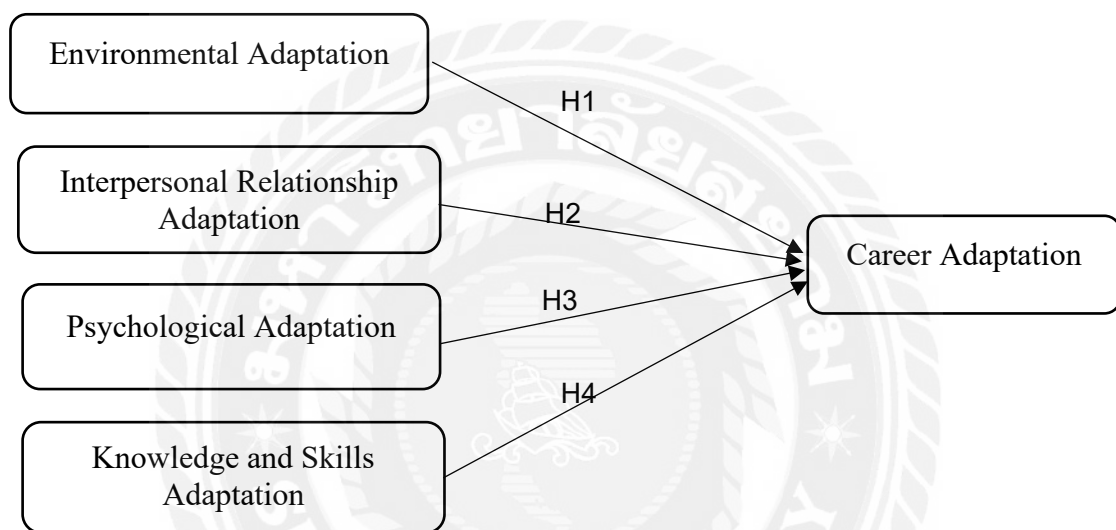


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study employed a quantitative research methodology to systematically examine the career adaptation of graduates of Beijing College of Finance and Commerce (BCFC), focusing on four key dimensions: environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation. Grounded in Person–Environment (P–E) Fit Theory, this research offers a robust theoretical framework for understanding how individuals adjust to workplace environments and the factors that influence their early career integration.

To address the research objectives, a structured questionnaire was developed as the primary instrument for data collection. The questionnaire incorporated both multiple-choice and Likert-scale items, enabling standardized, quantifiable measurement of each adaptation dimension. The items were carefully constructed based on established literature and validated measurement scales, ensuring both reliability and conceptual relevance.

A cross-sectional survey design was adopted, targeting BCFC graduates who had entered the workforce within the past one to three years. This design facilitates an in-depth exploration of the variables affecting career adaptation during the formative stages of employment. The survey was administered online, and data were collected within a specified timeframe to ensure uniformity across responses. Each indicator was measured on a five-point Likert scale (1 = Completely Disagree, 5 = Completely Agree), allowing for the capture of participants' subjective evaluations of their adaptation experiences.

The collected data were analyzed using SPSS (Version 26.0). Analytical methods included descriptive statistics to summarize demographic and variable distributions, Pearson correlation analysis to examine relationships among variables, and multiple regression analysis to identify the relative influence of each adaptation dimension on overall career adjustment. Furthermore, tests of reliability (Cronbach's alpha) and validity (KMO and Bartlett's test) were conducted to ensure the robustness of the measurement instrument.

By leveraging empirical data, this study seeks to identify the key determinants of successful career adaptation among vocational college graduates. The findings aim to inform educational policy and practice by providing evidence-based recommendations for aligning curricula with industry requirements, strengthening career development services, and enhancing graduates' workplace readiness.

3.2 Population and Sample

The population of this study consisted of graduates from Beijing College of Finance and Commerce (BCFC) who have entered the workforce within the past 1–3 years. This group was selected as the primary focus of the research because the early stages of professional development are pivotal in assessing the influence of vocational education on career adaptation.

To ensure representativeness and reliability, the study employed a stratified random sampling method, taking into account variables such as graduation year, industry type, and job roles. A total of 540 questionnaires were distributed, with 529 valid responses collected, resulting in a high response rate of 97.96%. This ensured that the sample is statistically robust and provided a reliable basis for examining the career adaptation of BCFC graduates.

The sample included graduates employed across a wide range of industries, including finance, trade and marketing, management, information technology, language services, general services, and arts and design. This industry diversity allows for a more comprehensive understanding of how different occupational contexts influence adaptation outcomes. Additionally, the sample was well-balanced in terms of gender, work experience, and occupational backgrounds, thereby enhancing the generalizability of the study's findings to the broader vocational education graduate population.

3.3 Hypothesis

Grounded in established theoretical frameworks and supported by insights from the existing literature, the following hypotheses are proposed to investigate the influence of four key dimensions—environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation—on the overall career adaptation of graduates of Beijing College of Finance and Commerce (BCFC). These hypotheses are intended to provide empirical evidence and theoretical support for promoting educational innovation and curriculum reform within vocational education institutions.

H1: Environmental adaptation has a positive effect on the career adaptation of graduates of Beijing College of Finance and Commerce.

H2: Interpersonal relationship adaptation has a positive effect on the career adaptation of graduates of Beijing College of Finance and Commerce.

H3: Psychological adaptation has a positive effect on the career adaptation of graduates of Beijing College of Finance and Commerce.

H4: Knowledge and skills adaptation has a positive effect on the career adaptation of graduates of Beijing College of Finance and Commerce.

3.4 Research Instrument

This study utilized a structured questionnaire as the primary data collection instrument to conduct an in-depth investigation into the career adaptation of graduates of Beijing College of Finance and Commerce. The research specifically explored the influence of four core dimensions—environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation—on career adaptation.

To ensure methodological rigor and scientific validity, the questionnaire was developed based on relevant theoretical frameworks and a comprehensive review of the literature. The design aimed to systematically capture the key factors influencing career adaptation while maintaining clarity and measurability. Each item in the questionnaire was assessed using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly

Agree), allowing for the quantification of respondents' subjective perceptions and evaluations across various aspects of career adaptation. This standardized measurement approach enhanced the objectivity of the study and facilitates robust data analysis.

The questionnaire is divided into two main sections. The first section collects demographic information, including gender, graduation year, years of work experience, and current industry of employment. These variables provide essential context for interpreting respondents' adaptation experiences and support subgroup analysis where relevant.

The second section, which forms the core of the instrument, comprises 20 items directly related to the four adaptation dimensions and overall career adjustment. These items are carefully aligned with the research objectives and are designed to offer a comprehensive and nuanced understanding of graduates' transition into the workforce.

Table 3.1 Questionnaire Design

Dimension	Question	Descriptions
Environment Adaptation	1. I possess the adaptability to meet the environmental demands of my present position.	Assessment of graduates' adaptation to work environment, stress coping, organizational culture, etc.
	2. My work setting fosters my career advancement.	
	3. I have the resilience to manage stress and overcome workplace challenges.	
	4. The organizational culture aligns with my expectations.	
Interpersonal Relationship Adaptation	5. I am adept at cultivating positive working relationships with my peers.	Assessment of graduates' interpersonal relationships in the workplace, including professional psychological adaptation in terms of colleague relationships, superior communication, teamwork, and client communication.
	6. I possess confidence and ease in communicating with my supervisors.	
	7. I am at ease with the requirements of collaborative work.	
	8. I am skilled in managing communication with clients and external stakeholders.	
Psychological Adaptation	9. I hold a high level of job satisfaction and a positive outlook towards my current role.	Assessment of graduates'

	10. I possess the ability to maintain a positive attitude in the face of workplace challenges.	psychological state in their careers, including job satisfaction, positive mindset, developmental optimism, as well as adaptation to professional knowledge and skills.
	11. I perceive my job to have a favorable impact on my personal and professional growth.	
	12. I hold an optimistic outlook for my future career prospects.	
Knowledge and Skills Adaptation	13. My acquired professional knowledge is adequate to fulfill the job demands.	Assessment of graduates' application of knowledge and skills, including professional knowledge, skill utilization, learning ability, and the assistance provided by their school education.
	14. I am proficient in applying my vocational skills effectively within my role.	
	15. I possess a strong capacity for learning and rapidly adapting to new job skills.	
	16. My educational background has equipped me to perform effectively in my current position.	
Career Adaptation	17. Overall, I believe I have successfully adjusted to my current occupation.	Assessment of graduates' overall professional adaptation, including satisfaction, expectation alignment, and developmental confidence.
	18. I am content with my present work environment, job responsibilities, and career trajectory. direction.	
	19. My career aspirations align with my current job status.	
	20. I am confident in my ability to progress and achieve success within my current industry.	
	18. I am content with my present work environment, job responsibilities, and career trajectory. direction.	
	19. My career aspirations align with my current job status.	
	20. I am confident in my ability to progress and achieve success within my current industry.	

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Reliability analysis

Reliability analysis is a measure of the credibility of the questionnaire. In this study, the "Reliability Analysis" function in SPSS 26.0 is used to assess the internal consistency of the questionnaire data, determining whether the data is stable and reliable. Generally, Cronbach's Alpha coefficient is adopted as the reliability value to measure the reliability of the data. A higher reliability coefficient indicates greater consistency, stability, and reliability of the results.

In general research, if the Cronbach's Alpha coefficient of a measurement dimension is higher than 0.8, it indicates a high level of internal consistency for the variable in that dimension. If the coefficient falls between 0.7 and 0.8, it suggests a good level of internal consistency. If the coefficient ranges from 0.6 to 0.7, the internal consistency of the measurement dimension is considered acceptable. The results of the reliability test in this study are shown in Table 3.2.

Table 3.2 Reliability Analysis Results

	Cronbach. α coefficient	Number of items
Environment Adaptation	0.868	4
Interpersonal Relationship Adaptation	0.860	4
PsychologicalAdaptation	0.803	4
Knowledge and Skills Adaptation	0.859	4
Career Adaptation	0.867	4
Total	0.941	20

3.5.2 Validity analysis

Validity test, that is, the validity measurement of the questionnaire. In general research, the validity of a questionnaire is to test whether the questionnaire test data can truly reflect the research purpose, that is, to verify whether the questionnaire is accurate and effective for the research. This study uses the KMO coefficient to test the validity of the scales in the questionnaire. According to the test results in Table 3.3, the KMO value is 0.940, which is greater than 0.9, and the Bartlett test significance is $p < 0.05$, which shows that the questionnaire has good validity.

Table 3.3 Validity Analysis Results

KMO and Bartlett's test		
Number of KMO sampling		0.940
Bartlett spherical test	Approximate Chi Square	6998.924
	Free degree	190
	conspicuousness	0.000

3.6 Data Collection

Data collection was conducted from May 1, 2024, to November 1, 2024. The questionnaire was distributed online to graduates of Beijing College of Finance and Commerce who had entered the workforce within the past 1-3 years. A total of 540 questionnaires were distributed, and 529 valid responses were collected, yielding a response rate of 97.96%.

3.7 Data Analysis

This study employed SPSS to perform data analysis, incorporating descriptive statistics, correlation analysis, and multiple regression analysis. Descriptive statistics were used to summarize the demographic characteristics of the respondents and to calculate the mean scores for each dimension of career adaptation. Correlation analysis was conducted to explore the associations among the four adaptation dimensions and their relationship with overall career adaptation. Multiple regression analysis was utilized to assess the predictive power of each adaptation dimension on graduates' career adaptation outcomes.

Chapter 4 Findings and Discussion

4.1 Demographic Characteristics of Respondents

Table 4.1 Demographic Characteristics of Respondents

Basic Characteristics	Category	Frequency	Percentage (%)	Cumulative Percentage (%)
Gender	Male	278	52.6	52.6
	Female	251	47.4	100.0
Graduation Year	2021	174	32.9	32.9
	2022	178	33.6	66.5
	2023	177	33.5	100.0
Work Experience	1-2 years	268	50.7	50.7
	2-3 years	261	49.3	100.0
Industry Type	Finance	77	14.6	14.6
	Trade & Marketing	78	14.7	29.3
	Management	75	14.2	43.5
	Language	77	14.6	58.0
	Services	75	14.2	72.2
	Information Technology	77	14.6	86.8
	Arts & Design	70	13.2	100.0

This study focuses on the career adaptation of graduates. To gain a comprehensive understanding of how graduates from different backgrounds adapt to their careers, demographic variables were collected. Table 4.1 presents the demographic characteristics of the study sample, providing a solid foundation for subsequent analysis.

A total of 529 graduates participated in this study, among whom 278 were male (52.6%) and 251 were female (47.4%). The gender ratio is relatively balanced, allowing for a more objective analysis of the potential impact of gender on career adaptation, minimizing potential bias due to gender imbalance. Additionally, the sample includes graduates from three different graduation cohorts: 2021 (174 graduates, 32.9%), 2022 (178 graduates, 33.6%), and 2023 (177 graduates, 33.5%). The number of respondents across these three cohorts is fairly balanced, facilitating a comparative analysis of how graduation year influences career adaptation. This helps explore whether variations in labor market conditions over different years affect graduates' ability to adapt to their careers.

Regarding work experience, respondents were categorized into two groups: 1–2 years (268 graduates, 50.7%) and 2–3 years (261 graduates, 49.3%). This relatively even distribution provides a solid foundation for investigating the impact of work tenure on

career adaptation. For instance, this study can examine whether increased work experience enhances graduates' adaptive capacity in professional settings or introduces different challenges and opportunities over time.

In terms of industry distribution, respondents were employed across various sectors, including Finance (77 graduates, 14.6%), Trade & Marketing (78 graduates, 14.7%), Management (75 graduates, 14.2%), Linguistics & Language Services (77 graduates, 14.6%), Service Industry (75 graduates, 14.2%), Information Technology (77 graduates, 14.6%), and Arts & Design (70 graduates, 13.2%). The relatively even industry representation ensures the sample's diversity and representativeness, enabling a comprehensive analysis of how different industrial sectors influence career adaptation. Different industries may impose varying requirements on employees' professional skills, work environments, and adaptability, thereby affecting graduates' career integration.

In conclusion, Table 4.1 outlines the key characteristics of the study sample, ensuring representativeness and balance across demographic variables. This provides a solid foundation for further analysis of the impact of gender, graduation year, work experience, and industry type on career adaptation. Based on these findings, this study further explored how various factors shape graduates' ability to adapt to their professional environments and seek to uncover potential trends and influencing factors. The insights gained have contributed to the formulation of career development strategies and employment policy recommendations.

4.2 Descriptive Statistics

4.2.1 Environmental Adaptation

Table 4.2 Environmental Adaptation

Item	Average	Standard Deviation
I can adapt to the environmental requirements of my current job	3.31	1.18
My work environment supports my career development	3.33	1.13
I can cope with the pressures and challenges at work	3.27	1.16
The organizational culture of my workplace aligns with my expectations	3.25	1.13

In terms of environmental adaptation, descriptive statistical analysis was conducted on several key perceptions of graduates, with the following specific results:

Regarding "I can adapt to the environmental requirements of my current job," the average score of graduates was 3.31, with a standard deviation of 1.18. This indicates that most graduates can adapt to the current work environment to some extent, but some still face difficulties in this area, with noticeable individual differences. For "My work environment supports my career development," the average score was 3.33, with a

standard deviation of 1.13. This suggests that most graduates believe their work environment provides some support for their career development, but there are still individual differences, with some graduates feeling that the support is insufficient. For "I can cope with the pressures and challenges at work," the average score was 3.27, with a standard deviation of 1.16. This score shows that most graduates have some ability to handle work-related pressures and challenges, but there is still room for improvement, and there are differences in coping abilities among graduates. Finally, for "The organizational culture aligns with my expectations," the average score was 3.25, with a standard deviation of 1.13. This means that most graduates feel that the organizational culture aligns with their expectations, but some graduates do not strongly identify with the organizational culture, indicating some expectation gaps.

In summary, graduates generally perform well in environmental adaptation, but there are still individual differences and room for improvement, particularly in coping with work pressures, challenges, and organizational culture alignment.

4.2.2 Interpersonal Relationship Adaptation

Table 4.3 Interpersonal Relationship Adaptation

Item	Average	Standard Deviation
I can establish good working relationships with colleagues	3.30	1.17
I feel confident and comfortable communicating with superiors	3.34	1.18
I can adapt to the requirements of teamwork	3.32	1.12
I can handle communication with clients or external partners	3.29	1.14

In terms of interpersonal relationship adaptation, descriptive statistical analysis was conducted on graduates' related perceptions, with the following specific results:

Regarding "I can establish good working relationships with colleagues," the average score of graduates was 3.30, with a standard deviation of 1.17. This indicates that most graduates can establish good working relationships with colleagues, but some still face challenges in this area, with noticeable individual differences. For "I feel confident and comfortable communicating with superiors," the average score was 3.34, with a standard deviation of 1.18. This score shows that most graduates feel confident and comfortable communicating with superiors, but some still feel less confident or uncomfortable, indicating a need to improve communication skills and confidence. For "I can adapt to the requirements of teamwork," the average score was 3.32, with a standard deviation of 1.12. This suggests that most graduates can adapt to teamwork requirements and have good collaborative skills, but some still need to improve their teamwork awareness and abilities. Finally, for "I can handle communication with

clients or external partners," the average score was 3.29, with a standard deviation of 1.14. This means that most graduates can handle communication with clients or external partners, but some still face difficulties in this area, indicating a need to improve communication skills and coping abilities.

In summary, graduates generally perform well in interpersonal relationship adaptation, but there are still individual differences and room for improvement, particularly in communicating with superiors, teamwork, and handling external communication.

4.2.3 Psychological Adaptation

Table 4.4 Psychological Adaptation

Item	Average	Standard Deviation
I feel satisfied and positive about my current job	3.40	1.14
I can maintain a positive attitude when facing work difficulties	3.31	1.12
I believe my job has a positive impact on me	3.38	1.10
I feel optimistic about my future career development	3.34	1.13

In terms of psychological adaptation, descriptive statistical analysis was conducted on graduates' related psychological states, with the following specific results:

Regarding "I feel satisfied and positive about my current job," the average score of graduates was 3.40, with a standard deviation of 1.14. This score shows that most graduates feel satisfied and positive about their current job, but some still lack in this area, possibly needing more job satisfaction and positivity. For "I can maintain a positive attitude when facing work difficulties," the average score was 3.31, with a standard deviation of 1.12. This indicates that most graduates can maintain a positive attitude when facing work difficulties, but some still need to improve in this area to better cope with work challenges. For "I believe my job has a positive impact on me," the average score was 3.38, with a standard deviation of 1.10. This score shows that most graduates believe their job has a positive impact on them, providing a positive psychological experience, but some still have doubts or dissatisfaction in this area. Finally, for "I feel optimistic about my future career development," the average score was 3.34, with a standard deviation of 1.13. This means that most graduates feel optimistic about their future career development, but some still have concerns or uncertainties, indicating a need for more career planning and confidence support.

In summary, graduates generally perform positively in occupational psychological adaptation, but there are still individual differences and room for improvement, particularly in maintaining a positive attitude when facing work difficulties, perceiving the impact of their job, and feeling optimistic about future career development.

4.2.4 Knowledge and Skills Adaptation

Table 4.5 Knowledge and Skills Adaptation

Item	Average	Standard Deviation
My professional knowledge meets the requirements of my job	3.34	1.17
I can effectively apply my professional skills at work	3.35	1.13
I have the ability to quickly learn and adapt to new work skills	3.36	1.14
My school education has helped me perform well in my current job	3.25	1.14

In terms of knowledge and skills adaptation, descriptive statistical analysis was conducted on graduates' related abilities and perceptions, with the following specific results:

Regarding "My professional knowledge meets the requirements of my job," the average score of graduates was 3.34, with a standard deviation of 1.17. This score shows that most graduates believe their professional knowledge meets the job requirements to some extent, but some still feel there is a gap between their knowledge and actual job requirements, indicating a need for further supplementation and improvement. For "I can effectively apply my professional skills at work," the average score was 3.35, with a standard deviation of 1.13. This indicates that most graduates can effectively apply their professional skills at work, but some still need improvement in this area, possibly requiring more practical experience and skill training to enhance their ability to apply professional skills. For "I have the ability to quickly learn and adapt to new work skills," the average score was 3.36, with a standard deviation of 1.14. This score shows that most graduates have the ability to quickly learn and adapt to new work skills, enabling them to actively respond to skill updates in the workplace, but some still need improvement in this area to better adapt to workplace changes. Finally, for "My school education has helped me perform well in my current job," the average score was 3.25, with a standard deviation of 1.14. This means that most graduates believe their school education has helped them perform well in their current job to some extent, but some still feel there is a disconnect between school education and actual job requirements, indicating a need for more practical guidance and vocational training to bridge this gap.

In summary, graduates generally perform well in knowledge and skills adaptation, but there are still individual differences and room for improvement, particularly in the practical application of professional knowledge, effective use of professional skills, ability to learn new skills, and the alignment between school education and job requirements.

4.2.5 Career Adaptation

Table 4.6 Career Adaptation

Item	Average	Standard Deviation
Overall, I believe I have adapted to my current occupation	3.26	1.19
I am satisfied with my current work environment, responsibilities, and career direction	3.33	1.18
My career expectations are generally aligned with my current job status	3.24	1.17
I am confident in continuing to develop and succeed in my current field	3.27	1.19

In terms of career adaptation, descriptive statistical analysis was conducted on graduates' overall perceptions, with the following specific results:

Regarding "Overall, I believe I have adapted to my current occupation," the average score of graduates was 3.26, with a standard deviation of 1.19. This score shows that most graduates believe they have adapted to their current occupation to some extent, but some still face challenges in this area, possibly needing more time and experience to fully adapt. For "I am satisfied with my current work environment, responsibilities, and career direction," the average score was 3.33, with a standard deviation of 1.18. This indicates that most graduates are satisfied with their current work environment, responsibilities, and career direction, but some still have dissatisfaction or concerns in this area, possibly needing more career guidance and support to improve satisfaction. For "My career expectations are generally aligned with my current job status," the average score was 3.24, with a standard deviation of 1.17. This score shows that most graduates' career expectations are generally aligned with their current job status, but some still feel there is a gap between their expectations and their current job status, indicating a need for further adaptation and planning. Finally, for "I am confident in continuing to develop and succeed in my current field," the average score was 3.27, with a standard deviation of 1.19. This means that most graduates are confident in continuing to develop and succeed in their current field, but some still lack confidence or have concerns in this area, indicating a need for more career development and success motivation to boost confidence.

In summary, graduates generally perform positively in career adaptation, but there are still individual differences and room for improvement, particularly in fully adapting to their occupation, satisfaction with work environment and responsibilities, alignment between career expectations and job status, and confidence in career development.

4.3 Correlation Analysis

Correlation analysis is commonly used when two or more variables have a certain degree of correlation, measuring the strength of the relationship between variables, often represented by the Pearson correlation coefficient. The Pearson correlation

coefficient ranges from -1 to 1, where a larger positive value or a smaller negative value indicates a stronger correlation between the two variables, while values closer to 0 indicate a weaker correlation. A correlation analysis was conducted on 529 collected questionnaires, and the results are shown in Table 4.7.

Table 4.7 Correlation Analysis Results

	Environment Adaptation	Interpersonal Relationship Adaptation	Psychological Adaptation	Knowledge and Skills Adaptation	Career Adaptation
Environmental Adaptation	1				
Interpersonal Relationship Adaptation	0.673**	1			
Psychological Adaptation	0.713**	0.747**	1		
Knowledge and Skills Adaptation	0.670**	0.607**	0.695**	1	
Career Adaptation	0.617**	0.608**	0.674**	0.691**	1

There is a significant positive correlation between the five variables: environment adaptation, interpersonal relationship adaptation, psychological adaptation, knowledge and skills adaptation, and career adaptation status. Specifically, the Pearson correlation coefficient between environmental adaptation and interpersonal relationship adaptation is 0.673, indicating a strong positive correlation between the two. That is, graduates who are better able to adapt to the current work environment are also more likely to establish good interpersonal relationships with colleagues and superiors. The Pearson correlation coefficient between environmental adaptation and psychological adaptation is 0.713, indicating an even stronger positive correlation. The stronger the graduates' ability to adapt to the current work environment, the more positive, satisfied, and optimistic their attitude towards work tends to be. The Pearson correlation coefficient between interpersonal relationship adaptation and psychological adaptation is 0.747, indicating a very significant positive correlation. Good interpersonal relationships help graduates maintain a positive mindset at work, and vice versa. The Pearson correlation coefficients between knowledge and skills adaptation and environmental adaptation, interpersonal relationship adaptation, and

psychological adaptation are 0.670, 0.607, and 0.695, respectively, all showing strong positive correlations. This means that the stronger the graduates' ability to adapt in terms of professional knowledge and skills, the easier it is for them to adapt to the work environment, establish good interpersonal relationship relationships, and maintain a positive work attitude. The Pearson correlation coefficients between career adaptation and environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation are 0.617, 0.608, 0.674, and 0.691, respectively, indicating significant positive correlations between career adaptation and these four variables. The better the overall career adaptation status of graduates, the stronger their ability to adapt in terms of career environment, interpersonal relationships, psychological state, and knowledge and skills.

In summary, there is a significant positive correlation between these five variables, and the correlation coefficients are relatively high, indicating a close relationship between them. This result helps us better understand the interactions and influences between the various dimensions of job adaptation.

4.4 Regression Analysis

Table 4.8 Regression Analysis Results

	Unstandardized Coefficients	Standardized Coefficients	t	Significance
	B	Standard Error	Beta	
(Constant)	0.276	0.119		2.315
Environmental Adaptation	0.111	0.046	0.109	2.401
Interpersonal Relationship Adaptation	0.131	0.047	0.128	2.798
Psychological Adaptation	0.271	0.057	0.243	4.786
Knowledge and Skills Adaptation	0.387	0.045	0.372	8.685
R ²	0.565			
Adjusted R ²	0.562			

	Unstandardized Coefficients	Standardized Coefficients	t	Significance
F	170.386, p < .001			

The regression analysis results show that career adaptation, as the dependent variable, has a significant linear relationship with multiple independent variables. Below is a detailed explanation of the regression analysis results in Table 10: In the regression analysis, we explored the impact of environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation on career adaptation. The results show that these four independent variables all have a significant positive impact on career adaptation. Specifically, the unstandardized coefficient for environmental adaptation is 0.111, the standardized coefficient is 0.109, the t-value is 2.401, and the significance level is 0.017, indicating that for every unit increased in environmental adaptation, career adaptation status will significantly increased by 0.109 units, and this relationship is statistically significant. The unstandardized coefficient for interpersonal relationship adaptation is 0.131, the standardized coefficient is 0.128, the t-value is 2.798, and the significance level is 0.005, indicating that interpersonal relationship adaptation also has a significant positive impact on career adaptation, and its impact is slightly greater than that of environmental adaptation. The unstandardized coefficient for psychological adaptation is 0.271, the standardized coefficient is 0.243, the t-value is 4.786, and the significance level is 0.000, indicating that psychological adaptation has the most significant impact on career adaptation, far greater than the previous two independent variables. The unstandardized coefficient for knowledge and skills adaptation is 0.387, the standardized coefficient is 0.372, the t-value is 8.685, and the significance level is also 0.000, indicating that knowledge and skills adaptation has the strongest impact on career adaptation, making it the most influential among the four independent variables.

Additionally, the R^2 value of the regression model is 0.565, and the adjusted R^2 value is 0.562, indicating that these four independent variables together explain 56.2% of the variance in job adaptation status. The F-value is 170.386, with a corresponding p-value of less than 0.001, indicating that the entire regression model is highly statistically significant.

In summary, environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation all have a significant positive impact on career adaptation, and this impact is statistically robust. This result helps us better understand the influencing factors of career adaptation and provides useful references for practice and research in related fields.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study systematically investigated the career adaptation of graduates from Beijing College of Finance and Commerce (BCFC) through a multidimensional lens, focusing on four key domains: environmental adaptation, interpersonal relationship adaptation, psychological adaptation, and knowledge and skills adaptation. Utilizing a quantitative research approach, the study offers empirical insights into the factors influencing how vocational college graduates adjust to the workforce.

The findings affirm that all four dimensions significantly contribute to career adaptation, with psychological adaptation and knowledge and skills adaptation having the most substantial influence. Graduates exhibiting strong psychological resilience, interpersonal competence, and technical proficiency are better equipped to meet the demands of a dynamic labor market. The results highlight the importance of workplace exposure, effective interpersonal interactions, and continuous learning as essential enablers of successful career transitions.

In terms of environmental adaptation, although most graduates can acclimate to their work environments, challenges such as aligning with corporate culture, managing workplace pressure, and meeting industry expectations persist. Strengthening school-enterprise partnerships and incorporating industry-relevant training into educational programs can help mitigate these challenges and support a smoother school-to-work transition.

Interpersonal relationship adaptation also emerged as a vital component of career success. Graduates who demonstrate effective communication skills, navigate team dynamics skillfully, and build strong workplace relationships tend to experience greater job satisfaction and career confidence. These findings suggest that vocational institutions should embed teamwork-based learning, leadership development, and networking opportunities into their curricula.

Psychological adaptation proved to be a critical determinant of career success. Graduates who maintain a positive mindset, manage stress effectively, and demonstrate resilience are more likely to thrive in professional settings. This underscores the need for vocational colleges to prioritize emotional well-being by offering career counseling, emotional intelligence development, and stress management training.

Furthermore, knowledge and skills adaptation was found to be instrumental in shaping long-term employability. Graduates who engage in ongoing skill enhancement, acquire professional certifications, and translate theoretical learning into practice are more competitive in the job market. Thus, institutions should emphasize skill-based learning, digital competence, and lifelong education to ensure graduates remain agile and responsive to evolving industry needs.

In conclusion, this study provides comprehensive insights into the career adaptation of vocational college graduates. It underscores the necessity of a holistic educational strategy that integrates workplace readiness, interpersonal effectiveness, psychological resilience, and continuous skill development. By adopting targeted

interventions aligned with these dimensions, Beijing College of Finance and Commerce can better prepare its students for successful, adaptable, and sustainable career trajectories in an increasingly complex employment landscape.

5.2 Recommendation

Based on the findings of this study, the following recommendations are proposed to support and facilitate the career adaptation of students and graduates of Beijing College of Finance and Commerce (BCFC). These strategies aim to bridge the gap between vocational education and industry demands, ensuring that students are well-prepared during their studies and able to successfully cope with transition into the workforce, thereby contributing to China's industrial upgrading process.

5.2.1 Environmental Adaptation

To improve students' ability to adapt to real-world work environments, Beijing College of Finance and Commerce should:

1. Strengthen strategic school-enterprise collaboration: Establish in-depth and long-term partnerships with leading enterprises. These partnerships can involve businesses in curriculum design, mentorship programs, and joint assessments to ensure practical relevance and enhance workplace readiness.
2. Enhance practical training systems: Expand internship and apprenticeship opportunities that simulate actual work scenarios, helping students understand industry standards, organizational culture, and employer expectations before graduation.
3. Continuously update the curriculum to align with market needs: Introduce cutting-edge knowledge, technologies, and digital competencies into training programs by closely tracking industry trends and labor market dynamics.
4. Support students' career identity development: Provide career counseling, personality assessments, and professional development workshops to enhance students' self-awareness and help them form a clear vocational identity.
5. Shift educational paradigms toward high-quality talent cultivation: Promote experiential learning, competency-based education, and interdisciplinary approaches to nurture well-rounded and adaptive graduates who meet the demands of a rapidly evolving job market.

5.2.2 Interpersonal Relationship Adaptation

Interpersonal relationships are essential for professional success, as they influence teamwork efficiency, workplace collaboration, and career development. To enhance students' interpersonal adaptability before graduation, Beijing College of Finance and Commerce (BCFC) can adopt the following strategies:

1. Integrate teamwork-based projects into the curriculum: Assign students to collaborate on industry-relevant projects helps them build essential skills in communication, negotiation, and leadership.
2. Organize networking events and professional development workshops: Facilitate structured interactions with industry professionals, alumni, and recruiters allows students to expand their professional networks and strengthen workplace communication competencies.

3. Implement interpersonal skills training programs: Offer targeted soft skills training that focuses on emotional intelligence, active listening, conflict resolution, adaptability, and effective verbal and non-verbal communication.

4. Promote cross-disciplinary collaboration: Encourage students from diverse academic backgrounds to work on interdisciplinary projects, simulating the collaborative dynamics of real-world workplaces.

5. Provide leadership and negotiation training modules: Design practical courses on persuasion, influence, and team leadership to equip students with the competencies needed to navigate hierarchical organizational environments and assume leadership roles.

5.2.3 Psychological Adaptation

Psychological adaptation is vital for career resilience, job satisfaction, and long-term professional well-being. To support students in building a strong vocational identity and effectively managing workplace stress before graduation, Beijing College of Finance and Commerce (BCFC) should implement the following strategies:

1. Establish career counseling and psychological support services: Develop on-campus counseling centers that offer individual career coaching, mental wellness programs, and stress management workshops tailored to students' professional development needs.

2. Integrate positive psychology and resilience training into the curriculum: Embed modules that cultivate self-awareness, self-confidence, and a growth mindset to promote emotional well-being and career adaptability.

3. Facilitate self-reflection and vocational identity formation: Provide structured activities and guidance to help students explore their strengths, interests, and career aspirations, enabling informed and motivated career decision-making.

4. Raise mental health awareness and promote mindfulness practices: Incorporate emotional intelligence training, wellness education, and mindfulness-based stress reduction strategies into student development programs.

5. Develop peer support and mentoring networks: Create student-led groups and alumni mentoring platforms where students can share experiences, receive encouragement, and exchange strategies for psychological adjustment in the workplace.

5.2.4 Knowledge and Skills Adaptation

To ensure that students remain competitive and career-ready in a rapidly evolving job market, Beijing College of Finance and Commerce (BCFC) should emphasize knowledge application, skill development, and the cultivation of lifelong learning habits through the following initiatives:

1. Introduce industry-recognized certification programs: Support students in acquiring professional certifications (e.g., financial analysis, digital marketing, project management, IT security) that align with industry standards and enhance their employment prospects.

2. Foster a culture of continuous learning: Encourage students to engage in lifelong learning through access to online courses, employer-led seminars, and corporate-sponsored training programs while still in school.

3. Integrate hands-on training and problem-solving into coursework: Adopt experiential learning methods, including real-world case studies, industry simulations, and practical project work, to build students' applied competencies and workplace readiness.

4. Strengthen digital literacy and technological adaptability: With the increasing prevalence of automation, artificial intelligence, and big data, BCFC should embed technology-driven courses into the curriculum to ensure students are equipped with relevant digital skills.

5. Establish research and innovation platforms for students: Create opportunities for students to participate in collaborative research, entrepreneurship challenges, and business incubators, nurturing critical thinking, innovation capacity, and adaptability to change.

5.2.5 Institutional and Policy Reforms

To ensure the sustainable implementation of career adaptation initiatives, Beijing College of Finance and Commerce (BCFC) should pursue institutional reforms and policy enhancements that support students throughout their academic journey and beyond. The following measures are recommended:

1. Establish a long-term career readiness framework: Develop a structured model that guides students through progressive stages of career planning, skill acquisition, and professional development, enabling personalized and goal-oriented career pathways.

2. Implement graduate tracking and evaluation systems: Conduct regular follow-up surveys and employment outcome assessments to monitor graduates' adaptation progress, assess program effectiveness, and inform data-driven policy adjustments.

3. Promote cross-institutional collaboration: Strengthen partnerships with peer institutions, industry stakeholders, and policy bodies to facilitate the exchange of best practices, enhance curriculum design, and co-create innovative vocational training modules.

4. Support entrepreneurship and self-employment pathways: Provide students with access to entrepreneurial guidance, seed funding, and incubation resources to encourage independent career development and diversify employment outcomes.

5.3 Further Study

While this study provides valuable insights into the career adaptation of graduates from Beijing College of Finance and Commerce (BCFC), there are several avenues for future research that could further enhance the understanding of this topic.

First, expanding the sample scope to include graduates from other vocational colleges across China would improve the generalizability of the findings. By incorporating a more diverse participant pool, future studies could assess whether regional or institutional differences impact career adaptation, providing a more comprehensive view of vocational education outcomes.

Second, longitudinal studies could offer deeper insights into the long-term career adaptation process. Tracking graduates over a more extended period—beyond the initial 1–3 years—would help identify how career adaptation evolves over time and whether early adaptation experiences influence long-term career success, job satisfaction, and retention rates.

Third, a qualitative or mixed-method approach could complement the current quantitative study by exploring graduates' lived experiences in greater depth. Conducting interviews or focus groups could uncover nuanced factors that contribute to career adaptation, such as personal motivation, resilience, and employer support, which may not be fully captured in survey-based research.

Fourth, examining additional influencing factors could provide a more holistic understanding of career adaptation. Future research could investigate the role of personality traits, self-efficacy, and workplace culture in shaping adaptation outcomes. Additionally, exploring how technological advancements, digital literacy, and remote work trends impact career adaptation in the modern workforce would be particularly relevant in today's rapidly evolving job market.

Finally, cross-cultural comparisons could offer valuable insights into how career adaptation varies across different economic and cultural contexts. Comparing vocational graduates from China with those from other countries could help identify best practices in vocational education and workforce integration.

By addressing these areas, future research can further enrich the theoretical framework of career adaptation, contribute to policy development, and provide practical recommendations for improving vocational education and graduate employability.

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Appendix

Questionnaire

Appendix: Questionnaire on Vocational Adaptation for Students of Beijing College of Finance and Commerce

Dear Sir or Madam,

I am a graduate student at Siam University studying the effects of different dimensions on career adaptation of students at Beijing College of Finance and Trade.

Please complete the following questionnaire to assist me in completing this research. The information you provide today will be used solely for the purpose of this research and academic purposes. Please answer the questionnaire as you see fit. It will take approximately 10-15 minutes to complete the questionnaire. Please read each question carefully to ensure the scientific reliability of the study. Your participation is essential to the success of this study.

I want to thank you for your response! If you have any questions, don't hesitate to contact me at the Email: rhea0045@gmail.com

Xu Ning, Graduate. student

Siam University

Part I: (Please make your choice according to your actual situation by putting the answer code in brackets)

01. Have you obtained a professional qualification in your field?

A. Yes B. No

02. Have you ever participated in skill competitions during your school years?

A. Yes B. No

03. Have you participated in relevant training before or after joining the company?

A. Yes B. No

04. Have you ever planned your career?

A. Clear planning B. Fuzzy planning C. No planning, one step at a time

Part II: For the majority of the sections, we deploy the widely acknowledged "Likert five-point scale" ranging from "completely disagree" (scored as 1) to "completely agree" (scored as 5). The intermediary scores represent varying degrees of agreement or disagreement.

Dimension	Question	5	4	3	2	1
occupational environment adaptation	You are satisfied with the current working environment (e.g. physical conditions, working facilities)					
	You are comfortable with the company's work pace and rules and regulations					
	You feel that the company's organizational culture and values are in line with your personal values					
	You are satisfied with the company's salary structure and benefits					
occupational interpersonal relationship adaptation,	You have the ability to communicate in a work-related manner					
	You are trusted and utilized by your supervisor at work					
	You often discuss your work experience with your coworkers					
	You often cooperate with your colleagues to accomplish your work tasks					
occupational psychological adaptation,	You think your personality is suitable for your current job					
	You think your work can realize your personal value well					
	You believe that work pressure affects your mental health					
	You are very confident in accomplishing the tasks you face at work					
	You are always able to manage setbacks at work					
occupational knowledge and skills adaptation	You believe your professional skills match the requirements of your current job					
	You have a good understanding of your job and can make initial suggestions for dealing with problems in the course of your work					
	You can skillfully use the technology, software, equipment and tools required for your job					
	You will insist on arranging time to study business knowledge every day, and constantly improve personal working ability					
	You will participate in the company's training to enhance their professional knowledge or skills					