Kurdish Studies
Sep 2023
Volume: 11, No: 3, pp. 347-358
ISSN: 2051-4883 (Print) | ISSN 2051-4891 (Online)
www.KurdishStudies.net

Received: May 2023 Accepted: June 2023
DOI: https://doi.org/10.58262/ks.v11i3.026

A Study on the Factors Influencing the Employment Ability of Art Students in Vocational Colleges in Shanxi Province, China

Zhibin Ma[1], Suping Yang[2]

Abstract

This study is based on the theory of employability and social support, with art students from five vocational colleges in Shanxi Province, China as the research object. The main research content is to explore the influencing factors of their employability. Based on this argument, relevant literature and research purposes, three potential variables are constructed: Perceived Social Support (PC), Psychological Capital (PSS), and Employability (EB), and four hypotheses are proposed, The data was collected through online questionnaires, and statistical tests were conducted using SPSS22.0 and AMOS24.0 software. The statistical tests included descriptive statistical analysis, reliability and validity testing of test items, model fitting testing, research hypothesis testing, and mediation effect testing. Based on the path analysis data, it can be concluded that all four hypotheses are valid.The research results found that: (1) there is a significant positive correlation between the perception of social support and employment ability of vocational art students in Shanxi Province, China; (2) There is a significant positive correlation between the level of psychological capital and employment ability of vocational art students in Shanxi Province, China; (3) There is a positive correlation between the perception of social support and the psychological capital of vocational art students in Shanxi Province, China; (4) Psychological capital plays a mediating role in understanding the impact of social support on employability; Finally, based on the research findings, several corresponding research suggestions were proposed.

Keywords: *vocational art students; Understand social support; Psychological capital; Employability*

Introduction

Since the reform and opening up, China's economic development has achieved remarkable results. In order to address the structural imbalance between talent supply and demand caused by rapid economic development and insufficient supply of technical talents, the Chinese government has begun to vigorously develop vocational education. Since the adoption of the National Vocational Education Law in 1996 and the release of the Vocational Education Reform Implementation Plan in 2019, compared with the past, China's vocational art education in terms of horizontal quantity, The enrollment scale has expanded and developed to a certain extent, especially in 2002 when the State Council of China issued the "Decision on Vigorously Promoting the Reform and Development of Vocational Education" (Guo Fa [2002] No. 16), which clearly stated the need to "expand the scale of higher vocational education". In October 2005, The resolution of the Fifth Plenary Session of the 16th Central Committee of the CPC proposed to "vigorously develop vocational education and expand the enrollment scale of

[1] International College, Krirk University, Email: 531193269@qq.com
[2] Krirk University

vocational education" and a series of policies. With the support of a series of policies, the number of Chinese vocational college graduates exceeded 2 million in 2006 and 3 million in 2010, reaching 3.77 million in 2020 (National Bureau of Statistics of the People's Republic of China, 2020). The policy of vigorously developing vocational education has created opportunities for the rapid development of vocational education in China.

However, with the rapid expansion of the development scale of higher vocational education, in terms of vertical quality, due to the backwardness of the relevant talent training system, the development of vocational education quality is relatively lagging, especially in the employment quality of graduates. In June 2008, the Student Information Consultation and Employment Guidance Center of Chinese Higher Education Institutions released the "Interval Distribution of Employment Rate for Undergraduate and Specialized Majors in Art Colleges and Universities in China from 2004 to 2007". The employment rate of art graduates in vocational colleges and universities was only 55.7%. According to "Michael's: 2019 Ranking of Employment Rate of Undergraduate Graduates in Chinese Universities and Major", the employment rate of art graduates ranks lowest among all majors in Chinese universities.

For a long time, the development trend of vocational education in China has been dominated by a market economy. Art vocational education is often overlooked due to its niche nature and lack of direct economic benefits. Art, as a cultural inheritance of a nation's spirit and creativity, plays an important role in building national cultural confidence and promoting the protection and inheritance of intangible cultural heritage in China. Nowadays, the problem of difficult employment for Chinese vocational art students has seriously affected the development process of art vocational education in China. How to improve the employability of vocational art students, properly handle the mismatch between their employability and market demand, and alleviate the problem of structured unemployment, is an important issue faced by China's vocational art education.

The research object of this article will be the internship stage, fresh graduates, and current and graduating students within three years of graduation of art students (music, dance, and art design) from five vocational and technical colleges in Shanxi Province, regardless of their research directions. From the perspective of employment ability cultivation, the research approach will be "current situation analysis - theoretical exploration - empirical research - proposing countermeasures", Explore the influencing factors and improvement strategies for the employment ability of vocational art students in Shanxi Province, China.

Literature Review

Employability Theory

Beveridge proposed the concept of employability in 1909. The theory of employability has emerged in developed Western countries under the background of social policy transformation. Scholars in various fields believe that the theory of employability lies in the ultimate realization of employment, stable employment, and re employment. Its core significance and content lie in the employability of workers to obtain and maintain employment (Yu Jianxing and Qu Zhiyuan, 2010).

In recent years, the world pattern has undergone great changes due to the sudden COVID-19. The global economy has continued to decline, and the employment situation of Chinese college students has been greatly impacted. In order to fundamentally solve the employment problem

of college students, the issue of college students' employability has received attention and attention. Researchers have conducted some research and practice on the concept, structure, and measurement of college students' employability, gradually forming a relatively complete theory of college students' employability.

Yang Yong (2016) believes that the employability of college students should be dynamic and comprehensive, including not only employment but also career planning and career development planning. The many abilities and qualities possessed by individual college students, as well as their ability to control their own qualities and resources, are the employability of college students. Generally speaking, college students' employability includes two aspects: explicit employability and implicit employability. The explicit employability of college students includes factors such as cognitive level, consciousness level, ability level, knowledge, skills, and learning ability, while the implicit employability of college students includes a dynamic system composed of values, personality, attitude, emotions, needs, and motivation. Employment theory is the main guiding ideology for China's future employment work. Employment theory can identify the causes of unemployment problems from the source and identify the manifestations of the contradiction between capital and labor in today's society (Li Minmin, 2021).

Social Support Theory

The theory of social support was born in the process of studying psychopathology. Modern psychologist Kaplan proposed the concept of social support in 1974. He believed that social support can help individuals overcome psychological illnesses. Social support is a sustainable collection of diverse social entities that can provide help to individuals in psychological crisis, provide cognitive guidance and emotional support when they need help, and help individuals overcome difficulties, Form a brand new self. In 1976, during his research on life stress, Kobe viewed social support as a concern from various online groups in society, which could provide individuals with a sense of respect, satisfaction, and behavior. Subsequently, social support theory was widely adopted in the practice and theoretical research of social work, and gradually formed a consensus that social support is a comprehensive social system formed by the interaction between different individuals, including both subjective and objective support (Yan Zhesi, 2022).

Gou Yahong (2009) proposed that social support is one of the mediating factors between psychological stress and psychological disorders. When individuals face difficulties or threats, this intimate connection between people will provide them with some spiritual or material assistance. Research has shown that good social support is beneficial for health, providing protection and maintaining good emotions for individuals under stress, while poor social support can harm physical and mental health (Goyne&Downey, 1991).

Wang Bichan (2021) compiled the research results of Chinese scholars on social support. At the cognitive level, there is a significant correlation between factors such as social support and self-concept; In terms of emotions, good social support is significantly positively correlated with positive emotions, while it is significantly negatively correlated with negative emotions; In terms of behavioral levels, there is a positive correlation between social support and individual social behavior and interpersonal relationships.

The theoretical support of social support theory for this study: Currently, many scholars have applied social support theory to the study of employment behavior of college graduates, and research shows that social support has a significant difference in employment ability. The

theory of social support enriches the understanding of social support in this study, and also provides important theoretical support for the investigation and comprehensive analysis of the positive personality and employment ability of art vocational college students in this study.

Research Hypothesis

Employeability (EB)

From previous studies on employability, there has been no unified definition of the dimensions of employability. The International Labour Organization defines employability as an individual's ability. It includes individuals obtaining work, maintaining work, making progress in their work, and responding to changes that arise in their work. The UK Education Commission defines employability as the ability to obtain and maintain employment. Chinese researchers mainly define the employability of college students in the first employment stage, but there is no consistent conclusion on the division of the dimensions of employability. Researchers have classified employability into individual intrinsic qualities, ability to handle work, and social leadership skills. Some researchers have proposed that it includes the employability of individuals to obtain employment opportunities and obtain employment positions. According to the composition of abilities, Wang Ze divides the employability of college students into three categories: basic abilities, personal management abilities, and abilities required for team work.

The employment of college graduates is the process of transitioning from students to workers. Knight and Yorke (2001) explain the employability of college students from the following two concepts: the first concept mainly involves enhancing the attributes of college students and making them lifelong learners; The second concept refers to the ability of students to acquire (maintain and develop) a job after graduation.

Based on this, in this article, students' employability is divided into career acquisition ability and career innovation development ability. Among them, career acquisition ability is discussed from the following three directions: (1) being familiar with and mastering basic professional knowledge, understanding relevant concepts and theories of the profession; (2) being able to discover and solve problems from the perspective of the profession; (3) being able to effectively apply the professional knowledge learned to practice; The development ability of career innovation can be discussed from two directions: (1) new concepts can be used to explain things encountered in work, and (2) new ways can be used to solve problems encountered in work.

Psychological Capital (PC)

Psychological capital is a positive psychological state that individuals exhibit during their growth and development, manifested as (1) having confidence and the ability to make necessary efforts to succeed in challenging work. (2) Positive attribution to current and future success (3) perseverance towards goals, and the ability to adjust the path to achieving them when necessary to achieve success (4) perseverance, rapid recovery, and growth to achieve success when facing adversity and problems. Research has shown that among the three variables of social support, psychological capital, and employability among college students, there is a significant correlation between social support and psychological capital, social support and employability, and psychological capital and employability.

Li Chao et al. (2022) conducted an empirical study on the relationship between psychological capital, social support, and employability of college students. The results showed a significant

positive correlation between social support and employability, indicating that the higher the level of social support received, the stronger the employability of college students. This conclusion is consistent with the research findings of scholars such as He Anming and Yao Yudan (2018).

Perceived Social Support (PSS)

Social support is widely applied in fields such as social psychology, which refers to the behavior of social networks using certain material and spiritual means to provide free assistance to other groups in society. Social support plays a very important role in human development.

Scholars in many countries tend to divide social support into two parts: positive and negative. The positive part refers to behaviors or events that enable individuals to have positive emotions, while the negative part, on the other hand, refers to behaviors or events that enable individuals to have negative emotions. Some scholars also view social support as a form of resource exchange that comes from the help of social relationships, the way people connect, and the exchange of resources among members of the support network. Cullen (1994) proposed the concept of social support, which refers to the ability of people to receive assistance from others, both material and spiritual, in their complex social environment.

Chinese scholars have also studied and defined the concept of social support. Some scholars believe that social support refers to an individual and various aspects of their surroundings, covering a wide range of specific individuals such as family, friends, and partners, as well as all the material and spiritual assistance provided by social organizations, work units, and other organizations. Classified by the subject of support, social support includes formal support, individual support, and professional support. Formal support is assistance or support led by the government or formal organizations, individual support is assistance or support provided by personal networks, and professional support is assistance or support provided by professional technical groups (Zhong Jiangyong, 2016).

Based on the perspectives of scholars from various countries, this study defines the social support of college students as the various support or assistance received by college students in the social system from various institutions, groups, or individuals such as family, school, friends, society, and employers, including spiritual and material support.

The research results of Zhong Jiangyong (2016) show that there is a significant positive correlation between social support and college students' employability. At the same time, there is a significant positive correlation between social support and the sub dimensions of college students' employability, such as professional ability, communication ability, coordination and adaptability ability, and cooperative execution ability; There is a significant positive correlation between the understanding of social support and psychological capital of vocational college students and their employability; Moreover, the psychological capital of vocational college students plays a partial mediating role between understanding social support and employability, with the mediating effect accounting for 83% of the total utility (Zhang Huiling, 2020).□□

Based on the appeal content, the following assumptions will be made:

H1: *There is a significant positive correlation between perceived social support and employability;*

H2: *There is a significant positive correlation between psychological capital and employability;*

H3: *Understanding that social support and psychological capital have a predictive effect on employability;*

H4: *Psychological capital plays a mediating role in understanding the impact of social support on employability;*

Research Methods

Due to the need to test the reliability, validity, adaptability, and path relationship of the theoretical model constructed in this study, it is necessary to analyze and obtain the data through sample data. Therefore, this study developed a survey questionnaire based on the measurement scales of various potential variables in the constructed theoretical model, and distributed and collected the survey questionnaire data through the enrollment and employment department and student department of the college.

The survey questionnaire includes two parts of data collection. The first part is the demographic characteristic variables of the survey subjects, including gender, grade, graduation time, etc. The second part includes all variable measurement items in the empirical model, which refer to mature scales in similar studies and are modified according to the research needs of this research context. Each potential variable measured in the questionnaire was set with 10 items, which met the validity conditions of the questionnaire and were measured using the Likert 7 scale.

This study will analyze the data collected from the aforementioned survey questionnaire, including descriptive statistical analysis, reliability testing, convergence validity testing, discriminant validity testing, model fitting, hypothesis testing, ANOVA analysis, and mediation effect analysis.

Use SPSS and Amos 24.0 software to analyze the data collected from online questionnaires, including descriptive statistical analysis, reliability testing of questionnaire test items, convergence validity testing, discriminant validity testing, model fitting, hypothesis testing, ANOVA analysis of variance, and mediation effect testing.

Before distributing the formal questionnaire on a large scale, a small-scale survey was conducted, with 60 predicted questionnaires distributed. After deleting unqualified questionnaires, 58 samples met the criteria. The 58 samples were divided into 27 and 73 digits, and the 7 dimensions were subjected to T-tests in high and low clusters. The test results showed that the p-values of all questions were less than 0.05, indicating a significant difference between the high and low clusters, indicating that the test items had a certain level of discrimination and needed to be retained, After the prediction, the questionnaire was distributed through online questionnaires. After identifying and screening the 300 questionnaires collected, after removing invalid questionnaires, 298 were found to be valid, with a recovery rate of 99%.

From the sample information description table, it can be seen that there is not a significant difference in the gender ratio of the surveyed students, with slightly more female students. The surveyed students are divided into three states, namely internship stage, fresh graduates, and those who have worked for 3 years. Among them, there are more students who have completed their studies and are waiting for graduation stage, followed by those who have worked for 3 years, with the least being internship stage. The research object of this study is the internship stage, fresh graduates, and current and graduating students within three years of graduation, regardless of the research direction. From the sample data, the proportion of surveyed students in the five colleges and various research directions is relatively average.

Before hypothesis validation, this model measures the reliability and validity of the scale. The reliability test is determined by observing Composite Reliability (CR) and Average Variance Extracted (AVE) (Nunnally, 1979);

After factor analysis in the first theory, the test item EB10 with a common factor load Std value less than 0.6 was removed. Then, the item was retained through factor analysis, and the cumulative variance contribution rate reached 72.345% with less information loss, which can better explain the overall variance. Therefore, the sub analysis is more ideal.

After confirmatory factor analysis, it was found that all validity factors had a load capacity Std value greater than 0.6 in the common factor, which reached the standard range (greater than 0.6), thus ensuring the structural validity of the scale; If the SMC is greater than 0.3, it indicates that the question has reliability; CR is greater than 0.7 or above, indicating sufficient internal consistency between dimensions;

It is generally believed that when the CR value is greater than 0.7 and the AVE value is greater than 0.5, the consistency between the measurement variable items is acceptable (Fornell & Larcker, 1981);

Therefore, the reliability and inter dimensional convergence validity of this model in measuring questions are good.

Table 1 Reliability and Convergence Validity Test Data Table (PC).

Dimension	topic	Std	SMC	CR	AVE
psychological capital（PC）	PC2	.810	.656	.932	.582
	PC1	.854	.729		
	PC4	.815	.664		
	PC3	.810	.656		
	PC5	654	.428		
	PC6	.715	.511		
	PC8	.810	.656		
	PC7	.621	.368		
	PC9	.875	.766		
	PC10	.610	.372		

Table 2 Reliability and Convergence Validity Test Data Table (PSS).

Dimension	topic	Std	SMC	CR	AVE
Perceived social support（PSS）	PSS1	.752	.566	.930	.580
	PSS2	.748	.560		
	PSS4	.748	.560		
	PSS5	.891	.794		
	PSS6	.629	.396		
	PSS3	.807	.651		
	PSS7	.652	.425		
	PSS8	.632	.399		
	PSS9	.870	.757		
	PSS10	.834	.696		

Table 3 Reliability and Convergence Validity Test Data Table (EB).

Dimension	topic	Std	SMC	CR	AVE
Employability（EB）	EB1	.788	.621	.915	.549
	EB3	.855	.731		
	EB4	.806	.650		
	EB2	.748	.560		
	EB6	.891	.794		
	EB5	.629	.396		
	EB7	.607	.368		
	EB8	.652	.425		
	EB9	.632	.399		

As shown in Table 4, the diagonal bold font represents the AVE root sign value, and the lower triangle represents the Pearson correlation of dimensions. The AVE root sign values of all dimensions are greater than the correlation between dimensions and other dimensions, indicating differential validity between dimensions. The average and standard deviation are shown in the table; Therefore, the reliability, convergence validity, and discriminative validity of this model are good.

Table 4 Correlation Coefficients Between the Square Root of AVE and Latent Variables.

Dimension	reliability	convergent validity	discriminant validity			descriptive statistics		
	Cronbach Alpha	AVE	PC	PSS	EB	average value	standard deviation	Number of cases
PC	.812	.582	**.706**			5.61	.562	298
PSS	.794	.580	.380	**.737**		5.29	.678	298
EB	.714	.549	.349	.395	**.666**	5.54	.621	298

Note : Employability (EB) ; psychological capital (PC) ; Perceived social support (PSS)

In the structural equation model, the model fitting index is a statistical indicator that examines the degree to which the theoretical structural model fits the data. In this study, Amos 24.0 software was used to test the fitting degree of this model. Considering that the minimum fit functional Chi G square value of the absolute fit index is easily influenced by the sample size, some scholars suggest using the ratio of the chi square value to its degree of freedom as the standard, and combining the goodness of fit index (GFI), standard fit index (NFI), increased fit index (IFI), and comparative fit index (CFI) as supplements. The value range is between 0 and 1, and the closer it is to 1, the better, The root mean square (RMSEA) of approximation error should be less than 0.05, and the smaller the better (Bagozzi & Yi, 1988).

Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI). GFI and AGFI reflect the proportion of covariance that the hypothetical model can explain. The larger the goodness of fit index, the higher the degree of explanation of the independent variable for the dependent variable, and the higher the percentage of changes caused by the independent variable in the total change.

It is generally believed that GFI and AGFI values greater than 0.9 indicate a high degree of fit between the model and the data. Therefore, it can be considered that the model fits the sample data well, and the model has a good degree of fit, which can be used for the next step of path validation operations.

Table 5 Results of Goodness of Fit Indicators for Structural Models.

Fit indicators	Acceptable suggestions	Fit value of this model
Chi square value and degree of freedom (Chi square/df)	1—5	1.19
Root Mean Square of Approximate Error (RMSEA)	<0.05—0.08	0.04
Normative goodness of fit index (NFI)	>0.9	0.92
Non canonical fit index (NNFI)	>0.9	0.93
Model Comparison Fit (CFI)	>0.9	0.94
Value added fit index (IFI)	>0.9	0.98
Goodness of Fit Index (GFI)	>0.8	0.93

Empirical Results and Analysis

Direct Impact Path Verification

As shown in Table 6, if the VIF is not greater than 5, it indicates that there is no collinearity between dimensions, and if the R-square is 0.712, it indicates a high degree of explanatory power; The confidence interval range of PC and PSS does not include 0, and the P-value is less than 0 5. Therefore, assuming that H1, H2, and H3 are all valid, namely: there is a significant positive correlation between perceived social support and employability; There is a significant positive correlation between psychological capital and employability; Understanding that social support and psychological capital have a predictive effect on employability;

From the Bata value, it can be inferred that compared to the impact of psychological capital (PSS) on employability (EB), the impact of social support (PC) on employability (EB) is more significant.

Table 6 Path Analysis Table (EB).

model		Unstandardized coefficient		Standardized Coefficient	t	significance	95.0% confidence interval for B		Collinearity statistics	
		B	standard error	Beta			lower limit	upper limit	VIF	R square
EB	(Constant)	.104	.190		.550	.583	-.269	.477		.712
	PC	.324	.049	.320	6.573	.000	.227	.421	2.818	
	PSS	.264	.058	.250	4.584	.000	.151	.377	3.536	

Note : Employability (EB) ; psychological capital (PC) ; Perceived social support (PSS)

Verification of Intermediary Effect

This section uses PROCESS's Model (4) to test the validity of the mediation hypothesis, and verifies the mediation hypothesis H4 (psychological capital has a mediating role in understanding the impact of social support on employability). Is there a mediating effect on the motivation of community members to participate? The results are shown in Table 7, and the confidence interval values do not include 0; As shown in Table 8, the significant confidence intervals for indirect effects are (0.295, 0.488), and the interval range does not include 0. Therefore, assuming H4 holds, psychological capital has a partial mediating role in understanding the impact of social support on employability.

Table 7 Direct Effects.

DV	IV	Coeff	Se	T	p	LLCI	ULCI
PM	constant	1.596	.213	7.500	.000	1.177	2.015
	PSS	.733	.039	18.585	.000	.655	.811
EB	constant	.498	.194	2.566	.011	.116	.880
	PC	.528	.048	11.081	.000	.434	.622
	PSS	.369	.048	7.676	.000	.275	.464
EB	constant	1.341	.211	6.362	.000	.926	1.756
	PSS	.757	.039	19.367	.000	.680	.833

Note : Employability (EB) ; psychological capital (PC) ; Perceived social support (PSS)

Table 8 Total Impact Effect.

	Effect	SE	t	p	LLCI	ULCI
Total	.757	.039	19.367	.000	.680	.833
Direct	.369	.048	7.676	.000	.275	.464
Indirect	.387	.049	7.898	.000	.295	.488

After passing the path test and mediating effect test, all hypotheses are valid.

Conclusion and Recommendations

Research Summary

Based on the research purpose, three potential variables were constructed, namely perceived social support (PC), psychological capital (PSS), and employability (EB). Four hypotheses were proposed, and according to the path analysis data, all four hypotheses are valid.

Assuming the establishment of H1, it indicates that students' understanding of social support will positively affect their employability improvement; This is consistent with the conclusions of researchers such as Li Chao (2022) and He Anming and Yao Yudan (2018), who have already conducted research. The higher the level of social support received, the stronger the employability of college students.

Assuming the establishment of H2, it indicates that the improvement of students' psychological capital will positively affect their employability; This is consistent with the research conclusion of researcher Zhong Jiangyong (2016); There is a significant positive correlation between the understanding of social support and psychological capital of vocational college students and their employability;

Assuming the establishment of H3 and H4, it indicates that an increase in students' perceived social support will positively affect the improvement of their psychological capital, and that their psychological capital will indirectly affect their perceived social support and enhance their employability; This is consistent with the research findings of researcher Zhang Huiling (2020), stating that psychological capital of vocational college students plays a partial mediating role in understanding social support and employability, with the mediating effect accounting for 83% of the total utility.

In short, social support is a valuable resource for individuals, and psychological capital is the capitalization form of psychological resources. The level of social support and psychological capital of college students has a significant impact on their employability. Therefore, college students who hold more social support resources and psychological capital resources will also have more employable resources.

Research Recommendations

Enhance the understanding and social support of vocational art students, thereby enhancing their employability

According to the hypothesis H1 and the Bate value analyzed through path data, students' perception of social support has a significant impact on their employability; To enhance the understanding and social support of vocational art students, and thereby enhance their employability, the following aspects can be considered: (1) Practical internship opportunities: Provide students with more practical internship opportunities, allowing them to be exposed to real work environments and projects. Through practice, students can better understand the

needs of the workplace and social support, cultivate practical skills and problem-solving abilities. (2) Social practice activities: Organize students to participate in various social practice activities, such as community volunteers and public welfare activities, so that they can personally experience the needs of society and the significance of helping others. By participating in these activities, students can enhance their understanding of society, cultivate a sense of responsibility and initiative. (3) Industry mentor guidance: Invite professionals or entrepreneurs as industry mentors for students, providing them with professional guidance and career advice. Mentors can share their own experiences to help students understand the current situation, development trends, and employment prospects of the industry, thereby enhancing their understanding of the industry and awareness of social support. (4) Provide opportunities for innovation and entrepreneurship: Encourage students to participate in innovation and entrepreneurship projects or competitions during their school years, and cultivate their innovative thinking and practical abilities. This can help students better understand market demand, have early exposure to career development opportunities, and receive social support in practice. (5) Establish industry cooperation: Establish close cooperative relationships with relevant industries to provide students with more job opportunities. Establish internship bases, school enterprise joint training programs, and other forms to allow students to have more contact and communication with enterprises during their study period, improve their competitiveness in employment and understand social support abilities. (6) Career counseling and guidance: Offering career counseling courses to provide students with career planning and employment guidance. Schools can organize career counselors or employment experts to provide personalized career planning guidance to students, helping them understand their interests and strengths, and setting reasonable employment goals. Through the above measures, it can help vocational art students enhance their understanding of social support, thereby enhancing their employability.

Enhance the psychological capital of vocational art students, guide them to promote their own abilities, and thus enhance their employability.

To enhance the psychological capital of vocational art students and thereby enhance their employability, the following aspects can be considered: (1) Enhance self-confidence: Encourage students to establish positive self-awareness and cultivate self-confidence. Schools can offer courses on self-awareness and emotional management to help students recognize their strengths and strengths, and enhance their self-esteem and confidence. (2) Develop stress resistance: Art students face significant job competition pressure and need to possess good stress resistance skills. Schools can offer mental health education courses to help students understand and cope with stress, and cultivate psychological resilience to adapt to difficult situations. (3) Cultivate creativity and innovative thinking: Art students need to possess creativity and innovative thinking in their employment, And good interpersonal relationships. (4) Enhance students' social skills: Carry out various social and cultural creative activities to help students expand their network and social circle, cultivate good interpersonal skills, and improve employment opportunities and plasticity. Through the above measures, it can help vocational art students improve their psychological capital, thereby enhancing their employability.

Overall, in order to improve the employment ability of vocational art students, diversified skill development can be considered to increase their employment choices and enhance their competitiveness. Colleges and training units should provide social practice opportunities as much as possible, accumulate work experience, and improve employment competitiveness.

This can also expand students' career networks and increase employment opportunities. To enhance students' communication and innovative thinking abilities, art students usually need to collaborate with others, communicate with clients or audiences, and good communication skills are crucial for employment. This can help students stand out in the job market and attract the attention of employers. As a school and training unit, we should always pay attention to market demand, understand the needs and trends of the job market, adjust our learning direction and skill choices in a timely manner, and understand market demand through industry exhibitions, career lectures, and other means to prepare in advance.

References

Bagozzi, R.P. & Yi, Y. (1988) On the evaluation of structural equation model. Journal of Academy of Marketing Science, 16(2): 74-94.

Li H, & Cao X.T. (2011) A study on the relationship between psychological capital and employability of college students. China Higher Education Research, 4(03): 54-56

Lin P, & Wu G.M. (2011) Psychological Capital Cultivation: A Necessary Question for Improving the Employment Ability of College Students. Fujian Forum (Humanities and Social Sciences Edition), 6(12): 215-218

He Z.H. (2017) Research on the Relationship between Psychological Capital and Employment Ability of Vocational College Students, Journal of Jiujiang Vocational and Technical College, 2(3): 17-29

Fornell, C., & Larcker, D.F. (1981) Structural equation model with unobservable variables and measurement error algebra and statistics. Journal of Marketing Research, 18(3): 382-389.

Nunnally, J.C. & Bernstein, I.H. (1979). This week's citation classic. Psychom. theory, 3(4): 57-79.

Zhang H.L. (2020) Understanding the Impact of Social Support on the Employment Ability of Vocational College Students - The Mediating Role of Psychological Capital, Huazhong Normal University, Master's Thesis.

Zhong J.Y. (2016) Research on the Relationship between Employment Ability and Social Support of College Students, Chongqing Normal University, Master's Thesis.