



Guidelines for Supporting the Adaptation of Freshmen at the Faculty of Tourism and Aviation of Haikou University of Economics

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Abstract

The objectives of this research were 1) to study the adaptation of the freshmen at Haikou University of Economics, 2) to compare the adaptation of the freshmen at Haikou University of Economics classified by personal background, and 3) to suggest the guideline for adaptation of the freshmen of Haikou University of Economics. The sample was freshmen in the Faculty of Tourism and Aviation of Haikou University of Economics. The research instrument was questionnaire had content validity, IOC between .67-1.00 and reliability at .89. The data analysis by frequency, mean, standard deviation, t-test, One-way ANOVA, LSD and content analysis.

The research results were as follows: 1) Adaptation of freshmen for Freshmen of Tourism and Aviation Faculty of Haikou University of Economics were moderate in overall and every aspects. The highest aspect was interpersonal adaptation, and the lowers were personal emotional adaptation and learning adaptation, 2) The compare of adaption classified by age, and living expenses founded that there were statistically significant at level .05, and 3) Guidelines for helping adaptation were establishment of a formal social support system in every faculty, center for university student mental health Education and consulting, establish informal social support systems: family, friends, classmates, teachers and mentors. Guidance for university freshmen.

Keywords: University freshmen, adaptation

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Introduction

In the daily work of the education management of Haikou University at Economics, there are some freshmen who are unable to continue their studies due to various adaptive problems. These problems include a totally different living environment at university compared to the family they used to live with, dissatisfaction with their major and feeling confused about the future, not like class and being absent from class for no reason, difficulty developing interpersonal relationships with others, lack of motivation and goals for studying. Therefore, this research started from thinking about and analysis of the factors affecting the adaptation of students at Haikou University of Economics, looking for solutions to improve the adaptation of university students and exploring educational management strategies for the adaptation of university students. Researching and analyzing the adaptation problems of university students have great significance to the educational management of universities. It helps to explore how to improve the adaptation of university students, and it can also better help university students graduate smoothly and adapt to society as soon as possible. Improving the adaptation of university students can also effectively improve the quality of teaching and the effectiveness of education management.

Research objectives

1. To study the adaptation of the freshmen at Haikou University of Economics.
2. To compare the adaptation of the freshmen at Haikou University of Economics classified by personal background.
3. To suggest the guideline for adaptation of the freshmen of Haikou University of Economics.

Conceptual framework

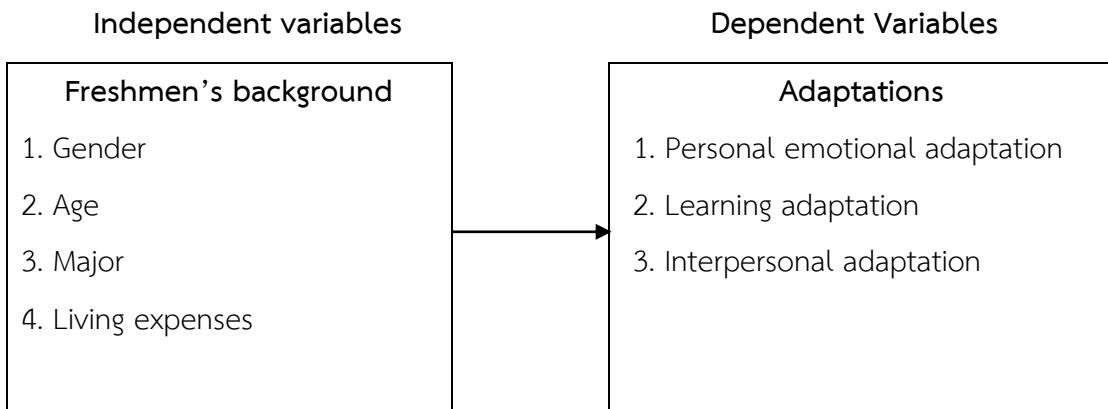


Figure 1 Conceptual framework

Research Results

Table 1: The mean and standard deviation of the adaptation of freshmen in the Faculty of Tourism and Aviation of Haikou University of Economics.

Aspect	Description	\bar{X}	SD	Meaning	Rank
1	Personal emotional adaptation	2.98	.88	moderate	3
2	Learning adaptation	2.98	.82	moderate	2
3	Interpersonal adaptation	3.09	1.00	moderate	1
Total		3.02	.72	moderate	

From Table 1, it was shown that: The total was moderate. The highest aspect was interpersonal adaptation, and the lower aspects were personal emotional adaptation and learning adaptation. The description of each aspect was as follow table 2-4.



Table 2: The analysis of variance of freshmen in the Faculty of Tourism and Aviation of Haikou University of Economics in different personal backgrounds, classified by age.

Aspect	Adaptation of university freshmen	Sources of variance	SS	df	MS	F Ratio	Sig.	
1	Personal emotional adaptation	Between	102.53	2	51.26	128.08**	.00	
		Groups						
		Within	108.86	272	.40			
		Groups						
		Total	211.39	274				
2	Learning adaptation	Between	122.50	2	61.25	196.76**	.00	
		Groups						
		Within	84.67	272	.31			
		Groups						
		Total	207.17	274				
3	Interpersonal adaptation	Between	89.24	2	44.62	66.65**	.00	
		Groups						
		Within	182.11	272	.67			
		Groups						
		Total	271.34	274				
Total		Between	103.75	2	51.87	384.34**	.00	
		Groups						
		Within	36.71	272	.14			
		Groups						
		Total	140.46	274				

**Statistical significance at level .01.

From Table 2, it was founded that the result analysis of variance of total and all aspects classified by age was statistically significance at level of .01. The comparison mean of two groups shown in table 3.



Table 3: The pair comparison of the adaptation of freshmen in the Faculty of Tourism and Aviation of Haikou University of Economics in different personal backgrounds, classified by age.

By Age		Less than 18 years old	18- 20 years old	Over than 20 years old
1. Personal emotional adaptation	\bar{X}	1.86	2.67	3.63
Less than 18 years old	1.86	—	-0.81*	-1.77*
18- 20 years old	2.67	—	—	-0.96*
Over than 20 years old	3.63	—	—	—
2. Learning adaptation	\bar{X}	1.86	2.58	3.71
Less than 18 years old	1.86	—	-0.72*	-1.85*
18- 20 years old	2.58	—	—	-1.13*
Over than 21 years old	3.71	—	—	—
3. Interpersonal adaptation	\bar{X}	2.27	2.70	3.74
Less than 18 years old	2.27	—	-0.43*	-1.47*
18- 20 years old	2.70	—	—	-1.04*
Over than 20 years old	3.74	—	—	—

From Table 3, in terms of personal emotional adaptation, learning adaptation, interpersonal adaptation, the results show that the “Over than 20 years old” group has a higher mean than the “18- 20 years old” and “Less than 18 years old” groups.



Table 4: The analysis of variance of freshmen in the Faculty of Tourism and Aviation of Haikou University of Economics in different personal backgrounds, classified by major.

Aspect	Adaptation of university freshmen	Sources of variance	SS	df	MS	F Ratio	Sig.
1	Personal emotional adaptation	Between Groups	2.41	3	.80	1.04	.37
		Within Groups	208.98	271	.77		
		Total	211.39	274			
		Between Groups	5.80	3	1.94	2.60*	.05
		Within Groups	201.37	271	.74		
2	Learning adaptation	Total	207.17	274			
		Between Groups	3.12	3	1.04	1.05	.37
		Within Groups	268.22	271	.99		
		Total	271.34	274			
		Between Groups	3.35	3	1.12	2.27	.08
3	Interpersonal adaptation	Within Groups	133.47	271	.49		
		Total	136.82	274			

*Statistical significance at the .05 level

From Table 4, the sample of major is significant in learning adaptation ($p = 0.05$), which means that samples of different majors have differences in learning adaptation.



Table 5: The pair comparison of the adaptation of freshmen in the Faculty of Tourism and Aviation of Haikou University of Economics in different personal backgrounds, classified by major.

(n=275)

By major	Transportation	Hotel			
		management/ Tourism	Flight attendant	Chinese broadcast	
management					
2.Learning adaptation	\bar{X}	2.89	2.79	3.10	3.13
Transportation	2.89	—	.01	-.21	-.24
Hotel					
management/ Tourism	2.79	—		-.31*	-.34*
management					
Flight attendant	3.10		—		-.03
Chinese broadcast	3.13			—	

*statistically significant at level .05.

From table 5, In terms of learning adaptation, It revealed the means of the groups “Chinese broadcast” and “Flight attendant” are higher than the group “Hotel management/Tourism management”.



Table 6: The analysis of variance of freshmen in the Faculty of Tourism and Aviation of Haikou University of Economics in different personal backgrounds, classified by living expenses.

Aspect	Adaptation of university freshmen	Sources of variance	SS	df	MS	F Ratio	Sig.
1	Personal emotional adaptation	Between	111.55	3	37.18	100.93**	.00
		Groups					
		Within	99.84	271	.37		
		Groups					
		Total	211.39	274			
2	Learning adaptation	Between	141.91	3	47.30	196.43**	.00
		Groups					
		Within	65.26	271	.24		
		Groups					
		Total	207.17	274			
3	Interpersonal adaptation	Between	116.07	3	38.69	67.53**	.00
		Groups					
		Within	155.27	271	.57		
		Groups					
		Total	271.34	274			
	Total	Between	121.69	3	40.56	585.63**	.00
		Groups					
		Within	18.77	271	.07		
		Groups					
		Total	140.46	274			

**Statistical significance at the .01 level



From table 6, it was founded that the result analysis of variance of total and all aspects classified by living expenses was statistically significance at level of .05. The comparison mean of two groups shown in table 7.

Table 7: The pair comparison of the adaptation of freshmen in the Faculty of Tourism and Aviation of Haikou University of Economics in different personal backgrounds, classified by living expenses .

By living expenses	800-1000	1000-1500	1500-2000	Over than
	yuan	yuan	yuan	2000 yuan
1. Personal				
emotional adaptation	\bar{X}	2.14	2.70	3.26
800-1000 yuan	2.14	—	-.56*	-1.12*
1000-1500 yuan	2.70	—	—	-.56*
1500-2000 yuan	3.26	—	—	-.55*
Above2000 yuan	3.81	—	—	—
2. Learning				
adaptation	\bar{X}	2.07	2.68	3.11
800-1000 yuan	2.07	—	-.61*	-1.04*
1000-1500 yuan	2.68	—	—	-.43*
1500-2000 yuan	3.11	—	—	-.88*
Above2000 yuan	3.99	—	—	—
3. Interpersonal				
adaptation	\bar{X}	2.36	2.75	3.13
800-1000 yuan	2.36	—	-.39*	-.77*
1000-1500 yuan	2.75	—	—	-.38*
1500-2000 yuan	3.13	—	—	-.93*
Above2000 yuan	4.06	—	—	—



From table 7, in terms of personal emotional adaptation, learning adaptation, interpersonal adaptation show that the means of the “Over than 2000 yuan” group is higher than the other three groups.

Part 3: Guidelines for adaptation

Guidelines for helping adaptation for freshmen of Haikou University of Economics.

1. In the aspect of personal emotional adaptation, the university should set up a network platform for students, establish a formal social support in every faculty, centre for university students' mental health education, integrate and absorb resources inside and outside the university, build a social practice platform, encourage students to participate in campus and social practice activities as early as possible.

2. In respect of learning adaptation, the university should cultivate students' interest in their majors with basic courses as the main focus and major courses in the first year; freshmen should be taught in groups according to different levels of basic knowledge; and the university should organize student-teacher communication meetings and inter-university student exchange activities to share learning methods and experiences; it is necessary to give students a chance to change their majors before the second year of university.

3. In the aspect of interpersonal adaptation, the university should target the development of students' interpersonal skills. Students will be taught about interpersonal communication in a variety of ways, and practice interpersonal communication through campus cultural activities.

Discussion

1. The highest mean aspect was interpersonal adaptation. Because it might be that students understood the policy of training on focusing of the Haikou University of Economics. Haikou University of Economics was an application-oriented university



and a comprehensive university and the focus is on developing students' vocational skills and social practice. Therefore, Haikou University of Economics focuses on the development of interpersonal skills in its students. This results related to research of Shi Wei, Lu Qing, and Zhou Yunsheng ,(2018)were similar.

2. Age differences : there were significant differences in personal emotional adaptation, learning adaptation, and interpersonal adaptation between the different age sample groups in this study.The results show that the "Over than 20 years old" group has a higher mean than the "18- 20 years old" and "Less than 18 years old" groups. The freshmen in the "Over than 20 years old" because of the sample group at Haikou University of Economics are mainly composed of retired military students, so the age of the freshmen in this group is high. A retired university student is one who has not completed higher education before joining the army, and has retired from the army after completing his or her military service to continue higher education in university. This result was similar to Ji Ying,(2009), her research founded that the compared with other groups of students in universities, retired university students have certain special characteristics. The military training and experience make this part of the freshmen have richer life experience, strong self-management ability, positive study attitude and high efficiency. Therefore, when they enter university, they are more adaptable in all aspects than freshmen of lower age groups. This corresponds to the LiuLI ,(2021) and Qiu Fenghua ,(2022)research on learning adaptation and social adaptation of retired students returning to universities.

3. Major Differences : there were differences in learning adaptation.This may be because the difficulty of the courses in the arts and liberal arts majors at Haikou University of Economics is easier compared to the science majors.Differences in learning adaptation by paired comparison of different major samples,the mean, from highest to lowest, is"Chinese broadcast","Flight attendant","Transportation","Hotel management/Tourism management". At Haikou University of Economics, the Chinese broadcast major belongs to the media art major, the Flight attendant major belong to the liberal arts major, and the Hotel management/Tourism management and



Transportation major belong to the science major.Compared study of Jin Shuang (2016), students of majors in liberal arts and majors in arts were more adaptive in their learning than students of majors in science.

4. Living expenses difference : the different living expenses samples were different in the aspects of personal emotional adaptation, learning adaptation, and interpersonal adaptation. By comparing pairs of adaptations in three aspects , show that the means of the “Over than 2000yuan” group is higher than the other three groups.It might be because when poor university students enter university, they often encounter more adaptive problems. According to the living expenses of today's Hainan Province in China, students with living expenses of "800-1000 yuan" are considered poor students.The comparison of the data shows that the adaptation is low in all aspects.The results of this study are consistent with the study of Zhang Xiaojing, Zhang Zobin, Liu Guangxin(2020).

5. Guidelines: the guidelines on how to help freshmen adapt at Haikou University of Economics can be more targeted according to students' characteristics and adaptation differences. Make full use of the work of the counselors, using mobile phones and computers to provide a platform for students to communicate and consult. Students may need more counselling services after school hours. Because there are many faculties and students at Haikou University of Economics. So it is suggested that each faculty of the university could set up a dedicated department or team for students to work on various adaptation problems. A file should be created for students who come to the counselling service to check on the resolution and improvement of their problems.This was consistent with the content of the suggested guidelines presented in Tian Miao, Tian Bing-jie,(2015)'s research.



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