



Investigation on challenges and solutions of summer social practice for higher art education

Qiong WEI¹

Yaoping LIU^{2*}

Wannaporn

Siripala³

Anwar Khoirul⁴

^{1,2}Department of Education and Society, Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, 10120 Bangkok, Thailand.

¹Email: 659240200025@mail.rmuth.ac.th

²Email: wannaporn.s@mail.rmuth.ac.th

³Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, 10120 Bangkok, Thailand.

²Email: yaoping.l@mail.rmuth.ac.th

⁴Universitas Muhammadiyah Gresik, Indonesia.

⁴Email: khoirulanwar@umg.ac.id



(+ Corresponding author)

ABSTRACT

Article History

Received: 10 March 2025

Revised: 8 September 2025

Accepted: 3 October 2025

Published: 27 October 2025

Keywords

Challenges

Higher art education

Solution

Summer social practices.

This study examines the usefulness and difficulties of summer social practice programs for Chinese higher art students. The study investigates how students view these programs. The relationships between motivation, cognition, satisfaction, and barriers as well as the elements affecting students' experiences and involvement. Data was gathered through surveys and interviews with 200 participants from the Guangxi Art Institute using a stratified sampling technique. The data was analyzed using analytical methods, such as chi-square testing and structural equation modeling (SEM). The results show that the majority of students are motivated mainly by personal interest, have a solid comprehension of the programs and link volunteering to rural practice activities. Program satisfaction is high, and practical safety education is considered crucial. Nonetheless, issues including inadequate funding, poor guidance, and little publicity continue to exist. Significant relationships between cognition, safety education, satisfaction, and challenges faced are shown using SEM analysis, highlighting the significance of these elements in program effectiveness. The study concludes that to increase the efficacy of these programs and assist students' overall development and community advancement, better planning, resources, and support are needed.

Contribution/Originality: This article offers a thorough analysis of the problems and solutions in summer social practice programs for Chinese higher art students. It also reveals important relationships between cognition, motivation, satisfaction, and barriers.

1. INTRODUCTION

The phenomenon of volunteering in China has a long and significant history, starting with ancient customs such as "yaoyi" when ordinary citizens labored unpaid on public projects and progressing to the "yiwu laodong" policy after the founding of the People's Republic of China in 1949, which recruited millions of peasants for public works with little compensation (Hu, 2021; Xu, 2016). Drawing inspiration from Soviet subbotnik and Marxist philosophy, this practice persisted until the mid-1990s when China transitioned to a market economy. In 1963, the state initiated ideological initiatives such as "Lei Feng's spirit" to address forced labor complaints and encourage altruistic service (Hu, 2021). Contemporary volunteering, devoid of enforced participation, originated in the latter

part of the 1980s and had a surge in popularity following the 2008 Sichuan Earthquake and Beijing Olympics, resulting in a swift expansion of volunteer endeavors.

China's nationally higher art students' volunteering program was started in the late 1980s to improve civic engagement, social integration and cultural understanding (Xu, 2016). The organization provides various possibilities, including volunteer teaching and foreign events, each presenting unique strengths and challenges. Optimizing the curriculum requires strengthening the coordination, assessment, and support structures, resulting in a more involved and socially conscious student body, ultimately fostering societal progress and stability (Li, Zhang, Wang, & Li, 2023; Siliņa-Jasjukeviča et al., 2023; Yingying, Mei, & Dewen, 2023).

Successes and challenges have been noted in contemporary social practice programs in higher art education (Suphasri & Chinokul, 2021). Each of these programs aims to integrate artistic abilities with volunteer labour, giving students practical experience while advancing significant social change based on empirical research (Solé, Sole-Coromina, & Poole, 2020). These initiatives have succeeded in enhancing students' practical skills, promoting a sense of social responsibility, and fostering cultural exchange. Community art initiatives have seen students work in cooperation with the local communities to create artworks for public spaces, providing them with invaluable real-world experience.

These initiatives also face challenges like lack of financial resources, logistical challenges, and a shortage of qualified supervisors. The immediate impact on students' development and engagement in the community has been positive despite these challenges (Qiao & Zhang, 2020).

The effectiveness of such initiatives often leads to unexpected results, flaws, and dying issues (Li, 2018). Lack of clear goals and insufficient support from host organizations is a primary cause of unforeseen outcomes (Wang, Zhang, & Liu, 2023). Moreover, a lack of funds and logistical challenges can hinder the effectiveness of such programs. Furthermore, studies indicated that there is an unsatisfactory collaboration between the institutions and local communities leading to different expectations and different purposes (Faludi et al., 2023; Mingdong, Jingjie, & Chonghai, 2023). Additionally, the absence of a holistic evaluation and feedback process limits the capacity to gauge the true impact of these initiatives and identify areas for improvement (Bailini, 2024; Lu et al., 2023; Siliņa-Jasjukeviča et al., 2023). These shortcomings highlight the need for better planning and support to ensure social practice programs in higher art education work as intended without further perpetuating systemic inequities.

Several solutions can be implemented to address these issues and improve the efficiency of social practice programs. Effective collaboration with their local communities can help universities to more efficiently address logistical challenges and ensure firm project backing (Mingdong et al., 2023; Siliņa-Jasjukeviča et al., 2023; Zakaria, Kamarudin, Fauzi, & Wider, 2023). Implementing a thorough assessment and feedback system can effectively identify areas that need improvement and ensure that program goals are met (Batool, Ibrahim, & Adeel, 2024; Li et al., 2023; Lu et al., 2023). Additional funding and resources can alleviate financial restraints and help with the execution of larger projects (Enkhtur, Zhang, Li, & Chen, 2024; Mingmei, Liu, Wang, Hong, & Wang, 2023). Additionally, supervisors at managing training and help can play an important role in improving the quality of programs related to art education (Bolger, Kremser, & Walker, 2019; Xiong, Zhang, & Huang, 2023). Resolving these problems will make social practice initiatives in higher art education more successful. These issues can also serve the growth of students and their subsequent communities.

Nevertheless, the solutions listed are rather broad. The existing literature lacks comprehensive investigations on the interconnectedness of cognition, satisfaction, motivation, and obstacles among students participating in social practice programs. Therefore, scientific knowledge is required to develop more efficient social behaviors and identify the elements that can contribute to the effectiveness of these programs and determine the main concerns for improving cognition, motivation, and level of satisfaction. Thus, the main objective of this study is to answer the questions below.

1. How do students perceive their understanding of the social practices program, including its objectives, their personal experiences, and the challenges they experience?
2. What are the interrelationships among the latent variables: Cognition of Summer Social Practices (CSP), Attention to Practical Safety Education (APSE), Satisfaction with the Social Practice Program (SSPP), and Difficulties Encountered (DE)?
3. What factors contribute to students' motivation and satisfaction when participating in summer vacation activities?

2. LITERATURE REVIEW AND HYPOTHESIS

2.1. *Volunteering Program for Higher Art Students in China*

The nationwide volunteer program for more advanced art students in China has an intriguing historical background and ambitious objectives (Hu, 2021). The development of volunteerism in China commenced in the latter part of the 1980s. The first official volunteering organisation was established in 1989, signaling the start of a government initiative to aggressively encourage volunteer work (Xu, 2016). The curriculum aims to enhance cultural comprehension, social assimilation, and active participation in civic affairs among students (Coleman & Cross, 2021; Moore, 2014). Furthermore, it endeavors to enhance national development by fostering economic expansion and enhancing social stability. The primary objectives are to cultivate a culture of social responsibility among students, augment their practical abilities, and make a meaningful contribution to the general progress of society (Batool et al., 2024; Hejun, 2018).

There are advantages and disadvantages to each of the volunteer options offered by the program (Geng et al., 2022). Students in art-related higher education institutions are more likely to offer their teaching services. These kinds of activities contribute to the reduction of educational disparities and constitute important experiential education in less developed regions (Jin & Ye, 2022). However, they are also faced with problems including ambiguous motivation, offering services that are not specifically targeted and unreliable monitoring systems (Kholifah, Nurtanto, Kassymova, Subakti, & Abi Hamid, 2024; Kottmann, Schildkamp, & van der Meulen, 2024). Volunteering for international events is one program type that allows students to experience various cultures and hone their organizational abilities (Lili & Yingjin, 2020). Although this is beneficial, these programs frequently encounter problems like inadequate incentive structures and ambiguous volunteer identities.

The nationwide volunteering program could be improved by a number of adjustments. It is an essential stage to optimize the overall design and enhance the system's synergy (Li-Li & Jialin, 2023). The problems of imprecise motivation and a lack of incentive systems can be resolved by implementing a comprehensive assessment and reward system (Argentero & Setti, 2009; Sadilla & Wahyuningtyas, 2023). Furthermore, allowing volunteer activity from the beginning will surely be more sustainable to preserve the environment and teach students the value of volunteering (Willems, Coertjens, & Donche, 2022). These advances have significant ramifications for the general advancement and integrity of society since they may result in more involved and socially conscious students.

2.2. *Social Practices for Higher Art Education*

Chinese higher art students participate in a summer social practice program with clear goals and an intriguing history (Grönlund et al., 2011). For instance, some programs place a strong emphasis on community arts practice, in which students collaborate with nearby communities to produce public artwork. In certain programs, students collaborate with local communities to create public art as part of a focus on community arts practice. The formulation of the policy framework for these programs commenced in the early 2000s as the government sought to underscore the significance of incorporating social practice into higher education (Hu, 2021). The primary objectives are to increase students' practical proficiency, foster a sense of social responsibility, and promote cross-

cultural communication. Students are expected to acquire a more profound comprehension of matters affecting society and be dedicated to serving the community through engagement in these programs (Schlemmer, Carpenter, & Hitchcock, 2017).

Certain summer social practice program branches are available to higher art students who struggle (Li, 2018; Welch, 2017). For instance, certain programs prioritize community art initiatives in which students collaborate with local communities to produce public artworks. Although these programs offer important practical experience, they frequently encounter obstacles such as insufficient finances and logistical complexities (Javed, 2023; Zhu & Tao, 2021). Another program category encompasses art education projects in which students impart artistic knowledge to children residing in disadvantaged communities. These programs, although advantageous frequently face challenges, such as insufficient funding and a lack of qualified supervisors (Li, 2021). Furthermore, several programs include internships with cultural institutions, which provide valuable work experience but may be impeded by a lack of well-defined goals and inadequate backing from host organizations (Niu & Jin, 2024; Turgut, 2016).

There are various ways to make the summer social practice program better. Improving communication between local communities and institutions can assist in solving logistical issues and guarantee that projects receive adequate funding. Programs can achieve their goals and pinpoint opportunities for development by putting in place a strong assessment and feedback mechanism. Financial limitations can be lessened and more extensive projects made possible by allocating more funds and resources. Additionally, providing supervisors with assistance and training can improve the caliber of art education programs. These enhancements have important ramifications since they may result in social practice programs that are more influential and successful, which would eventually benefit students' and communities' general development.

3. METHODOLOGY

3.1. Study Participants and Research Methodology

A stratified sampling approach was employed to select 200 individuals at random from the Guangxi Art Institute for this study. This study was conducted using a questionnaire survey. Prominent statistical methodologies include the percentage method, analytical techniques, the chi-square test, structural equation modeling (SEM), and interview analysis. This study at Guangxi Art Institute employs a quantitative and qualitative approach to identify issues in summer social practice and propose measures and suggestions for the development of future college students' summer social practice using a questionnaire survey of summer social practice data. The research revealed that Guangxi University of the Arts prioritizes the summer social practice work of college students. Furthermore, the study confirmed that college students possess a logical understanding of the significance of summer social practice, a strong drive to engage in practice and a wide variety of practice content and forms. Nevertheless, there exist a few concerns. Therefore, this study offers improved solutions for school administration, teachers, and students in regard to the issues previously mentioned.

3.2. Data Collection and Instruments

The survey titled "Guangxi art college students summer a program under which officials social practice effect and demand questionnaire" consists of two groups of questions: single choice and multiple choice. These questions cover various aspects such as personal basic situation, understanding of activities, difficulties, and demand. There are 20 questions in the questionnaire. A questionnaire-star survey was conducted, and the statistical analysis was performed using the survey report. Upon polling 200 students, 200 valid questionnaires were collected, resulting in an effective recovery rate of 100%, therefore satisfying the fundamental requirements for a scientific survey (see Table 1 for sample characteristics).

Subsequently, interviews were conducted with 15 specifically chosen participants to enhance the data regarding the specific perceptions of the factors being examined.

3.3. Data Analysis

Three types of analysis are used in this study, namely, interview thematic analysis, structural equation modeling (SEM), chi-square, and descriptive statistics. Descriptive statistics are used to give a general picture of participants' perspectives regarding their involvement in summer social activities. The impact of variable disparities on participants' opinions of the summer social practice program is examined using chi-square analysis. The relationships between students' cognitive abilities, the level of emphasis placed on practical safety education in rural areas. The difficulties faced by social practice students in rural areas are examined using SEM analysis. Interviews on a range of topics, such as greater understanding, reasoning, motivations, level of attention, career advancement, contentment, real-world problems and social activities are evaluated using thematic analysis.

4. RESULTS

4.1. Results of Students' Perception for Understanding the Social Practice Program

The purpose of the study was to learn more about how students felt about social practice throughout the summer, how they paid attention to practical safety training in rural areas, and what difficulties they encountered when participating in social practice activities. According to the results, most students (74%) understood college students' summer social customs rather well with 52% understanding and 22% knowing extremely well. However, 2% were unaware of it, and 24% had just heard about it in passing. Sixty-eight percent of respondents associate summer rural practice activities with volunteering, six percent with socially beneficial activities, twelve percent with social investigations, and thirteen percent with community and patriotic practice. 89% of respondents cited interest as their main motivation for taking part in summer vacation activities, 7% did so out of obligation, and 4%.

Table 1. Sample characteristics

Characteristics		Percentage
Gender	Male	82.34
	Female	17.66
Age	17-18 years old	38.04
	19-20 years old	51.71
	21-22 years old	6.41
	Over 22 years old	4.41
The way to enter higher art education	Vocational high school	50.86
	Other	15.23
	College entrance examination admission	70.23
	Vocational and higher vocational college counterpart admission	26.64
	Veterans	1.32
	New type of migrant workers	1.8
GPA average in higher art education	0-2.5	13.83
	2.51-5	18.66
	5.01-7.5	34.32
	7.51-10	33.17

All students (100%) gave practical safety education in rural areas excellent marks with 89% thinking it was essential to connect it to professional development and 11% feeling compelled to do so. According to [Table 2](#), 67.5% of respondents were extremely delighted, 19% were generally satisfied, and 13.5% were dissatisfied with the social practice program (see [Table 2](#)).

Table 2. Students' cognition of summer social practice

Questions	Answer options	Subtotal (person)	Proportion (%)
Understanding of college students' summer social practice	Know very well	44	22
	Understand	104	52
	I heard of it, but it is very vague.	48	24
	Don't know	30	2
	Total	200	100.00
Cognition of summer rural practice activities	Volunteering	136	68
	Socially useful activity	12	6
	Social investigations	25	12.5
	Community activities, and patriotic practice	27	13.5
	Total	200	100.00
Reasons for participating in the summer vacation	Be interested in	178	89
	The school is mandatory and forced to participate.	14	7
	Other reasons	8	4
	Total	200	100.00

This result also revealed various student difficulties in honing social skills in rural areas. Lack of proper education (29.1%) and inadequate publicity (38.82%) were the main grievances with 3.83% bringing up the lack of brand and attributes. Additionally, students faced challenges like a lack of creativity (62%), unclear topics and direction (23%), a limited time to assume the task (75.21%), and inadequate funds for activities (56.42%). These results show that to increase the efficacy of social practice projects, more financing, guidance, and public awareness are required (see Table 3).

Table 3. Degree of attention to practical safety education in the rural countryside

Questions	Answer options	Subtotal (person)	Proportion (%)
Degree of attention to practical safety education in the rural countryside	Value it or not	200	100
	Total	200	100.00
Whether it is necessary to combine with professional development	It is very necessary.	178	89
	Oblige	22	11
	Have no occasion to	0	0
	Total	200	100.00
Satisfaction of the social practice program in summer vacation	To feel quite pleased	135	67.5
	General satisfaction	38	19
	Not satisfied with the total	27	13.5
	Total	200	100.00

The investigation also uncovered numerous obstacles that students faced while developing social skills in rural areas. The core etiquettes are defined by adequacy of publicity (38.82%), inadequate level of instructional support (29.1%) whereas 3.83% expressed unavailability of branding and distinction. Moreover, among those students who did take on the role, they reported challenges, particularly including limited time to take on the role (75.21%), absence of innovation (62%), unclear theme and lack of guidance (23%) and insufficient funds for the activities (56.42%).

The findings underline a need for enhancing public awareness, orientation and financial support to boost social practice efforts (see Table 4).

Table 4. Difficulties encountered by social practice students in the countryside

Questions	Answer options	Subtotal (person)	Proportion (%)
Actual problems in the questionnaire	Insufficient publicity	77	38.82
	Lack of corresponding guidance	58	29.1
	No brand or characteristics	8	3.83
	Total	200	100.00
What questions are faced by college students in summer social practice activities (multiple choice)?	Too short to enter the role	150	75.21
	Not innovative	124	62
	The topic was vague and there is a lack of guidance.	46	23
	Insufficient activity funds	113	56.42
	Total	200	100.00

The purpose of the study was to learn more about the attitudes of students toward summer social practice, their focus on hands-on safety instruction in communities, and the difficulties they faced. According to the results, 74% of students were aware of summer time social norms and every student thought it was crucial to acquire useful strategies for maintaining safety in rural areas. The problems they faced were a lack of financing, education, and visibility for their activities indicating that these elements are essential for future social practice.

4.2. Results of the Interrelationships among the Latent Variables

The goal of this study is to gain a comprehensive understanding of the summer social practices of college students. This survey's goal is to add to our knowledge of how college students see summer social practice, including their research and understanding of the topic. Examining how much practical safety training is provided in rural communities is the aim of this study. The survey provides information about their overall experience by measuring student satisfaction with the social practice curriculum. It looks at the difficulties students face when practicing social skills in rural locations and analyzes the barriers they confront.

We undertake several steps to analyze the data utilizing the chi-square test. Initially, we establish the observed and expected frequencies by calculating the expected frequencies based on the observed data. Subsequently, the chi-square statistic is calculated utilizing the formula.

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

O_i represents the observed frequency while E_i indicates the predicted frequency. The degrees of freedom are calculated using the formula ((r-1)(c-1)) where r represents the number of rows and c denotes the number of columns. We compare the chi-square statistic to the critical value derived from the chi-square distribution table against the calculated chi-square statistic. This conducted the chi-square test on the initial dataset examining the summer social practices of college students. The following are the observed frequencies (O):44 for " know very well," 104 for " understand," 48 for " heard of it, but it is very vague," and 30 for " basically don't know," resulting in a total of 200. Under the null hypothesis asserting equal proportions, the expected frequency (E) for each group is 50 (see Table 5).

Table 5. Results of chi square analysis

Answer options	Observed (O)	Expected (E)	(O - E)	(O - E) ^2	(O - E) ^2 / E
Know very well.	44	50	-6	36	0.72
Understand	104	50	54	2916	58.32
Heard of it; it is very vague.	48	50	-2	4	0.08
Basically, don't know.	30	50	-20	400	8.00
Total	200	200			67.12

The chi-square calculation assesses the relationship between observed and expected frequencies across categories. The observed frequency for " know very well" is 44 while the anticipated frequency is 50 resulting in a chi-square value of 0.72. The observed frequency for " understand" is 104, while the anticipated frequency is 50, resulting in a chi-square value of 58.32. The observed frequency for " heard of it, it is very vague" is 48, while the anticipated frequency is 50, resulting in a chi-square value of 0.08. The observed frequency for " basically don't know" is 30, while the expected frequency is 50, resulting in a chi-square value of 8.00. The cumulative chi-square value amounts to 67.12.

The degrees of freedom are computed as $(4-1) (1-1) = 3$. The critical value for three degrees of freedom at a significance level of 0.05 as indicated by the chi-square distribution table is 7.815. The estimated chi-square statistic (67.12) exceeds the threshold value (7.815) leading to the rejection of the null hypothesis. This indicates a significant difference in the perceptions of college students regarding their summer social practices.

This study is based on latent variables that are inferred from other measured variables rather than being directly observed. The data identifies the latent variables as Cognition of Summer Social Practice (CSP), Attention to Practical Safety Education (APSE), Satisfaction with Social Practice Program (SSPP), and Difficulties Encountered (DE).

The following is an outline of the Structural Equation Modeling (SEM) model's hypotheses: Attention to practical safety education (APSE) is significantly impacted by the improvement of higher cognition during summer social practice (CSP) (H1). Happiness with the social practice program (SSPP) is positively impacted by the improved cognition of summer social practice (CSP) (H2). APSE increases SSPP satisfaction (H3). (H4) increased contentment with the curriculum for social practice. DE was negatively impacted by SSPP.

In SEM analysis, various methods are employed. Model specification is the term used to describe hypotheses, which establish connections between latent and observable variables. There are sufficient data points to estimate the model parameters. The model identification indicates whether the model is identifiable. To improve the fit, you might need to make some changes to the model.

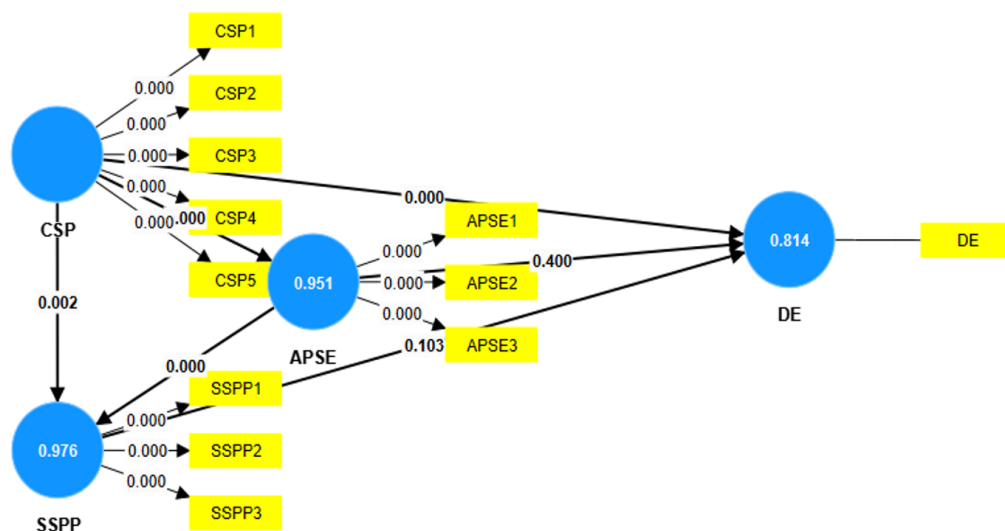


Figure 1. Tested results of conceptual model

The Structural Equation Modeling (SEM) analysis discovered important relationships between a number of variables associated with summer social practice activities as shown in Figure 1. First hypothesis (H1): Practical safety education (APSE) receives more attention when summer social practice (CSP) participants are more cognitively advanced. Data supported this theory, indicating that teaching practical safety was given more importance the more thinking took place during summer social practice. This article suggests a greater focus on cognitive engagement which is highlighted as a factor in social practice activities to properly prioritize safety

standards. Hypothesis 2 (H2) states that the degree of satisfaction with the social practice program (SSPP) increases with the cognitive level of summer social practice (CSP). These results supported this theory since program satisfaction was positively correlated with summer social practice cognition. The significance of cognitive engagement in raising program satisfaction is highlighted by the suggestion that students who are more mentally engaged and comprehend the goal and advantages of summer social practice are likely to be happier with the entire experience.

According to hypothesis H3, participants' satisfaction with the social practice program (SSPP) increased with the amount of emphasis placed on practical safety education (APSE). The findings indicated that these variables had a weakly positive connection, indicating that safety education contributes to overall satisfaction but may not be as significant as other elements. According to hypothesis H4, more satisfaction with the social practice program (SSPP) would result in fewer problems encountered (DE). Nevertheless, the study found little evidence to back up this hypothesis, demonstrating that participants' program satisfaction does not always translate into fewer obstacles. This result suggests that other factors may contribute more to overcoming difficulties in social practice activities.

4.3. Results of Motivation Factors for Engaging in Summer Vacation Activities

Fifteen people were chosen for the interview among the respondents who filled out the questionnaire. These fifteen individuals were selected to symbolize the total results. The interview covered a wide range of topics, such as deeper comprehension, reasoning, motivations, level of focus, career advancement, contentment, real-world issues, and social-practical activities. The results are shown in the paragraph that follows each facet.

The interviewees gave their opinions on summer rural practice activities, the understanding of college students summer social practices and the motivation of summer vacation activities.

"I am very familiar with the summer social practice of college students. I've actively attended several social practice events my college has organized over my summer breaks. Such efforts are meant to help us better understand real-world experiences and give back to the community. I've worked on environmental education initiatives, community service and conservation initiatives for impoverished students. As a result of these experiences, I have developed a shared understanding of societal concerns, useful skills, and a feeling of civic duty" (R1).

"I have a good grasp of summer rural practice activities. These pursuits encompass community engagement with a patriotic flair, socially beneficial endeavors, volunteerism, and social investigations. For instance, I have helped with healthcare camps, taught students and worked on agricultural projects when volunteering in rural places. These initiatives seek to advance sustainable development while enhancing rural populations' quality of life. I've learnt more about the difficulties rural communities confront and the value of community involvement in resolving these issues as a result of these experiences" (R4).

"The major reason I engage in summer vacation activities is because I find them to be quite interesting. These activities, in my opinion, present a special chance to learn and develop outside of the classroom. Furthermore, the school organizes and mandates some of the activities, which motivates us to participate in purposeful social practice. But my main driving force is my desire to have a positive impact on society and obtain real-world experience to supplement my academic studies" (R8).

From those three quotations, it shows that the participant actively participated in a variety of summer break events that their college arranged, so they are well-versed in the social practices of college students during this time. Engaging in environmental preservation, volunteer work, and educational programs for underprivileged children are examples of activities that offer practical experience and benefit the community. The participant has also taken part in summer time rural practice initiatives aimed at enhancing the standard of living for rural people and advancing sustainable development, such as medical camps, child education programs, and agricultural initiatives. Their enthusiasm in these activities and the distinctive learning experiences they provide outside of the

classroom serve as their main driving forces. In addition, intentional social practice is promoted by the way the school is run and the requirements placed on certain activities. In the end, the participant wants to make a difference in society and get real-world experience.

The level of focus on practical safety education in rural areas, the summer social practice program exceeding expectations, the satisfaction with the summer vacation social practice program, the real issues found in the questionnaire, and the difficulties college students face in participating in summer social practice activities are some of the sample quotes below.

“I value practical safety education in rural areas. Safety education is always my top goal when I take part in rural social practice initiatives. It's imperative to make sure that everyone understands potential hazards and how to respond to situations. This guarantees not only the safety of all individuals but also the accomplishment of our endeavors. Any social practice program should, in my opinion, include practical safety instruction, especially in rural locations where resources and prompt aid may be few” (R2).

“I think it's very necessary to combine social practice activities with professional development. When we place these activities over our educational and career goals, we can enhance our learning experience as well as develop valuable skills that will benefit us in our future careers. Engaging in initiatives like fall term teaching programs in rural locales, for example, as an education major has given me real-world experience and an appreciation for the challenges that educators encounter in different settings. Performing professional development and social practice all together allows us to apply theoretical knowledge to practical experience and prepares us for our future job.” (R6).

“The program has provided me so many opportunities to develop my skills, to get involved in meaningful activities and to contribute to society. I have participated in various initiatives and all have been precious and educational, such as community service, environmental protection, and educational initiatives. Even if there are some areas of improvement, I am happy with the program overall and the positive impacts on my career and personal growth” (R10).

“I have noticed some real problems in the questionnaire. Lack of publicity is one of the main problems. A poor response rate is caused by the fact that many students are unaware of the questionnaire. Furthermore, there's not enough accompanying guidance. Without clear directions, students frequently struggle to comprehend the questionnaire's questions or goal. Finally, there is no brand or set of features on the questionnaire. Because it doesn't stand out or draw attention, students are less inclined to participate” (R12).

“During their summer social practice activities, college students encounter many difficulties. One problem is that the tasks are frequently too brief to fully engage in the role. There is not enough time for students to get completely involved in the events and have a significant influence. The lack of innovation in the activities is another issue. Every year, they usually follow the same patterns, which can get uninteresting. Furthermore, there is no direction and the topic is ambiguous. The goals and expectations of the activities are not always understood by the students. Lastly, there is not enough cash for activities. Inadequate financial resources may limit the operations' efficacy and scope, which will make it more challenging to get the intended results” (R13).

The user emphasizes the need for hands-on safety training in rural areas, stressing that it is essential for both personal safety and the effectiveness of social practice programs. Combining social practice activities with professional development made the user satisfied. It is essential because it enhances learning and equips people with practical skills for their future careers. The user feels that the program has greatly aided their professional and personal development through a variety of life-altering events, including volunteering for various projects like environmental conservation, community activities, etc. They have noted problems with the questionnaire, such as low participation rates brought on by inadequate promotion, inadequate instructions, and a lack of originality. The user also describes the challenges college students encounter when taking part in summer social practice events, including inadequate money, a lack of inventiveness, unclear objectives, and short work duration.

In short, the goal is to gain a thorough understanding of college students' summer social practice activities in terms of their goals, traits, and difficulties. This will likely aid in summarizing and reexamining the study's findings. They also engage in community service, environmental conservation, and educational projects. These difficulties foster civic engagement, social awareness, and skill development. Teaching, medical camps, and farming endeavors are some of the other summer rural practice activities that enhance the standard of living in these areas and support sustainable growth. The study also looks at what motivated students to take part, stressing the value of hands-on safety instruction and the relationship between social work and personal growth. This study reveals flaws, such as insufficient money, a lack of direction, and little exposure despite the program's largely positive ratings. The initiative seeks to solve these problems to improve the impact and efficacy of social practice programs for college students during the summer.

5. DISCUSSION

The data regarding students' cognition, attention to practical safety education, and challenges in summer social practice programs provide several important insights. A majority of students (74%) demonstrate a good understanding of these programs with 22% indicating a very strong comprehension and 52% showing general understanding. A significant proportion (68%) perceives rural practice activities as volunteer work while 89% engage in these activities due to personal interest. Practical safety education is regarded as essential with all respondents recognizing its significance and a majority, 89%, advocating for its integration with professional development. Satisfaction levels are notably high at 67.5%. However, challenges remain, including insufficient publicity at 38.82%, lack of guidance at 29.1%, and inadequate activity funds at 56.42%.

The SEM model analysis indicates that Cognition of Summer Social Practice (CSP) influences both APSE Attention to Practical Safety Education (APSE) and Satisfaction with Social Practice Program (SSPP). Furthermore, APSE impacts SSPP, which subsequently affects Difficulties Encountered (DE). There are several significant similarities and differences between the current findings and previous studies. Many students demonstrate a strong understanding of these programs which aligns with research highlighting the significance of cognitive dimensions in the learning process (Lei, Chen, Liang, & Zhang, 2023; Urhahne & Wijnia, 2023). The predominant perception of rural practice is that it constitutes volunteering with 89% of participants engaging due to personal interest (Li, 2018; Wang et al., 2023). This is consistent with research that has shown that students are more likely to participate in activities that they find interesting and relevant (Solé et al., 2020; Suphasri & Chinokul, 2021). All participants view practical safety education as a key fundamental necessity, and 89% advocate that safety skills be integrated with professional development consistent with existing literature regarding the importance of safety education (Jayasuriya et al., 2024; Zhou, Tigelaar, & Admiraal, 2021). For example, issues such as insufficient publicity, there is no guidance and substandard activity funding comparatively could be ignored by certain studies (Jin & Ye, 2022). Levels of satisfaction as described in this data may not be similar to other research where context-specific factors are important (Gao, Zhuang, & Chang, 2021).

CSP predicts APSE and SSPP while APSE influences SSPP. Research highlights safety education which plays a significant role in increasing program satisfaction (Tabucanon et al., 2021). The relationship between SSPP and DE suggested satisfaction increased while the level of extenuating factors decreased which is somewhat novel, as it is not a perspective that has been widely discussed in the literature. This duality of satisfaction and the encountered difficulties provides a fresh perspective, especially compared to research that predominantly focuses on traditional hierarchical structures of institutional support and resources (Gao et al., 2021).

This data is consistent with previous studies in highlighting the role of cognition and safety education, yet provides new insights regarding the relationship between satisfaction and challenges in social practice programs (Li, 2018; Wang et al., 2023). Involvement in summer break events as a participant for their college aligns with literature noting the need for activity in a structured program environment to gain practical experience as well as

positively contribute to their immediate community (Duncum, 1999). Environmental conservation, voluntary service, and education for underprivileged children are all areas of work that complement findings from research, for example, the significance of community work and experiential learning (Rajib & Jahan, 2024). The participant's involvement in rural practice interventions aimed at enhancing the quality of life for rural residents and promoting sustainable development is consistent with empirical evidence suggesting the benefits of such programs for individuals and communities (Hong, Chen, Zhang, & Ju, 2024).

Students' cognitive engagement, attention to practical safety education, and existing difficulties in summer social practice programs show that most possess a strong understanding of these initiatives and many participate based on interest and the understanding of the need for practical safety education. Issues like lack of awareness, absence of direction, and meager activity funding persist, showing scope for improvement. This SEM model analysis showed that cognition affects attention to safety education and satisfaction with the program further contributing to the difficulties faced. In other words, cognitive awareness of difficulties/smoker education can lead to increased satisfaction and less difficulty in health, pointing to the fact that effective social practice programs require adequate planning and resources as well as more human support to make them operate more efficiently.

6. CONCLUSION AND RECOMMENDATION

The introduction of research into the motivation, obstacles, general satisfaction, and cognitive processes of higher art students in summer social practice programs from other studies adds critical new data. Students demonstrated a deep knowledge of these programs and participated primarily for personal reasons, valuing safety instruction in which they were learning hands-on skills that they said were critical for their professional development. Findings from Structural Equation Modeling (SEM) analysis demonstrated important relationships. Better cognition positively impacted safety education and satisfaction, and greater satisfaction correlated slightly negatively with problems encountered. Persistent issues such as bad finance, less exposure, and little assistance have derailed the programs' efficacy. The planning, resources and participation must be enhanced strategically to tackle these challenges. The programs can facilitate comprehensive student growth and positively influence community development through raising public awareness, providing better services, and aligning actions with professional development goals. These results emphasize the importance of integrating both safety precautions and cognitive engagement in addressing practical challenges to leverage the benefits of these social practice interventions.

6.1. Research Limitations and Prospects

The study provides valuable information but several limitations exist. The data depend on self-reported measures that could be affected by bias (e.g., social desirability or recall bias). There could be limited transferability of results due to the study being conducted in a specific context. However, the challenges identified, such as poor publicity and lack of guidance and escalation to relevant parties with funding for activities are not necessarily universal issues across colleges and regions and therefore have implications for the generalizability of the findings.

Future research should adopt a mixed-methods approach to verify findings and better understanding of the barriers and facilitators that influence students' contentment in social practice programs. Longitudinal studies could be used to explore whether cognitive knowledge and safety education application have lasting consequences on satisfaction and challenges associated with the programming. Moreover, analyzing the roles of structural support and resources in mitigating the challenges identified offers valuable implications for improving social practice programs.

Funding: This study received no specific financial support.

Institutional Review Board Statement: The Ethical Committee of the Mahachulalongkornrajavidyalaya University, Thailand has granted approval for this study on 30 November 2023 (Ref. No. 468/2023).

Transparency: The authors state that the manuscript is honest, truthful, and transparent that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

REFERENCES

- Argentero, P., & Setti, I. (2009). Organizational climate assessment: A systemic perspective. In G. Minati, E. Pessa, & M. Abram (Eds.), *Processes of emergence of systems and systemic properties: Towards a general theory of emergence*. Singapore: World Scientific.
- Bailini, S. (2024). Assessment and feedback in virtual learning environments. *La Enseñanza Del Español Mediada Por Tecnología*, (pp. 218–244). London: Routledge.
- Batool, S., Ibrahim, H. I., & Adeel, A. (2024). How responsible leadership pays off: Role of organizational identification and organizational culture for creative idea sharing. *Sustainable Technology and Entrepreneurship*, 3(2), 100057. <https://doi.org/10.1016/j.stae.2023.100057>
- Bolger, P. C., Kremser, J., & Walker, H. (2019). Detention or diversion? The influence of training and education on school police officer discretion. *Policing: An International Journal*, 42(2), 255–269. <https://doi.org/10.1108/PIJPSM-01-2018-0007>
- Coleman, L. J., & Cross, T. L. (2021). Curriculum theory and practice. In L. J. Coleman & T. L. Cross, *Being gifted in school: An introduction to development, guidance, and teaching* (2nd ed., pp. 307–330). New York: Routledge.
- Duncum, P. (1999). A case for an art education of everyday aesthetic experiences. *Studies in Art Education*, 40(4), 295–311. <https://doi.org/10.2307/1320551>
- Enkhtur, A., Zhang, X., Li, M., & Chen, L. (2024). Exploring an effective international higher education partnership model through virtual student mobility programs: A case study. *ECNU Review of Education*, 7(4), 971–990. <https://doi.org/10.1177/20965311241232691>
- Faludi, J., Acaroglu, L., Gardien, P., Rapela, A., Sumter, D., & Cooper, C. (2023). Sustainability in the future of design education. *She Ji: The Journal of Design, Economics, and Innovation*, 9(2), 157–178. <https://doi.org/10.1016/j.sheji.2023.04.004>
- Gao, S., Zhuang, J., & Chang, Y. (2021). Influencing factors of student satisfaction with the teaching quality of fundamentals of entrepreneurship course under the background of innovation and entrepreneurship. *Frontiers in Education*, 6, 730616. <https://doi.org/10.3389/educ.2021.730616>
- Geng, Y., Chen, Y., Huang, C., Tan, Y., Zhang, C., & Zhu, S. (2022). Volunteering, charitable donation, and psychological well-being of college students in China. *Frontiers in Psychology*, 12, 790528. <https://doi.org/10.3389/fpsyg.2021.790528>
- Grönlund, H., Holmes, K., Kang, C., Cnaan, R. A., Handy, F., Brudney, J. L., Meijs, L. C. M., . . . Zrinščak, S. (2011). Cultural values and volunteering: A cross-cultural comparison of students' motivation to volunteer in 13 countries. *Journal of Academic Ethics*, 9, 87–106. <https://doi.org/10.1007/s10805-011-9131-6>
- Hejun, Z. (2018). Innovative system for personnel management in Chinese vocational education institutions. *Management and Administration*, 1–4.
- Hong, L., Chen, K., Zhang, H.-z., & Ju, J.-w. (2024). Impact of academic service-learning on students: An evaluation study of a university-level initiative in China. *Applied Research in Quality of Life*, 19(3), 1117–1138. <https://doi.org/10.1007/s11482-024-10281-5>
- Hu, M. (2021). Making the state's volunteers in contemporary China. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 32(6), 1375–1388. <https://doi.org/10.1007/s11266-019-00190-9>
- Javed, M. (2023). The effectiveness of different teaching methods in education: A comprehensive review. *Journal of Social Signs Review*, 1(1), 17–24.

- Jayasuriya, S., Swisher, K., Rego, J. D., Chandran, S., Mativo, J., Kurz, T., . . . Pidaparti, R. (2024). ImageSTEAM: Teacher professional development for integrating visual computing into middle school lessons. *Proceedings of the AAAI Conference on Artificial Intelligence*, 38(21), 23101–23109. <https://doi.org/10.1609/aaai.v38i21.30355>
- Jin, X., & Ye, Y. (2022). Impact of fine arts education on psychological wellbeing of higher education students through moderating role of creativity and self-efficacy. *Frontiers in Psychology*, 13, 957578. <https://doi.org/10.3389/fpsyg.2022.957578>
- Kholifah, N., Nurtanto, M., Kassymova, G. K., Subakti, H., & Abi Hamid, M. (2024). Evidence of positive influence: Soft skills competence and organizational culture on innovative work behavior. *Journal of Education and Learning (EduLearn)*, 18(4), 1158-1165. <https://doi.org/10.11591/edulearn.v18i4.21018>
- Kottmann, A., Schildkamp, K., & van der Meulen, B. (2024). Determinants of the innovation behaviour of teachers in higher education. *Innovative Higher Education*, 49(2), 397-418. <https://doi.org/10.1007/s10755-023-09689-y>
- Lei, J., Chen, Y., Liang, W., & Zhang, B. (2023). Convergence analysis of cross-province human well-being in China: A spatiotemporal perspective. *International Journal of Environmental Research and Public Health*, 20(3), 1858. <https://doi.org/10.3390/ijerph20031858>
- Li-Li, P., & Jialin, N. (2023). Practices and reflections on volunteer service in higher education institutions: A case study of a certain university in Shenzhen, China. *Frontiers In Educational Research*, 6(19), 119–124.
- Li, L. (2018). *Research on the influence of summer social practice on enhancement of students' comprehensive qualities*. Paper presented at the 2018 International Conference on Sports, Arts, Education and Management Engineering (SAEME 2018).
- Li, M. (2021). The research of fine arts education with cultivating aesthetic appreciation and creativity as the core quality. *Journal of Contemporary Educational Research*, 5(2), 125-128.
- Li, S., Zhang, Y., Wang, Z., & Li, H. (2023). The influence of national policies on the evolution of industrial design education in China. *Heliyon*, 9(7), e17504. <https://doi.org/10.1016/j.heliyon.2023.e17504>
- Lili, L., & Yingjin, C. (2020). An empirical investigation of Chinese college students in volunteer teaching activities: Dilemmas, challenges, and solutions. *Sage Open*, 10(2), 2158244020931923. <https://doi.org/10.1177/2158244020931923>
- Lu, Q., Chai, Y., Ren, L., Ren, P., Zhou, J., & Lin, C. (2023). Research on quality evaluation of innovation and entrepreneurship education for college students based on random forest algorithm and logistic regression model. *Peerj Computer Science*, 9, e1329. <https://doi.org/10.7717/PEERJ-CS.1329>
- Mingdong, Y., Jingjie, Z., & Chonghai, X. (2023). Reform and practice of the dual drive talent training model of school enterprise collaboration and subject contest innovation education in local universities. *International Journal of Vocational and Technical Education Research*, 9(4), 10.
- Mingmei, L., Liu, M., Wang, H., Hong, X., & Wang, C. (2023). Research on the development of equitable education in China from the human capability perspective. *Education Sciences*, 13(7), 738. <https://doi.org/10.3390/educsci13070738>
- Moore, A. (2014). *Understanding the school curriculum: Theory, politics and principles*. Abingdon, Oxon: Routledge.
- Niu, F., & Jin, L. K. (2024). Study on factors influencing university students' awareness of intangible cultural heritage transmission. *Journal of Education and Educational Research*, 7(2), 35–40. <https://doi.org/10.54097/1hpnx911>
- Qiao, G., & Zhang, H. (2020). Exploratory research on college students' motivations to volunteer—a case of international events hosted in China. *Tourism Critiques*, 1(1), 35-46. <https://doi.org/10.1108/trc-03-2020-0003>
- Rajib, M. K. H., & Jahan, R. (2024). Exploring embedded contextual factors and their contribution to facilitating autonomous learning. *EIKI Journal of Effective Teaching Methods*, 2(2), 71–79. <https://doi.org/10.59652/jetm.v2i2.200>
- Sadilla, V., & Wahyuningtyas, R. (2023). The effect of reward and recognition on employee engagement (Case Study at Pt. X Part Directorate H). *International Journal of Engineering Technologies and Management Research*, 10(8), 19-32. <https://doi.org/10.29121/ijetmr.v10.i8.2023.1352>
- Schlemmer, R. H., Carpenter, B. S., & Hitchcock, E. (2017). Socially engaged art education: Practices, processes, and possibilities. *Art Education*, 70(4), 56-59. <https://doi.org/10.1080/00043125.2017.1317564>

- Siliņa-Jasjukeviča, G., Lastovska, A., Surikova, S., Kaulēns, O., Linde, I., & Lūsēna-Ezera, I. (2023). Education policy institutions' comprehension of the school as a learning organisation approach: A case study of Latvia. *Education Sciences*, 13(9), 907. <https://doi.org/10.3390/educsci13090907>
- Solé, L., Sole-Coromina, L., & Poole, S. E. (2020). Mind the gap: Identifying barriers to students engaging in creative practices in higher education. *Journal of Work-Applied Management*, 12(2), 207-220. <https://doi.org/10.1108/JWAM-03-2020-0017>
- Suphasri, P., & Chinokul, S. (2021). Reflective practice in teacher education: Issues, challenges, and considerations. *Pasaa*, 62(1), 236-264. <https://doi.org/10.58837/CHULA.PASAA.62.1.9>
- Tabucanon, A. S., Sahavacharin, A., Rathviboon, S., Lhaetee, H., Pakdeesom, D., Xue, W., & Charmondusit, K. (2021). Investigating the critical issues for enhancing sustainability in higher education institutes in Thailand. *International Journal of Sustainable Development and Planning*, 16(3), 503-514. <https://doi.org/10.18280/IJSDP.160311>
- Turgut, E. (2016). The impact of cultural diversity on the academic performance: A study on Turkish universities. *International Business Research*, 9(5), 135-145. <https://doi.org/10.5539/ibr.v9n5p135>
- Urhahne, D., & Wijnia, L. (2023). Theories of motivation in education: An integrative framework. *Educational Psychology Review*, 35(2), 45. <https://doi.org/10.1007/s10648-023-09767-9>
- Wang, R., Zhang, M., & Liu, Z. (2023). Preliminary exploration of the social practice education mechanism of "three rural areas" for summer graduate students. *Adult and Higher Education*, 5(20), 100-106. <https://doi.org/10.23977/aduhe.2023.052014>
- Welch, D. (2017). Behaviour change and theories of practice: Contributions, limitations and developments. *Social Business*, 7(3-4), 241-261. <https://doi.org/10.1362/204440817x15108539431488>
- Willems, J., Coertjens, L., & Donche, V. (2022). First-year students' social adjustment process in professional higher education: Key experiences and their occurrence over time. *European Journal of Psychology of Education*, 37(2), 585-604. <https://doi.org/10.1007/s10212-021-00530-8>
- Xiong, T., Zhang, J., & Huang, H. (2023). Entrepreneurship education for training the talent in China: Exploring the influencing factors and their effects. *Sustainability*, 15(15), 11664. <https://doi.org/10.3390/su151511664>
- Xu, Y. (2016). Volunteerism and the state: Understanding the development of volunteering in China. In *Perspectives on Volunteering: Voices from the South* (pp. 213-226). Cham: Springer.
- Yingying, Z., Mei, W., & Dwen, S. (2023). Analysis of innovation and entrepreneurship education in Chinese universities. *Kuram ve Uygulamada Egitim Bilimleri*, 23(1), 15-27.
- Zakaria, H., Kamarudin, D., Fauzi, M. A., & Wider, W. (2023). Mapping the helix model of innovation influence on education: A bibliometric review. *Frontiers in Education*, 8, 1142502. <https://doi.org/10.3389/feduc.2023.1142502>
- Zhou, N., Tigelaar, D. E. H., & Admiraal, W. (2021). Understanding vocational teachers' professional development in work placement: Learning goals, activities, and outcomes. *Studies in Continuing Education*, 45(1), 18-36. <https://doi.org/10.1080/0158037X.2021.1960496>
- Zhu, G., & Tao, T. (2021). Strategies for ideological and political education in colleges and universities from the perspective of general education. *Academic Journal of Humanities & Social Sciences*, 4(11), 18-23. <https://doi.org/10.25236/ajhss.2021.041104>

Views and opinions expressed in this article are the views and opinions of the author(s). Humanities and Social Sciences Letters shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.