Analysis and Reconstruction of College Students’ Attitude Toward Employment, from the Perspective of University-Enterprise Cooperation

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Abstract. Due to the university-enterprise cooperation, students, schools and enterprises are close to each other, which could make students fully promoted in aspects such as knowledge, ability and character through the process of internship, training and employment, helping students find the seamless joint between theory and practice, professional and employment, school and enterprise, so as to achieve the reconstruction of college students’ attitude toward employment concept, professional ideal, self and environment cognition, career pathway and realization of the individual value.

1 Employment concept reconstruction

Under the pressure of current social employment, college students still have the problem of vague employment concept and unclear positioning. In the survey involving employment concept, data shows that only 51.13% of students have or want to plan their future career. 66.12% of the students agreed with the concept of "employment first, career later"; after two years of school-enterprise cooperation practice, the results of the above problems have changed significantly. Among the students who actually participated in the school-enterprise cooperation practice, 93.06% chose to "have a clear positioning for the future and make a detailed plan", far higher than the level of 51.13% two years ago. Among the students who did not participate in school-enterprise cooperation, 53.33% chose this option, which was not significantly different from the result of two years ago. In terms of whether they agree with the idea of "employment before career choice", 96.32% of students who participate in school-enterprise cooperation choose "full agreement and comparative agreement", far higher than the 66.12% two years ago. Students who did not participate in school-enterprise cooperation chose this item, accounting for 77.33%, which was not significantly different from the average survey results two years ago.

Therefore, school-enterprise cooperation can be more conducive to students to establish a correct view of employment. After the practice of school-enterprise cooperation, college students, under current employment pressure, become more optimistic. Their employment concept is more scientific, and job-hunting mentality is also better. They are willing to find a job before choosing a career. They can face up to the reality of the current employment pressure, calmly examine and return to the original definition of career, starting from the most basic position, holding the attitude of learning while working, with the experience of reality, letting themselves gradually shed the coat of "the proud son of heaven", pay attention to the theory and practice, learn to be down-to-earth; While getting familiar with the craftsmanship and the labor system, learn to think and cherish; In the process of understanding the position and getting familiar with the work, deepen the understanding of knowledge and improve the judgment of the industry; improve the comprehensive quality and innovation ability during the repeated production practice, strengthen the quality of the application of knowledge at the same time, benefit the society, really understand the meaning of employment before employment.
2 Professional ideal reconstruction

The existing problems in the current college students mainly reflected in the vocational ideal pursuit of short-term, excessively profit-driven career objectives, more concerned about the immediate pay and benefits, the company size and the work environment, lack of flexibility, the phenomenon of "unfit for a higher post but unwilling to take a lower one" while applying for a job, the relatively simple influencing factors of career goal.

The data shows that under the cooperation of school and enterprise, the factors affecting students' career aspirations changed a lot from now and two years ago. For example, the salary and benefits that were most valued before, showed a decrease of 24.78% from 77.02% to 52.24%. The importance of "advice from friends and family" also dropped from 44.66% to 10.20%. Factors such as the space for future development, employment area, and professional counterparts have increased from 46.92%, 35.60%, and 32.36% to 93.06%, 66.12%, and 81.63%, respectively.

Among the students who did not participate in school-enterprise cooperation, the factors to be considered in determining their career aspirations remained unchanged, except for the improvement in "professional counterpart" (from 32.36% to 48%).

Thus, in the practice of the cooperation between colleges and enterprise, the factors affecting college students' vocational ideal is undergoing significant change, although there are still 52.24% of the students who think highly of payment and benefits, but in general, students' attitude, perspective and degree toward vocational ideal considerations are undergoing profound changes, tend to be more objective and more scientific, more close to the reality of the development of The Times. In fact, through the university-enterprise cooperation platform, the students in higher grades can be truly connected with society, through the enterprise internship, practice, the process of continuously verifying the theory, the degree of how practice and ideal profession matches, they can constantly adjust, amend or reduce the gap between professional ideal and realistic goals, find the ideal career and strive for it, make the career aspirations more "pragmatic" and avoid falling into "fantasy", and turn this ideal into reality.

3 Cognition reconstruction of oneself and environment

Inadequate cognition of self and environment often leads to the deviation of the match between career ideal and reality, which leads to "post discomfort", and makes people easy to have a big psychological discrepancy. School-enterprise cooperation can solve this problem well. After two years of practice, among all the abilities and qualities that college students think they lack for applying for a job, only 4.08% (73.79% two years ago) of them consider to be the experience of jobs or internships. The percentage of those who considered to be good at communication and coordination were 41.63% (46.92% two years ago), professional knowledge and skills were 26.53% (31.72% before), independent problem-solving ability was 27.76% (28.48% before), and the other 29.38% (24.27% before). Through the data, it can be found that the students who participated in the school-enterprise cooperation had a great improvement in the aspect of "work or internship experience". Among the students who had not participated in school-enterprise cooperation, the percentage of those qualities as mentioned above were 85.33%, 50.67%, 68.00%, 61.33% and 17.33%, respectively. Obviously, without the cooperation, the problem was not effectively solved.

According to the data, in terms of self-cognition, 52.43% of college students are quite clear about their personality, interests, advantages and abilities, as well as their suitable career, and roughly understand the current situation and changes of employment environment. After two years of school-enterprise cooperation, the figure has increased to 85.71%, with significant changes. However, among the college students who did not participate in school-enterprise cooperation, the data decreased instead of rising, to 44.0%. It can be judged that school-enterprise cooperation can effectively improve the cognitive structure of college students' autognosis and environment, laying a foundation for better human-job matching.

In fact, with the pattern of university-enterprise cooperation, college students can step into the
early stage of career preparation and experience of life. Under the influence of "Prospective employees" consciousness, under the sharpening of "experiential" production practice, they can organically link the university learning theory and social production practice, link professional ideal and the reality conditions, clear career goals in the heart, slowly straighten the employment mentality, firm professional confidence, thus effectively alleviate the phenomenon of "job maladjustment". In addition, through the University-enterprise cooperation platform, the college students can really understand enterprise, job and career, in the process of enterprise training, practice and employment work so as to continuously improve the cognitive level of oneself and environment, make a correct and innovative career ideal, completed role transformation from the "student" to "employee" and "real" employee as soon as possible, achieve seamless job matching.

4 Career pathway reconstruction

The traditional way of job hunting follows the two basic modes of "going out" and "please come in" at the beginning, that is, individual students leave the campus and go to the society to participate in various social recruitment and the double election meeting organized by colleges and universities. Along with the development of the times, the two basic patterns also gradually enriched, such as the differentiation of the online and offline mode, special and general patterns, such as school enterprise joint mode, in order to solve the "difficult employment" and "labor shortage" problem, but these measures, basically is still in the traditional matching model based on two-way choice, its scale effect is not obvious.

University-enterprise cooperation for promoting employment mainly reflects in: a "send out" mode, different from two basic modes, which organize students of colleges and universities, sent them to enterprise by the gross, in the category of university-enterprise cooperation framework agreement, practicing, training and employment and connotation, on the basis of clear and professional counterparts, with three months to a year or so, lets the student realize the evolution from the "student" to "intern" and to "staff". Its basic functions lie in: first, it can effectively link the difference between the development of professional theoretical knowledge and social practice, avoid the phenomenon of "two skins" of professional theory and applied skills in college students, and effectively improve the employment ability and quality of college students; second, through the university-enterprise cooperation development of off-campus practice base construction, around professional application ability training and under the theme of skill innovation, adhere to the cultivation regularity of "basic skills training, comprehensive professional skills training, production practice", adopt" inside - outside class, inside - outside campus, instruction and skills" with the combination of the practice teaching method, can truly realize university-enterprise cooperation, make industry-education integration. Third, under the school-enterprise cooperation mode, the cultivation of students' internship and practical ability is the main line, and the actual production of enterprises is the basis and main content, which not only meets the needs of expanding professional learning channels for college students, but also meets the needs of students' experience and identification of corporate culture, making large-scale employment possible.

In terms of school-enterprise cooperation itself, it has created good learning and growth conditions for the success and employment of college students, and also provided a good job support for the employment of college students, and its scale effect can be expected. In fact, many college students have identified with the culture and system of the enterprise in the process of practice, and chose to stay in the company of practice and training, becoming the early successful signing of graduates; Some will choose to leave after the internship and training, but can sign the contract soon, because they have accumulated rich practical experience, which has become an important weight for them to participate in the competition. There are some students with slower growth, but still have a strong competitive advantage, after graduation, most of them can also get the favor of employers, with a hard work afterwards, will soon grow into the backbone of the industry; Of course, there are also some innovative young entrepreneurs, and school-enterprise cooperation has become the best testing ground for them to accumulate experience, get familiar
with the market and actively grow. It can be seen that school-enterprise cooperation has effectively expanded the ways for college students to find jobs.

5 Reconstruction of the value realization

Value realization, the external manifestation of values, can be labeled. In the category of college students' career view, value realization can be explained from several dimensions, such as recognition, self-confidence and satisfaction. In this paper, from the survey data of school-enterprise cooperation practice, students have a high degree of recognition for school-enterprise cooperation. For example, in terms of teaching mode, 75.55% of students agree that "it is more conducive to the cultivation of practical ability in enterprises". In terms of teaching process, 86.66% of students are willing to accept the training of enterprise teachers' skills in enterprises. 93.33% of the students think that school-enterprise cooperation "guarantees the practice of the corresponding majors and achieves the application of knowledge"; 91.11% of the students think that "continuing to receive enterprise training has enhanced their professional ability"; 82.86% of students think "school-enterprise cooperation is good".

Data shows that college students, experienced the university-enterprise cooperation project, whose self-confidence strengthened generally, some students' professional skills and the sense of employment direction obviously improved, which means they are taken the evolution from the original "learn at school for three years, not sure what is professional" to "in enterprise training after a month, and soon had a clear professional direction, know the future what did you do". Some students, professional learning interest and learning efficiency has been greatly jumped, from the original professional learning "no interest, very passive, try to deal with and very painful" to the present "as if suddenly enlightened, professional learning is not difficult, but also very interesting"; Some students, the ability to put what they learn into practice has been greatly improved, not only practical ability has been improved, but also began to try to make development and design;

School-enterprise cooperation has also improved the employability of college students in a wide range. According to a two-year survey on school-enterprise cooperation in a university, the employment rates of 245 students receiving school-enterprise cooperation training were 92.14% and 89.23%, respectively, higher than the average employment rates of the college of that year of 10.10% and 10.71%. The employment rate of the 75 students without school-enterprise cooperative personnel training is 76.63% and 70.15%, both lower than the average employment rate of the college. As a result, the satisfaction of school-enterprise cooperation keeps rising, the self-identity of college students is also growing, and their identification of major and career is becoming more and more consistent. In addition, the employment satisfaction of employers to college students is getting better and better.

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