

# **The Practical Dilemma and the Way Out of the Cooperation between the Applied Undergraduate Colleges and Universities under the Theory of Social Exchange**

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**Keywords:** Social exchange theory, Application-oriented, School-enterprise cooperation, Realistic dilemma, Way out.

**Abstract:** The popularity of higher education has brought about a series of new problems while improving the average quality of social residents. How to strengthen students' practical ability, so that colleges and universities can better play the role of students from school to society has become a hot research topic. In this context, the talent cultivation model of school-enterprise integration came into being. However, at this stage, the school-enterprise integration model is still immature, there is a lack of government orientation, the school-enterprise cooperation directive is not clear; the school's manpower marketing mentality is urgent, and the school-enterprise cooperation development motivation is insufficient; some enterprises have utilitarian nature, and the cooperation motivation is insufficient. In view of this, this paper is based on the theory of social exchange, explores the practical dilemma faced by school-enterprise cooperation in applied undergraduate colleges and the way out, and proposes to improve the mechanism of school-enterprise cooperation and education, realize the integration of education, and build innovative specialty. Suggestions for research and development of major courses

## **1. Background of the Study**

### **1.1 Literature review**

In the 1990s, higher education entered the stage of popularization, and applied undergraduate education came into being in China. Its realization means are mainly through the upgrading of higher vocational education at the junior college level and the transformation of ordinary undergraduate colleges and universities. Feng Shuqing, Peng Sisi-chuan and others believe that the implementation of school-enterprise alliance in Applied Undergraduate Colleges and universities has strong practical significance. Several scholars have studied the practice of joint running of universities and enterprises in several applied undergraduate universities in Chongqing, and analyzed the main problems existing in joint running of Applied Undergraduate Universities (Feng et al, 2013). Sun Changyuan and Qizhen pointed out that application-oriented colleges and universities are mainly based on Application-oriented Education and key participants in the construction of modern vocational education in China. In view of the existing problems such as unclear professional characteristics, lack of teachers and serious shortage of social resources allocation, we should continue to deepen school-enterprise cooperation and locate talents in the future development. Training objectives and building a high-quality teaching staff (Sun and Qi, 2014). Cai Yunquan believes that under the background of supply-side reform, the top-level laws and regulations of school-enterprise cooperation in applied undergraduate universities are vague, and there are many problems such as the rise of instrumentalism and the distortion of collective rationality in the cooperative game. In this regard, at the macro level, the cooperation between higher vocational schools and enterprises needs to play a flexible role in market regulation, build a platform for cross-construction education, and at the micro level, school cuticles need to strengthen their sense of responsibility for their own mission (Cai, 2017). Qian Mingzhu believes that the development of enterprises needs to find high-quality “quasi-professionals”, and the school-enterprise cooperation training model helps to train qualified talents for enterprises. In this

regard, taking the civil engineering specialty of a university as an example, the practice base + post practice training mode has been implemented, and good results have been achieved (Qian, 2016). Zeng Xianfeng pointed out that the talent training mode of school-enterprise cooperation conforms to the law of the development of vocational education itself, but the prejudice against vocational education in the current society is serious, which seriously hinders the deepening of school-enterprise cooperation (Zeng, 2017). Xing Hui and Li Yuzhu believe that private colleges can explore various forms of school-enterprise cooperation (Xing and Li, 2017) by involving enterprises in teaching decision-making with their own flexible system. Fan Runhua believes that school-enterprise cooperation helps to cultivate outstanding talents, enhance students' innovative ability and exercise their sense of responsibility (Fan, 2017).

## **1.2 Purpose of the study**

The cooperation between universities and enterprises in applied undergraduate colleges is not only conducive to the cultivation of students' social practice ability, but also to the construction of double-qualified teachers. Through on-the-spot study, students can improve their professional accomplishment and practice skills. Teachers' internship in enterprises is also helpful to formulate a talent training program that really meets the needs of enterprises. The essence of school-enterprise cooperation lies in the exchange of resources, combining the existing literature and restraint. At present, the research on school-enterprise cooperation in Applied Undergraduate Colleges and universities is mostly focused on the mode of cooperation, ignoring the basis of school-enterprise cooperation to a certain extent, which is also the reason for the slow progress of school-enterprise cooperation at this stage. In view of this, this paper, from the perspective of social exchange theory, re-explores the practical dilemma faced by the cooperation between universities and enterprises in the Application-oriented Undergraduate Colleges and universities, and puts forward the way out as it should, in order to provide beneficial gradual improvement for the school to optimize the training program and promote more high-quality talents to be transferred to enterprises in time.

## **2. Summary of Social Exchange of School-Enterprise Cooperation in Applied Undergraduate Colleges and Universities**

The theory of social exchange was first put forward by George Holmans, an American sociologist, and developed into a more systematic theoretical system (Zhang, 2015) after being studied by Brough and Coleman. Its main points can be summarized as follows: First, "exchange" is a common phenomenon in human social life, while there is material and non-material exchange. Secondly, all social activities belong to exchange behavior in the final analysis, and social relations are also an exchange relationship in essence. Thirdly, the driving force of social exchange lies in people's expectation of exchange results. Fourthly, in the process of exchange, people are generally willing to pursue as many benefits as possible and spend as little as possible. Fifth, the evaluation of the exchange results will directly affect the behavior, attitude and psychology of the parties involved in the exchange. Specifically, in the school-enterprise cooperation of Applied Undergraduate Colleges and universities, exchange can be divided into three types: school-enterprise, teacher-enterprise, school-teacher.

Social exchange between schools and enterprises refers to the social relationship established by enterprises and schools in exchange for their respective interests. Because the Application-oriented Undergraduate Colleges and enterprises are two kinds of organizations in the social system. The main goal of the school is to train talents for the society, and the main goal of the enterprise is to make profits. For schools, the incorporation of enterprises can provide better places for students to practice, and teachers can also go to enterprises to practice. At the same time, it is helpful to create experienced part-time teachers in the industry and provide more employment opportunities for students. For enterprises, teachers can assist enterprises to tackle technical difficulties and help enterprises develop. Participation in school-enterprise cooperation can also help enterprises absorb talents, improve social prestige and reduce training costs. Social exchange between schools and teachers refers to the fact that teachers, supported by the value of goods required by schools, come

to practice in enterprises in person. In this process, teachers can improve their practical ability and classroom quality. Teachers can learn industry dynamics and frontier knowledge and optimize ability structure through training in enterprises. The inner ear flush exchanged by the school mainly consists of job opportunities and salaries in school, recognition of teachers' practical work, and a policy preference for teachers' Professional Title Evaluation and annual assessment. In the social exchange between teachers and enterprises, because teachers have limited training time and are not fixed employees in enterprises, this exchange is more equal than that between schools and teachers. On the enterprise side, teachers' scientific research ability and intellectual support can be obtained, short-term vacancies can be obtained, and labor costs can be saved. Enterprises can provide teachers with practice places and positions, supplemented by a small amount of funds and research opportunities, to increase the depth of teachers' understanding of the industry.

### **3. The Practical Dilemma of School-Enterprise Cooperation in Applied Undergraduate Universities under the Theory of Social Exchange**

Although the school-enterprise cooperation mode plays a very important role in improving the quality of talent cultivation in Applied Undergraduate Colleges and universities, unfortunately, there are many problems in the actual promotion process, such as lack of scientific enterprise training, students becoming cheap labor force, etc., which lead to poor social response and slow progress of school-enterprise cooperation. There is a big gap between the real integration of industry and education. At the present stage, the practical dilemma faced by university-enterprise cooperation of Applied Undergraduate Colleges under the theory of social exchange mainly includes the following points.

#### **3.1 The absence of government orientation and the unclear directives of school-enterprise cooperation**

The mode of school-enterprise cooperation has been put forward for a long time, but in the process of its development, the government has not played a guiding role, resulting in unclear instructional nature of school-enterprise cooperation (Zhi, 2016). Most of the applied undergraduate colleges and universities need to find their own partners and explore suitable ways of cooperation in school-enterprise cooperation. From the University level, some Application-oriented Undergraduate Colleges and universities have inaccurate understanding of school-enterprise cooperation. They believe that school-enterprise cooperation is the promotion of school's own resources, and regard it as the service of human resources orders provided by enterprises. If there are accidents in the process of cooperation, schools should bear corresponding risks. In the process of school-enterprise cooperation, the government has not formulated the corresponding two-way supervision and guidance in teaching practice, job skills training and other aspects. The legitimate rights and interests of students are also difficult to be guaranteed, resulting in the existence of wait-and-see mentality in school-enterprise cooperation and the difficulty in mobilizing students' enthusiasm.

#### **3.2 The urgency of school manpower marketing and the lack of motivation for school-enterprise cooperation**

Under the current system, application-oriented undergraduate colleges are facing severe enrollment pressure, and the effective way to alleviate this pressure is to improve the employment rate of graduates (Xiong, 2015). Due to the lack of macro-control ability, some applied undergraduate colleges and universities can not get rid of the diversified channels of employment and improve the quality of employment of graduates. They can only hope for the employment rate brought by school-enterprise cooperation. This has led some colleges and universities to expand the number of school-enterprise cooperation blindly, regardless of the actual needs of students' development. On the one hand, the school is not strict in examining the qualifications of cooperative enterprises, and the selected enterprises can not really formulate a training plan in line with the students' development plan. On the other hand, the school-enterprise cooperation lacks the successful experience that can be used for reference, and the teaching plan has its shortcomings.

Under the combined action of various factors, some applied undergraduate colleges and universities pursue the employment situation of graduates only in school-enterprise cooperation.

### **3.3 Some enterprises have utilitarian departmentalism and lack of motivation for cooperation.**

Profit is the fundamental purpose of the existence of an enterprise. The product orientation and sales demand run by the enterprise itself also reflect the profit attributes of the enterprise from the side. At present, in school-enterprise cooperation, some enterprises pay too much attention to marketing profits, lack of training and education for employees inside enterprises, serious utilitarianism and lack of motivation and willingness for school-enterprise cooperation. For these enterprises, the lower the labor cost, the better the high production output they are looking for. Therefore, the attraction of school-enterprise cooperation for enterprises themselves is insufficient. At the same time, part of the enterprise management system is not perfect, unable to formulate appropriate training plans. Students can not grasp the key technology in enterprise practice. In addition, a small number of enterprises have the behavior of making and selling fake, which has a negative impact on the professional spirit of College students.

## **4. The Way Out for School-Enterprise Cooperation of Applied Undergraduate Colleges under the Theory of Social Exchange**

### **4.1 Improving the mechanism of school-enterprise cooperation in educating people and realizing the integration in educating people**

In order to promote students' development in a real sense, Application-oriented Undergraduate Colleges and universities must improve the mechanism of school-enterprise cooperation and realize the goal of integrated education. Unlike social units, colleges and universities do not simply pursue economic interests. Therefore, in the current stage of economic society, the school should become the dominant force to promote the smooth implementation of school-enterprise cooperation. Specifically, in the process of improving the school-enterprise cooperation education program, we should pay attention to the following three points. Firstly, schools should take the initiative to analyze their own specialty and the actual situation of the specialty in society, find all-round enterprises suitable for students' development needs, and carry out exchanges and interaction. For enterprise post setting and capacity innovation, Application-oriented Undergraduate Colleges and universities need to fully investigate in advance to ensure that students can gain. Secondly, the orderly implementation of teaching and training work can not be separated from a clear and clear goal and guidance program. Schools need to actively communicate with enterprises and formulate perfect programs. Finally, the University wash joint venture will build an education team composed of teachers and top-notch talents to help students develop.

### **4.2 Constructing innovative specialty and increasing the research and development of characteristic courses**

For application-oriented undergraduate colleges, school-enterprise cooperation model is a new educational strategy and policy. Colleges and universities must analyze the corresponding industries of the current major. For the major whose teaching content is seriously disjointed, we can rebuild the specialty with innovative characteristics and strengthen the research and development of characteristic courses. It should be noted that not all majors are teaching means of integration with schools and enterprises, and schools should set up school-enterprise integration according to the actual situation of existing majors. At the same time, regular seminars are held to analyze the situation of teaching and education, and to make an analysis of the changes in the industry and the teaching situation. School-enterprise integration is not to abandon theoretical courses, but to introduce more advanced theoretical knowledge that is more in line with the current situation of the industry. Schools should actively communicate with enterprises, fully understand the needs of enterprise personnel, and seek the best for students. In line with the educational path of development, we should update the existing textbooks and curricula and introduce and develop new

curricula.

#### **4.3 Establish and improve the benefit-sharing mechanism and actively introduce typical cooperative projects**

School-enterprise cooperation is a macro-guiding ideology. The main body, mode and content of cooperation need further exploration by enterprises and universities. In order to deepen the effect of education, universities and enterprises seek diversified and sustainable cooperation. This requires enterprises and schools to establish a sound interest mechanism, and actively exchange and interact before, during and after the cooperation, so as to ensure more efficient teaching. Schools and enterprises can borrow from each other and jointly introduce typical cooperative projects in order to increase mutual trust and ensure a virtuous circle of cooperation. In addition, school-enterprise cooperation needs to go deep into students, collect and understand students' feedback in time. Let students have the opportunity to get in touch with the frontier knowledge of the industry, and have places to practice, so as to achieve the application of learning. By letting students participate in enterprise projects, we can truly achieve the integration of production and education, and the Application-oriented Undergraduate Colleges and social enterprises can jointly transport high-quality talents for the country.

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