

Research on the Matching Between College Students' Employment Ability Training and Social Demand

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Abstract. Full employment of college students represents an aspect of great concern in the harmonious social development, and their employment is largely a function of the match between their ability to obtain employment and the social demand. The findings of a survey of such a match show that they see a lower match with the demand in terms of ability of innovation, practice, social sense of responsibility and interpersonal relation. That is largely attributed to problems with the talent fostering mechanisms in colleges and universities. In addition, theory shortages are seen in human capital, resource-based view, academic capital and labor-job match. To enhance the match between the two above entails establishing a static and a dynamic mechanisms among such entities as colleges and universities, employers, governments and college students.

1. Introduction

The stage of the research on the employment ability is general in line with the social demand for job hunters, including an improved ability with wide significance in macroscopic terms, and the personal ability for employment in microscopic terms. An in-depth analysis of influencing factors of the ability and internal structure may extend theoretical and practical support for research on relevant problems. This paper, based on the survey of the match above, is aimed at figuring out the gaps between the two and the causes of the gaps, and raising relevant mechanism building strategies with the focus on such improved ability and the match.

2. Analysis of Fostering of College Student's Ability

A. Ability obtained from extracurricular activities

Over 60 percent of college students believe that they obtain and have improved employment ability by the involvement in such activities at school. Among others, independent living, communication, act and deal with matters and interpersonal exchange ability are among the ones to be obtained the easiest.

B. Major contributors to the formation of college students' ability

Such contributors primarily comprise college student themselves, instructors' competence, and school teaching mode and college climate. In addition, other minor factors include home education, general social trend and climate as well as the ideological guidance for the students by the instructors, etc. See Table 1.

Table 1 Major Contributors to Formation of College Students' Employment Ability (unit: %)

	Yes	No
College students	63.9	36.1
Instructors' competence	25.6	74.4
College teaching mode	51.1	48.9
College climate	53.2	46.8

According to the statistics, the majority of students hold that the personal competence, campus growth environment and college teaching mode are among the contributors to the formation of their ability, shown in Table 2.

Table 2 Other Influencing Factors

	Frequency	Frequency /%
College students, Instructors' competence, College teaching mode and college climate	128	96.2
Home education	2	1.6
Social trend	1	0.8
Social climate	1	0.8
Poor ideological guidance of instructors to students	1	0.8
Total	133	100

3. Research and Analysis of the Match between College Students' Employment Ability Fostering and Social Demand

A. Employers prioritize college students' ability

According to a survey, over 70 percent of employers attach great importance to college students' ability in communication, role transfer and professional ethic. Meanwhile, over 50% of the employers think highly of their ability to fix problems using their own acquired knowledge and self-study.

B. Conflicts between college students' employment ability and social demand

Social demand on college students' competence and ability is multiple. A survey shows that there is a marked disparity between their ability and the social demand. On one hand, competence varies from student to student. On the other hand, there is a great gap between the ability and the social demand, with the match in terms of innovation, practice and social sense of responsibility and interpersonal exchange is even less than 50 percent, and that of cultural quality, professional competence, organization and coordination ability and team work spirit as well as study ability only stands between 30 percent and 50 percent. Only that between the physical competence and the demand is less than 10%. It indicates that college students' quality and competence far fail to cater to the demand.

C. Quality analysis of assessment of college students' employment ability

It is to analyze the internal confidence, i.e. internal consistency and split-half confidence. The analysis using SPSS software shows that the confidence of scale is Cronbach $\alpha=0.8478$, very good (shown in Table 3)

Table 3 Internal Consistency of College Students' Employment Ability Scale

Item	Mean of scale if this item is removed	Variance of scale if this item is removed	Coefficient of this item related to the general items	α if this item is removed
Confidence	83.0817	37.5788	0.8027	0.8433
Time management in an efficient manner	83.2903	39.4899	0.3654	0.8369
Listen to others	83.3905	40.3463	0.3278	0.8379
Assessment of organizational need	83.0870	37.5728	0.5519	0.8483
Development career	83.4783	41.6765	0.1897	0.8422
Fix problem	83.2791	39.7689	0.3789	0.8412
Operate and control	83.1705	37.2430	0.5342	0.8178

Tend to establish mutual trust with others	83.2763	39.4597	0.4332	0.8441
Clearly express complicated ideas	83.1505	38.5332	0.6939	0.8376
Ability to seek essence from phenomena	83.1789	38.4583	0.5589	0.8432
Identify core factors to successful business	83.2409	39.4637	0.4532	0.8449
Interpersonal ability	83.4348	41.4644	0.2655	0.8426
Conduct proper self-assessment	83.3913	40.3332	0.2786	0.8357
Chart a right career plan	83.1870	37.2490	0.7994	0.8378
Properly know yourself	83.1789	38.5372	0.5375	0.8386
Affect and consult with others	83.2596	38.5769	0.4764	0.8316
Keen to identify and seize opportunities	83.2609	39.6776	0.47665	0.8390
Think systematically	83.3659	40.1987	0.3545	0.8395
Think in an innovative manner	83.2496	39.5637	0.4988	0.8439
Stand pressure	83.1923	38.4553	0.5674	0.8332
Have strong self-management ability	83.2711	39.7536	0.4532	0.8387
Qualify for quality management	83.2174	38.5536	0.4788	0.8405
Have strong learning ability	83.2011	38.5768	0.5335	0.8356
Enjoy highly flexibility	83.3684	40.5673	0.3457	0.8429
Proper oral exchange	83.1933	38.5536	0.5332	0.8465
Establish mutual-support with others	83.2669	38.6698	0.4576	0.8388
Focus on major issues	83.2174	38.6298	0.5674	0.8378
Equipped with specialized technical knowledge	83.4700	41.6736	0.2543	0.8433
Honestly act and deal with matters	83.2609	39.2834	0.4876	0.8416
Ability to transform vision into concrete actions	83.3801	40.9438	0.3389	0.8411

Table 4 Classifications of Indicator system of College Students' Employment Ability

Factor	Name of Indicator
Ability to seek a job	Ability to plan career, identify and seize opportunities, and develop career
Professional competence	Professional competence and ability to time management, identification, practice and application, quality management, and act
Interpersonal relationship	Ability to expression, listening, affect others, interpersonal exchange, communication, cooperation and win others' trust
Self-development	Ability to problem solution, thinking, innovation and learning
Emotion regulation	Awareness of organization, integrity, flexibility, ability to face pressure, self-management, self-knowing and self-assessment, and insight, self-confidence and ability to focus on major issues

There is still some disparity between the theory construction and the reality of college students' employment ability. Four factors such as ability to time management, identification, quality management and act are included into the professional competence. The ability to seek a job is added with the ability to career development. Interpersonal relationship sees an additional ability to win other's trust. The self-development ability sees the added ability to think. Emotion regulation ability has no added factors.

D. Analysis of causes of shortages of college students' employment ability

Colleges and universities' talent fostering mechanisms limit the development of college students' employment ability. According to a survey, college teaching and fostering plan, learning procedure, content and examination mode are the four contributors to the low match between the students' ability and the demand. A combination of over a half time being devoted to the theory teaching and graduation project and the passive study in most cases, which are dominated by infusing, leads to an undesirable outcome. While the time to practical teaching and skill training represents some 30 percent of the total.

Table 5 Time Devotion of College Students (Unit: / %)

Item	Class	Self-study	Entertainment	Sports	Social practice	Exams	Surf the Internet
Frequency	45.3	18.6	12.3	1.1	2.3	5.1	15.3

According to Table 5, college students devote extremely little time to social practice, while that to class, self-study, and exams makes up the vast majority. The vast majority of colleges and universities focus on the examination of acquired knowledge, which tends to lead in "exam-oriented" talents, as shown in Table 6.

Table 6 Overview of Examinations and Their Forms for College Student

Item	Test of each course			Scholarship	Diploma	Degree certificate
Form	Closed-book	Open-book	Minor thesis	Total scores, individual discipline scores of all course in each term and attendance rate	Total credit	Graduation thesis and thesis oral defense

E. Analysis of match between the enhanced college students' ability and the social demand

Firstly, shift talent fostering mode. Take a holistic approach to the reform and innovation of both concept and methodology of college and university's teaching, so as to build a professional teaching system that contributes to an enhanced professional competence of college students. Adapt teaching concept and content to foster the talents that meet the social demand. Adjust professional configuration and fostering orientation by strengthening practical teaching related to the profession. That will significantly improve college students' professional competence.

Secondly, have in place a rating system of individual college students. That means systematically rating the career, personality, professional competence, and desired job using the Internet so as to allow college students to have a whole picture of themselves and provide reference for them to determine their own development orientation. From time to time, allow college students to work out development goals and plans, and in this process, the responsible schools should well acquaint with the development trends of most of college students in microscopic terms, so as to strength and improve their teaching schemes.

Thirdly, strengthen practical training and enhance students' ability to fix problems. Such ability means the capacity for analyzing and solving problems. To that end, colleges and universities must provide students with opportunities and platform to get involved in practice as many as possible.

Fourthly, intensify employment guidance for better ability to seek jobs. Colleges and universities should intensify the reform and innovation of employment guidance, in an view to seek students' enhanced ability to seek jobs in an all-round way. A new type of employment guidance mode should cover the whole phase from freshman to senior. The guidance contents and forms should vary from phase to phase, so as to carry out career development educational programs.

Fifthly, put education and guidance of employment outline on higher agenda so as to enhance college students' relative employment ability. Employment outline underpins college students' wishes, attitudes, goals, ideas and faith, etc for their career lives. And just due to the presence of the outline, they can make use of the information of concern to them and act in the manner that is in line with their outlines.

4. Conclusions

To enhance the match of the employment ability and the demand consists in building a matching mechanism. Such a mechanism should not only comply with the fundamental principle of "harmonious development" of college students' employment ability, but also cater to the needs of the match between the two. For that to happen, college and university, government, and college student, as major constituents, should establish an operational mechanism featuring interaction between static and dynamic match.

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