Some Empirical Analysis of Higher Technology and Vocational Students’ Dynamic Employment Ability Training


1. THE MEANING OF DYNAMIC EMPLOYMENT ABILITY OF THE STUDENTS

“Boundaryless career” theory highlights the continued ascension of individual’s employment, and the lifelong learning occupation education theory attaches importance to the individual learning ability. The reason why both viewpoints emphasis on the development of individual’s employment and learning ability is to help students adapt to the changing internal and external environment of organization and society. The higher technology and
vocational students’ dynamic employment ability is raised basing on the “boundaryless career” and “high occupation education” theory. The meaning of students’ dynamic employment ability is that in order to adapt to the changing internal and external society environment, the employees should change the old view that they just prefer the suitable jobs which are stable or matching their professions, and try to hunt jobs which are fit for their interest, specialties and hobbies. What’s more, it not only requires the employees to be used to the working state of job rotation and changing, but also to cultivate continuous employment ability, learning ability and migration ability. So it is an inevitable choice for the higher vocational education to cultivate students’ dynamic employment ability from the perspective of occupation education development trend and the requirements of the society and organizations.

2. INVESTIGATION AND ANALYSIS OF STUDENTS’ DYNAMIC EMPLOYMENT ABILITY

2.1 The Contents of Questionnaire and Data Collection

The questionnaire includes vocational students’ basic personal information, the extent of the vocational students’ cognition to their vocational tendency, the extent of their ability to do a job, the contents they pay most attention to while doing career choices, the quality most needed to trained for a successful employment, the extent of the vocational students’ cognition to the contents of the dynamic connotation, and the main methods to cultivate dynamically employability, etc. Among them, the vocational students’ basic personal information includes several aspects: the school they are from, profession, grade, gender, age, etc., and the other questions of the questionnaire are all completions. This research takes the vocational students from Southwest of China as an example, and those surveyed are mainly from vocational colleges in Chongqing and Sichuan Province. This survey is conducted through both paper-based survey and on-site network survey, and the total number of questionnaires is 300, the total number of valid questionnaires is 284, and the effective rate is about 94.67%.

In terms of the basic personal information of the sample, there are 120 males taking the total number of 42.25%, 164 females taking the total number of 57.75%, so the proportion of the boys and girls is in balance; there are 50 ones aged between 17 and 20 years-old with a ratio of 17.61%, 188 ones aged between 21 and 24 years-old with, a ratio of 66.20%, and those are older than 25 years-old taking ratio of 16.20%, so most of the respondents are vocational students in reading from the analysis of age-bracket. The students joined in this investigation are mainly from schools in Chongqing and Sichuan Province of China, and they come from more than 50 different professions, covering management, economy, aquatic, medicine, philosophy, normal, computer science and other general majors.

2.2 The Results of Data Analysis

2.2.1 The Analysis of the Extent of the Vocational Students’ Cognition to Their Vocational Tendency

In terms of the understanding of their career tend, the majority choose their professions just according to their own wishes as well as their interests, hobbies, and strengths; but influenced by their families and society, they are expected to be conservative in the choice of job, so the overall dynamic employability is weak. The survey shows that most of the respondents choose “totally agree” or “almost agree” on the following questions, such as whether choose a profession on their own will, whether choose a career based on their own hobbies, and whether choose a stable job affected by family, while those who choose “unclear”, “disagree” or “completely disagree” just occupy a very small proportion. But when asked whether choose a challenging work or not, those vocational students choose “almost disagree” holds the largest proportion reaching 44.37%, and those who choose “unclear”, “totally agree”, “disagree” almost reaches the same ratio. This reflects that although vocational students are aware of their professional orientation, but they usually tend to choose an easy, comfortable, stable job instead of a challenging one. This shows that they intend to make a conservative career choice when taking the impact of social relationships into consideration, which is neither helpful to the development of their career, nor the achievements of significant progress in their career.

2.2.2 The Analysis of the Extent of the Vocational Students’ Ability to Do a Job

Vocational students’ capabilities include basic skills, professional competence, potential ability and other aspects of their common abilities, and all the abilities will determine the ability of vocational students in together. The survey shows that 48.59% of the respondents indicate they “quite agree” to have a solid knowledge, while 24.30% indicate they “disagree” that their own expertise is solid, which shows that one out of four cannot have a solid knowledge on their major. This reflects the student’s ability is not enough yet, and only 7.39% of the respondents can ensure that they own solid professional knowledge, which also shows the level of expertise for vocational students is still needed to be improved. In terms of creative thinking, there are more than 80% of the respondents feel that they often make creative thinking, which indicates that most of the vocational students have independent thinking ability. On the learning ability, the survey shows almost all of the vocational students have a stronger ability.
2.2.3 The Analysis of the Contents the Vocational Students Pay Most Attention to While Doing Career Choices

Our results show that salary and the career planning supplied by companies are the contents the vocational students pay most attention to while doing career choices, and they are also one of the most matters when they are choosing a job or businesses. As shown in the survey, more than 90% students chooses “agree” on the “personal career planning”, and nearly 90% students have a high demand to salary.

2.2.4 The Analysis of the Quality Most Needed to Be Trained for a Successful Employment

For a successful employment, vocational students need to meet a lot of internal and external requirements, and among them good social relationships, good attitude and the preparation for themselves in advance are significantly important. Through the survey, we can find that more than 200 students make clear that they feel it is very important to build good social relationships, keep a good peace of mind and make preparation in advance for a successful employment, which occupies a large proportion in whole the groups being investigated.

2.2.5 Analysis on the Meaning of Vocational Students’ Dynamic Employability

The extent of the vocational students’ cognition to the contents of the dynamic connotation directly affects the acceptability of the students to dynamic employment, which has a significant impact on the training of vocational students’ dynamic employability. As our research shows, while making a career choice, we need to be more flexible and pay more attention to our potential ability and learning ability. In terms of “flexibility” while choosing a job, 246 students choose “agree” or “totally agree” and 21 persons choose “comparative disagree” or “completely disagree”, indicating that the majority of vocational students have an awareness that we should follow the development of the times, but there are some ones cannot adapt the competitive environment without a good mental preparation. On improving the learning ability when hunting job, there are 262 students thinking that we should improve learning ability, which indicates that most of vocational students have been aware of the intensified market competition and changes happening in external environment. When comes to their own potential ability, even though 221 persons choose that they agree to value on their own potential development there are still 55 individual’s choice is “not clear”, indicating that a small part of students do not pay enough attention to the development of their potential and vocational colleges should strengthen the education to this group.

2.2.6 Analysis on the Main Methods to Cultivate Dynamically Employability of Vocational Students

The survey shows that more than 250 vocational students involved in this survey hope the school could help them to make career planning and enrich their channel of employment. In short, through the above analysis we have a preliminary understanding of the extent of the vocational students’ cognition to their vocational tendency, the extent of their ability to do a job, the contents they pay most attention to while doing career choices, the quality most needed to trained for a successful employment, the extent of the vocational students cognition to the contents of the dynamic connotation, and the main methods to cultivate dynamically employability. We find that generally speaking, the employability of vocational students is low, which is incompatible with the rapid development of society.

3. EFFECTIVE METHODS TO CULTIVATE THE VOCATIONAL STUDENTS’ DYNAMIC EMPLOYABILITY

3.1 All Organizations Jointly Build a Bridge for Talent Demand to Create Win-Win Situation

On the road of pursuing interests, all sorts of organizations in society share the same goal in talents demands. As a representative of social organizations, enterprises have the biggest demand for talents, and desperately crave for all-round elites. On one hand, it becomes harder and harder for enterprises to hire excellent graduates; on the other hand, talents from vocational colleges have difficulties in finding suitable jobs. This situation was mainly caused by unsmooth channel and imbalance of regional structures. Enterprises running similar business should join together, and cooperate with vocational colleges to determine talents training objectives according to their development demands. Through “order-oriented” talents training model, organizations like enterprises can acquire talented people quickly, and vocational students have access to the most suitable enterprises, achieving win-win results. Apparently, the “order-oriented” mechanism can develop vocational students’ dynamic employability too, and the work experience gained prior to choosing enterprises will enable them to accumulate valuable experience for next job-hunting, thus improved the success of employment. And from the aspect of accumulating experience, the “order-oriented” cultivation of talents through cooperation of enterprise and universities will to some extent improve the dynamic employability of higher vocational students.

3.2 Vocational Colleges Should Seek for Breakthrough Through Transformation and Innovation

3.2.1 Set Up More Scientific Curriculum, Combining Theory Education and Practice Education

One-sided emphasis on students’ employment and ignorance of students’ career planning in higher vocational education directly leads to monotonous curriculum, which means that the contents lacks of novelty, nor can it meet the needs of society. Meanwhile, higher vocational colleges either focus entirely on the theory
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departments or higher vocational schools shall organize paid social service, which will not only exercise students' practical ability, but also improve their understanding and awareness of the real world. In the market economy, students can realize their value through paid social service, acquire a sense of accomplishment while being recognized, and enhance self-confidence. In short, not only can it help students get out of difficulties in life, but also clearly reflects the psychological factors of vocational students. Therefore, education department shall work together to provide suitable jobs for vocational students during holidays, and help them to improve their dynamic employability.

3.3.2 Enhance Students' Innovation Capability by Drawing on Advanced International Experience in Vocational Education

Regional education institutions have come up with prominent policies to innovate higher vocational education, but they often copy each other by changing only the form whilst keeping the contents. If we want to have a long-term development in vocational education, we shall not only consider local situations, but also learn from the advanced vocational experience. European countries led by Germany are outstanding models of the development of vocational education. They focus on individual students, foster students' innovative ability and pay great attention to students' practical ability; they try every possible means to help students learn from practice to improve themselves. The development of our higher vocational education shall be based on the actual educational resources, and try to seek long-term development, we shall also draw lesson from the advanced experience to improve students' innovative ability and learning ability.

3.3.3 Strengthen Connotation Construction and Enhancing Overall Strength

The current vocational education policy is “employment-oriented”, but with the change and development of the society, higher vocational schools should keep pace with the fierce competition in the market. Connotation construction of vocational colleges should be strengthened to eliminate the discrimination for vocational college of being “lower” education and misunderstanding. It is a systematic project, involving all aspect of vocational colleges, however the core is concept and strategic positioning of higher vocational education. The education philosophy should be in pace with time and even slightly ahead of it, and the strategy should be in line with national education strategy. Our nation should put more effort in connotation construction of higher vocational colleges through investing more education funding, improving visibility and recognition, enhancing overall strength of vocational colleges. Only through improving overall strength of vocational colleges can it make a difference in dynamic employment of vocational students.
CONCLUSION
Developing dynamic employment ability of vocational students is to meet the needs of social development and intrinsic psychological needs of students, and it is vital to career development of higher vocational students. Development of vocational college students’ dynamic employment ability is a huge and complex project, except improving students’ overall ability, it also need a joint collaboration of higher vocational colleges, the whole nation as well as all social organizations to provide a smooth channel. The first step is that combination of enterprises, universities and scientific research shouldn’t be just a slogan, but should be put into real practice. Secondly, relevant departments and vocational colleges should join together to promote discipline construction and education reform. Thirdly, our country should continue with “multi-channel approach” to realize the transition from traditional way of teaching to innovative models. Fourthly, vocational colleges should collaborate with enterprises to build designated practice base, so as to enhance the competitiveness of vocational graduates. In short, the dynamic employment ability of vocational college students affects the whole society; therefore, it needs the joint efforts from the whole community.

REFERENCES