



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

LUO Xiaoguang^{[a],*}; TAN Zhouqin^[b]

^[a] School of Economic & Management, Southwest University, Beibei Region, Chongqing, China.

^[b] School of Political Science and Public Management, Southwest University, Chongqing, China

*Corresponding author

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Abstract

Facing with the vagaries of the future environment and increasing competition in the social market economy, it is an inevitable choice for the higher vocational students to train their dynamic employment ability based on the theory of the boundaryless career in the management of human resource. By analyzing the "employment guidance" policy which is designed for the national higher vocational students and the factors influencing the students' dynamic employment ability, this article puts on a new view about the higher vocational students' dynamic employability. This article also puts forward effective ways and methods to cultivate the students' dynamic employment ability, from aspects of the students, enterprises, higher vocational college and country.

Key words: Dynamic employment ability; Boundaryless career; Training mode; Higher vocational education

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INTRODUCTION

Since the traditional "diploma-oriented higher education" is no longer the direction of higher vocational education development, our country begins to take "employment-oriented" as the new direction of higher vocational education. However, the "employment-oriented" idea does

not fully meet its intrinsic meaning in practice, whose true meaning is that the education should aim at helping a person learn to learn, learn to survive, learn to development and learn to get along with people. And the "employment-oriented" policy pays too much attention to the economic function of education, mostly focusing on learning to survive and ignoring the other three aspects, which can promote the economic development of China in a short term, but cannot help to cultivate talents who can adapt the complicated situation in the world. It is also not helpful for the career development of higher vocational students.

In recent years, some scholars hold the view that higher vocational education should be career-oriented, which can not only meet the development need of individuals' ability and their careers, but also promote society and economy development. So it is a new direction to satisfy both sides. The "career-oriented" not only focuses on the cultivation of higher vocational college students' employment ability, and also the development of their study, adaption and migration ability. Based on the "career-oriented" theory and the changing social environment, the thesis puts forward a new training mode for higher vocational students' employment ability, compared with the traditional static employment ability training mode.

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 EMPLOYMENT ABILITY

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

education or only pay attention to the practice education; rarely can they combine these two together. Hence, more comprehensive, multi-value curriculum should be developed; traditional in-classroom learning shall be abandoned; while on-field education, group discussion, scenario modeling, speech contest, thematic learning and other model of teaching shall be adopted to combine both theory and practice education, achieving both high employment rate and career development, to reach the goal of improving students' dynamic employability.

3.2.2 Cultivate Inter-Disciplinary Talents

Single-professionals may have their own place at the moment, however, with the development and advancement of society, it needs more T-type talents — all-rounded, versatile talents with certain expertise. Perhaps in the near future, single-professionals will not survive in the fierce market competition, and order-oriented tanning model can't meet the future economic development. In order to foster T-type talents, higher vocational colleges should implement education model of “dual certificate” or “multi-certificate”, and cooperate with education department to conduct “Vocational Qualification Accreditation”. All higher vocational colleges shall encourage students with spare learning capacity to learn another professional knowledge and acquire a “second certificate” on the basis of mastering their primary skills. Upon having multi-professional skills, vocational students will improve their dynamic employability, and have the opportunity to choose their favorite industry when hunting for a job or career, and therefore can accumulate basic cross-sectional, cross-disciplinary skills.

3.2.3 Strengthen Career Planning and Guidance of Vocational Students

According to the latest survey, 80% of vocational colleges in China don't offer career planning and guidance to their students. Single-faceted emphasis on students' output and initial employment rate is extremely detrimental to the career development of vocational students. Higher vocational colleges shall play a main role in guiding students to actively participate in the development of employment skills. In addition, higher vocational colleges should give full career guidance, and foster new job growth. The career guidance offered by higher vocational colleges will also stimulate students to start their own business; “promote employment by entrepreneurship” will lead to the employment-oriented innovation model in higher vocational education through integrating the career guidance system, pushing forward diversified employability, so as to achieve the goal of improving students' sustainable development ability.

3.3 Increase Educational Investment and Offer More Positive Guidance to Vocational Education

3.3.1 Organize Paid Community Service

Paid community service is an effective way to foster students' dynamic employment ability. Relevant education

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.

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