

# Research on Strategies for Enhancing the Employment Ability of Vocational College Graduates from the Perspective of School Enterprise Cooperation

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**Abstract:** *With the development of vocational education, improving the employability of vocational college graduates has become an important issue. This study explores the connotation and constituent elements of the employment ability of vocational college graduates from the perspective of school enterprise cooperation, analyzes the impact mechanism of school enterprise cooperation on the improvement of employment ability, reveals the current situation and problems of employment ability improvement, and proposes corresponding improvement strategies. Research has found that school enterprise cooperation affects employment ability through various mechanisms, but there are currently problems such as insufficient depth of cooperation. Strategies such as establishing a deep integration model, improving enterprise participation enthusiasm, and strengthening education and demand matching are needed to enhance the employment ability of vocational college graduates.*

**Keywords:** *School enterprise cooperation; Vocational college graduates; Employability*

## 1. Introduction

In today's fiercely competitive job market, the employability of vocational college graduates is highly valued. As an important way to cultivate applied talents, vocational education is crucial in meeting the needs of enterprises. School enterprise cooperation, as an effective talent cultivation model, provides new ideas for improving the employment ability of vocational college graduates. However, there are still some problems in the current process of school enterprise cooperation that affect the effective improvement of the employment ability of vocational college graduates. Therefore, it is of great practical significance to conduct in-depth research on the strategies for enhancing the employment ability of vocational college graduates from the perspective of school enterprise cooperation. This study aims to analyze the connotation and constituent elements of employability, explore the impact mechanism of school enterprise cooperation, analyze the current situation and problems, and propose practical and feasible improvement strategies.

## 2. The connotation and constituent elements of the employability of vocational college graduates

The connotation of employability of graduates in higher vocational colleges refers to the sum of the ability of graduates in higher vocational colleges to meet the needs of the job market and continue to develop in their careers. This ability not only involves the competitiveness of individuals in the job market, to meet the employment needs of enterprises, but also has a profound impact on the allocation of social human resources and economic development. It specifically includes knowledge, skills and attitudes towards career choice and development, which are acquired through systematic training in vocational schools. By reforming the personnel training mode, colleges and universities pay close attention to the market demand and industry development trend, dynamically adjust the educational

content and educational methods, and cultivate the most cutting-edge knowledge and skills for graduates. This way of education enables graduates to better understand the needs of the industry and employment prospects, so as to have stronger employment competitiveness and career development potential.

Its constituent elements include professional skills, which are operational skills and technical application abilities directly related to the major studied, and are the foundation for effective work in specific professional fields<sup>[1]</sup>; General skills, such as communication, teamwork, problem-solving, information acquisition and processing, self-management, are not limited to specific professional fields and are commonly required in various professional activities; Professional ethics, including professional ethics, professional attitude, and career planning awareness, are comprehensive qualities demonstrated in professional activities, and are important guarantees for gaining recognition and long-term development in the workplace.

### 3. The impact mechanism of school enterprise cooperation on the improvement of employment ability of vocational college graduates

The impact mechanism of school enterprise cooperation on the improvement of employment ability of vocational college graduates is multifaceted, mainly achieved through resource integration, strengthening practical teaching, shaping career orientation, and optimizing talent training models. These influencing mechanisms are closely related to the factors and composition related to the employment ability of vocational college graduates, as shown in Figure 1.

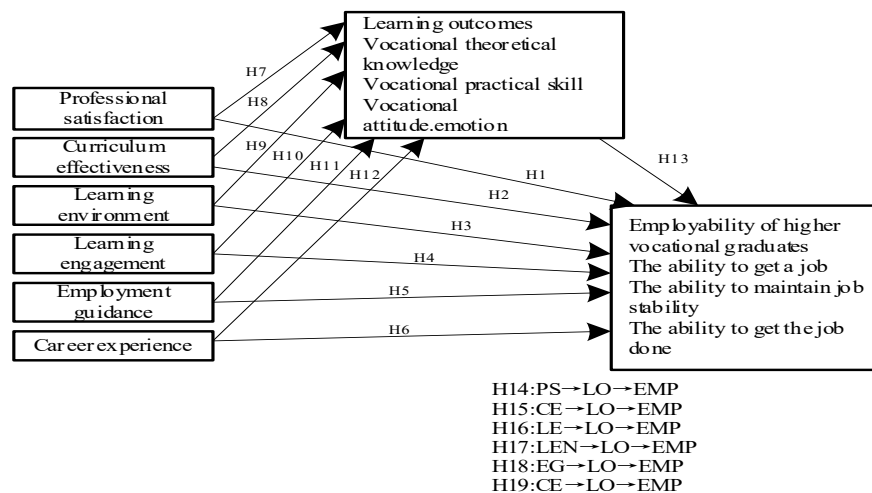


Fig.1 Factors and Composition of Employment Ability of Vocational College Graduates

#### (1) Resource integration mechanism

Both schools and enterprises have their own unique resources. Schools have educational resources such as teaching staff and facilities, while enterprises have practical resources such as production equipment, practical work scenarios, and experienced employees in the industry<sup>[2]</sup>. School enterprise cooperation can integrate these resources, and this resource integration mechanism is closely related to factors such as professional satisfaction and course effectiveness mentioned in Figure 1. In the process of resource integration, school teachers can intern in enterprises to gain a deeper understanding of the latest industry technologies and actual needs of enterprises, and then impart more practical knowledge and skills in teaching. Technical personnel from enterprises work part-time at schools to teach, bringing practical operational experience and the latest technological processes into the classroom.

Taking the school enterprise cooperation in mechanical manufacturing as an example, enterprises introduce advanced CNC machine tools into the school training base, and senior technicians from the enterprise come to the school to guide students in operation. This measure integrates the practical resources of enterprises into school teaching. On the one hand, real cases and cutting-edge technologies of enterprises are introduced into the course content, making the course more closely related to practical work needs, thereby improving students' satisfaction with the profession and enhancing the effectiveness of the course; On the other hand, from the perspective of the composition of employability, this helps to enhance students' professional skills. The teaching of senior technicians in

enterprises directly strengthens students' reserves in vocational theoretical knowledge and practical skills, thereby enhancing their employability.

### (2) Strengthening mechanism for practical teaching

School enterprise cooperation can significantly strengthen the practical teaching process in higher vocational education, and this mechanism of strengthening practical teaching has a direct impact on the learning outcomes shown in Figure 1. Enterprises provide vocational college students with a real working environment and practical project participation opportunities, which is an important manifestation of strengthening practical teaching<sup>[3]</sup>. The improvement of vocational theoretical knowledge and practical skills is closely related to the strengthening mechanism of practical teaching. During their internship in a company, students participate in actual production processes, project development, or service provision, which enables them to apply theoretical knowledge learned in the classroom to practical operations and continuously accumulate professional practical skills.

In addition, schools should also increase investment in practical learning, cultivate students' professional quality, provide professionals for the society, and lay a solid foundation for students to enter the workplace. As the practical experience of vocational college students based on their jobs, internship plays an important role in cultivating students' learning interest, improving their learning efficiency and comprehensively developing their comprehensive professional ability. This type of internship and on-the-job internship experience have a significant positive impact on vocational college students' employability.

For example, in school enterprise cooperation in software technology majors, students participate in actual software project development at partner companies, experiencing various aspects from requirement analysis, software design to coding testing under the guidance of enterprise mentors, thereby better mastering the process and technology of software development and enhancing their professional practical skills. This practical opportunity during the internship process in the enterprise, as reflected in the professional experience section, not only enhances students' practical skills but also cultivates their professional attitude. This practical teaching reinforcement mechanism has a positive promoting effect on the ability to find and maintain employment and other aspects of employability. Because the skills and attitudes developed by students in the real work environment and actual projects provided by enterprises make them more competitive in the job market, better able to adapt to job requirements and develop steadily in the workplace. This has a direct promoting effect on the improvement of employability and is difficult to completely replace by internal simulation training in schools.

### (3) Career orientation shaping mechanism

School-enterprise cooperation helps to shape the career orientation of vocational college graduates, and is closely related to employment guidance, career attitude and other factors. The participation of enterprises in vocational education not only integrates their own culture, values and professional standards into the process of talent training, but also complements the career guidance courses of vocational colleges. The employment guidance course is of great significance in guiding students to change their employment concepts, helping students to get familiar with national employment policies, understand employment information, master job-hunting skills and realize life value. It helps students to do a good job in career planning and improve their employability and career planning ability. In this process, students can understand the working atmosphere, career requirements and promotion mechanism of the company as early as possible, and form a clearer career consciousness and career planning consciousness through the integration of corporate practical experience, so as to better adapt to the market demand and achieve personal career development. Taking the school enterprise cooperation in hotel management as an example, hotels transmit their own service culture, employee behavior norms, etc. to students, so that students can adapt to the pace and requirements of hotel work during internships, clarify their career path from grassroots waiters to supervisors and supervisors in the hotel industry, and cultivate a positive professional attitude. Enterprises integrate their culture, values, and professional standards into the talent development process, which greatly affects the content and effectiveness of employment guidance. Among them, professional attitude is an important component of employability. Through the career orientation shaping mechanism in school enterprise cooperation, students can gain an early understanding of the career requirements of enterprises, which helps to form a positive career attitude. For example, companies convey values such as dedication and teamwork to students, allowing them to cultivate these professional qualities during the learning process, thereby enhancing their employability, including the ability to find a job, stability in the workplace, and the ability to complete work.

#### (4) Optimization mechanism for talent cultivation mode

The cooperation between schools and enterprises promotes the continuous optimization of the talent training mode in higher vocational education, and this optimization mechanism of talent training mode has a wide impact on various factors in Figure 1. The traditional vocational talent training model often deviates from the needs of enterprises, and school enterprise cooperation has changed this situation. Both parties shall jointly develop a talent cultivation plan, set up a curriculum system, determine teaching content and methods based on the job requirements of the enterprise. Taking the school enterprise cooperation in the field of new energy vehicle technology as an example, after joint discussions between the school and new energy vehicle enterprises, a curriculum system centered on battery technology, motor control technology, vehicle assembly and debugging of new energy vehicles was determined, and teaching methods such as project driven and engineering alternation were adopted. The optimization of this talent cultivation model directly affects professional satisfaction and course effectiveness. Due to measures such as setting up a curriculum system based on the job requirements of enterprises, the teaching content is more in line with actual needs, thereby improving professional satisfaction and course effectiveness. In terms of employment ability composition, the optimized talent training model ensures that students receive comprehensive training in vocational theoretical knowledge, vocational practical skills, and vocational attitudes. For example, by determining the teaching content and methods according to the needs of the enterprise, students can closely integrate what they have learned in school with the requirements of the enterprise position, which improves their employability, including the ability to find suitable jobs and the ability to continuously develop according to job demands. These are closely related to various aspects of employability. The optimization of this talent cultivation model also makes vocational college graduates more in line with the job requirements of enterprises, more competitive in the job market, and thus enhances their employability.

#### **4. The current situation and problems of improving the employment ability of vocational college graduates from the perspective of school enterprise cooperation**

In terms of resource integration, vocational colleges and enterprises have carried out a certain degree of resource integration. In terms of teaching staff, there has been an increase in the number of school teachers hanging out to enterprises for training, and it has become common for enterprise technical personnel to teach part-time in schools. For example, vocational college teachers in engineering majors participate in enterprise project research and development during winter and summer vacations, while enterprise engineers attend practical classes at schools. In terms of training facilities, enterprises have introduced production equipment into school training bases. For example, mechanical manufacturing companies use CNC machine tools for student training teaching, which enhances the effectiveness of courses, narrows the gap between students' knowledge and enterprise needs, improves professional satisfaction, enhances students' vocational theoretical knowledge and practical skills, improves employment competitiveness, and makes it easier for students in emerging majors to find corresponding jobs. However, there are obstacles in connecting school educational resources with enterprise practical resources, and teaching plans are difficult to match with enterprise production cycles, which affects the teaching effectiveness of enterprise personnel, and the equipment provided by enterprises has a low utilization rate in schools. Teacher exchanges are superficial, teachers' on-the-job training is not in-depth, and enterprise technical personnel lack teaching experience and methods for part-time teaching.

Enterprises are increasingly emphasizing participation in vocational practice teaching to strengthen practical teaching and provide students with more real work environments and opportunities for project participation. For example, construction engineering companies provide on-site internships, while tourism management companies offer internships at hotels and travel agencies. By combining theory with practice, students can enhance their hands-on and problem-solving abilities, cultivate a professional attitude. For example, students majoring in electronic information can master skills and develop a rigorous attitude during internships, enabling them to adapt to job requirements more quickly after graduation. However, the quality of practical teaching varies greatly, and there are significant differences in the quality of internship positions provided by different enterprises. Large enterprises have systematic internship plans and professional guidance, while small and medium-sized enterprises have scattered internship positions and lack training. There are problems with the matching between internship positions and majors, and some companies arrange students to work in jobs unrelated to their majors. The evaluation system for practical teaching is not perfect, and there is a lack of connection between the evaluation methods of schools and enterprises, making it difficult to accurately measure

students' practical achievements.

In terms of shaping career orientation, enterprises actively integrate culture, values, and professional standards into the training of vocational talents. Enterprises convey their business philosophy to students through lectures, corporate culture weeks, etc., such as chain catering enterprises conveying the values of "customer first, quality first". Through this, students can gain an early understanding of the working atmosphere, career requirements, and promotion mechanisms of enterprises, form professional awareness and planning, and prepare for career development by improving their skills for automotive maintenance majors, enhancing their employment competitiveness and job stability. However, the shaping of career orientation has limitations, and the integration of corporate culture is one-sided. It is simply promoted without being integrated into the curriculum system and teaching content, and the integration of corporate culture and school culture is difficult. Insufficient career planning guidance, lack of systematic and long-term career planning guidance in schools and enterprises, failure to guide students in a timely manner during the early stages of enrollment, lack of further improvement during internships, and vague career planning are not conducive to long-term improvement of employability.

In terms of optimizing the talent cultivation mode, it has become a trend for schools and enterprises to jointly develop talent cultivation plans, set course systems, determine teaching content and methods based on the needs of enterprise positions. The school enterprise has determined the core curriculum system and teaching methods for the fashion design major, and the logistics management major has optimized and trained students to master the skills required by enterprises, making them more competitive in the job market, able to better adapt to their positions, and have development potential. However, the optimization of talent cultivation models faces challenges, and the coordination of needs between schools and enterprises is difficult. Enterprises focus on short-term skill development, while schools consider students' comprehensive qualities and long-term development, which can easily lead to conflicts. The updating of the curriculum system lags behind, and industry technology is developing rapidly. However, new technologies and processes from enterprises are difficult to reflect in the curriculum system in a timely manner, such as in the intelligent manufacturing industry, which leads to a disconnect between students' knowledge and enterprise needs, affecting their employability.

## **5. Strategies for Enhancing the Employment Ability of Vocational College Graduates from the Perspective of School Enterprise Cooperation**

### ***5.1 Deepen resource integration strategy***

Establish a resource integration and coordination committee composed of personnel from schools and enterprises. The committee holds regular meetings to discuss the integration of educational and practical resources. For example, in cases where the teaching plan does not match the production cycle of the enterprise, the committee can plan in advance and adjust the school's internship arrangements based on the peak and low seasons of the enterprise's production. For equipment donated or leased by enterprises to schools, the committee is responsible for coordinating the installation, maintenance, and training of the equipment to ensure that it can be fully utilized. Establish a resource sharing information platform. On this platform, schools can publish teaching resource requirements, such as course content that requires technical personnel from enterprises to teach, types of internship positions that they hope enterprises can provide, etc; Enterprises can publish their own resource advantages, such as available equipment, technical experts, and other information. Through this platform, both parties can timely understand each other's needs and resource status, achieving precise resource docking. Develop a detailed plan for teachers to intern in enterprises for training. Schools should work together with enterprises to determine the goals, tasks, and assessment standards for teachers' on-the-job training. For example, during a teacher's secondment to a company for training, they need to participate in the actual project research and development of the company, undertake certain technical work, and regularly report work progress to the school and the company. After the end of the secondment, teachers should transform the new technologies and processes learned in the enterprise into teaching content and bring them back to the school to teach students. Provide training and support for enterprise technical personnel to teach part-time at schools. Schools can hold training lectures on teaching methods for enterprise technicians to help them master teaching skills, such as how to design teaching activities and guide student interaction. At the same time, provide teaching assistants for enterprise technical personnel to assist them in course preparation and teaching management, and improve teaching quality.

### ***5.2 Strategies for Improving the Quality of Practical Teaching***

Government departments or industry associations should introduce relevant policies to clarify the basic conditions for enterprises to provide internship positions, such as the professionalism of the positions and the integrity of the training system. For example, companies are required to provide at least one month of systematic training for interns, including topics such as corporate culture, safety production, and professional skills. At the same time, the enterprise should designate a dedicated internship supervisor for each intern student, responsible for guiding and evaluating the students during their internship period. Before arranging student internships, schools and enterprises should evaluate the compatibility between the internship position and the student's major. The matching degree can be determined by analyzing the correlation between job responsibilities and the professional curriculum system. If the matching degree is low, companies should adjust job arrangements or provide additional training for students to ensure that they can apply their professional knowledge and improve their practical abilities during internships. Establish a unified evaluation index system for practical teaching. This system should comprehensively consider the evaluation needs of schools and enterprises, covering students' practical operational ability, problem-solving ability, professional attitude, teamwork ability, and other aspects. For example, the evaluation of practical operational ability can be quantitatively assessed through the quality of tasks completed by students in internship positions, their proficiency in operations, and other factors; The evaluation of professional attitude can be qualitatively assessed from aspects such as students' work discipline and sense of responsibility. In addition to evaluations from school teachers and corporate mentors, student self-evaluation and peer evaluation mechanisms should also be introduced. Student self-evaluation can encourage them to reflect on their practical learning, identify their strengths and weaknesses; Student peer evaluation allows them to understand their performance from different perspectives, while also cultivating their sense of teamwork and evaluation ability.

### ***5.3 Strengthening career orientation and shaping strategies***

When schools and enterprises collaborate to develop courses, they should integrate elements of corporate culture into course objectives, teaching content, and teaching methods. For example, in enterprise management courses, an actual management case of a certain enterprise can be used as a blueprint to analyze the role of corporate culture in enterprise management, allowing students to gain a deeper understanding of the connotation of corporate culture while learning course knowledge. Schools can organize students to take short-term cultural experience trips to enterprises, allowing them to personally experience the working atmosphere and the spiritual outlook of employees. At the same time, companies can also set up corporate culture exhibition areas in schools to showcase their development history, corporate honors, corporate products, etc., so that students can intuitively understand corporate culture on campus. From the beginning of student enrollment, schools should offer career planning courses to guide students in developing preliminary career plans based on their interests, strengths, and business needs. During the learning process, schools and enterprises should continuously adjust their career plans based on students' academic performance, practical experience, and other factors. For example, after students participate in corporate internships, corporate mentors can provide career development advice based on their performance during the internship, helping students further improve their career planning. Schools and businesses should provide personalized career planning guidance tailored to the characteristics of each student. For example, for students with entrepreneurial intentions, schools can provide them with entrepreneurship training courses, and companies can provide them with entrepreneurial project cases and market analysis materials; For students who hope to be promoted in the enterprise, the enterprise can develop personalized career development paths for them, including training courses that need to be attended, professional qualification certificates that need to be obtained, etc.

### ***5.4 Strategies for optimizing talent cultivation models***

Schools and enterprises should regularly hold demand communication meetings to fully express their respective needs and expectations. For example, companies can propose short-term and long-term needs for students' skill development, while schools can articulate goals and plans for improving students' overall quality. Then, both parties will work together to find a balance point and develop a talent cultivation plan that can meet the production and operation needs of the enterprise while promoting the long-term development of students. In order to better coordinate the needs of both parties, a benefit sharing mechanism can be established. For example, when companies provide

high-quality internship positions and training for students, schools can offer certain rewards to companies in areas such as scientific research cooperation and employee training. By sharing benefits in this way, the enthusiasm for cooperation between both parties is enhanced, and both parties pay more attention to each other's needs in the process of talent cultivation. Schools and enterprises should closely monitor the technological development trends in the industry and regularly evaluate and update the curriculum system. For example, a review of the curriculum system is conducted every academic year, and the course content is adjusted in a timely manner based on the new technologies, processes, and needs of the enterprise. For courses in emerging industry fields, relevant cutting-edge knowledge and skills should be introduced in a timely manner. Industry associations can collect information on the technological development of enterprises and organize experts to develop industry curriculum standards. The school updates its curriculum system based on industry curriculum standards and its own teaching characteristics. This can ensure that the updating of the curriculum system is authoritative and scientific, keeping the knowledge learned by vocational college graduates in sync with the actual needs of enterprises.

## 6. Conclusion

School enterprise cooperation plays an irreplaceable role in enhancing the employability of vocational college graduates. Through in-depth analysis of the connotation of employability, the impact mechanism, current situation and problems of school enterprise cooperation, we have proposed a series of targeted improvement strategies. In the future development of higher vocational education, it is necessary to continuously strengthen cooperation between schools and enterprises, deeply integrate resources from both sides, improve the enthusiasm of enterprises to participate, accurately match the needs of school education and enterprises, and comprehensively enhance the employment ability of higher vocational graduates, so that they can better adapt to the needs of society and enterprises, become more competitive in the job market, and provide strong support for the sustainable development of higher vocational education and the talent reserve of enterprises.

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