

Research on Employment Ability of Economics and Management Undergraduates Based on the Construction of Practice Teaching Base Outside School

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Abstract: *The number of college graduates in 2022 is expected to be 10.76 million, an increase of 1.67 million year-on-year. This is the first time that the number of college graduates has exceeded 10 million, and it is also the year with the largest growth in recent years. The employment pressure of 10.76 million college students, coupled with the arrival of the post-epidemic era, makes the employment of college students face a grim situation again. Improving college students' employability is an important measure to cultivate college students' positive employment psychology and solve college students' employment problems. It is the choice of many colleges and universities to improve students' employment ability through out-of-school practice teaching bases. Practice teaching bases can benefit students, colleges and enterprises, promote social harmonious development and realize the strategic goal of rejuvenating the country through science and education. It is of great significance to the development of society and individuals.*

Keywords: *College students, Employability, Off-campus practice teaching base*

1. Distribution of participants in the "practice class" of Yum China financial sharing center and the effect of participation

The main distribution of the "practice class" carried out in the off-campus practice teaching base is mainly for the junior or senior students of independent colleges, among which the junior students account for 60.96% and the senior students account for 39.04%. The relevant person in charge of Yum Financial Sharing Center also said that the freshmen and sophomores should lay a solid foundation of professional knowledge before carrying out practical operations, so that students can get used to practical operations more easily and the effect of "practical classroom" is better.

According to the results 91.1% of the students are actively enrolled in the "practice class". It can be seen that the students are very interested in the "practice class" carried out in the practice teaching base outside the school and have high initiative and enthusiasm. At the same time, 95.21% of the students hope to enrich their internship experience through the "practice class", and 76.03% of the students hope to understand the specific duties of their posts through the "practice class" so as to provide a reference for their employment after graduation. 47.95% of the students hope to enter the school successfully after graduation through "practical classroom" study.

38.36% of the students indicated that they are very willing to directly join Yum Financial Sharing Center after graduation, and 55.48% of the students indicated that they are somewhat willing to directly join Yum Financial Sharing Center after graduation.

55.56% of the students do not want to stay in Yum Financial Sharing Center after graduation. The main reason is that they do not match their career plans. 33.33% of the students said that they did not stay in Yum Financial Sharing Center because their salaries and benefits did not meet their expectations. 11.11% of the students said that they had not thought about their graduation and adopted a wait-and-see attitude.

In a word, the above data shows that the expected effect has been achieved through the "practice class".^[1]

2. The enterprise talent demand research

Facing the huge employment pressure and fierce market competition, enterprises must grasp talents if they want to win in the market competition, and they must comprehensively consider graduates' abilities and qualities in all aspects in the process of talent selection. As the main position of personnel training and the greenhouse of improving college students' employability, whether colleges and universities can train corresponding personnel according to social needs is the key to transplant college graduates from the "greenhouse" to the "soil" of society.

2.1. Analysis of the Results of the Survey on the Talent Demand of Yum China Financial Sharing Center

According to the results, Yum Financial Sharing Center believes that the employability of re-entry students through "practical classroom" learning has a significantly higher degree of matching with their jobs. 33.33% of the respondents said they matched very well, and 66.67% said they matched well. On the whole, the work performance of the independent college students after entering the enterprise through the "practice class" has been recognized to a certain extent.

2.2. Yum China Financial Sharing Center Talent Quality Needs Analysis

The results of talent quality demand analysis show that the assessment of talents by Yum China Financial Sharing Center mainly includes professional ethics and ideological quality, physical and mental quality, social ability and work ability, scientific and cultural knowledge, professional basic theoretical knowledge and practical skills.

According to the results in the recruitment process, Yum Financial Sharing Center places the most importance on the practical experience, working ability, psychological quality, moral cultivation, qualification certificate, academic achievements and other elements of the employees. 100% of the relevant principals have chosen practical experience and working ability as an important criterion for staff recruitment, and the proportion of those selected for psychological quality and moral cultivation has reached 83.33% and 66.67% respectively. In view of the fact that the students of independent colleges are mainly engaged in applied positions, they have high requirements for practical experience and working ability. Although the employing units also attach great importance to the requirements of psychological quality, they lack scientific and accurate assessment methods and standards. At the same time, psychological quality also has a very important impact on the stability of the post. The relevant person in charge of Yum China Financial Sharing Center also said that when recruiting new employees, they paid more attention to the students' professional ethics and comprehensive quality, and hoped that the students would love their jobs, work hard and cultivate their own qualities in many aspects.

2.3. The ability and quality of personnel requirements

In this survey, the rating indicators of employers are preliminarily divided. The results show that the requirements of Yum Financial Sharing Center for students are mainly manifested in the aspects of comprehensive quality, social ability and working ability. In the assessment of students' ability and quality, the average score of 6 out of the 10 assessment dimensions initially constructed is above 4, and the importance of 22 out of 34 items is above 4 (1 is very unimportant–5 is very important). Among the types of abilities and qualities that independent college graduates should possess, the highest proportion of candidates with professional skills and problem-solving ability is 70%. The proportion of the dimensions of ideological quality, vocational skills, professional knowledge, professional skills, social ability, learning ability and innovation ability also exceeded 60%.^[2]

2.3.1. Comprehensive quality

The results of the questionnaire survey show that in the evaluation of the importance level of the students' employability, the enterprises place the most importance on the comprehensive quality of the students. The average score of the two indicators under its dimension is greater than 4.5, which are ideological and moral character (4.67) and strong sense of responsibility (4.57). The average score of five indicators in the dimension of ideological quality is greater than 4, which are honesty and trustworthiness (4.43), ideological and moral character (4.67), professional ethics (4.37), law-abiding (4.23) and social morality (4.13). There are four indicators of professional quality with scores higher than 4, namely, work attitude (4.4), love and respect work (4), hard work (4.33) and strong sense of

responsibility (4.57). Among the abilities and qualities that graduates should possess, 67.86% were selected for their ideological and moral qualities, and the score of importance grade was about 4.068. It reflects that the enterprise attaches great importance to the professional quality and ideological quality of the graduates of independent colleges. However, the scores of the importance grades of the two indicators in the dimension of physical and mental quality are 3.8 and 4.13, with 55.36% of the students' quality types being selected, both of which are behind the others. During the interview, the responsible person of the relevant enterprise stressed that the enterprise attached great importance to the performance of the students' self-confidence during the recruitment process, which reflected that the enterprise network had higher requirements for the internal cultivation of talents. The development of students is not a matter of overnight, and the cultivation of thinking and career determines the length of students' career to a great extent. The psychological quality of the students, such as their desire for self-improvement and self-improvement and persistence, has a significant impact on the height of students' career development.

Table 1: Score Table of Importance Grades of Various Dimensions of Comprehensive Quality

Dimension	Indicator name	Rank score
Ideological and moral quality	Ideology and morality	4.67
	Abide by laws and observe discipline	4.23
	Public virtue	4.13
	Professional ethics	4.37
	Honesty and trustworthiness	4.43
	Value orientation	3.83
Professional quality	Working attitude	4.4
	Love one's job and be dedicated/committed to one's profession	four
	Bear hardships and stand hard work	4.33
	Subject to management	3.83
	Strong sense of responsibility	4.57
	Workplace etiquette	3.43
Physical and mental quality	Physical quality	3.8
	Psychological diathesis	4.13

2.3.2. Capacity

Basic ability: among all the abilities that students should have, the importance grade score of working ability is about 4.068, and about 63.33% of the relevant leaders of enterprises think that working ability is one of the employability that graduates should have. Among them, the ability to solve problems can also be taken as one aspect of working ability, and the proportion of being selected by relevant leaders of enterprises is as high as 70%. As the completion of work tasks by the staff of the enterprise is related to the growth of the enterprise's own interests, and the graduates of the economics and management department of the independent college are mainly engaged in basic and practical work, emphasizing the ability to solve specific problems, the enterprise has certain requirements for the graduates' problem-solving ability and execution ability.^[3]

In the aspect of self-development ability, the highest proportion of learning ability is 63.33%, and its importance grade score is 4.04, which is at a relatively important level. Through the questionnaire, it can be found that many students will encounter many different situations from the knowledge and skills acquired in the school after entering the job. Learning ability can help them to deal with the new problems in their work. For an enterprise, it also attaches great importance to the learning ability of job seekers during the recruitment process, and learning ability has become the threshold of talents selected by the enterprise. The ability of self-development has also received a certain degree of attention in the enterprise research, with an importance grade score of 4.046. The enterprise mainly puts forward higher requirements for the candidates' independent thinking ability and self-management ability. In the process of selecting talents, enterprises pay more attention to the long-term development of talents and the long-term impact on enterprises, rather than just solving the current employment problem.

Table 2: Score Table of Importance Grades of Various Dimensions of Comprehensive Competence

Dimension	Indicator name	Rank score
Learning ability	Attitude to learning	4.5
	Learning interest	3.83
	Learning values	3.8
Self-development Ability	Independent thinking ability	4.3
	Self management ability	4.27
	Self-evaluation ability	4.17
	Self - learning ability	4.17
	Innovation capacity	4.07
	Sense of competition	3.27
Social competence	Environmental adaptability	4.07
	Interpersonal skills	3.77
Organization and Management ability	Judgment	3.77
	Decision-making ability	3.27
	Monitoring capability	3.1
	Strain capacity	4.07
Service ability	Information processing capability	3.77
	Problem solving ability	4.03
	Team cooperation ability	4.07
	executive capability	4.4
	Comprehensive analysis ability	4.07

2.3.3. Sub-Subsection Titles Theoretical and practical aspects

Table 3: Scores of Theoretical and Practical Competence Dimensions

Dimension	Indicator name	Rank score
Theoretical basis	Scientific and cultural knowledge	3.67
	Professional and technical knowledge	four
Practical operation ability	Professional skill	4.07
	General skills	4.13
	Motor skill	4.37

In terms of theoretical and practical operation, the requirements of enterprises for graduates are mainly embodied in the aspects of action skills, general skills, professional technical knowledge and professional skills, in contrast, the requirements for scientific and cultural knowledge are relatively low. Practical operation ability is at the top of the importance of students' ability and quality, which is 4.447. It can be seen from this that the purpose of "practical classroom" is for enterprises to focus on improving students' practical operation ability before graduation, and to make graduates' practical operation ability match the post work after they enter the job while solving the business volume of enterprises. In addition, 70% of the graduates majoring in economics and management have professional skills, accounting for the highest proportion. However, the emphasis on scientific and cultural knowledge is relatively low. However, the relevant person in charge of the enterprise said that the mastery of scientific and cultural

knowledge plays an irreplaceable role in improving students' comprehensive quality and long-term development.

3. Conclusions

The survey results show that Yum China Financial Sharing Center is generally satisfied with the employment of the graduates from the Law Business School of Hubei Institute of Economics. The graduates' work performance has been approved by the employing units to a certain extent, but the post competency needs to be further improved.^[4] Through the investigation and analysis on the talent demand of the financial sharing center, we have learned the conditions that the employing unit pays attention to in recruitment and the indicators of the employing unit's talent evaluation, and found that the requirements of the employing unit on the students are mainly manifested in the aspects of comprehensive quality, ability, theory and practice.^[5]

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