

Research on the Status Quo of Employment Guidance in Applied Undergraduate Colleges— Taking Nantong Institute of Technology as an Example

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Abstract. Taking Nantong Institute of Technology as an example, through the form of questionnaire survey, the students in the current employment guidance of applied undergraduate colleges analyze the forms and contents of employment guidance, employment guidance expectations, employment guidance satisfaction and other issues. Actual and objective reasons. Carry out corresponding countermeasure research and analysis to improve the employment guidance ability of applied undergraduate colleges.

Keywords: applied undergraduate colleges; employment guidance status; countermeasure research.

1. Introduction

In the context of applied education, under the severe employment situation, in the case of graduates suffering from employment pressure and career development, how can schools build a bridge for graduates to work, how to do a good job in student guidance It is one of the important topics that our university educators should explore. This paper takes Nantong Institute of Technology, an applied undergraduate college where the author is located, as an example to analyze the problems existing in the current employment guidance of applied undergraduate colleges through questionnaires. On this basis, analyze the actual objective reasons and correspondingly Analysis of countermeasures.

2. Survey and Analysis of Employment Guidance Status

In order to better understand the current status of employment guidance of Nantong Institute of Technology, especially to understand the needs and ideas of students, the “Nantong Institute of Technology Employment Guidance Survey Questionnaire” was designed. The questionnaires were based on students’ understanding of the employment situation and employment guidance. The design of the form and content, the expectations of employment guidance, and satisfaction are designed. The questionnaire mainly targeted the 2019 graduates of Nantong Institute of Technology. A total of 400 questionnaires were distributed, 392 valid questionnaires were retrieved, 8 questionnaires were incorrectly filled and missing, and 384 valid questionnaires were valid. The effective rate was 96%. Finally, the questionnaires were compiled and statistically analyzed. The basic information of the questionnaire is shown in Table 1.

Table 1. Data Sheet for Employment Guidance Development of Nantong Institute of Technology

Data characteristics	classification	Number of people	percentage(%)
Sex	male	251	65.36
	Female	133	34.64
Student source	Jiangsu Province students	286	74.48
	Non-Jiangsu Province students	98	25.52
Subject category	management	86	22.39
	Science	111	28.91
	Engineering	142	36.98
	Art	45	11.72

2.1 Understanding of the Employment Situation

In the survey of the employment situation in China today, especially the employment situation of college students (see Table 2), 75.78% of the students believe that the current employment situation is severe, and that the employment competition pressure is high, 7.81% of the students know that the current employment situation is grim, However, it is easier to find a satisfactory job in their majors, and 5.99% of the students said they did not understand the current serious employment situation.

Table 2. Information on the employment situation of college students

The employment situation is grim	The situation is grim, but the profession has advantages	general	do not know much
75.78%	7.81%	10.42%	5.99%

2.2 Understanding the Form and Content of Employment Guidance

The employment guidance is mainly to see how many forms of employment guidance and content the school currently knows. In the question “What are the main employment activities currently being carried out in the schools you know?”, the “employment guidance class”, “employment guidance lectures” and “group counseling” accounted for a relatively high proportion, accounting for 45.57% respectively. 19.79%, 9.90%. Among them, the individual counseling and simulation job market accounted for a relatively low, only 6.25% and 3.91% (as shown in Figure 1).

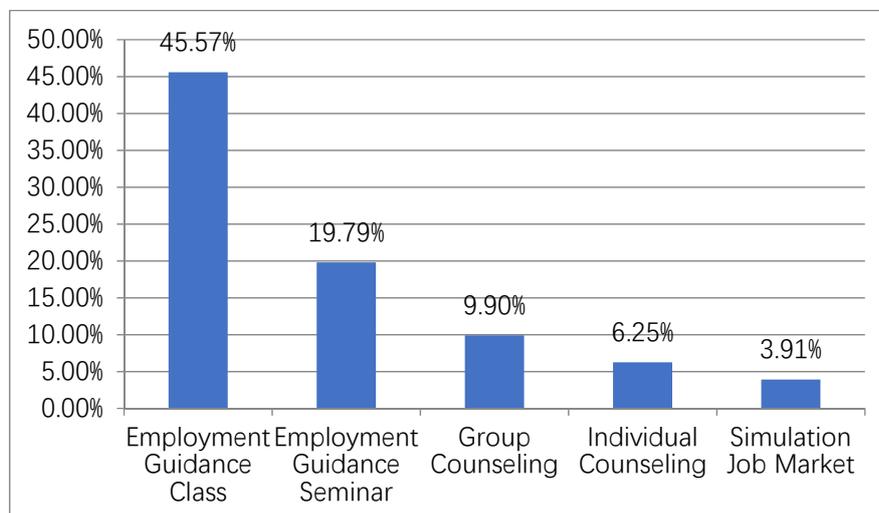


Figure 1. The current form of employment activities carried out by the school

“What are the current employment guidance contents of the school?” In the first question, “career planning”, “resume production and employment skills”, “employment policy and situation” ranked in the top three, “professional personality analysis” and “professional analysis” at the end (as shown in Figure 2).

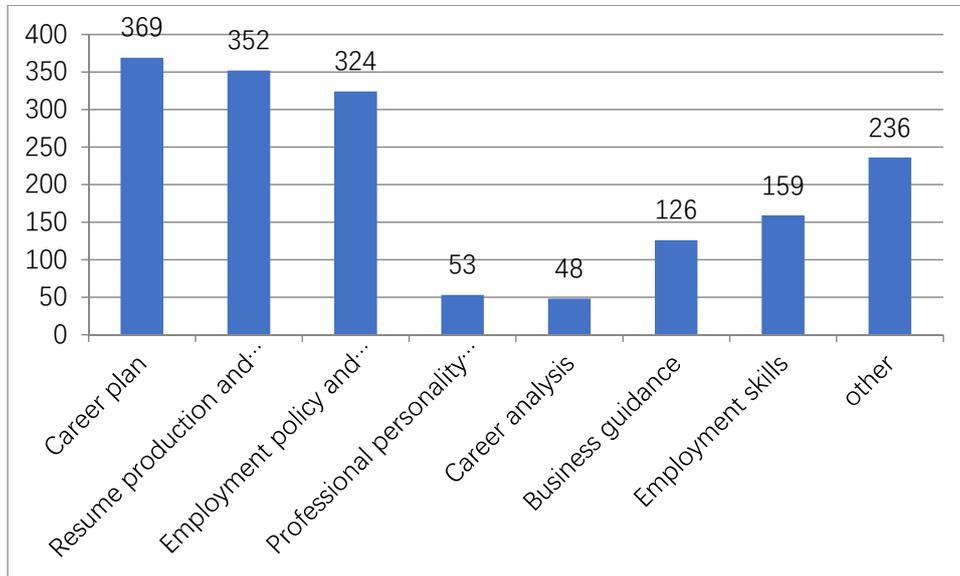


Figure 2. Current employment guidance content of the school

In the survey of school employment guidance time, 67.97% of the students thought that they received more employment guidance in the fourth year, and very few other school years chose. In the questionnaire, 28.65% of the students thought that the most people who gave them the job guidance in the school were the counselors, followed by the employment guidance teacher, 19.79%, 13.28% of the students thought that the teacher of the employment guidance center gave guidance, and 12.76% chose the parents. And 25.52% chose "no one".

2.3 Satisfaction with the Development of Employment Guidance Work

In the current survey of job satisfaction in school employment, 47.92% of the students chose to be dissatisfied or very dissatisfied, 31.51% of the students chose the average, the satisfied students were 15.10%, and the satisfied students were only 5.47. %, as shown in Table 3.

Table 3. Satisfaction with the development of employment guidance work

very satisfied	satisfaction	general	Not satisfied
5.47%	15.10%	31.51%	47.92%

2.4 Expectations for the Employment Guidance Work of the School

According to the survey, students most expect the employment guidance activities carried out by the school to be the “employment guidance class”, “one-on-one counseling” and “job-seeking market simulation”. The top three jobs that students expect most are the “employment information”, “employment skills”, “employment policies and situation”.65.36% of the students hope that the school's employment guidance work can run through the entire university life. In the survey of “who do you most want to guide you on employment”, 54.17% of the students chose the enterprise personnel director, followed by the professional employment guidance. The teacher was 18.49%, and again the career planner was 14.06%. Finally, the counselor and the teacher (as shown in Figure 3).

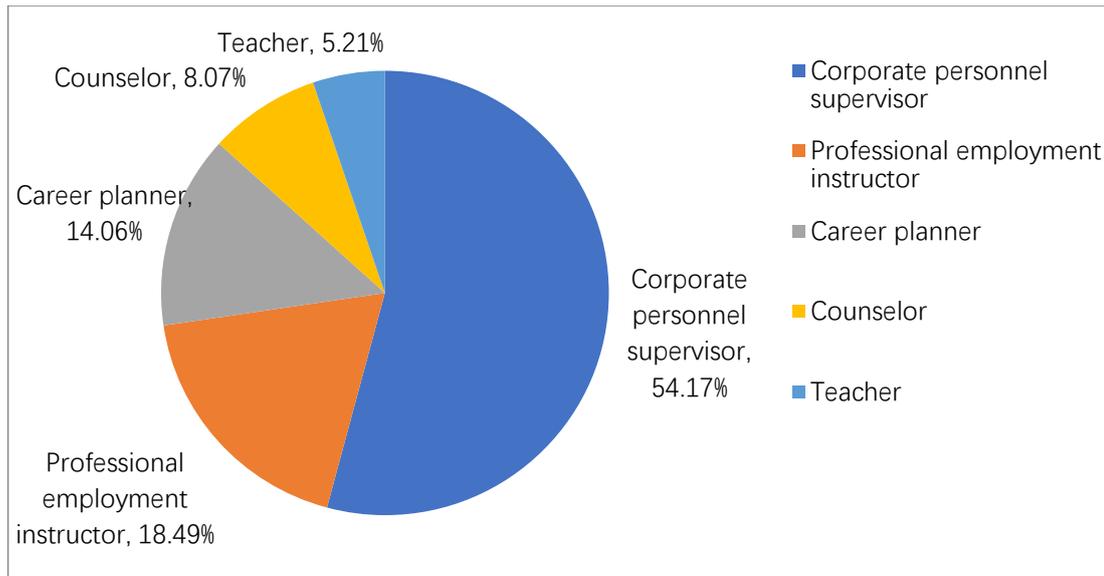


Figure 3. who wants to get employment guidance

3. The Main Problems in the Employment Guidance Work of Applied Undergraduate Colleges

3.1 The System of Employment Guidance System is not Enough, and the Guiding Concept is Relatively Old

At present, most of the employment guidance concepts and employment guidance models of colleges and universities in China are directly borrowed from foreign universities. There are few systematic and systematic guidance concepts based on the actual situation of Chinese universities, which leads to many current employment guidance concepts. Applicable to the construction and development of colleges and universities in China, not to mention the application of this type of colleges and universities in applied undergraduate colleges. As an application-oriented undergraduate college that focuses on cultivating applied professionals for the society, it is often subjectively considered that the improvement of skills can bring high employment rates for students, so employment guidance work only focuses on highlighting their skills. Ignore the importance of theoretical research on employment guidance. Compared with ordinary undergraduate colleges, many applied undergraduate colleges have relatively insufficient research on employment guidance system, lack of systematic arrangement for employment guidance work, and lack of step-by-step work research that meets the students' actual development needs, resulting in lack of innovation. Employment guidance content that meets the needs of students.

3.2 The Employment Guidance Team is not Professional Enough, and the Course Content Lacks Innovation

Most of the applied undergraduate colleges have insufficient staffing of professional instructors. The courses of employment guidance are not taught by professionals. They are mainly taught by the staff of the department, the administrative staff of the school, and the counselors. Although these lecturers have Some of the trainees have obtained the certificate of the professional instructor, but the social experience is relatively insufficient, the actual combat experience is lacking, and the guidance work is relatively inferior to the professionalism. It is difficult to play its due effect. When teaching, it is often a part of their own employment. At a shallow level of opinion and insights. The counselors who undertake some employment guidance work in the graduating class lack more relevant experience, have not experienced relevant vocational training and related theoretical research, and the whole team is not professional enough. In addition, in the content of the course, the old one lacks innovation. Many courses focus on the theoretical knowledge of textbooks, such as career planning,

employment situation and employment policy, but there is no teaching according to their aptitude, according to the students' personality characteristics and professional needs. To specify relevant teaching content, such as the workplace etiquette and interview skills that students expect to learn, the content that is more needed in practice leads to less enthusiasm and low satisfaction. In addition, as an applied undergraduate college, there are too few practical experience classes for students in employment guidance. The experimental practice of some schools is limited to the school, and the collective experience of real integration into society is less.

3.3 The Form of Employment Guidance has not Kept Pace with the Times, and Students Passively Accept

At present, the employment guidance methods widely used in colleges and universities are mainly to provide employment guidance courses, career planning, employment guidance, one-on-one counseling resumes, employment policy consultation, etc. Although the forms are diverse, students are still passively accepted for employment guidance. Mainly, basically what is arranged in the school, what the students accept, and it is difficult to say whether the content provided can meet the requirements of the students. At the same time, many colleges and universities, especially applied undergraduate colleges, still have less time in the course of employment guidance courses, unreasonable time of course arrangement, and inadequate systemization of the curriculum. Employment guidance has not yet been related to students' professional, professional interests and future development. Combine and other issues.

3.4 Graduate Tracking and Feedback Mechanisms are not Perfect

Graduate tracking work is currently done in many colleges and universities, but the effective statistical analysis of the data obtained from the follow-up survey is rarely reported in the student employment guidance work. The application-oriented undergraduate college where the author is located surveys the employment situation of graduated students every year, but the processing and feedback of the survey results do not form a long-term mechanism, which can not truly reflect the influence of employment guidance on the career development of graduates.

3.5 Employment Guidance is not Fully Processed, and Student Satisfaction is Low

Many colleges and universities for employment guidance for college students are often directed at graduating students, ignoring the whole process of employment guidance, gradual and continuous, and neglecting the needs of other grades in their respective stages of employment guidance, which is not conducive to students' occupation Exploring interest and planning for future career development. Coupled with the relatively empty employment guidance and lack of practical guidance, students are less satisfied with the current employment guidance. These all reflect the current loopholes and defects and problems in the employment guidance work of colleges and universities, which need to be changed.

4. Employment Guidance Strategies for Applied Undergraduate Colleges

4.1 High-Level Employment Team

Applied undergraduate colleges should change their concepts, fully realize the importance of employment guidance, improve the staffing of employment guidance agencies and clarify their responsibilities, and strengthen the functions of employment guidance agencies. The establishment of the system includes a series of employment guidance mechanisms including constraints, rewards, assessments, and feedback. At the same time, optimize the structure of the instructors and build a high-level employment team that has both professional qualities and student growth. On the one hand, the instructors should be familiar with the student's work, understand the students' situation and psychology, on the other hand, they must have the corresponding basic knowledge of the subject, and can accept employment information from the society, grasp the requirements of the professional

competence of the profession in different industries in the society, and Industry development and employment trends. Strengthen the training of the instructor team, learn more from the brothers and universities, and more contact with the enterprise, learn more about the employment policy and employment situation under the new situation, understand the development trend and requirements of the industry, update their employment guidance concepts and improve their business in a timely manner. Level. The staff assigned to the employment guidance in the faculty department, relying on the counselor, class teacher, teacher, and student backbone to fully understand the students' employment thoughts and psychological conditions, and timely report the situation to the school, which is conducive to the school to accurately grasp the students' dynamics and Implement effective preventive measures. As an applied undergraduate college, you can also hire the “double-type” teachers and “enterprise tutors” in the school to participate in the employment guidance team, and take advantage of the advantages they have accumulated in the enterprise, profession, and industry for many years. Students with career guidance will have better results.

4.2 Optimizing Employment Guidance Forms and Innovating Employment Guidance Methods

The current forms of employment guidance generally adopted by colleges and universities are in a state of passive acceptance by students. The most urgent task is to improve the enthusiasm of students. Therefore, we must keep pace with the times. For example, in employment guidance lectures, do not arrange students to participate passively, let alone Limited to individual grades, online selection can be adopted to allow students to apply for the choice of lectures independently, so that students can not only get the knowledge they want, but also improve the efficiency of the lecture. Exceptions The current employment guidance work should actively develop the “Internet Plus” model, and courses and employment guidance can be completed on the mobile phone. According to the students' wishes, they should increase the number of students' needs, such as “job-seeking market simulation”. More HR experts, well-known alumni, and successful outsiders will be invited to set up special lectures and reports to help graduates understand employment policies, employment situation, and industry trends. Let students establish a correct and healthy outlook on career and employment as soon as possible. In-school experts and on-campus employment instructors are invited to establish an online employment guidance platform, and innovative ways to escort students' careers to help students design their lives and look to the future.

4.3 Do a Good Job in Tracking the Graduates and Establish a Sound Feedback Mechanism

To do a good job of tracking and investigating graduates, it is necessary to strengthen the links between schools and employers and graduates. The school's employment staff and student staff should go deep into the enterprise to understand the needs of the enterprise. They should go to the enterprise to see the graduates, understand the opinions and suggestions of the graduates on the employment guidance work and other work of the school; also through the alumni association and counselors. Teachers should strengthen contact with graduates, understand the feedback of graduates to their alma mater, and establish a complete employment tracking system, at fixed time nodes for students, such as one year, three years, five years, ten years. For 20 years, etc., conduct online questionnaires or telephone surveys for long-term follow-up. For the first-hand feedback information collected, it is necessary to summarize in time, analyze the data effectively, and provide data support for the improvement of employment guidance work.

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