



# The Consistency Between Sustainable Development Ability and Comprehensive Quality of Higher Vocational Students Based on Survey Research

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**Abstract.** The initial employment of students in higher vocational colleges is good, but the short-term employment situation and employment data can not fully characterize the employment quality and students' sustainable development ability. Through the investigation and research based on the current situation of Higher Vocational Students' sustainable development ability among 71 enterprise human resource managers and 25 professional teachers, the results show that the post change rate of higher vocational students is high during the internship, and 88% of students change their internship units based on the fact that the post expectation value can not meet their own expectations, nearly 68% of enterprises believe that there is a direct and close relationship between the sustainable development ability of higher vocational students and the cultivation of comprehensive quality in school. 81% of enterprises believe that the sustainable development ability of higher vocational students is weak and their comprehensive quality, such as learning ability, communication ability and language expression ability, is poor. Nearly 72% of enterprises believe that higher vocational colleges should improve the comprehensive quality of college students during school, of which 40% believe that the proportion of comprehensive quality improvement and professional knowledge learning should be at least 6:4. The matching degree between the current situation of sustainable development of higher vocational students and the employment needs of enterprises is low. It is urgent for higher vocational colleges to start from multiple dimensions and take the cultivation of students' "complete personality" and the shaping of "whole person" as the work guide of education, so as to further improve students' sustainable development ability to meet the needs of enterprises.

**Keywords:** Employment · quality · sustainable development

## 1 Introduction

The sustainable development ability of higher vocational students is proposed based on the students' medium and long-term employment situation [1–5]. It is closely related to the students' secondary job selection after their initial employment. It is an important employment index related to the high-quality development of higher vocational students

**Table 1.** Statistics of students' internship and exchange of internship units

| Content          | Number | Not replaced | Replace within the first month | Replace within the second month | Replace within the third month | Replace within the fourth month |
|------------------|--------|--------------|--------------------------------|---------------------------------|--------------------------------|---------------------------------|
| Number of people | 46     | 28           | 3                              | 14                              | 8                              | 3                               |
| Proportion       | —      | 61%          | 7%                             | 30%                             | 17%                            | 7%                              |

**Table 2.** Statistics of reasons for students to change internship units

| Content          | low wages | Difficult environment<br>Poor conditions | Many work tasks<br>More than expected | the way one gets along with people<br>Unable to adapt | The internship unit needs to be replaced at the end of the project |
|------------------|-----------|--|---------------------------------------|---|--|
| Number of people | 5         | 3  | 2                                     | 1   | 1  |
| Proportion       | 28%       | 17%                                      | 11%                                   | 6%  | 6%   |

in the future. In a sense, the sustainable development ability of higher vocational students is not only the touchstone for the “whole person” cultivation of higher vocational colleges, but also a great integration of “knowledge, ability and quality” obtained by higher vocational students in school [6–11]. Some scholars believe that the sustainable development ability of higher vocational students includes “general ability and professional ability”, this ability mainly meets the professional needs after short-term employment and the needs of career migration in the future [12–19]. As the scholar has studied, career migration is a common social phenomenon. Facing the impact of salary, working conditions and social environment, career migration has become a fashion and trend. However, such a trend appears more and more in the student groups who have graduated from higher vocational colleges for 2–3 years, even in students' post following and post internship, which is not expected by higher vocational colleges and enterprises [20–27].

After the four-month on-the-job internship of the five-year students majoring in construction engineering technology under the guidance of the author, a survey of “how many times have you changed your company for on-the-job Internship” and “what are the main reasons for changing your company for on-the-job Internship” was conducted around career transfer. The survey results are shown in Table 1 and Table 2.

As shown in Table 1, during the 4-month follow-up internship, nearly 39% of the students changed their units, that is, career transfer. A large number of career transfer occurred in the second and third months after the internship. The main reason for 88% of the students to change is that they have too high expectations for their career, think

that the environment is difficult, the internship task is heavy, and there are obstacles in dealing with people, it can be seen from the data that three students are still changing their internships when the internship is about to end, and the main reason for the replacement of two students is “heavy work task, exceeding the expectation”.

Although the evaluation object of Higher Vocational Students’ sustainable development ability is the students who go to work after graduation, and the object of the above survey is the students who practice in school, the root of the problem comes from the same reason, that is, the students we train lack the minimum professional loyalty, the minimum communication and communication skills, and the ability to face the pressure in the workplace, too much attention is paid to the working environment and salary, while ignoring the responsibilities that individuals should bear as workers. If this phenomenon is not paid attention to and the problem is not solved, once these students graduate and go to society, it will certainly bring a great burden to employers, which has far deviated from our original intention of cultivating high-quality technical and skilled talents for enterprises. Therefore, the author has reservations about the view of relevant scholars that “the sustainable development ability of higher vocational students is to cultivate their professional ability and general ability of career transfer”. On the contrary, we believe that “the sustainable development ability of higher vocational students is to cultivate their loyal career and improve their technology and literacy simultaneously, and the comprehensive ability to bring lasting vitality to the enterprise.”

## 2 The Matching Degree Between the Employment Needs of Enterprises and the Sustainable Development Ability of Higher Vocational Students

According to the survey, nearly 68% of enterprises believe that there is a direct and close relationship between the sustainable development ability of higher vocational students and the cultivation of comprehensive quality in school. 81% of enterprises believe that the sustainable development ability of higher vocational students is weak and their comprehensive quality, such as learning ability, communication ability and language expression ability, is poor, nearly 72% of enterprises believe that higher vocational colleges should improve the comprehensive quality of college students during school, of which 40% believe that the proportion of comprehensive quality improvement and

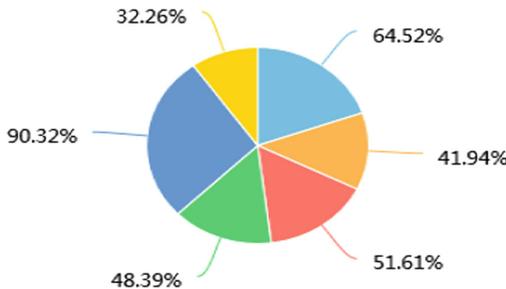


Fig. 1. Common problems of higher vocational college graduates considered by enterprises

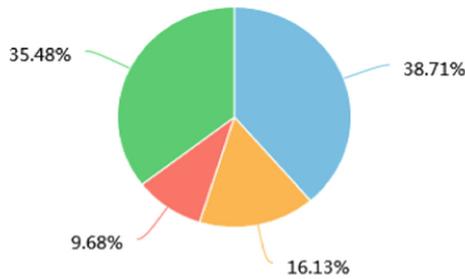


Fig. 2. Main qualities that enterprises think graduates should have

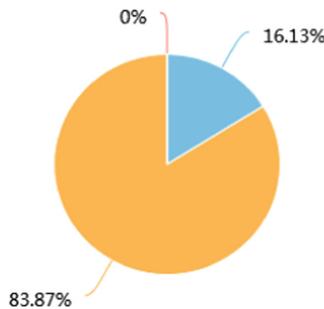


Fig. 3. Several aspects in which enterprises hope schools to strengthen training

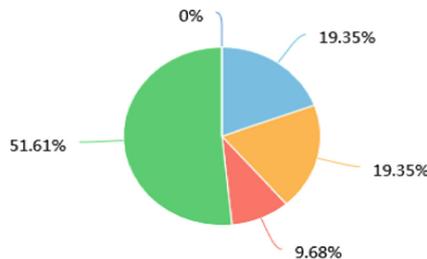


Fig. 4. Several aspects in which enterprises suggest higher vocational students to spend more efforts

professional knowledge learning should be at least 6:4. Starting from the enterprise, this survey directly attacks the problems in the employment process of the enterprise and the factors considered by the enterprise in the process of recruiting higher vocational graduates. The results are highly consistent with the survey results in Table 1 and Table 2. The enterprise believes that higher vocational students generally have some phenomena that we usually think are irrelevant to professional learning, which is fully confirmed by the performance of students in practice. This shows that with the adjustment and transformation of the market, enterprises pay more attention to whether students can serve enterprises for a long time and whether students' comprehensive quality can meet the needs of enterprise development. Therefore, it is concluded that students' sustainable

development ability is rooted in the soil of enterprise development and established in the process of enterprise sustainable development, Students' personal growth should go hand in hand with the development of enterprises (Figs. 1, 2, 3 and 4).

According to the survey, enterprises generally believe that higher vocational students should strengthen the learning and promotion of "rooted at the grass-roots level, responsible, good at expression and communication". At the same time, it is suggested that students should participate in social practice, make more friends and accumulate contacts during school.

### **3 Main Ways for Higher Vocational College Students to Improve Their Sustainable Development Ability**

#### **3.1 Increase the Class Hours of Humanistic Quality and Career Planning Courses in the Professional Curriculum System**

Under the condition of ensuring that the total class hours remain unchanged, appropriate adjustments should be made to professional courses that are highly theoretical and lack of practicality. If a professional course does not correspond to jobs or professional standards, it is only opened to "gather together" the number of professional courses, it is suggested to delete it and replace it with adding Chinese traditional culture, career planning communication skills, eloquence and other courses [28–33]. At the same time, we should resolutely abandon the idea that professional courses are the most important and quality courses are the second. We should walk on two legs, and the two legs are the same length. In the face of limited total class hours and no professional class hours that can be deleted, we also need to innovate boldly, break the original one-sided idea of emphasizing the importance of a humanistic quality course, build a "great humanities" and "great quality" course system, weaken the boundary of such courses, and explore the establishment of special practical training for humanistic quality [1, 34–38].

#### **3.2 Institutionally Guide Students to Participate in Student Associations and Improve Their Comprehensive Ability**

Actively strengthen communication and contact with Party and League organizations, scientifically formulate the development plan of college student associations suitable for the situation of the University, encourage and guide students to participate in community activities, improve their personal communication, communication, cooperation and expression abilities, pay attention to the important role of student associations in students' growth and success, return students' time and positions to students, and convert credits and class hours, Make student associations really become another important position for the improvement of students' comprehensive quality [39–41].

#### **3.3 Increase Special Practice Activities**

Strengthen enterprise research, formulate plans in time according to the problems and deficiencies found in the research, combine education with fun in the form of special

practical activities, and actively carry out diversified and rich practical activities such as comprehensive quality improvement and expansion training, pursuit of red memory, simulated interview and so on.

## 4 Conclusion

The current situation of sustainable development of higher vocational students is worrying, and the matching degree with the employment needs of enterprises is poor, which can not meet the basic requirements of enterprises for employment. At the same time, the cultivation of sustainable development ability is a systematic project, which requires higher vocational colleges to strengthen the linkage around professional construction, classroom teaching, course construction, League learning activities, student management, employment guidance and other aspects, Take the cultivation of students' "complete personality" and the shaping of "whole person" as the work guide of educating people.

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