

# Study on the Teaching Effect of School Enterprise Cooperative Education Model

In Case of Huafa Class in Zhuhai College of Jilin University

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**Abstract**—With the increase of the number of colleges and universities in China and the continuous expansion of enrollment, number of college graduates have risen year by year and the employment situation of college graduates is increasingly serious. At the same time, there is a serious shortage of graduates who can meet the demand for talent of enterprises. The solution to the problem requires colleges and universities to train qualified personnel precisely according to the needs of enterprises. The school enterprise cooperative education is a useful exploration of the new mode of in-depth cooperation between the two parties to carry out personnel training. Based on the previous studies, this paper conducts a comprehensive systematic investigation and analysis on the internship and employment satisfaction of students of "Huafa Talent Order class" in Zhuhai College of Zhuhai University and summarizes the impact of the in-depth cooperation between universities and enterprises on the employment of intern students, hoping to provide experience for reference for other school enterprises cooperative education institutions.

**Keywords**—*school-enterprise cooperation; teaching effect; talent order class*

## I. INTRODUCTION

### A. Background and Significance of the Topic

1) *The background of the topic*: The scale of various universities and junior colleges in China has been increasing year by year, while the synchronously increasing number of graduates has made it difficult for them to be employed. The age when students need no longer to worry about employment if they enter the university has gone. According to the statistics of the Ministry of Education, the number of university graduates has risen year by year in recent years: in 2007, there were 4.95 million university graduates in China and 6.99 million graduates in 2013. In 2014, the number of graduates in colleges and universities continued to rise, reaching 7.27 million. The number of graduates in 2015 reached 7.5 million. In 2016, there are as many as 7.7 million university graduates in China, adding about 300,000 returnees coming from abroad. In 2016, there will be 10 million college students looking for work in the country.

The employment situation of fresh college students is extremely serious [1].

In order to make graduates more competitive when they are employed, colleges and universities are also exploring diversified training modes. School enterprise cooperative education is an important new form. School enterprise cooperative education can fully integrate the high-quality resources of schools and enterprises. Schools can play their advantages in theoretical teaching and enterprises can bring practical knowledge into the classroom. The combination of theory and practice can jointly train students so that students obtain solid theoretical knowledge as well as strong application capacity [3]. The case selected in this study is an important attempt in the aspect of cooperative education. Zhuhai College of Jilin University launched the mode of school-enterprise cooperation and established the first "Huafa Talents Order Class" (hereinafter referred to as Huafa Class) with Zhuhai Huafa Group, adopting the "order-based" training mode to deliver talents to Zhuhai Huafa Sheraton and Zhuhai International Convention and Exhibition Center.

2) *The significance of the topic*: The current employment difficulty of college students on the one hand lies in the pressure of the number and on the other hand lies in the prominent structural contradiction between supply and demand [4]. When all enterprises abide by the principle of talents bring about success, how can they attract and retain talents has become the biggest problem. Many colleges recognize that the mode of school-enterprise cooperation is helpful to improve the employment rate of graduates. However, since the significance of school-enterprise cooperation in promoting employment has not been dipped deeply, the academic research on the improvement of employment rate of graduates under the school enterprises cooperation model is relatively weak [5]. This study takes the interns of school enterprise cooperation as the research object to study and analyze the impact of school-enterprise cooperation on internship employment as well as the impact on employment competitiveness through the questionnaire and interview. It analyzes the unfavorable factors and reasons and proposes targeted problems that may exist between both sides, in order to provide a theoretical basis

for improvement of the quality employment of university students. This study can reflect the employment competitiveness of students in the school enterprise cooperative education model and further analyze the existing problems in this model, which provides useful reference for the further development of cooperative education personnel training mode.

### B. Research Methods

The author investigates the satisfaction of interns of Huafa class from Zhuhai College of Jilin University during their internship at Zhuhai Huafa Sheraton Hotel and Zhuhai International Convention and Exhibition Center, and the situation about whether they are willing to stay in the enterprise for further development. Through questionnaire analysis, the influencing factors are identified. The specific methods include questionnaire method and interview method:

1) *Questionnaire method*: Through giving out questionnaires to 31 students selected in Huafa class, the author understand the students' learning experience, the internship effect and their willingness to continue their work after the internship to judge the effect of school-enterprise cooperation.

2) *Interview method*: Through the exchange with the management leaders of Zhuhai Huafa Sheraton Hotel and Zhuhai International Convention and Exhibition Center and the classmates of Huafa Class, the author learn more about the benefits and better vision each other want to get.

## II. COOPERATIVE EDUCATION MODEL: HUAFA CLASS OF ZHUHAI COLLEGE OF JILIN UNIVERSITY

In March 2015, Zhuhai College of Jilin University and Huafa Group began the preparation work for talent order class and jointly established Huafa Talent Order Class with Huafa Sheraton Huafu Hotel and Zhuhai Convention and Exhibition Center subordinate to Huafa group successively and the class started formally in March. After the end of the school theory course, students in Talents Orders class enter the internship phase in early July. After eight months of internship, students and enterprise can make two-way selection between each other. Students can be converted into regular employees to continue their work in the enterprise.

The "talent order class" model of cooperative education of Zhuhai College of Jilin University and Zhuhai Huafa Group realizes the teaching mode of "teaching-internship-employment Trinity". First, the content of theory and practice teaching course of "Talents Ordering Class" is jointly negotiated by school-enterprise parties to decide and executives of enterprises are arranged to come to college for lectures. This is in line with the concept of cooperative education based on two-way participation and in-depth integration between school and enterprise. The purpose of school-enterprise cooperation and cooperative education is to complement each other's advantages and make education and industry closely integrated. Senior management of enterprises giving lectures greatly enhances the students' application ability in professional aspects and further exerts the role of industry and enterprise experts in the

transformation process of "application". Second, after completing the theoretical courses, the students of "Talents Order Class" formally enter the enterprise to carry out post practice. Through internship, the students further integrate their theoretical knowledge and practical skills to truly meet the training requirement of applied talents with solid theoretical knowledge and strong practical ability. Third, after the end of the internship period, students can be directly turned into a regular employee of the enterprise through the enterprise assessment to complete the integrated learning process of teaching, internship and final employment.

## III. THE INTERNSHIP SITUATION OF INTERNS IN HUAFA CLASS OF ZHUHAI COLLEGE OF JILIN UNIVERSITY

The advantage of school-enterprise cooperation lies in that students can understand the situation of an enterprise ahead of time and have the opportunity to contact with enterprises and society earlier than the same batch of students. Second, it can provide students with work suited for their profession, so they will work with great facility. Based on these advantages, students participating in school-enterprise cooperation are possible to choose to work in internship enterprises during the internship period. This study conducts a comprehensive survey and analysis of the internship of students from order classes of two cooperative enterprises.

### A. Internship Positions of Interns

The study finds that the enterprise side in this school enterprise cooperation pays more attention to interns of the Zhuhai College of Jilin University than those of other schools. Both from top manager of the enterprise inspecting and giving lectures to the school and the job arrangement are some differences from other schools. Zhuhai Huafa Sheraton Hotel also carry out the school-enterprise cooperation with other vocational colleges in Zhuhai, but the highest level of leaders who give the lectures is five, most of whom are staff of human resources training department. However, managers coming to Zhuhai College of Jilin University are mostly the staff at level seven to eight. They are managers and directors of various departments. It can be seen the degree of emphasis is higher.

Therefore, there are obvious differences in the distribution of internship positions among interns from various schools. The interns of Huafa class in Zhuhai College of Zhuhai University are mostly assigned to the front-line departments: Food and Beverage Department and front office. The proportion of Food and Beverage Department is a slightly higher, while interns of other colleges are mostly in housekeeping department.

In order to allow interns to learn more and know more about the industry during the internship period, enterprises can provide interns with "6 + 2" rotation opportunities. Students stay the originally allocated department in the first 6 months, and opportunities for rotation can be provided to students in the latter two months. If the authorized size permits, they can provide post. Some students choose rotation, and most of them go to second-line department,

such as the accounting department and human resource department.

Most of the interns at Zhuhai International Convention and Exhibition Center work in food and beverage department, with only two responsible for the greeting work. Work in food and beverage department is mostly dressing the banquet table. Greeting work is mainly to welcome guests and leaders who come to visit.

#### *B. Sense of Belonging of Interns in the Department*

The interns at Huafa Sheraton Hotel indicated that they have a strong sense of belonging in their department and they also get along very well with their colleagues. Especially in the three months prior to the internship, the internship students are trained with the employees of the company because the hotel has not opened yet, and the atmosphere is very harmonious. After the opening, there are also small conflicts in the work because of the communication problems, but most of them can be settled. In a word, most interns are satisfied with their working atmosphere.

Through interviews with students who interned in Zhuhai International Convention and Exhibition Center, it is found that there is more or less generation gap between interns and other colleagues, but they also get along well with each other. Due to the nature of the work of the food and beverage department in convention and exhibition center, colleagues are at all ages with different cultural levels, so older colleagues will also take care of them. They have a sense of belonging to their colleagues in their department.

#### *C. Welfare of Interns*

Students in Talents Order class enjoy higher benefit compared with those from other colleges. Salary for an intern at Sheraton Huafu Hotel in Zhuhai is 1800, which is indeed the highest one compared to that of interns from other institutions. Upon completion of Huafa classes, scholarship of 1500 yuan will be issued to each student.

Through interviews with students interning at Zhuhai International Convention and Exhibition Center, it is learned that there is not too much difference between the salary of students of Huafa class and that of other students looking for internships themselves, and the biggest difference is the scholarship of 1500 yuan.

### IV. SURVEY OF EMPLOYMENT SITUATION OF INTERNS IN HUAFA CLASS OF ZHUHAI COLLEGE OF JILIN UNIVERSITY

#### *A. The Purpose of Survey*

Through studying the impact of school-enterprise cooperation on the employment rate of interns, on the one hand, we can find out the favorable factors of school-enterprise cooperation for the employment of interns and help the interns take the opportunity of school-enterprise cooperation to effectively improve the comprehensive ability and increase the employment competitive advantage of the interns to increase the employment rate. On the other hand, "Huafa Class" is the first experimental class of School-

enterprise cooperation model run by Zhuhai College of Jilin University. As the first experimental class, there will certainly be problems. Through this investigation, we can find out the various problems in school-enterprise cooperation timely and find students' opinions and suggestions to schools and enterprises in the school-enterprise cooperation model timely to give feedback to schools and enterprises and provide experience for both, thus enhancing the cooperation efficiency in following cooperation so as to avoid unnecessary detours, earnestly provide a better learning environment for students and maximize the advantages of school-enterprise cooperation. Thirdly, from the perspective of personnel training, we can find the obligation that schools and enterprises should fulfill in cultivating qualified personnel in school-enterprise cooperation so as to jointly train the talents who meet the needs of society and ultimately promote economic development and maintain social stability.

In this paper, questionnaires are sent to all the students in Huafa Class of Zhuhai College of Zhuhai University (totally 32, 31 students except for the author) to understand the internship status of the students who currently intern in Sheraton Zhuhai Hotel and Zhuhai International Convention and Exhibition Center, and existing problems are summarized. Through interviews with the management personnel at the hotel side, we can directly understand the advantages and disadvantages of enterprises in the school-enterprise cooperation model.

The design of questionnaire mainly involves three aspects: First, degree of students' understanding of school-enterprise cooperation; second, students' satisfaction during the internship internship, and the aspects that students believe should be optimized in school-enterprise cooperation. Third is the reason why students choose to stay in the enterprise and not at the end of internship.

#### *B. Investigation Methods*

This paper uses questionnaires and interviews and so on to investigate students in Huafa Class of Zhuhai College of Jilin University. In terms of professional choices, there are 2 categories of Zhuhai Huafa Sheraton Hotel and Zhuhai International Convention and Exhibition Center. 31 questionnaires (all members of Huafa Class) are distributed through Wechat, QQ and other network platforms and 31 valid questionnaires are collected, with the collection ratio of 100%.

#### *C. Findings*

1) *The degree of recognition of students towards the talents order class model:* Most students think that using school-enterprise cooperation resources can promote the improvement of employment competitiveness. Many students have long realized that the cooperation between schools and enterprises can improve their overall quality, so they also hope that the schools can carry out the schools enterprises cooperation so as to make some efforts to increase their competitive advantages and ease the pressure of employment. When asked about whether it is necessary

to participate in the school enterprise cooperation under the current grim employment situation, 67.74% of students think it is necessary and 58.06% of students think that the mode of school-enterprise cooperation is very important for improving employability. For the remaining 32.26% students who think it is not unnecessary and hold unclear attitude, the school-enterprise cooperation will not affect their choice of job and position. Most of them have the job they want to do or certain family background and network base, so their job orientation after graduation is basically arranged before they enter the college.

The students give positive comments on the Talents Order class Model as a whole and affirm the contributions and conditions provided by the schools and enterprises in the mode of school enterprise cooperative education. In the questionnaires collected, 93.55% of the students indicate a high degree of agreement on the school-enterprise cooperation, holding that the enterprises could provide internship opportunities and internship bases for students, participate in design and implementation of personnel training programs, and provide special lectures for teachers and students of schools. The teachers coming to give lectures are the top managers in hotel, and students can feel they are valued. Enterprises and schools jointly implement order training, provide facilities and equipment for schools, and provide students with necessary technical support.

Enterprises under Talent Order Class model can offer other advantages to students compared to ordinary enterprises. For example, there is basic protection in internship conditions and internship guidance and internship can guarantee the work matching their major. Students can get familiar with the enterprise workflow and corporate culture in advance, improve their practical ability, professional skills, and occupational qualities, and achieve the connection of classroom and enterprises and the combination of theory and practice. It can effectively mobilize the enthusiasm of students in professional learning, improve the effectiveness and persistence of personnel training, and enhance students' ability to solve problems independently. During the school-enterprise cooperation, the school organizes students to visit enterprises for many times and participate in cocktail parties organized by enterprises. At the same time, the school sets up training bases in enterprises and conducts relevant professional training for many times. 83.87% of students took related training and 80.65% of students participated in the activities of visiting enterprises.

Students are also able to recognize the beneficial effects that the school-enterprise cooperation model brings to their future career development. They can improve practical skills, accumulate work experience, consolidate professional knowledge, understand social needs and lay the foundation for the rapid transition from graduates to social people in the future.

2) *The overall evaluation of students in talents order class for cooperative enterprises:* Students show the highest satisfaction with the enterprise scale of the internship and

the lowest satisfaction with the enterprise management system. According to the collection of questionnaires distributed to 31 students in Huafa Class, 61.29% say they would not stay in the enterprise after the internship. 73.68% of the students say they leave the company because of the problems with their management system, 42.11% of the students indicate the employee benefits are not satisfactory, and 42.11% of the students say they don't intend to engage in the industry from the very beginning, just for completing the internship.

Regarding the enterprise management system that the students are paying close attention to, the author also conducts visits and field trips and summarizes the following reasons: First, Zhuhai Huafa Sheraton Hotel started soft opening on October 18, 2015, and formally opened on November 28, 2015, so the opening period is less than one year until the end of internship ended. Managers of the hotel also admit that the newly opened hotel will certainly have some problems in the management, but these need time to improve, and the enterprise is also improved step by step. Second, some of the students say that they do not agree with the management mode of their own immediate leader. The participants of internship are all the generation after 1990, who are young people with distinct personality and they have their own views on everything while most of the management leadership are the generation after 1970, so there may be a generation gap in the views on the issue, leading students to find there is a certain gap between reality and their ideal working environment after entering the post, and have psychological discrepancy. Third, when the enterprise initially set up Huafa Class, it promised that it would provide "6 + 2" rotation opportunities for interns and enterprises did give intern opportunities for rotation. However, most of the interns want to study second-tier departments during rotation period, but the company can give only limited jobs. Moreover, there were contradictions arising because of the rotation work. When there is labor shortage in food and beverage departments, the hotel forced intern to conduct rotation, resulting interns have bad impression on the enterprise.

3) *Evaluation of enterprise to students in talents orders class:* Through interviews, it can be found that leaders at different levels of the cooperating organization have different evaluation to interns. School-enterprise cooperation makes different evaluation of performance of interns in talent order class. The evaluation of some leaders to the school graduates is ordinary, holding that students are too impetuous and not calm enough, so they often change job; most of the leaders speak highly of the interns, thinking that the interns from Zhuhai College of Jilin University have higher professionalism, no less than other staff in professionalism. They have stronger ability to face guests and high plasticity with rich thoughts, so some leaders also indicate they like to use interns because interns are a special group who are still students, but making preparation for entering to society. Between students and social man, they are the most motivated people who are filled with

expectation for entering the society and their ideas are very simple. In general, companies need intern who are practical and responsible and work seriously and efficiently with high professionalism and strong practical ability.

4) *Students' suggestions and opinions on school-enterprise cooperation:* Huafa class as the first pilot class of school-enterprise cooperation in Zhuhai College of Jilin University, each student is also very conscious. They know that everything they do is laying a good foundation for juniors, so they propose their opinions on the existing problems, hoping schools and businesses can notice and run the next order class better:

- They hope the details involving students' benefit in school-enterprise cooperation agreement to be opened.
- The school-enterprise cooperation should be more specific and continuous, and students who complete the theoretical study need further arrangements after entering the enterprise internship stage, such as arranging a practical teaching instructor for each student, and adopting apprenticeship.
- It is recommended that training courses be interspersed during the internship, rather than being arranged near the end of internship. It is the best to set course according to the internship phase.
- Cooperative enterprises should provide more job options
- More opportunities should be given to interns to participate in all aspects of the hotel, with diversified training content.
- They hope the teacher can participate more to understanding the internship condition of student, and timely communicate with the enterprise based on the situation.
- The enterprises should provide more second-tier jobs of enterprises and advocate interns to choose voluntary rotation.

## V. CONCLUSION

Under the new situation that the higher education in China will transform from scale development to improvement of the quality, the improvement of students' employability is the objective requirement of social development for higher education. Colleges and universities with good employment rates will not only help graduates find jobs in intense competition and enhance their chances of success in the employment process, but will also lay the foundation for their future career development. The role of school-enterprise cooperation in boosting student employment rate cannot be questioned. Governments, schools and enterprises should explore the best model of school-enterprise cooperation and make full use of school-enterprise cooperation to enhance students' employment competitiveness and help students increase their advantage in competition [6]. Through the study of the impact of school-enterprise cooperation on the employment rate of interns,

this paper has put forward specific requirements on the responsibilities and obligations that schools, enterprises and students should assume in the school-enterprise cooperation and the roles they should play in order to strengthen the management of school-enterprise cooperation, improve various systems, and promote the training of talents needed by enterprises so as to provide reference for the future school-enterprises cooperation [7].

Schools should take more responsibility in the school-enterprise cooperation in improving interns' employment. Institutions of higher learning have the responsibility to spare no effort in personnel training, but in fact colleges sometimes neglect the responsibility they should shoulder in the school-enterprise cooperation. They have depended too much on enterprises in investment in training equipment and training base construction [8]. Students hope that the school should increase investment in training equipment and adjust professional courses in the school-enterprise cooperation to fulfill its obligations and responsibilities in cultivating students' professional qualities and comprehensive ability, and increase the opportunities of training and internship for student by taking the opportunity of school-enterprise cooperation, so that students can improve their employment competitiveness in practice, making them have more advantages compared to other similar professional intern.

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