

The Improve on the Impact of School-Enterprise Cooperations on
Employment Quality in Higher Vocational Schools in China
การปรับปรุงผลกระทบจากความร่วมมือระหว่างโรงเรียน และองค์กรต่อคุณภาพ
การจ้างงานในระดับโรงเรียนอาชีวศึกษาขั้นสูงในประเทศจีน

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Received: February 6, 2023

Revised: February 23, 2023

Accepted: February 24, 2023

Abstract

This article is a mixed-method research. The objectives of this study were comprised (1) the main factors affecting the employment quality of higher vocational schools' graduates by school-enterprise cooperations (2) whether school-enterprise cooperations have a significant impact on the employment quality of higher vocational schools' graduates (3) the main measures to improve the employment quality of higher vocational schools' graduates. A sample of 587 people and 10 key informants by collecting data using a mixed sample distribution from the questionnaire directly affects the survey results. The following were the study's findings (1) the primary factors influencing employment quality included (1.1) the development of a cooperative training model across schools. (1.2) adoption of school-business collaboration that integrates work and education (1.3) significant progress through the establishment of processes, assessments, and local cooperation (2) personal background factors and various organizational factors It significantly affects how well an organization and a school collaborate. and the standard of employment (3) key Steps to Enhance Employment Quality (3.1) enhance the personnel training management mechanism of inter-school cooperation. and enterprises in China's higher vocational schools; (3.2) effectively integrate educational resources in all areas of society; and (3.3) promote the development of higher vocational schools and cultivate scarce, high-quality talents.

Keywords: School Cooperation Behavior, Enterprise Cooperation Behavior, Employment Ability, Structural Model

บทคัดย่อ

บทความนี้เป็นการวิจัยเชิงผสมวิธี มีวัตถุประสงค์เพื่อศึกษา (1) ปัจจัยหลักที่มีผลต่อคุณภาพการจ้างงานของผู้สำเร็จการศึกษาจากโรงเรียนอาชีวศึกษาชั้นสูง โดยความร่วมมือระหว่างโรงเรียน และองค์กร (2) ความร่วมมือระหว่างโรงเรียนอาชีวศึกษาชั้นสูงกับองค์กร มีผลกระทบอย่างมีนัยสำคัญต่อคุณภาพการจ้างงานของผู้สำเร็จการศึกษาจากโรงเรียนอาชีวศึกษาชั้นสูงกับองค์กร (3) มาตรการหลักในการปรับปรุงคุณภาพการจ้างงานของผู้สำเร็จการศึกษาจากโรงเรียนอาชีวศึกษาชั้นสูงกับองค์กร กลุ่มตัวอย่างจำนวน 587 คน และผู้ให้ข้อมูลสำคัญ จำนวน 10 คน โดยการเก็บรวบรวมข้อมูลแบบการผสมผสานแบบแจกตัวอย่างจากแบบสอบถามส่งผลโดยตรงต่อผลการสำรวจ ผลการวิจัยพบว่า (1) ปัจจัยหลักที่มีผลต่อคุณภาพการจ้างงานประกอบด้วย (1.1) การพัฒนารูปแบบการฝึกความสามารถแบบร่วมมือระหว่างโรงเรียนและองค์กรในโรงเรียนอาชีวศึกษา (1.2) การดำเนินการความร่วมมือระหว่างโรงเรียนกับองค์กรที่รวมการทำงานเข้ากับการศึกษา (1.3) การพัฒนาเชิงลึกผ่านการจัดตั้งกลไก การประเมินผล และความร่วมมือในท้องถิ่น (2) ตัวแปรภูมิหลังส่วนบุคคล และตัวแปรองค์กรที่แตกต่างกัน มีผลกระทบอย่างมีนัยสำคัญต่อความร่วมมือระหว่างโรงเรียนกับองค์กร และคุณภาพการจ้างงาน (3) มาตรการหลักในการปรับปรุงคุณภาพการจ้างงาน (3.1) ปรับปรุงกลไกการจัดการการฝึกอบรมบุคลากรของความร่วมมือระหว่างโรงเรียน และองค์กรในโรงเรียนอาชีวศึกษาระดับสูงของจีน (3.2) บูรณาการทรัพยากรทางการศึกษาอย่างมีประสิทธิภาพในทุกด้านของสังคม กระชับความร่วมมือระหว่างโรงเรียน และองค์กร (3.3) ส่งเสริมการพัฒนาโรงเรียนอาชีวศึกษาระดับสูง และปลูกฝังผู้มีความสามารถคุณภาพสูงที่ขาดแคลน และเป็นที่ต้องการเร่งด่วนของสังคม

คำสำคัญ: พฤติกรรมความร่วมมือในระดับโรงเรียน, พฤติกรรมความร่วมมือในระดับองค์กร, ความสามารถในการจ้างงาน, โมเดลโครงสร้าง



Introduction

The concept of school-enterprise cooperation has been put forward for decades, and the research on this issue in foreign developed countries tends to be mature. At present, many Chinese scholars have done a lot of research on this subject, but they are basically in the initial stage, the research on theoretical knowledge is not mature, the summary and reference of experience are not comprehensive and in-depth, and the guiding role in practice is not sufficient. In particular, there are still deficiencies in how to establish a long-term mechanism and effective model of school-enterprise cooperation and promote school-enterprise cooperation to a deeper level. How to measure the employment quality of higher vocational school graduates, China has always used the concept of “one-time

employment rate”. In this context, the running level of higher vocational schools is undoubtedly affected by this data. The higher the one-time employment rate, the higher the school running level of higher vocational schools, and vice versa. However, scholars in academia also slowly questioned that the one-time employment rate can't truly and effectively reflect the employment quality of higher vocational school graduates, because it can't reflect the advantages and disadvantages of employment quality, but can only explain the employment quantity on the surface. The influence and deep meaning represented by employment quality have prompted all sectors of society, including the government, higher vocational schools, and student groups, to pay attention to and

discuss it, and come to the conclusion that the employment standard of graduates should not be measured only by the superficial figures such as the number and proportion of employment, but should take the employment quality more closely related to graduates as a more important consideration standard. Therefore, from the perspective of talent training, the employment quality of graduates from school-enterprise cooperation not only directly reflects the level of school-enterprise cooperation and affects the success or failure of school-enterprise cooperation, but also has an important impact on the reputation of the school. At present, most of the research focuses on the mode of school-enterprise cooperation in higher vocational schools or how to improve the employment quality of graduates in higher vocational schools. Few scholars study the impact of school-enterprise cooperation in higher vocational schools on the employment quality of graduates. Therefore, the research on this problem has not only closed the inseparable relationship between school-enterprise cooperation in higher vocational schools and the employment quality of graduates, but also solved the problem of talent training mode of school-enterprise cooperation in higher vocational schools and improved the employment competitiveness of students.

Significance of the problem. At present, most of the research focuses on the school-enterprise cooperation mode of higher vocational schools or how higher vocational schools improve the employment quality of graduates. Few scholars study the influence of school-enterprise cooperation of higher vocational schools on the employment quality of graduates. The research on the impact of school-enterprise cooperation in higher vocational schools on employment quality can build an evaluation

system model suitable for the employment quality of graduates of higher vocational schools, improve the higher vocational education' theoretical level, expand the research field and enrich the research content, provide some theoretical support for solving the employment quality problems of students in higher vocational schools in the future. At the same time, it has practical guiding significance for the sustainable development of higher vocational schools, improves the employment competitiveness of students in higher vocational schools, solves the problem of students' employment difficulties, and also provides some practical reference for the school-enterprise cooperation talent training mode of other higher vocational schools.

The Importance of the problem This paper systematically investigates the various elements of school-enterprise cooperation in training talents: the status and influencing factors of the government, enterprises and schools, in order to provide realistic solutions for the possible problems in the process of school-enterprise cooperation in higher vocational schools, so as to provide reference examples for the reform of personnel training mode in higher vocational schools.

Research objective

This paper investigated the role and influencing factors of the current government, higher vocational schools, and enterprises in school-enterprise cooperation analyzed the problems existing in the current school-enterprise cooperation and put forward corresponding improvement countermeasures and suggestions in combination with the new changes and trends of school-enterprise cooperation mode in recent years, so as to improve the employment quality of higher vocational schools' graduates,

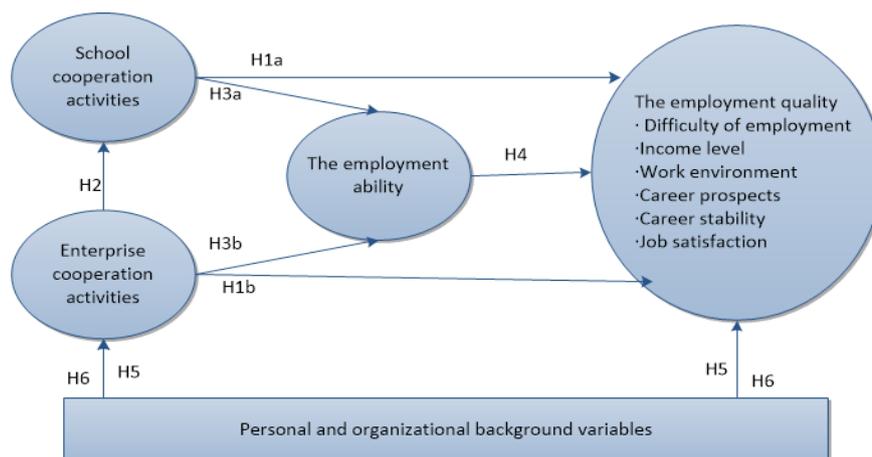
cultivate higher quality talents and better serve the economy. The objectives of this paper included:

1. The main factors affecting the employment quality of higher vocational schools' graduates by school-enterprise cooperation
2. Whether school-enterprise cooperation has a significant impact on the employment quality of higher vocational schools graduates
3. The main measures to improve the employment quality of higher vocational schools graduates

Conceptual framework

To sum up, based on previous studies, this paper would focus on the mechanism of school-enterprise cooperation, employment abilities, and employment quality. The main contents are as follows: firstly, develop a scale to measure the school-enterprise cooperation behavior of schools and enterprises; secondly, study the direct effect between school-enterprise cooperation and employment quality, that is, the school-enterprise cooperation behavior

of schools and enterprises directly affects the employment quality of students participating in school-enterprise cooperation; thirdly, study the intermediary effect of employment abilities, that is, the school-enterprise cooperation between schools and enterprises affects the quality of employment by affecting students' employment ability; fourthly, study the relationship between school cooperation behavior and enterprise cooperation behavior; lastly, study the effects of different background variables, grade, gender, form of school-enterprise cooperation, cumulative time of school-enterprise cooperation and enterprise characteristics on the form of school-enterprise cooperation and employment quality. This paper mainly studies the mechanism between school-enterprise cooperation and employment quality. According to literature review, theoretical deduction, in-depth interviews and personal practical experience, the research model is as follows:



Research hypothesis

School-enterprise cooperation can give full play to the advantages of schools and enterprises in talent training, and improve students' employment abilities under the guidance of dual mentors from schools and enterprises. Therefore, it has a significant impact on the employment qualities of students participating in school-enterprise cooperation. At the same time, compared with schools, many researchers have recognized that enterprises have more unique advantages in school-enterprise cooperation, such as keen market awareness, real non preset, and naturally generated working environment, effective and direct result feedback and testing, targeted work tasks, etc., all of which help to improve the employment ability of students. Based on this, this paper puts forward the following assumptions:

Hypothesis 1: School-enterprise cooperation is positively correlated with employment quality

Hypothesis 1a: There is a positive correlation between school cooperation behavior and employment quality

Hypothesis 1b: There is a positive correlation between enterprise cooperation behavior and employment quality

Based on the previous research definition, school-enterprise cooperative education is respectively measured by two variables: school cooperation behavior and enterprise cooperation behavior. Many studies on school-enterprise cooperation show that successful school-enterprise cooperation is a mutually beneficial relationship. Yafeng (2002) believes that cooperation is for common interests and goals. Independent organizations form a higher-level interdependent relationship with a purpose and plan, so as to achieve goals that cannot be achieved by a

single organization. The key factor determining the success of cooperation is mutual influence, which is manifested in the form of satisfaction between cooperative organizations, that is, whether the two parties have reached the cooperation goal through cooperation. If the cooperation goal is achieved, the next cooperation will be promoted.

Hypothesis 2: School-enterprise cooperation is positively correlated with employment ability

Hypothesis 2a: The school cooperation behavior is positively correlated with enterprise cooperation behavior

Hypothesis 2b: Compared with school cooperation behavior, enterprise cooperation behavior is more conducive to the quality of employment

For the definition of mediating variables, Zhonglin (2017) proposed that if the influence is made by influencing variables, the influence of independent variables on dependent variables is considered as mediating variables. Generally, the mediating effect is tested by sequentially testing the regression coefficient.

Hypothesis 3: Employment ability plays an intermediary role between school-enterprise cooperation and employment quality

Hypothesis 3a: There is a positive correlation between school cooperation behavior and employment ability

Hypothesis 3b: There is a positive correlation between enterprise cooperation behavior and employment ability

Hypothesis 4: Employment ability plays an intermediary role between school-enterprise cooperation and employment quality

Hypothesis 4a: There is a positive correlation between employment ability and employment quality

Hypothesis 4b: Employment ability plays an intermediary role between school cooperation behavior and employment quality

Hypothesis 4c: Employment ability plays an intermediary role between enterprise cooperation behavior and employment quality

It can also be seen from the literature review that whether school-enterprise cooperation behavior, knowledge sharing or creativity are affected by personal background variables and organizational background variables.

Hypothesis 5: Different personal background variables and organizational variables have significant effects on school-enterprise cooperation and employment quality

Hypothesis 5a: Different organizational background variables have significant effects on school cooperation behavior

Hypothesis 5b: Different organizational background variables have a significant impact on enterprise cooperation behavior

Hypothesis 5c: Different background variables have a significant impact on individual employment quality

Hypothesis 5d: Different organizational background variables have significant effects on employment quality

Hypothesis 6: Different school-enterprise cooperation modes have a significant impact on school-enterprise cooperation and employment quality

Hypothesis 6a: Different school-enterprise cooperation modes have a significant impact on school cooperation behavior

Hypothesis 6b: Different school-enterprise cooperation modes have a significant impact on enterprise cooperation behavior

Hypothesis 6c: Different school-enterprise cooperation modes have a significant impact on

the employment quality

Research methods

Regression analysis is an analysis method that uses data statistics principles to conduct mathematical processing on a large number of statistical data, determine the correlation between dependent variables and some independent variables, establish a regression equation (function expression) with good correlation, and extrapolate it to predict the change of dependent variables in the future. Based on this method, this paper builds a regression equation with school cooperation behavior, enterprise cooperation behavior, and employment ability as independent variables and employment quality as dependent variables, and studies the impact of independent variables (school cooperation behavior, enterprise cooperation behavior) on the outcome variable (employment quality).

Population and sample

Population. Casteel and Bridier (2021) indicated that, a population may comprise of all the elements that make up the unit of analysis. In quantitative analysis, the target objects of this study are graduates and students in higher vocational schools in China. According to the 2021 statistical yearbook of the China Bureau of Statistics, the number of students in higher vocational schools in 2020 was 14.1956 million, and the number of graduates in that year was 3.769 million. This is only one year's data, and the total number of actual graduates from China's higher vocational schools cannot be determined. Therefore, this paper uses Cochran formula (1977) to estimate the total number of samples. In the qualitative analysis, the target object of this thesis is the groups related to the quality

of students' employment, including vocational education experts and professors, managers and teachers of higher vocational schools, and enterprise managers.

Sample. In the quantitative research, because the author cannot determine the total number of graduates and students in China's higher vocational schools, this thesis uses Cochran formula to estimate the sample size

This paper survey was conducted among 613 students from three higher vocational schools in Beijing, Hangzhou and Shanxi. In addition, 6 enterprise leaders, 4 education experts and 10 teachers from higher vocational schools.

Research tools

Small sample pre-test. began to collect the data of small sample test in March 2022, and mainly distributed the electronic questionnaire 93 through wechat, QQ and other communication means. Fifty questionnaires were distributed and 43 were recovered. Due to the epidemic situation, the reply effect was not very ideal. Excluding the ineffective questionnaires such as perfunctory filling in, 40 effective questionnaires were obtained, with an effective recovery rate of 80%. In order to purify the items, improve and judge the quality of the questionnaire, this thesis will use the reliability and exploratory factors of Churchill (1979) for statistical analysis. According to the measurement results of the pre survey, the measurement scales of various variables involved in this thesis are proofread and revised to realize the purification of the scale, and then a formal survey questionnaire is developed. The test shows that the Cronbach's scale α of school-enterprise cooperation and employment quality is 0.865 and 0.879, both of which were greater than 0.7, belonging to the range of high

reliability. CITC values are greater than 0.5, and deleting any item can't significantly improve Cronbach's α . Therefore, there are no items to be deleted, and all items in each scale are retained. Secondly, the KMO value of school-enterprise cooperation and employment quality scale and the significance value of Bartlett's sphere test are consistent with the standards and conditions required by factor analysis, which are suitable for factor analysis. At the same time, this thesis extracts the factors of the items of the measurement scale of each variable by principal component analysis. The data explaining the variance of each variable shows that the data has a good ability to explain the overall structure. The test results of small sample data show that the school-enterprise cooperation and employment quality measurement scale proposed in this thesis has good reliability and structural validity.

Data collection

Combined with the research needs, this thesis mainly uses the combination of first-hand data and second-hand data to collect multi-level and multi-type data, so as to enhance the accuracy of the research results. First hand data sources: The distribution form of questionnaire samples directly affects the survey results. In order to obtain more authentic, credible and valuable first-hand data, the questionnaire follows the principle of wide coverage and 94 representativeness in the process of distribution. It not only pays attention to the differences between different horizontal types of schools, but also takes into account the distinction between students with different years in the vertical direction, so as to obtain more valuable information in an all-round and multi-channel way. A total of 650 questionnaires

were distributed, 613 were recovered and 587 were valid. After recycling, the invalid questionnaires shall be eliminated according to the following principles: Firstly, all the validity test questions without “5” shall be eliminated; secondly, if there are multiple blanks in the questionnaire, it will not be used; thirdly, if there is a contradiction between the filling of the questionnaire and the filling of the questionnaire, it will not be adopted; fourthly, all or most of the options filled in the questionnaire are the same and will not be used.

Second hand data sources: Firstly, the main partners of school-enterprise cooperation in higher vocational schools can be queried directly on the official websites of relevant schools and enterprises; secondly, the Chinese Statistical Yearbook and The 2020 Employment Report of Chinese Vocational Students are mainly from online news media based on the text materials and media text materials converted from video and audio publicly reported by the media; thirdly, around the indicators of school-enterprise cooperation and employment quality, search the whole network and the main Chinese and English academic journal database

Table 1

Reliability and validity test results of the scale

Variable	Cronbachs' α coefficient	KMO	Items
School cooperation behavior	.962	.946	4
Enterprise cooperation behavior	.966	.937	5
Employment ability	.926	.936	2
Employment quality	.983	.943	7

Regression analysis

This paper analyzes the questionnaire data through spss22.0 software, taking school cooperation behavior, enterprise cooperation behavior, and employment ability as independent

to obtain public information and literature.

Statistics analysis

This thesis will use SPSS statistical software to collect data for validity and reliability analysis, factor analysis and regression analysis to obtain the structure of employment quality and identify the key factors of school-enterprise cooperation mode affecting.

Research Results

Reliability and validity tests. In this paper, SPSS22.0 software was used to test the reliability and validity of the questionnaire. The Cronbach's α coefficient of 18 items in the questionnaire was all greater than 0.8, and the KMO test value was all greater than 0.9, indicating that the questionnaire had high consistency and reliability. According to the results of exploratory factor analysis, the factor loadings of all items were significantly higher than the minimum critical level of 0.6 suggested by experts, and all of them had strong statistical significance ($P < 0.001$), indicating that the survey scale had strong introspective validity.

variables, and employment quality as dependent variable, focusing on the impact of independent variables (school cooperation behavior, enterprise cooperation behavior) on the outcome variable (employment quality). And whether the me

diating variable (employment ability) plays a mediating role. Through research, it is found that the regression equation between the dependent variable employment quality (Y), the independent variable school-enterprise cooperation behavior (X1, X2), and the intermediate variable employment ability (X3) can be summarized as follows:

$$Y=0.037+0.07*X1+0.336*X2+ 0.563*X3 + a$$

This shows that the quality of employment of students can be improved by 0.336 for each level of school-enterprise cooperation in higher vocational schools; The employment quality of students can be improved by 0.563 for each level of employment ability. However, the school

cooperation behavior has a weak influence on the quality of employment. For each level of school cooperation behavior, the quality of students' employment only increases by 0.07.

Path Analysis and inspection results

In order to explore the direct and indirect effects of school cooperation behavior, enterprise cooperation behavior, employment ability and employment quality, this paper uses the structural equation model AMOS22.0 to fit the relationship among the three variables, and carries out the hypothesis test through the path coefficient. χ^2 (df), χ^2/df , CFI, RMR, NFI and RMSEA were used to evaluate.

Table 2

Test results

	χ^2 (df)	χ^2/df	CFI	RMR	NFI	RMSEA
Standard		<3	>0.9	<0.05	>0.9	<0.1
Result	57.73	2.51	0.963	0.04	0.957	0.093

As can be seen from the above table, the hypothesized model has a good fitting degree. Therefore, this model is retained in this paper and will be further explained to test the research hypothesis. According to the parameter estimation and measurement coefficient, significance, correction index and fitting index obtained from

the hypothetical model fitting survey sample data, the model was modified several times, and some paths were deleted. The final structural model is shown in Figure 5.1. Table 5.3 lists the path coefficients, T values and significance levels in the hypothetical model.

Table 3

Path coefficient of hypothetical model

Path	Standard parameter estimation	T value
School cooperation→employment ability	0.155	2.139*
Enterprise cooperation→employment ability	0.802	10.852***
Enterprise cooperation→employment quality	0.208	3.159**
Employment ability→employment quality	0.762	11.204***

(*P<0.05 bilateral test **P<0.01 ***P<0.001 bilateral test)

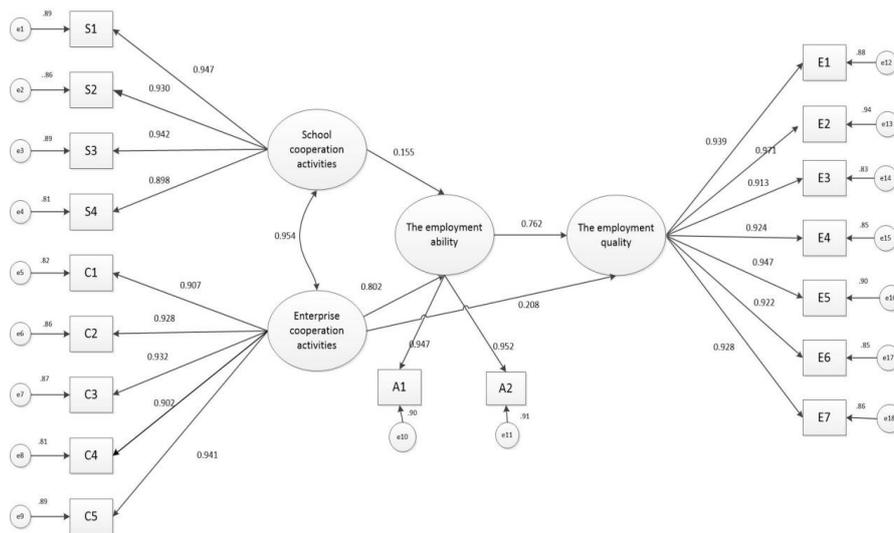


Figure 1 Structural equation model

The impact of school-enterprise cooperation on employment quality is mainly through the following paths: First, the direct impact of enterprise cooperation behavior on employment quality (path coefficient r is 0.208**); Second, the enterprise cooperation behavior indirectly affects the employment ability through the intermediary

variable (path coefficient r is $0.802^{***} \times 0.762^{***} = 0.611$); Third, the impact of school cooperation behavior on employment quality mainly indirectly affects employment quality through employment ability (path coefficient r is $0.155^{**} \times 0.762^{***} = 0.118$). Fourth, school cooperation behavior has no significant impact on employment quality.

Table 4
Hypothesis Test Results

Hypothesis	Content	Results
H 1	School-enterprise cooperation is positively correlated with employment quality	Accepted
H1a	There is a positive correlation between school cooperation behavior and employment quality	Accepted
H1b	There is a positive correlation between enterprise cooperation behavior and employment quality	Accepted
H2	School cooperation behavior is related to enterprise cooperation behavior	Accepted
H2a	School cooperation behavior is positively correlated with enterprise cooperation behavior	Accepted
H2b	Compared with school cooperation behavior, enterprise cooperation behavior is more conducive to employment quality	Accepted
H3	School-enterprise cooperation is positively correlated with employment ability	Accepted
H3a	There is a positive correlation between school cooperation behavior and employment ability	Accepted
H3b	There is a positive correlation between enterprise cooperation behavior and employment ability	Accepted
H4	Employ ability plays an intermediary role between school-enterprise cooperation and employment quality	Accepted
H4a	There is a positive correlation between employment ability and employment quality	Accepted

H4b	Employment ability plays an intermediary role between school cooperation behavior and employment quality	Accepted
H4c	Employment ability plays an intermediary role between enterprise cooperation behavior and employment quality	Accepted
H5	Different personal background variables and organizational variables have significant effects on school-enterprise cooperation and employment quality	Accepted
H5a	Different organizational background variables have significant effects on school cooperation behavior	Rejected
H5b	Different organizational background variables have a significant impact on enterprise cooperation behavior	Accepted
H5g	Different background variables have a significant impact on individual employment quality	Accepted
H5d	Different organizational background variables have significant effects on employment quality	Rejected
H6	Different school-enterprise cooperation modes have a significant impact on school-enterprise cooperation and employment quality	Rejected

Conclusions

This paper through the analysis of a large number of data, a relatively comprehensive understanding of China's higher vocational education school-enterprise cooperation and its impact on the quality of students' employment have been established, and an evaluation index system of the effectiveness of China's higher vocational education school-enterprise cooperation has been preliminarily constructed. Through the research, it is found that the development of school-enterprise cooperative talent training mode in higher vocational schools should give full play to the joint efforts of government, schools, and enterprises. Government departments should establish and improve laws and regulations to provide a perfectly legal basis for the implementation of the school-enterprise cooperation mode of combining work with study and make the school-enterprise cooperation develop in-depth through the establishment of evaluation mechanisms and local cooperation guidance. Higher vocational schools and enterprises should strive

to create school-running characteristics under the guidance of the government, and the government, school and enterprise should also pay attention to the construction of school-enterprise cooperation guarantee system, so that more students can benefit from it, find their own career positioning, and grow into excellent applied talents. These results are conducive to improving the personnel training management mechanism of school-enterprise cooperation in China's higher vocational schools, so as to effectively integrate educational resources in all aspects of society, deepen school-enterprise cooperation, promote the development of higher vocational schools, and cultivate high-quality talents in short supply and urgent need of society.

Discussions

Under the new situation that China's higher education has changed from scale development to improvement of education quality, it is an objective requirement of social development for higher vocational education to enhance the employment competitiveness of higher vocati

onal students. For graduates from higher vocational schools, having good employment competitiveness can not only help them find suitable jobs in the fierce competition, enhance their chances of success in the employment process, but also lay a foundation for their future career development. The role of school-enterprise cooperation in improving the employment competitiveness of higher vocational students is beyond doubt. The government, schools and enterprises should explore the best mode of school-enterprise cooperation, make full use of school-enterprise cooperation to enhance the employment competitiveness of higher vocational students, and help them increase their advantages in the competition. By analyzing the relationship between school-enterprise cooperation and students' employment quality in China's higher vocational schools, this paper puts forward countermeasures and suggestions from the three aspects of the government, higher vocational schools and enterprises, with a view to promoting the long-term development of school-enterprise cooperation in higher vocational schools and improving students' employment quality.

Government. School-enterprise cooperations cannot be separated from the government, the government should strengthen the macro guidance, give full play to its leading role and status, to build a communication platform, perfect the laws and regulations policy of school-enterprise cooperation, increase the government funding support of school-enterprise cooperation, establish incentive mechanism of school-enterprise cooperation and supervision, assessment mechanism, make the development of school-enterprise cooperation institutionalized and scientific.

Higher vocational school. Higher

vocational education's nature and training objectives determine that only by actively carrying out school-enterprise cooperation can higher vocational schools comprehensively improve students' professional skills and comprehensive quality, so as to improve the quality of running schools. Therefore, higher vocational schools should pay attention to ability training and build a reasonable curriculum system. Adapt to the market demand, adjust the professional structure in time; Strengthen the construction of "double-qualified" teachers, select teachers to go into enterprises for professional practice, accelerate the construction of school-enterprise cooperation in teacher training and training bases and enterprise practice bases, improve the quality of higher vocational personnel training.

Enterprise. Enterprise should take a long-term and developmental perspective to correctly view school-enterprise cooperation. Therefore, the enterprise should improve the awareness of social service, in an effort to generate economic benefits, but also actively participate in school-enterprise cooperation, take the initiative to undertake the task of training highly skilled talents for the society, to provide better services for the society. Enterprise should provide practice places and equipment for higher vocational schools, take the initiative to work out talent training objectives with schools, determine major settings, and participate in curriculum design and reform of schools, so that the students cultivated by schools can meet the needs of enterprises.

Suggestion

In the process of researching, through the analysis of a large number of data, this paper has established a comprehensive understanding of the school-enterprise cooperation in China's

higher vocational schools and its impact on the quality of students' employment, put forward corresponding countermeasures and suggestions on the basis of problem analysis.

Firstly, this paper has preliminarily constructed the evaluation index system of the effectiveness of school-enterprise cooperation in higher vocational education in China, but these index systems are more objective and pay attention to the design and measurement of subjective indicators for easy evaluation. It is undeniable that school-enterprise cooperation is an inevitable way to achieve the objectives of higher vocational education and effectively develop students' work skills. However, from the perspective of people, work is not all life and people cannot be "skilled". Therefore, to build a more reliable, credible, and usable index system for the effectiveness of school-enterprise cooperation in higher vocational education, promote the normalization of school-enterprise cooperation in higher vocational education, and achieve the desired results, we must fully consider human development and self-realization and pay attention to the participants' feelings and evaluation of school-enterprise cooperation activities in higher vocational education, that is, pay attention to the participants' emotions, attitudes and values. At the same time, the main body of employment quality evaluation not only pays attention to students but also pays attention to the evaluation of enterprises. It is necessary to design a more detailed evaluation index system and dimension reflecting the perspective of the enterprise. And this paper did not go deep into this, which should be a good research direction in the future.

Secondly, although this paper divides the development levels of school-enterprise

cooperation in higher vocational schools in China, it also puts forward the criteria for judging the effectiveness of school-enterprise cooperation at this stage. However, with the improvement of the degree of school-enterprise cooperation in higher vocational schools and the gradual entry into the advanced development level of the deep integration of school-enterprise cooperation, the criteria for judging the effectiveness of school-enterprise cooperation should also change accordingly. Industry associations, the public, parents and other groups will enter the interest subjects that cannot be ignored. This thesis does not study the criteria for judging the effectiveness of the advanced development level of the deep integration of school-enterprise cooperation, further research may be required in the future.

Thirdly, in view of the difficulty of data collection and the limitation of my ability, the subjects of the interview and questionnaire survey are mainly higher vocational schools in Beijing, Hangzhou, and Taiyuan. Although these three higher vocational schools are representative and can basically show the overall situation of school-enterprise cooperation among higher vocational schools in China, they are not a nationwide large-scale survey after all. The conclusions of this paper will be lacking in regional differences and universality. If the research can be carried out nationwide, the conclusion will be more convincing. Therefore, in the future, if possible, I hope to create more conditions to carry out a wider range of research, further increasing the research sample data, and the research years, so as to make the research conclusions more representative and objective, and ensure that the research results are more realistic and meaningful.



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