Solving the employment problem of the transferred universities graduates of industries through the innovation and entrepreneurship education

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Abstract: Since the "12th Five-Year Plan", the employment situation has become more and more serious due to the change of the employment environment, the external employment of the traditional employment market, the competitive disadvantage of the non-traditional employment market, the employment situation of the graduates, on average. The most important factor affecting the employment of college graduates is the comprehensive ability and quality of graduates and innovation and entrepreneurship education is an important way to enhance the comprehensive ability and quality of college students. Therefore, we must start from the aspects of education mode, curriculum system, teaching staff, practice platform, management structure and so on. We can change the current situation of innovation and entrepreneurship education in the current industry, so as to ensure the breakthrough of college students' innovation and entrepreneurship education, so as to solve the employment of graduates’ problems, and for the country, for the nation to cultivate a good innovative entrepreneurial talent.

Keywords: Innovation; Entrepreneurship; The transferred universities of industries; Graduates; Employment.

Introduction

Since the “12th five-year plan” period, the employment of college students has become an indisputable fact. Especially for the transfer of institutions in the industry. Due to the national economic restructuring and other reasons, in recent years, The employment difficulties of graduates are becoming more and more prominent. To this end, the government, schools and the whole society are to promote the employment of college students has made hard work, but the effect is still not satisfactory. The study found that the government vigorously advocated and the whole society to actively
encourage innovation, and entrepreneurship today, the proportion of domestic college students is only 1%, far lower than the developed countries 20% -30% of college students entrepreneurial rate\(^1\).

The phenomenon of low start-up rate and insufficient entrepreneurial drive is worthy of our attention. This reflects the situation that contemporary college students are satisfied with the present situation and lack of innovative spirit , this is not only not conducive to solving the problem of college graduates’ employment difficulties, but also hinders the construction of innovative country and society. Therefore, to strengthen the innovation and entrepreneurship education as a breakthrough, is committed to solving the employment problem of college students, which has a very important practical significance.

1. An Analysis of the Employment Situation of the Graduates from the

Transferred Universities of Industries since the 12th Five-year Plan

Since the “12th Five-Year Plan”, with the development of the national economy into the new normal, the industry transfer graduates graduation difficulties increased year by year. Taking a certain industry as an example, the employment rate of undergraduates fell from 92.80% in 2012 to 90.36% in 2016, when the number of graduates was basically stable during the 12th Five-Year Plan period. In the same period, the average employment rate of undergraduates in the country has been increasing. And since 2014, the average rate of employment that has been higher than the national average for undergraduates has reversed, and by 2015 it was 1.6 percentage points below the national average. See Figure 1\(^2\).

Figure 1 Comparison of average employment rate between the industry institutions and the national undergraduates in 2012-2016

Thus, in the current national college graduates employment situation is generally grim situation, the industry transfer institutions graduate employment more difficult, the reasons for this situation are the following three aspects:

1.1 The employment environment changes

Since the end of the last century, the number of graduates has increased from 114,000 in 2001 to 765 million in 2016\(^3\), with a growth rate of more than 570% due to the continuous expansion of various colleges and universities. The employment situation of all kinds of college graduates is becoming more and more serious. At the same time due to the
"12th Five-Year" since the economic restructuring reasons, most of the industry transfer institutions, such as steel, petroleum, coal transfer before belongs to industry as a whole on a downward cycle, the production and operation of an enterprise pressure, new workers reduced in number. Therefore, for the industry transfer institutions, the employment of its graduates is facing a larger environmental change and the situation is more serious.

1.2 The traditional job market suffered external shocks

Because of the transfer of the industry transfer institutions and the former industry departments of the affiliation no longer exists, so the industry sector enterprises in the recruitment of graduates, the recruitment of objects from the original industry graduates to expand the country All kinds of college graduates. This will inevitably lead to the transfer of institutions of traditional employment market suffered non-industry transfer graduates of the external impact of graduates. Take a certain industry transfer institutions, for example, "12th Five-Year Plan" period, the number of graduates before entering the transfer of the total number of graduates accounted for the number of graduates, from 38.01% in 2012 to 12.71 % in 2016, see Figure 2. Over the same period, the industry characteristics of professional undergraduate graduates employment rate also fell by nearly 4 percentage points, see Figure 3.

Figure 2 A sector transfer institutions 2012 - 2016 graduation undergraduate students into the transfer before the industry share

![Figure 2](image1)

Figure 3 Occupational Transfer of Industry in a Sector 2012 - 2016 Undergraduate Employment Rate

![Figure 3](image2)

1.3 Non-traditional employment market in a competitive disadvantage

In the non-traditional employment market, due to the industry disciplines and professional institutions set up a clear industry characteristics, so the industry transfer institutions graduates with non-industry transfer graduates in the competition due to reasons such as professional background, often in obvious disadvantage. Similarly, the above-mentioned industries to transfer institutions as an example, "12th Five-Year Plan" period, although the total
number of industry companies recruited to the school has been reduced from 161 in 2012 to 128 in 2016. But the same period the school actively increase the non-traditional employment market development efforts, so that the recruitment of the industry's total number of external enterprises from 297 in 2012 to 703 in 2016, industry and foreign enterprises to provide the total number of jobs from 2012 Of the more than 8,000 to 2016 more than 15,000, but the number of employment increased from 3728 to 3797 people, the actual employment rate is declining. This fully illustrates the lack of competitiveness of graduates in the non-traditional employment market.

Based on the above situation, the industry transfer institutions graduate employment difficult situation has become an indisputable fact. In this case, we must study and analyze the factors that affect the employment of college graduates. In order to put forward targeted measures to do the job guidance of graduates, alleviate the employment pressure of graduates, schools and the whole society.

2. the impact of industry transfer institutions graduate employment factors analysis

In recent years, we have studied and analyzed the factors that affect the employment of college graduates, with a view to improving their own conditions, take the initiative to adapt to changes in the employment environment point of view, to solve the difficult situation of employment.

2.1 Factor classification

According to the relative relationship with the individual students, the factors that affect the employment of college graduates can be divided into external factors and internal factors. The external factors are the three factors that the graduates must passively through their own efforts but cannot be changed in the short term, including social factors, family factors and school factors. The internal factors are that the graduates can get effective through their own efforts. Improve the factors, including graduates of individual academic performance, comprehensive ability, school performance, physical quality, comprehensive quality and other five factors.

2.2 Research focus

From the point of view of enhancing the effectiveness of employment guidance, strengthening the research on the external factors such as society and family, which can affect the employment of graduates, can improve the ability to understand and grasp the macro situation of the current employment market, but the specific role of individual employment guidance for students is limited, taking into account the special nature of the disciplines and professional settings, we believe that the impact of the industry transfer graduates graduate employment factors, the focus should be focused on the graduates of the school, academic performance, comprehensive ability, physical quality, comprehensive quality and other six factors.

2.3 Questionnaire design

In the 2015-2016 academic year, we conducted a questionnaire survey on dozens of enterprises recruited to a certain industry transfer institution. On this basis, the factors influencing the employment of college graduates were analyzed. The purpose of the questionnaire is to identify the relative importance of various factors, so for each influencing factors were set extremely important, very important, important, general, invalid the five importance dimensions, requiring enterprises according to their own reality Situation, for any one of the factors can only check the importance of a dimension, and the same importance dimension can be checked under a number of factors.

2.4 Analytical methods

Respectively, is extremely important, very important, important, general and invalid of five dimensions of the dimension assigned to 5,4,3,2,0, the data is analyzed by Delphi method, and the importance index of each influence
factor is calculated. The greater the importance index, the higher the importance of the influencing factor, and the relative importance of the influencing factors.

2.5 Statistical analysis
According to the statistical data (see Table 1), in the six factors that affect the employment of graduates of the institutions, the comprehensive ability, comprehensive quality, physical quality, school factors, academic achievement, school performance index down in turn. Among them, the importance index is more than 4, that is, the important degree between the "extremely important" and "important" between the influencing factors only comprehensive ability and comprehensive quality of two.

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely important</th>
<th>Very important</th>
<th>Important</th>
<th>General</th>
<th>Invalid</th>
<th>Importance index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive capacity factor</td>
<td>44.38%</td>
<td>31.88%</td>
<td>21.25%</td>
<td>0.62%</td>
<td>1.87%</td>
<td>4.14</td>
</tr>
<tr>
<td>Comprehensive quality factor</td>
<td>39.06%</td>
<td>29.69%</td>
<td>28.13%</td>
<td>3.12%</td>
<td>0.00%</td>
<td>4.05</td>
</tr>
<tr>
<td>Physical fitness factor</td>
<td>32.22%</td>
<td>28.37%</td>
<td>32.45%</td>
<td>6.96%</td>
<td>0.00%</td>
<td>3.86</td>
</tr>
<tr>
<td>School Factor</td>
<td>26.04%</td>
<td>36.46%</td>
<td>29.17%</td>
<td>7.29%</td>
<td>1.04%</td>
<td>3.78</td>
</tr>
<tr>
<td>Academic Achievement Factor</td>
<td>18.48%</td>
<td>29.05%</td>
<td>42.97%</td>
<td>7.55%</td>
<td>1.95%</td>
<td>3.53</td>
</tr>
<tr>
<td>Performance at school</td>
<td>17.50%</td>
<td>30.00%</td>
<td>40.00%</td>
<td>11.25%</td>
<td>1.25%</td>
<td>3.50</td>
</tr>
</tbody>
</table>

As mentioned above, since the comprehensive ability and comprehensive quality of graduates have a very important impact on their employment prospects, it is necessary to take corresponding measures to improve the students' comprehensive ability and quality.

3. The Way to Improve The Comprehensive Ability and Quality of College Students

The comprehensive ability and quality of college students are based on the congenital conditions, and the influence of the higher education environment is reflected in the comprehensive situation of college students' ideological and moral, scientific knowledge, cultural accomplishment, psychological quality, observation practice and thinking communication. The comprehensive ability and quality of college students are not only related to the realization of college students' own employability and their achievement goals, but also the international competitiveness of direct countries and ethnic groups. Therefore, it is an important measure to measure the ability and level of colleges and universities.

An important way to improve the comprehensive ability and quality of college students is to carry out social practice education. Through the development of social practice education, we can enhance the students' attitudes towards society, sharpen their quality of will, enhance their sense of responsibility, improve their skill level, and fundamentally exercise
their ability to apply theoretical knowledge to production practice⁶. And innovation and entrepreneurship education is to the whole society, for those who intend to start a business, has been entrepreneurial, successful entrepreneurial groups, phased hierarchical innovation and training and entrepreneurial ability of education, its essence is a comprehensive quality and ability to enhance social practice. For the students, innovation and entrepreneurship education is mainly to promote the comprehensive development of students as the goal, through the interdisciplinary curriculum set, adjust and optimize, cultivate students awareness of innovation and entrepreneurship, spirit and ability to achieve the theory and practice, campus and society, classroom and campus, innovation and entrepreneurship and professional knowledge and other aspects of the organic integration of education system, the ability of students and quality education to carry out practical exploration to enhance students in the professional development of the comprehensive ability and quality. Therefore, innovation and entrepreneurship education is an effective way to improve the comprehensive ability and quality of college students.

Especially in recent years, with the whole society on the comprehensive ability and quality of college students’ increasingly demanding, college innovation and entrepreneurship education work has been more and more attention. In August 2012, the Ministry of Education made it clear that entrepreneurship education in general colleges and universities was an important measure to promote employment and promote the full employment of college graduates. Several years of practice also shows that through the development of innovative entrepreneurship education, both can alleviate the current economic restructuring caused by the employment problems of college students, but also can fundamentally improve the comprehensive ability and quality of college students, so that they are prepared in advance to better to adapt to social competition.

4. the industry transfer institutions to strengthen innovation and entrepreneurship education measures

Industry transfer institutions innovation and entrepreneurship education work started late, the foundation is weak. But in recent years, especially in 2010 the Ministry of Education promulgated the "vigorously promote the innovation and entrepreneurship education in colleges and universities and the views of independent entrepreneurship work" and the State Council issued in 2015, "on the deepening of innovation and entrepreneurship education reform implementation of the views", graduation of institutions to gradually realize that innovation and entrepreneurship education for improving the quality of higher education, promote the comprehensive development of students to promote the employment of graduates of the importance of continuing to strengthen this work, made positive progress, accumulated some experience, but still lack of influence on the actual effect of innovation and entrepreneurship education. Therefore, we believe that the transfer of institutions in addition to actively implement the relevant state and relevant ministries on innovation and entrepreneurship education policy requirements, but also should be combined with their own reality, focus on the following five aspects of work, and strive to form in line with the characteristics of industry transfer institutions Innovative Entrepreneurship Education Model.

4.1 To rely on school-enterprise cooperation in the infiltration of innovative business education model

Industry transfer institutions is an important feature is closely linked with the industry and enterprises, it is necessary to give full play to this advantage, continue to strengthen and consolidate the cooperation with the industry and enterprises, through the enterprise or invite enterprises to school to build school-enterprise personnel training base. The school's talent training positions from the classroom, from the campus to expand production or research line, so that students in the real business environment, feel the process of innovation and entrepreneurship, ways and means of the importance
of experience and enhance the ability. At the same time, it should be recognized that, from the perspective of improving the students' comprehensive quality ability, professional education is the foundation, innovation and entrepreneurship education is a useful supplement, so the need for innovative entrepreneurship education effectively integrated into the professional education curriculum system, in the daily professional education professional innovation as the basis, consciously infiltrated the innovation and entrepreneurship education, and cannot simply open a few entrepreneurship business course.

4.2 To build a multi-disciplinary integration of innovative entrepreneurship education curriculum system

Industry disciplines of disciplines often have a relatively single industry characteristics, and innovative entrepreneurial activities require participants to have a high overall quality and ability, it must be combined with the actual needs of innovative entrepreneurship education, that students lay the whole society for innovation to strengthen the professional education curriculum and innovative entrepreneurial education curriculum of the organic combination of building a set of humanities, markets, finance, management, law and student books, to improve the teaching content, Professional and other aspects of knowledge and theory of integration of innovative entrepreneurship education curriculum system, and improve the quality of teaching evaluation system, and not just simply engage in several innovative business competition activities, such as college students career planning, job search skills on general education class. Only in this way can we fundamentally cultivate students into a solid foundation of professional skills, comprehensive quality and ability, innovative entrepreneurial ability higher entrepreneurial talent.

4.3 To cultivate a high-quality innovative entrepreneurship education teachers

Over the past decade, the industry transfer institutions in the construction of professional teachers has made remarkable achievements, but the innovative entrepreneurship education teachers are often student counselors and other management staff part-time. This is mainly due to the existing professional teachers are often only a subject or professional experts, for innovative entrepreneurship education such comprehensive courses are often knowledge reserves and practical experience are inadequate. At the same time due to the lack of professional background, so the part-time by the management of innovative entrepreneurship education tend to make the teaching process is emptier, teaching quality is not high and cannot achieve the desired teaching objectives. Therefore, it is necessary to start from the two paths of theory and practice, and cultivate a contingent of high-quality innovative entrepreneurship education teachers. The construction of the theoretical teacher team should be based on the existing teachers as the basis, to adopt multi-disciplinary collaboration, to build the team to cultivate the way; practical teaching team construction should play the industry transfer institutions and enterprises close ties to the enterprise hire a rich entrepreneurial or management practice experience and have a certain teaching ability of the staff as a master of entrepreneurship.

4.4 To build a wide range of innovative entrepreneurship education practice platform

The cultivation of students' practical ability is the key point of innovation and entrepreneurship education, and also a key measure to measure the effect of training. At present, the outstanding performance of education effect of innovation and entrepreneurship in universities in China is the lack of students' ability to innovate and entrepreneurship. Therefore, the transfer of institutions must continue to increase investment, through the construction of college students’ incubator, the integration of various innovative entrepreneurship competition activities to promote the internal scientific research and experimental base to innovation and entrepreneurship education practice base transformation, and external enterprises to establish a practice base and other forms. Constantly enrich and improve the practice of innovation and entrepreneurship education platform for students to provide more practical opportunities. Only then can we solve the innovation and entrepreneurship education only stay in the theoretical level, the lack of practical experience of the platform, so that students experience learning, so as to improve the effectiveness of innovative entrepreneurship.
education.

4.5 Integration of innovative entrepreneurship education management structure

The current industry transfer institutions in the process of innovation and entrepreneurship education, the prevalence of student departments, Communist Youth League, the Office of Academic Affairs and other management agencies, "multiple management, concerted efforts" phenomenon. This makes innovation and entrepreneurship education in the school there is no clear responsibility of the main body, at the same time in the work cannot form a joint force, so that the limited resources to further reduce the utilization rate. Therefore, the school must be the existing management system to sort out the integration, set up or clear the school independent innovation entrepreneurial education function, which is responsible for the overall development of various types of innovative business resources, and the school innovation and entrepreneurship education coordination, guidance, organization As well as supervision and management is responsible for taking the lead, to ensure the realization of innovative entrepreneurship education optimization.

To sum up, the industry transfer institutions must be soberly aware of the increasingly serious employment situation of graduates, from the education model, curriculum system, teaching staff, practice platform, management structure and other aspects of training students to cultivate innovative thinking, improve college students Entrepreneurial practice ability to ensure that college students innovation and entrepreneurship education to achieve tangible results, so as to promote the overall quality of college students and the overall ability to enhance the employment problem for graduates, and for the country wise, for the nation to cultivate outstanding innovative entrepreneurial talent.

References