

# Research on Influencing Factors of Employment Ability of Higher Vocational College Students Based on Cultivation of Innovation and Entrepreneurship Ability

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**Abstract:** With the expansion of college enrollment and the year-on-year increase of college graduates, the difficulty of obtaining employment has increased. College students' independent entrepreneurship has gradually become an important way for college graduates to generate talents and relieve employment pressure. Innovative and entrepreneurial education is the main way to cultivate innovative and entrepreneurial talents. Under the diversified demand for talent training models in higher vocational colleges, the thesis expounds the current and the reasons for the lack of innovation and entrepreneurship ability of graduates in higher vocational colleges, and puts forward some new methods of innovation and entrepreneurship training in higher vocational colleges.

## 1. Introduction

With the transformation of the economic development mode, high-skilled innovative and entrepreneurial talents in front-line production, technology, management, and services have become an indispensable factor in the current manufacturing industry upgrading, which brings new ideas to the innovation and entrepreneurship education of higher vocational colleges in China. Requirements, new tasks and new challenges. However, the current situation of the cultivation of innovation and entrepreneurship ability of vocational colleges in China is that the level of education is low, and the enthusiasm for innovation and entrepreneurship is not high. For this reason, the author proposes some new education models by combining the current situation and existing problems of the cultivation of innovation and entrepreneurship education ability.

The employment problem of college students has become more and more prominent in recent years. Through the analysis of the employment situation of graduates of China's human market in recent years, it is found that the employment pressure of college students is increasing, especially in 2015, the number of graduates reached a new high, reaching about 7.49 million. The most difficult employment season in history." The real reason for the difficulty in obtaining employment is not that there are no positions, but the ability of graduates cannot meet the requirements of enterprises for talents. The vast majority of graduates from higher vocational colleges are only "semi-finished products", and they can only be employed after entering the enterprise for retraining. The main contradiction of the employment problem is that the training of talents in higher vocational colleges is out of touch with the needs of enterprises. Only on the basis of strengthening the training of high-skilled talents, vocational colleges explore the training model of innovative and entrepreneurial talents, and comprehensively carry out innovation and entrepreneurship education, can they cultivate the talents needed by enterprises. In the process of learning entrepreneurship, students will actively learn professional knowledge and skills, understand industry development trends, and grasp market trends faster and more accurately. In the process of self-employment, students not only solve their own employment problems, but also provide employment opportunities for others, which has a multiplier effect. It can be seen that higher vocational colleges have carried out innovation and entrepreneurship education, and the three parties benefited from enterprises, students and schools. Enterprises can recruit the required technical talents and students can apply for their desired jobs. The school has improved the quality of talent training.

## **2. Employability of Graduates from Vocational Colleges**

Employability can also be called “employability”, and it is an important factor in measuring individual competitiveness. Under the premise of relevance to the job market, employability is related to the applicant’s ability to obtain a job and to the applicant’s potential abilities. As far as the students in higher vocational colleges are concerned, their high employability not only enables them to find suitable jobs in the fierce job market, but also provides a good foundation for their career planning. As far as the employer is concerned, the higher level of employability indicates that employees can better adjust to changes in internal and external factors to adapt to changes in work, thereby enhancing the competitiveness of the employer.

There are structural contradictions in the employment of graduates in higher vocational colleges, and this structural contradiction is reflected in the contradiction between the number of employment positions and the employment structure. The contradiction in the number of employment positions is manifested in the contradiction between the slow increase in the number of units employed and the rapid increase in the number of graduates in higher vocational colleges year by year. The contradiction in the employment structure is reflected in the contradiction between the jobs that a large number of vocational graduates are unwilling to engage in and the jobs that vocational graduates cannot engage in due to their lack of ability. There is a contradiction between the comprehensive quality of graduates of higher vocational colleges and the actual needs of employers. Employers generally believe that the comprehensive qualities of students who graduated from higher vocational colleges, such as the ability to adapt to work, actual working ability, and team communication skills, all need to be improved.

## **3. Influencing Factors of the Employability of Graduates in Higher Vocational Colleges**

The society has shown a trend of increasing year by year in terms of employment, but the growth of the number of graduates from higher vocational colleges is far higher than the society's demand for talents, so there is an oversupply phenomenon in social employment. In a certain period of social development or in a certain type of industry, the demand for talents from employers has become saturated. This objectively existing problem requires the concerted efforts of the whole society to solve it. It is not something that a few higher vocational colleges or graduate groups can solve, but this oversupply phenomenon will directly affect the graduation of higher vocational colleges. The employability of students. As graduates of higher vocational colleges and higher vocational colleges, do not look at the supply and demand of the job market in a static manner, but consider the needs of employers in a dynamic way of thinking. Only in this way can the employability of graduates of higher vocational colleges be improved.

The comprehensive quality of graduates has an impact on their employability. The comprehensive quality of graduates contains many factors, including graduates’ attitudes towards careers, learning methods, experience and experience in club activities in higher vocational colleges, academic performance and internships. The relevant experience, etc., will have a certain impact on the employability of graduates. Among them, the employability level of graduates with experience in club activities and work internships is significantly higher.

The impact of gender of graduates of higher vocational colleges, in terms of work operation, management, communication and comprehensive thinking ability, the performance of boys graduated from higher vocational colleges is better than that of girls, but in terms of job communication, higher vocational colleges. The performance of graduated girls is better than that of boys. However, due to the different specific requirements of employment units, girls who graduated from higher vocational colleges in certain positions are more likely to receive an olive branch from the employer.

The influence of different professional backgrounds of graduates of higher vocational colleges and the different majors studied by graduates of higher vocational colleges provide them with different employment opportunities and opportunities. The employability of graduates with science majors in higher vocational colleges is significantly better than that of liberal arts majors. Graduates

of science majors usually have the characteristics of rigorous thinking, close logic, good at thinking about problems, and doing business. These characteristics make the employability of science graduates greatly improved.

The family environment of vocational college graduates is affected by external factors such as the family and social environment. The family environment is the original ecological living environment of vocational college graduates. The professional background of family members, especially parents, will have a direct impact on the employability of graduates from higher vocational colleges. At the same time, the social environment of graduates of higher vocational colleges, such as the extracurricular clubs and the use of social resources in daily life, will have a certain degree of impact on their employability.

#### **4. Suggestions for Promoting the Employability of Graduates from Higher Vocational Colleges**

Although classroom learning in higher vocational colleges cannot directly affect students' employability, it has an indirect effect on students' employability. The students of higher vocational colleges are mainly engaged in the training of employment ability in the school. The curriculum of higher vocational colleges should reasonably arrange the relevant content of students' cognition and employability, and adopt efficient methods to carry out the education of students' employability. For example, employing units are invited to higher vocational colleges to carry out job introductions, so that students can intuitively have a comprehensive understanding of the job positions before they leave the school. If students can understand and understand the employer before graduation, it can help them improve their employability awareness. Higher vocational colleges should strengthen the employment guidance for graduates at the critical stage when graduates are about to enter the society. Vocational colleges should provide all-round employment guidance to students while obtaining employment information in a timely manner and opening up employment channels. For example, vocational colleges carry out career planning for students in a period of confusion.

The graduates of higher vocational colleges must have a correct understanding of the concept of employment, and must put the improvement of their overall quality as a prerequisite for employment. Students in higher vocational colleges should realize that the study and mastery of professional knowledge is the foundation, and at the same time, they should also pay attention to social practice, improve their employability in practice, and plan their career in social practice. Higher vocational colleges should focus on the cultivation of students' learning styles, for example, the cultivation of students' learning transfer ability. Higher vocational colleges should expand channels to provide students with more opportunities for social practice. Employment guidance for students is also a key task for higher vocational colleges.

On the basis of caring about the employment of graduates of higher vocational colleges, the government should make substantive measures that are conducive to improving the employment of graduates of higher vocational colleges. Such as the introduction of relevant support policies, strengthen policy guidance and consultation on career selection for graduates of higher vocational colleges, alleviate students' confusion about selection, and timely adjust graduates' one-sided understanding of career selection to promote graduates of higher vocational colleges Employability. Many factors will affect the employability of graduates from higher vocational colleges. Based on the analysis of various factors affecting the employability of graduates of higher vocational colleges, it is recognized that enhancing the employability of graduates is the result of the comprehensive efforts of all parties in society and colleges.

First of all, the subject status of entrepreneurship education should be clarified, and "University Students' Innovation and Entrepreneurship Education" should be offered as a compulsory course. Entrepreneurship education should be infiltrated into subject education. The objectives and content of innovation and entrepreneurship education courses should be clarified. Entrepreneurship should be improved according to students' awareness and cultivate students. Entrepreneurial skills, management knowledge and skills. Secondly, carry out elite entrepreneurial education for students with entrepreneurial intentions, combine theoretical teaching, group activity case teaching and

opening activity courses and other teaching methods, extend and expand classroom teaching, through numerous club activities, hold entrepreneurial lectures and launch Entrepreneurship design competitions, etc., teach students the relevant practical skills needed for entrepreneurship. Thirdly, higher vocational colleges should integrate various resources, adhere to the principle of combining full-time and part-time, and combining introduction and training, and strengthen the construction of the “dual teacher” teacher team. Select backbone and excellent teachers to go out to exchange, so that teachers can grasp the latest academic trends and scientific research results of the subject, and have certain entrepreneurial experience, bring their rich entrepreneurial experience to the classroom, and provide students with theoretical guidance, market consultation and technology stand by.

Consolidate the school-enterprise cooperation platform, promote the in-depth integration of “school, government, and enterprise”, explore an education model that combines production, learning, and research, and vigorously promote the construction of “college students' innovation and entrepreneurship practice base”, allowing students to study and train in the factory for a period of time. Directly at work, feel and experience the entrepreneurial atmosphere, and strive to solve the problem-solving ability of college students. In addition, colleges and universities can also encourage students to start businesses in the Pioneer Park by setting up high-tech parks. In this process, students must have the ideological preparation to dare to think and do without fear of failure, and higher vocational colleges must also provide active policy consultation and powerful service guarantee.

## 5. Conclusion

The employment of graduates from higher vocational colleges is the focus of attention from all sectors of society. Working ability and non-working ability constitute the employability of graduates of higher vocational colleges. On the basis of introducing the employment ability and employment ability of graduates from higher vocational colleges, this article analyses the various factors that affect the employment ability of graduates in higher vocational colleges. Put forward operability suggestions. This article aims to improve the employability of graduates from higher vocational colleges, so that graduates from higher vocational colleges can better adapt to the needs of the social job market and prepare for their own career planning.

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