



**APPLIED RESEARCH ON THE TALENT MODEL OF “CAREER
SALING CLASS” IN THE NEW ERA A CASE STUDY OF A
VOCATIONAL COLLEGE OF FUJIAN PROVINCE AS AN EXAMPLE**

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SAILING CLASS” IN THE NEW ERA A CASE STUDY OF A
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Thematic Certificate


To

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This Independent Study has been approved as a Partial Fulfillment of the Requirement of
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Declaration

I, WANG QINGPAN, hereby certify that the work embodied in this independent study entitled "APPLIED RESEARCH ON THE TALENT MODEL OF "CAREER SALING CLASS" IN THE NEW ERA A CASE STUDY OF A VOCATIONAL COLLEGE OF FUJIAN PROVINCE AS AN EXAMPLE" is result of original research and has not been submitted for a higher degree to any other university or institution, dersity or institution.

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Title: Applied Research on the Talent Model of “Career Sailing Class” in the New Era
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ABSTRACT

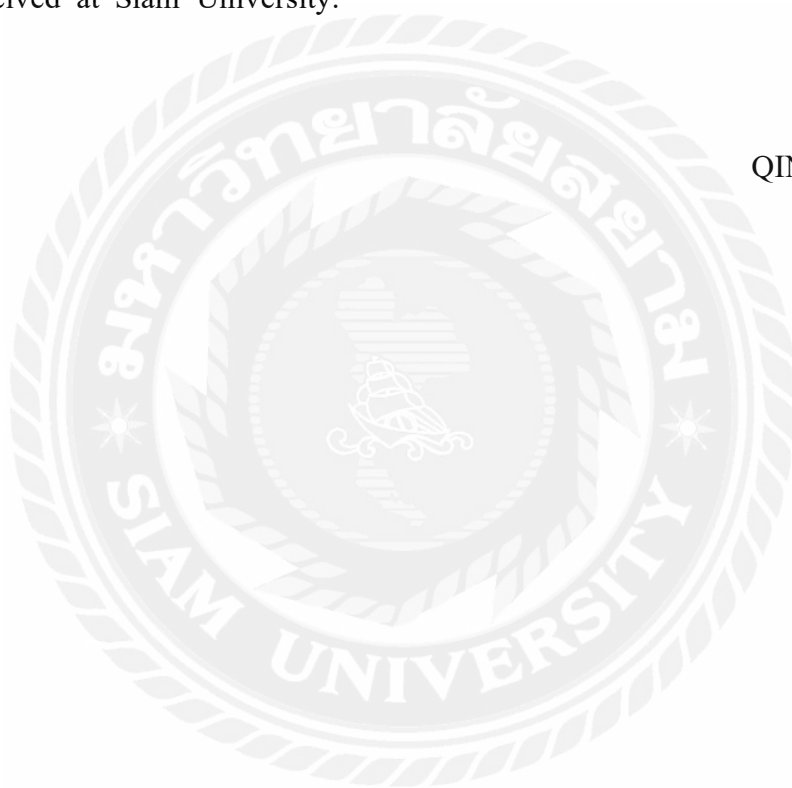
China's vocational education is at an important node of change from large-scale development to connotative development. How to build high-level vocational colleges and universities to cultivate more highly skilled talents for society has become an important issue in the development of vocational education. It has been inseparable from the social economy and industrial development since its birth, and promoting the integration of industry and education and school-enterprise cooperation in vocational education reform. In 2019, the State Council issued the "National Implementation Plan for Vocational Education Reform" for the development of vocational education. Substantive reform measures to promote the integration of industry-education and school-enterprise cooperation were clearly proposed. This paper proposed the "vocational training model," to fundamentally solve the problem of "two skins" in the integration of industry-education and school-enterprise cooperation. The "vocational flight talent training model" is different from the traditional school-enterprise cooperation, such as the "order-based talent training model" in the past. The "Vocational Flight" training model was aimed at the common point and combination of the interests of both schools and enterprises. The cultivation of technical skills talents that solve the practical problems in production management of industry and enterprises, stimulate the enthusiasm of enterprises to participate in school running, play the role of the main body of enterprise talent training, to realize the real participation of enterprises in school running, and to serve enterprises in school leadership.

Keywords: school-enterprise cooperation, talent training mode, higher vocational education, double-qualified teacher



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CHAPTER 1 INTRODUCTION

1. 1 Background of the Study

The National Implementation Plan for Vocational Education Reform proposes that "the social environment for enterprises to assume responsibility for vocational education should be cultivated, and vocational colleges and industry enterprises should be promoted to form a community of destiny." Deepening the reform of vocational education cannot be separated from the important main role of industry enterprises in the process of educating people. Promoting vocational colleges and industry enterprises to form a community of destiny and promoting high-quality development of vocational education is to cultivate high-quality technical and skilled talents to meet the new needs of economic and social development in the new era. Building school-enterprise community of destiny and innovating school-enterprise cooperation talent training mode are the basic guidelines for reform and development of vocational education in the new era (Xin, 2020). Higher vocational education is an extremely important component of the whole education system, and its importance in the cultivation of skilled talents is self-evident. In recent years, university-enterprise cooperation mode has been introduced in the talent cultivation of higher vocational institutions, and the problems of university-enterprise cooperation talent cultivation mode are studied and solutions are proposed in order to effectively improve the effect of talent cultivation and cultivate more high-quality talents for the society (Yang, 2021).

In 2019, the construction plan of high-level vocational schools and majors with Chinese characteristics (hereinafter referred to as the "Double-High Plan") was officially launched, and the decision to implement the "Double-High Plan" has drawn the close attention of the whole society to the reform of vocational education. The "Double High Plan" has clearly defined the future direction of higher vocational institutions, requiring vocational institutions to take the initiative to connect with enterprises and carry out in-depth cooperation with them, in order to explore a new model of school-enterprise cooperation and education, and further promote the high-quality development of vocational institutions (Li & Sang & Xin, 2021). In the context of the policy of deeper integration of industry and education, school-enterprise cooperation is the main breakthrough for the state to promote vocational education to deepen education reform, optimize teaching mode, and improve talent cultivation specifications and quality. the implementation of the Opinions on Deepening the Integration of Industry and Education in 2017 and the Measures for Promoting School-Enterprise Cooperation in Vocational Schools in 2018 will further contribute to the development pattern of integration of industry and education, and the demand-oriented school-enterprise cooperation model for talent cultivation. Talent cultivation mode. Therefore, it is of great practical significance to explore the optimized countermeasures of vocational education talent cultivation mode in the context of the policy of integration of industry and education. (Song & Yang, 2022) In the process of cultivating

skilled talents, a higher vocational institution in Fujian Province proposed the "Career Launcher" talent cultivation model with the needs of industry, trade and enterprises as the guide, and carried out pilot work. The core of the "Career Launch" talent training model is the integration of industry and education, and the joint education of school and enterprise. The school-enterprise integration of the development of talent training programs, curriculum, teaching materials, the establishment of school-enterprise dual-teacher team, the joint construction of internship training base, the main body of students, the school-enterprise multi-scene classes, mutual recognition of credits and evaluation reform, to achieve the integration of school-enterprise education.

Quanzhou Light Industry Vocational College has a national collaborative innovation center, a national production training base, three national backbone majors, three provincial industrial colleges, six provincial professional leaders, 14 provincial high-quality online open courses, and is involved in the construction of the national "Small and Medium Enterprise Entrepreneurship and Management" professional teaching resource library project. 2021, the school was selected as a project construction unit of high-level higher vocational institutions, becoming the only private institution in the province to enter the ranks of "double-high". In 2018 and 2019, the school was selected as a model school in Fujian Province for two consecutive years (the only private higher vocational school selected), and in the final evaluation and acceptance of the "Fujian Province Model Modern Vocational College Construction Project" in 2020, the school was ranked as one of the best schools in Fujian Province. In the final assessment and acceptance of the "Fujian Province Model Modern Vocational Institution Construction Project" in 2020, our school was ranked 9th among the 50 higher vocational institutions in the province, and again became the only private higher vocational institution in the province to be selected. The overall ranking of the school's development potential ranked first in the province for three consecutive years (2018-2020). The university was ranked as one of the top 100 institutions in China (No. 2 in Fujian Province) in terms of satisfaction with institutions, and was ranked No. 1 in the province's private institutions of higher education in 2020 and 2021 in terms of the "Teacher Development Index of Private Institutions of Higher Education". It is also the pilot unit of modern apprenticeship system of the Ministry of Education, the cooperative institution of vocational education in the field of industrial robotics of the Ministry of Education, the first pilot institution of 1+X certificate system of the Ministry of Education, the national training base of highly skilled personnel of the Ministry of Human Resources and Social Security, the excellent school of the 4th Huang Yanpei Vocational Education Award, the innovation and development case school of 40 years of reform and opening up of China, and the advanced unit of innovation and entrepreneurship education of national higher vocational colleges. Advanced Unit of Innovation and Entrepreneurship Education in National Colleges and Universities.

1. 2 Problems of the Study

The school-enterprise cooperation model is a talent cultivation model developed by higher vocational institutions under the guidance of market and social demands, and both higher vocational institutions and cooperative enterprises are participating subjects in the process of talent cultivation, aiming to integrate two different educational resources of higher vocational education and enterprises to promote the overall development of higher vocational students in order to improve the cultivation quality of higher vocational talents. Only in the operation process of school-enterprise cooperation talent training model, there are still some development dilemmas that have not yet been broken through (Ren, 2021). The problems of the talent training model under school-enterprise cooperation are summarized as follows in the author's own teaching practice and literature search:

The cultivation of technically skilled personnel requires a continuous accumulation process, and it may be difficult to see the results in a short period of time. Some enterprises think that the period of talent training is long and the profit is small, so they reject the cooperation between schools and enterprises. These misconceptions lead to the low enthusiasm of enterprises to participate in school-enterprise cooperation and the lack of awareness of mutual benefit and win-win cooperation between schools and enterprises, resulting in the lack of tacit cooperation between schools and enterprises (Lin & Ren, 2021).

The talent training goal of vocational colleges should be derived from the talent demand of enterprises. At present, some vocational colleges have many problems with their professional training programs, such as: unclear training objectives, outdated curriculum, outdated knowledge, unreasonable time arrangement, setting classes according to the person and so on. The existence of these problems eventually leads to the low practical ability and professional level of students, which seriously affects the achievement of talent training objectives and makes the fit between school education and enterprise talent needs poor (Lin, 2021).

Shortage of "dual-teacher" teachers. The level of competence and comprehensive quality of the faculty team has a key influence on the promotion and application of talent cultivation mode. In terms of higher vocational institutions, in their talent training, they should focus on both the teaching of professional knowledge and the cultivation of professional skills. Under the existing situation, the teachers of pharmacy majors in higher vocational colleges are usually full-time teachers selected from some undergraduate and postgraduate colleges. These teachers are rich in theoretical knowledge and good at theoretical research, however, their practical experience in enterprises is not so rich, they do not know much about the real production situation of enterprises, they are not experienced enough and their practical skills are relatively lacking. Talent cultivation needs are not fully met, and the talents thus cultivated also

lack corresponding production experience and practice. (Yang, 2021)

The research questions in this paper are mainly related to.

1.Does the dual-subject teaching activities of enterprises and schools help to improve students' practical ability?

2.If the needs of the enterprise are inconsistent with the school's talent training goals, will it seriously affect the achievement of the talent training goals?

3.Can Cultivating Double-Qualified Teachers Improve the Quality of Talent Training?

To sum up, in order to cultivate practical and application-oriented talents with ability-based and social demand-oriented, it is necessary to carry out school-enterprise cooperation, make use of the advantageous resources that enterprises have but schools lack, understand customers' needs more accurately through them, grasp the market accurately, take the road of "industry-education integration and school-enterprise cooperation", effectively improve the quality of talent training and enhance students' ability to adapt to jobs, so as to cultivate application-oriented talents welcomed by society and enterprises and enhance graduates' employment competitiveness.

1.3 Objectives of the Study

The objective of this study is to try to study the talent cultivation mode of school-enterprise cooperation in higher vocational schools around improving the quality of talent cultivation in higher vocational schools. It is hoped that the following objectives can be achieved through this study:

1.To understand the current education and teaching status of the talent cultivation mode of school-enterprise cooperation in higher vocational institutions.

2. Through the analysis of the problems in the implementation of the talent training mode of school-enterprise cooperation, and then explore the ways and methods to solve the problems.

3. It enriches the research on talent training mode in theory and practice, and provides reference and reference for the reform of the combination of work and study in higher vocational colleges.

1. 4 Significant of the Study

The objective of this study is to try to study the talent cultivation mode of school-enterprise cooperation in higher vocational schools around improving the quality of talent cultivation in higher vocational schools. The significance of this study is mainly three points as follows :

1. In today's ever-improving education system, higher vocational education has received key attention. Contemporary school-enterprise cooperation in higher vocational education has become an inevitable trend. Therefore, discovering the problems in school-enterprise cooperation and studying and analyzing the solution paths of the problems have a very important role in the talent training system of higher education institutions (Wang, 2021).

2. In the process of developing vocational education, strengthening close cooperation between schools and enterprises to jointly cultivate talents that meet both the training objectives of schools and the working needs of enterprises is a problem that schools and enterprises need to solve together. Therefore, the implementation of the school-enterprise cooperation talent cultivation model that integrates industry and education is an ideal way to promote the development of vocational education (Wang & Han, 2019).

3. The talent cultivation model of school-enterprise cooperation has got rid of various constraints of the traditional education model and has made breakthrough changes in both teaching system and cultivation specifications. For local applied technical colleges and universities, the in-depth cooperation between schools and enterprises realizes their teaching objectives of applying learning to application, and has practical guidance on the characteristics of schools as well as the funding aspect of running schools. Enterprises can also obtain excellent talents with industry characteristics through school-enterprise cooperation, and it is also through school-enterprise cooperation for the school's schooling characteristics. (Sui, 2021)

1. 5 Contribution of the Study

At present, the research on school-enterprise cooperation at home and abroad is more mature, mainly lies in establishing school-enterprise destiny community, carrying out dual master sportsmen, researching from the participation degree of enterprises, integrated teaching of science and practice, dual teacher training, etc., promoting teaching reform in all aspects and realizing the integration of industry and education, with the following main contributions:

1. At this stage, vocational colleges pay more attention to employment issues in

the process of talent training, and the curriculum of each college mainly focuses on learning production skills, requiring students to master all production skills to meet the requirements of enterprises for talents. In order to provide graduates with better employment opportunities, vocational colleges should actively cooperate with enterprises to improve their skills through school-enterprise cooperation and solve the problem of difficult employment for students at the root (Qu, 2017).

2. In recent years, local universities have accumulated a lot of experience in school-enterprise cooperation, and both the cooperation methods and the scale of cooperation have been developed to a great extent, but there is still a need to improve the depth and breadth of cooperation. Therefore, in the future, it is necessary to further explore new modes, new ideas and new contents of school-enterprise cooperation and summarize the new experience of school-enterprise cooperation, so as to bring school-enterprise cooperation to a higher level. (Yang & Zheng, 2016).

3. Higher vocational education is one of the important driving forces to serve the development of the local economy, and the advanced skilled talents cultivated provide talent support for the production line of various industries and trades. Firstly, it plays a role in promoting the development of the local economy and its competitiveness in China. Secondly, society needs a continuous supply of high-quality talents, which are mainly delivered by higher vocational schools. By analyzing the school-enterprise cooperation mode of higher vocational education and proposing perfect countermeasures, we can help improve the school-enterprise cooperation mode of higher vocational education and give full play to the characteristics of higher vocational education, which can promote the development of local economy through education for industry (Cheng, 2021).

CHAPTER 2 LITERATURE REVIEWS

2.1 Related Concept Definition

2.1.1 Higher Education Institutions

The higher vocational colleges in this study mainly refer to the independent higher vocational colleges, higher vocational colleges and private vocational technical colleges. The students are mainly graduates from general high schools, vocational high schools, junior colleges and technical schools, and the duration of study is 3 years. The higher vocational colleges are oriented to "employment-oriented, competence-based and service development", and cultivate application-oriented technical skills talents at the specialist level.

2.1.2 School-Enterprise Cooperation

The term school-enterprise cooperation was first proposed by Professor Schneider of the University of Cincinnati, and it is a typical model of school-enterprise cooperation - "cooperative education", also known as "industry-academia cooperative education" (Gao, 2014). It is a typical school-enterprise cooperation model - "cooperative education", also known as "industry-academia cooperative education", which is mainly led by the school. The British scholar Professor Freeman, in *Technology in Economic Operation* (1987), points out that school-enterprise cooperation is a national action that plays a significant role in the improvement of national economy and competitiveness (Zhou, 2022). He suggests that school-enterprise cooperation is not simply a collaboration between schools and enterprises, but is also a state action that requires national policy and action, indicating that government plays an important leading role in school-enterprise cooperation. School-enterprise cooperation is a talent export activity that integrates enterprise resources with higher vocational education resources to improve students' practical operation and employability (Li, 2019). As local vocational and technical colleges, higher education institutions should combine their own advantages and take advantage of local advantages and policy support to serve local industries, with the main direction of promoting local employment and providing technical skill talents that meet local needs (Wang & Hang, 2019).

2.1.3 Talent Development Model

Talent cultivation in a broad sense includes talent cultivation in schools at all levels

and talent cultivation and training in society. Talent cultivation in a narrow sense refers exclusively to talent cultivation in schools. The talent cultivation in this study is talent cultivation in a narrow sense, i.e., talent cultivation in schools, which refers to the educators' purposeful, planned and organized efforts to impart scientific and cultural knowledge and skills, cultivate ideological and moral character, develop intelligence, physical strength, aesthetic ability and personality to educated people according to the requirements of a certain society or class and the laws and characteristics of their physical and mental development, so as to cultivate educated people into a certain society (Class) service activities. In the Modern Chinese Dictionary, "mode (model) is the standard form of material or the standardized Wanfang data style that can be followed by people". In the Dictionary of Education, "A model is an easily examined form of the structural form or motion form of a system, an abstract description of the original system, consisting of some major factors relevant to the problem under study and capable of indicating the relationship between the factors involved." "A model is a process category, a theoretical model and operational style of some activity with characteristics such as morphological construction and practical guidance function and imitability" (Dong, 2012). The model is characterized by the following points: firstly, it is a theoretical model and operational model with both theoretical and practical guidance values, because it has morphological construction and practical guidance functions; secondly, it is operable and imitable; thirdly, it consists of related factors and can show the relationship between related factors. The definition of talent cultivation model adopted in this study: talent cultivation model is the sum of the process of implementing talent cultivation with relatively stable teaching content and curriculum system, management system and evaluation method under the guidance of modern education theory and educational thought and in accordance with specific cultivation objectives and talent cultivation specifications (Wang, 2013).

2.2 Overview of research on the talent training model of school-enterprise cooperation

As the most important talent cultivation mode in vocational education, the school-enterprise cooperation mode has greatly enhanced the vitality of higher vocational education. Throughout the development history of vocational education in recent times, schools and enterprises have always had an inseparable relationship, from enterprises running schools to separating enterprises and schools to introducing enterprises into schools and the close cooperation between schools and enterprises advocated at this stage, school-enterprise cooperation has become the theme of research and practice in vocational education nowadays. Only through continuous in-depth research and exploration, multi-party cooperation, and joint efforts to find a suitable school-enterprise cooperation road in China, can we solve the contradiction between many graduates' skills on one side and the industry enterprises' inability to find highly skilled talents on the other side.

2.2.1 The connotation of school-enterprise cooperation talent training model

School-enterprise cooperation talent training mode is a teaching mode in which both schools and enterprises participate in talent training, and its operation mechanism is guided by market demand and social demand. It has the basic connotation of "industry-university cooperation and two-way participation" and the goal of "enhancing the school's vitality, improving the overall quality of students, and cultivating high-quality talents to meet the needs of enterprises". In the Decision of the State Council on Vigorous Development of Vocational Education, it was pointed out that the training mode of "vigorously promoting the combination of engineering and school-enterprise" was needed. In fact, this is a message to vocational colleges and universities, in order to develop, they must take the road of integration with enterprises, reform the traditional talent training model, change the old concept of classroom-centered, and explore the road of how to run the school together with enterprises(Hu & Chen, 2021). School-enterprise cooperation, literally, can be understood as a cooperation model established by the joint efforts of schools and enterprises. The talent training model of school-enterprise cooperation is that the school and the enterprise join hands, targeted, according to the needs of enterprises to train talents, it is more focused on the practical hands-on training of talents, focusing on the cultivation of students' professionalism. School-enterprise cooperation is actually a kind of school-enterprise joint participation, social needs, and market alignment, focusing on students learning in school and practice in the enterprise, focusing on enterprise and school resource sharing, information sharing, is a new concept of theory combined with practice, is a kind of enterprise and school can achieve a win-win situation of a new talent training model. "Broadly speaking, school-enterprise cooperation refers to the cooperation between schools and relevant enterprises, institutions and other various work departments in the society(Zhou & Yang, 2020).

The concept and title of school-enterprise cooperation differs in different countries, such as Germany calls dual system and the United States calls industry-academia cooperation. At present, the definition of school-enterprise cooperation in China is: to meet the employment needs of enterprises, the two partners will work together to cultivate highly skilled talents suitable for the needs of enterprises under the principle of complementary advantages and resource sharing. The rights and obligations of the two parties in the school-enterprise cooperation are clearly pointed out: the school has the obligation to train the technical talents needed by the enterprise, while the enterprise needs to provide students with jobs and experimental training equipment to the school. Both sides will work together to train talents, share resources and promote the common development of both schools and enterprises(Wang & Fu, 2021).

2.2.2 The development of school-enterprise cooperation talent training model

2.2.2.1 Work-study, half-work, half-study model

In the process of cultivating high-quality technical skills talents, higher vocational institutions pay attention to the alternation of two stages of on-campus learning and practical learning in enterprises, and most of them generally adopt the form of "1+0.5+1+0.5" in practice, that is, students mainly learn basic theoretical knowledge on campus in the first academic year, focusing on basic theory, basic professional knowledge and basic skills. In the first year, students learn the basic theoretical knowledge, focusing on the basic theoretical knowledge, basic professional literacy and basic skills (Chen, 2021) .

2.2.2.2 Order training model

Research on the concept, characteristics and connotation of the "order-based" talent training model. Initially, the research in this area mainly focused on the definition and characteristics of the "order-based" talent training model, which means that the school opens classes according to the employment needs of cooperative enterprises, and the school and the enterprise jointly train and participate in the whole process of talent training. The whole process of talent training, including the development of talent training programs, curriculum, development of teaching materials, the construction of faculty teams, etc., "order" students directly into the work of partner enterprises after graduation is a talent training model" (Song, 2008). "The connotation of "order-based" talent training includes the full participation of enterprises, in-depth cooperation between schools and enterprises to educate people, the relevance of "order-based" talent training, and the employment of qualified graduates in enterprises. The "order-based" talent training mode has the characteristics of workplace, market, relevance, collaboration, and orientation (Dang, 2014).

2.2.2.3 School-enterprise production and training base model

The school-enterprise production and training base model refers to the school providing the site for the enterprise, and the enterprise providing the production equipment for the school, and building part of its own production line on the campus. On the one hand, this model facilitates the teaching of the school, so that students can combine theoretical learning and on-the-job practice without leaving home, and on the other hand, it also helps enterprises solve the problems of site and capital, which really achieves the sharing of resources between both sides and is the most effective way to combine industry, university and research(Lin, 2015).

From the school's point of view, firstly, it can reduce the school's investment, reduce the level of schooling, and get a bigger profit in the process. With the rapid development of higher vocational education, the training base is an indispensable foundation for the cultivation of talents in higher vocational institutions. However, the government and higher vocational colleges have limited financial resources and insufficient funds, and the upgrading of equipment lags far behind the upgrading of enterprises' equipment. If the school-enterprise cooperation is adopted, it can save the school resources and help to improve the school's teaching equipment and other conditions, so as to build a better practice platform for students' growth and success(Chen, 2014).

2.2.3 The significance of carrying out school-enterprise cooperation talent training mode

School-enterprise cooperation is a new talent training strategy for higher vocational colleges and universities. It is an attempt for higher vocational colleges and universities to achieve their own development in the fierce social competition, to really have close contact with the market, to improve the level of schooling and to improve the quality of students(Guo, 2022). It can make the students' theoretical knowledge learned in school and the practice of enterprises really combine and improve the students' own competitiveness. In fact, the biggest beneficiary is the enterprise. The enterprise can let the school cultivate talents according to its own requirements in the cooperation, and both sides can share resources and complement each other's advantages in the cooperation. The development of school-enterprise cooperation is of great significance to both schools and enterprises.

2.2.3.1 School-enterprise cooperation is conducive to promoting teaching reform and optimizing curriculum

Most of the traditional education models focus on theoretical knowledge, and schools emphasize theory rather than practice in their curriculums, so that the talents trained are generalists who are "miscellaneous but not sophisticated". On the surface, students have knowledge of the relevant industry, but the results are half-understood, nothing is learned well. In the job market, they are not competitive, which is contrary to the needs of enterprises. Through school-enterprise cooperation, schools can gradually realize the shortcomings of their own schooling and see the unreasonableness of teaching settings, so as to constantly adjust and optimize the curriculum according to the needs of enterprises, change the focus of talent training, change the emphasis from theory to practice, enhance the training of students' practical hands-on ability and improve their competitiveness(Zhu, 2019).

2.2.3.2 School-enterprise cooperation is conducive to enhancing students' practical ability and improving their sense of innovation

In school-enterprise cooperation, enterprises provide students with positions equivalent to workers, which enable students to get in touch with the society in advance before they leave school, experience the working environment in a realistic way, and gradually develop their professionalism in the experience of practice. In the middle of the internship, students will slowly try to apply the theoretical knowledge they have learned to practice, and strengthen their understanding and application of theoretical knowledge in practice, strengthen and sublimate the theoretical knowledge, enhance their ability to solve practical problems, and thus stimulate their creative and innovative consciousness(Fang & Cai, 2022).

2.2.3.3 School-enterprise cooperation is conducive to strengthening faculty development

Most of the teachers in higher vocational institutions come from college graduates, whose advantages are high level and rich theoretical knowledge, however, the disadvantage is that the practical operation level is not high. Through school-enterprise cooperation, teachers can have the opportunity to participate in practice, and teachers can continuously improve their own business level in guiding students' practice, which contributes to the construction of a dual-teacher teacher team(Gao, 2012). By going to enterprises to guide students' practice, teachers can train a "double-teacher" team with strong awareness of teaching reform, high teaching level, strong practical ability and scientific and technological service ability. The teacher team can also change the traditional model, the school by hiring part-time teachers from the production line of the cooperative units to undertake teaching tasks, but also to build a professional teaching team with a combination of full-time and part-time, to truly realize the integration of "production, learning and research", to achieve a win-win situation for both sides of the cooperation.

2.2.3.4 School-enterprise cooperation is conducive to meeting the strategic needs of enterprise talent development

The development of German industry today is inseparable from the high priority given to vocational education and the implementation of the "dual system". Because of the proper treatment by the society, the German skilled workers are fully respected in the country(Meng, 2014). The aura of university students makes our graduates feel that it is not a good thing to be a skilled worker in front of people after graduating from university, which directly leads to the brain drain. And most of the higher vocational colleges and universities cultivate technical workers, who can only realize their value in the production line, so enterprises must change their concept, recognize the importance of school-enterprise cooperation, and gi

ve full support to school-enterprise cooperation. The long-term development of school-enterprise cooperation can fully meet the strategic needs of enterprise talent development.

2.3 Theoretical foundation

2.3.1 Cooperation Theory

First of all, the concept of cooperation is: "a joint action between individuals and individuals, groups and groups to achieve a common purpose, mutual cooperation with each other". Then, schools and enterprises, one belongs to public welfare social organizations and the other belongs to profitable economic organizations, and they belong to two different social organizations. The purpose of higher education institutions is to cultivate talents, scientific research and social services, while the purpose of enterprises is always to pursue profit maximization(Han, 2014).

Under this opportunity, it is very meaningful for enterprises to cooperate with universities. Although the two undertake different tasks in school-enterprise cooperation, this complementarity also proves the great potential value of school-enterprise cooperation(Zhang, 2004). As we all know, the main tasks of schools are education and teaching, curriculum training and scientific research, then, for enterprises, their main tasks in school-enterprise cooperation include the following.

For enterprises, their main tasks in school-enterprise cooperation include the following: providing practical places such as factory workshops and laboratories, providing practical training equipment such as machines and instruments, providing professional technicians to guide practical training, providing excellent technicians to serve as double-teacher teachers in colleges and universities, and even participating in the curriculum design of colleges and universities. This kind of cooperation between universities and enterprises, in which talents are trained and scientific research results are developed to share the benefits, belongs to the category of "co-creation and sharing" cooperation (Xi & Lei, 2009).

Secondly, in order to be successful, the cooperation of related parties must meet the following four conditions: First, the cooperating parties must have a common goal. Second, the cooperators must reach a unified understanding and cooperation norms(Qi & Luo & Pang, 2010). Third, there must be mutual trust among the cooperators. Fourth, the cooperation between the partners must have a certain material basis for the survival and development of cooperation.

Third, there is no doubt that, from the economic point of view, the purpose of cooperation is to reduce costs and increase benefits.

Then, we have to figure out what is the cost of cooperation and what is the benefit of cooperation. First of all, the total cost of cooperation consists of two parts: one is the production cost generated by the cooperative matter itself, and the other is the cost that has to be paid in order to reach the cooperative transaction (Yang & Su, 2018). Secondly, the total benefit of cooperation, from the perspective of different subjects, is divided into three parts: one is the individual benefit that can be exclusively enjoyed by the individuals involved in the cooperation; the second is the common benefit that can be shared by every participant in the cooperation; and the third is the public benefit and the public welfare benefit that can be enjoyed by other non-cooperators. For both sides of the school-enterprise cooperation, only when the benefits obtained by both sides are greater than the costs paid by them will the cooperative subjects be motivated and the cooperation be sustainable. Of course, the benefits here can include both individual benefits as well as shared common benefits and public benefits (Jin, 2015)

2.3.2 The theory of combining education and productive labor

Owen developed a theory of educational practice and productive labor by integrating the learning of scientific knowledge in the field of education with the productive work of machines in the field of social and human labor. Marxism states that "education" is not education in the family, but education in society outside the family, mainly in schools; "productive labor" is not simple manual labor, but material labor, modern industrial factory labor. The meaning of "combining education and productive labor" is the combination of modern education and modern productive labor, which is based on the production of machines and industries. After research, academician Wang Daheng came up with the educational theory of "two three combinations", that is, "three combinations of teaching, scientific research and production" within the school and "three combinations of institutions, research institutes and factories" outside the school. (Cui & Li & Wang, 2013). The integration of education and production work can not only link theoretical knowledge with practical processes and improve students' ability and quality, but also greatly promote the progress of social production. This study applies this theory to school-enterprise cooperative education to guide the development of the integration of industry and education, and builds a talent training platform based on this theory, so as to give full play to the function of vocational education in serving production and the economy. The tightness of the integration of industry and education largely determines the quality of talent cultivation, thus accelerating regional economic development.

2.3.3 Transaction Cost Theory

Transaction costs are the most fundamental category and analytical tool of the new institutional economics. In 1937, the famous economist Ronald Coase first introduced the idea of "transaction costs" in his article "The Nature of the Firm", in which he called the cost of using the price mechanism of the firm a transaction cost (Yang, 2007). Coase argued that firms and markets are two alternative resource allocation mechanisms, and that firms arise because the cost of organizing factors of production using internal administrative orders (i.e., organizational costs) is lower than the transaction costs of regulating production using the market price mechanism. Later, Williamson expanded and deepened his analysis of the determinants of transaction costs based on Coase's work. He analyzed the determinants of transaction costs from three perspectives: human factors (opportunism and limited rationality), factors related to specific transactions (transaction specificity, transaction uncertainty, and transaction frequency), and factors in the market environment of transactions (Yuan, 2005). Williamson argues that among all the influencing factors, transaction specialization is the most important and unique. Political economy argues that the function of the firm's operation is to save on direct market pricing costs, i.e., to save on market transaction costs (Fan, Lebo, 2001). Firms replace the market when the organizational costs generated by using firms' internal production are lower than the direct market pricing costs. From this perspective, the participation of enterprises in vocational education or VET teacher training is objectively a kind of transaction behavior and a means for enterprises to reduce transaction costs. The main purpose of enterprises' participation in the construction of vocational education teachers is to obtain professional technical talents and technical services from vocational colleges. In the real environment, enterprises have two "trading" options when "purchasing" professional and technical talents and technical services: one is to "buy" their products in the fully market-oriented labor market. One is to "buy" their own products in the fully market-oriented labor market; the other is to start vertical cooperation with vocational colleges, in which enterprises directly participate in the whole process of skill training and technology development, treating the process of "producing" talents and developing technical "products" in vocational colleges as their own internal "products". The other is to cooperate vertically with vocational colleges, so that enterprises can participate directly in the process of skill training and technology development, treating the process of "producing" talents and developing technical "products" in vocational colleges as their own internal production, i.e., organizing transactions internally. As a profitable economic organization, the direct reason for deciding which transaction method to use is: which method has lower transaction costs. Therefore, the analysis of the internal motivation of enterprises to participate in the construction of VET teachers from the perspective of transaction cost theory is conducive to stimulate the original enthusiasm of enterprises to participate actively and improve the main position of enterprises in the construction of VET teachers.

2.4 Concept Architecture Diagram

This study analyzes the talent training mode of school-enterprise cooperation in higher vocational colleges and universities, focusing on the basic situation of the talent training mode of school-enterprise cooperation by combining the theory of cooperation, the theory of combining education and productive labor, and the theory of transaction cost through literature combing, compiling and analyzing the questionnaire from three aspects of enterprise participation, curriculum development, and teacher cultivation, exploring the outstanding problems in the talent training mode of school-enterprise cooperation in higher vocational colleges and universities(Lin, 2021). The questionnaire was prepared and analyzed in three aspects, namely, the participation of enterprises in the curriculum and the cultivation of teachers, to explore the outstanding problems in the talent cultivation mode of university-enterprise cooperation in higher education institutions, and to compare and analyze the talent cultivation mode of a higher education institution in Fujian Province. The structure diagram is shown in Figure 2-1.

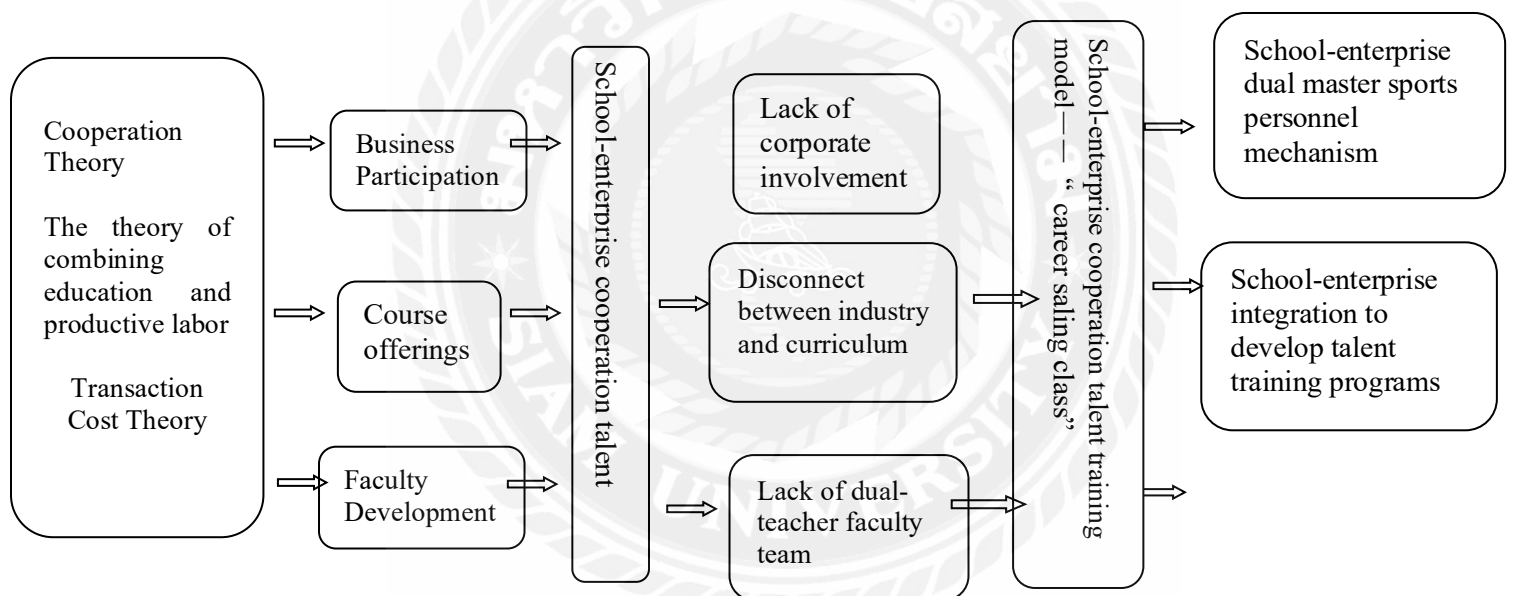


Figure 2-1 Concept Architecture Diagram

2.5 Theoretical Application

This study firstly adopts literature research to review the current situation of the research on the talent cultivation mode of school-enterprise cooperation in higher vocational education, to sort out the discussions on the talent cultivation mode of school-enterprise cooperation, to clarify the connotation of the talent cultivation mode of school-enterprise cooperation, and to investigate the factors affecting the development of the talent cultivation mode of school-enterprise cooperation(Zhou, 2018).

Furthermore, we analyze the implementation process of school-enterprise cooperation talent cultivation mode through questionnaire survey, and find out the shortcomings and problems through data collection and collation, so as to provide objective and informative information and data for this paper(Yang & Zhang, 2021).

Then, countermeasures are provided to address the problems and provide clearer theoretical support and practical guidance for colleges and universities in terms of enterprise participation, integrated science and practice teaching, and dual-teacher teacher training(Ding, 2016).

Finally, the shortcomings of the study are discussed and future research is prospected and recommendations are made.



CHAPTER 3 RESEARCH METHODOLOGY

3.1 Overview

This study adopts a mixed research method, hoping that the next step is to analyze the school-enterprise cooperation talent cultivation mode in higher education institutions theoretically, to fully understand what excellent school-enterprise cooperation talent modes are available in higher education institutions, and to analyze the current situation and practical problems of school-enterprise cooperation talent cultivation mode in higher education institutions, and to propose effective countermeasures for the problems(Tao, 2017).

The relationship between theory and research methods in this study is specifically that theory provides guidance for the research methods, while the research methods investigate the research questions under the guidance of theory(Li, 2021). This study is mainly based on the theory of cooperation, the theory of combining education and productive labor, and the theory of transaction costs, while the literature research is mainly guided by the theory to dissect the literature and provide the direction of analysis for the questionnaire method and the statistical analysis method.

The main reasons for using the mixed research method are as follows: on the basis of three theories, such as the most important key aspects in the talent cultivation mode of school-enterprise cooperation in higher vocational colleges, the literature analysis can better sort out the theoretical information needed for this study and explore the key elements that need to be focused on improving in the talent cultivation mode of school-enterprise cooperation(Wu, 2017). The questionnaire survey method can make the research supported by practical materials, and also can get the relevant data about the talent cultivation mode of school-enterprise cooperation in higher vocational institutions. The statistical analysis method can reflect certain characteristics of the data and provide effective data support, and at the same time, it can summarize the problems in the implementation of the talent cultivation mode of school-enterprise cooperation in higher education institutions and put forward corresponding measures, so as to optimize the talent cultivation mode of school-enterprise cooperation and provide important support for the cultivation of talents in higher education institutions.

3.2 Study Design

After determining the research methodology to be used in this study, a research design was conducted for this study as follows:

Step1: Through literature analysis, the research theme of school-enterprise cooperation talent cultivation in higher vocational colleges and universities is focused on, and relevant literature is reviewed to understand the academic aspects related to school-enterprise cooperation talent cultivation, to sort out the theoretical information needed for this study, to form a literature review, and to provide a theoretical basis for the subsequent study(Chen & Zong , 2022). Through the literature, the basic situation of school-enterprise cooperative talent cultivation in higher vocational colleges is sorted out. Combining with the theory of cooperation, the theory of combining education and productive labor, and the theory of transaction cost, the analysis concludes that three aspects, such as the participation of enterprises, the development of school-enterprise cooperative courses, and the cultivation of teachers, are important factors affecting the development of school-enterprise cooperative talent cultivation in higher vocational colleges.

Step2: Through the questionnaire method, based on the object and purpose of this research, we compiled questionnaires and conducted online questionnaire surveys for teachers, students and participating enterprises in colleges and universities, mainly from three aspects of enterprise participation, school-enterprise cooperation content and dual-teacher teacher training, to provide objective and informative information and data(Ning, 2022).

Step3: Through statistical analysis method, the valid data collected by the questionnaire are processed by using data analysis software (Questionnaire Star, Excel) to make the data clearly and intuitively show certain characteristics, summarize and conclude the obtained information from three aspects of enterprise participation, school-enterprise cooperation content and dual-teacher teacher cultivation, and derive the current problems of school-enterprise cooperation talent cultivation in higher education institutions, so as to provide valuable ideas and directions for optimizing the school-enterprise cooperation talent cultivation mode in higher education institutions(Long, 2015).

3.3 Research hypothesis

To study the talent cultivation mode of school-enterprise cooperation in higher vocational colleges and universities is essentially to study through what cultivation paths can better cultivate highly educated and innovative technical skill talents that meet the needs of industries, industries and enterprises. This study analyzes the talent cultivation mode of higher vocational institutions in terms of enterprise participation, integrated school-enterprise talent cultivation, and dual-teacher teacher cultivation, and puts forward the following three hypotheses.

- 1.After combining enterprise practice with school teaching, students' practical

ability is higher than that of traditional teaching students.

2. The combination of talent training objectives and enterprise talent needs plays an important role in optimizing the talent training model.

3. The implementation of dual-qualified teachers in schools and enterprises can improve students' interest in learning and technical skills.

3.4 Questionnaire method

3.4.1 Purpose of the survey

Through designing a questionnaire, a higher vocational institution and its school-enterprise cooperation units in Fujian Province, the enterprises selected some of the persons in charge of their school-enterprise cooperation-related work to conduct a survey, while some teachers and students of the university were selected to conduct a survey to understand the overall problems in the process of cultivating talents for school-enterprise cooperation in a higher vocational school in Fujian.

3.4.2 Survey Subjects

The structure of the questionnaire contains surveys on three different subjects, namely, student, teacher, and enterprise papers. Two thematic sections are included under each version, which are the basic information of the investigators and the questions related to the factors influencing talent cultivation in a higher education institution in Fujian Province in the context of school-enterprise cooperation. In the personal information section, the basic information of the survey respondents such as age, gender and position were collected with reference to the basic design of the survey of most scholars; in the main panel, the section on the influencing factors of talent cultivation in a higher vocational institution in Fujian Province in the context of school-enterprise cooperation was combined with the literature analysis and interview analysis to list the design questions on the influencing factors of talent cultivation in a higher vocational institution in Fujian Province in the context of school-enterprise cooperation, please see Please refer to the Appendix.

3.4.3 Questionnaire design

In order to analyze the current situation of talent cultivation in a higher vocational institution in Fujian Province in the context of school-enterprise cooperation, this paper adopts the "questionnaire + interview" survey method to investigate a higher vocational

institution in Fujian Province. Through the literature survey and the conclusion of the current situation of talent cultivation through school-enterprise cooperation, we have concluded that the factors influencing talent cultivation in a higher vocational institution in Fujian Province in the context of school-enterprise cooperation are concentrated and highly overlapping, and we have a preliminary understanding of the specific distribution of factors influencing talent cultivation in a higher vocational institution in Fujian Province in the context of school-enterprise cooperation. Therefore, in the questionnaire survey stage, the closed survey method was used to quantify the degree of influence of factors by listing the factors influencing talent cultivation in a higher education institution in Fujian Province in the context of school-enterprise cooperation.

3.4.4 Reliability and validity validation of the questionnaire

3.4.4.1 Reliability test

Reliability, that is, reliability, is the degree of consistency of the results obtained by repeated measurement of the same object using the same method. It refers to the degree of consistency in the results obtained from repeated measurements of the same object using the same method, i.e., reliability reflects the scientific degree of survey data(Li & Xin, 2008).

Cronbach's coefficient, as a statistic, is the most commonly used reliability test, which refers to the average of the discounted half reliability coefficients obtained from all possible methods of question item division of the scale. Usually the value of Cronbach's coefficient is between 0 and 1. If $\alpha < 0.6$, it means that the reliability is not enough; if the α coefficient is in the region of 0.7-0.8, it means that there is good reliability, and if the value of α is 0.8-0.9, it means that the reliability is very credible.

From Table 3- 1, the Cronbach's alpha coefficient of the questionnaire for students of higher education institutions is $0.806 > 0.8$, the Cronbach's alpha coefficient of the questionnaire for teachers of higher education institutions is $0.786 > 0.7$, and the Cronbach's alpha coefficient of the measurement items of school-enterprise cooperation enterprises is $0.782 > 0.7$, which indicates that the reliability of the data is high.

Table 3-1 Cronbach reliability analysis of the student, teacher, and enterprise questionnaires

Questionnaire	Sample Capacity	Cronbach α Coefficient
Student Questionnaire	211	0.806
Teacher	130	0.786
Enterprise	90	0.782

3.4.4.2 Validity test

Validity refers to the degree to which the measurement instrument or method can accurately measure the thing to be measured, and the degree to which the measurement results reflect the content of the survey, if the results are more consistent with the content to be surveyed, the higher the validity, and vice versa, the lower the validity. Generally, the KMO value between 0.6-0.7 validity is acceptable, KMO value between 0.7-0.8, validity is good, KMO value between 0.8-0.9, validity is good, KMO value between 0.9-1, validity is very good.

Table 3-2 Student questionnaire KMO and Bartlett's test

	KMO value	0.79
Bartlett Sphericity test	Approximate Cardinality	766.717
	<i>df</i>	45
	P-value	0.00

Table 3-3 KMO and Bartlett's test for the teacher questionnaire

	KMO value	0.765
Bartlett Sphericity test	Approximate Cardinality	308.935
	<i>df</i>	28
	P-value	0.00

Table 3-4 KMO and Bartlett's test for corporate questionnaires

	KMO value	0.729
	Approximate Cardinality	221.011
Bartlett Sphericity test	<i>df</i>	15
	P-value	0.00

3.4.5 Sampling method

This study mainly adopts the method of random sampling. The reason is that there are a large number of vocational colleges, and it is impossible to understand the talent training modes of all vocational colleges one by one. Moreover, the overall number of school-enterprise cooperation surveys in vocational colleges is huge, and it is difficult to conduct one-by-one surveys. investigation. It is difficult to conduct investigations and tests on all individuals in the population, and it is impossible to test one by one(Hu, 2010).

Therefore, the author adopts the method of random sampling, randomly selects some individuals from the population, and conducts experiments on these individuals, and finally uses the situation of some individuals to reflect the overall situation.

3.4.6 Data collection

The subject of this survey is about the influencing factors of talent cultivation in a higher vocational college in Fujian Province under the background of school-enterprise cooperation. In view of the prevention and control requirements during the epidemic, this survey adopted an online survey method and sent the link of the teacher's electronic questionnaire through WeChat To the person in charge of the relevant department of the school, the electronic questionnaire of the students is sent by the person in charge of the relevant department of the school at the same time, and the electronic questionnaire of the enterprise is sent directly to the relevant person in charge of the enterprise. All the data recovered from the questionnaires were statistically processed through the questionnaire combined with SPSS software and EXCEL. In the end, a total of 215 student papers were distributed, 215 were recovered, and 211 valid papers were issued; 132 teacher papers were distributed, 132 were recovered, and 130 valid papers were issued; 100 corporate papers were issued, 100 were recycled, and 90 valid papers were issued; A total of 447 electronic questionnaires were issued, 447 were recovered, and a total of 431 valid questionnaires were obtained after processing and checking.

Table 3-5 Questionnaire recovery

Project	Number of Questionnaires	Number of questionnaires recovered	Effective questionnaire	Rate of recovery	Effective percentage
Teacher	132	132	130	100%	98%
Student	215	215	211	100%	98%
Enterprise	100	100	90	100%	90%
Total	447	447	431	100%	95%

3.4.7 Data analysis method

The author uses data analysis software (Questionnaire Star, Excel, SPSS) to process the data of the returned questionnaires, and analyzes the data through two analysis methods: percentage analysis and descriptive statistics analysis.

Among them, the percentage analysis method can make the data more clearly and intuitively reflect the cognition of enterprises, teachers and students on the school-enterprise cooperation mode and the cultivation of dual-qualified teachers in the talent training mode. Through descriptive statistical analysis, it is possible to summarize and summarize the acquired information, understand the problems existing in the ideological and political construction of the course, and condense multiple analysis items into key general factors. On this basis, logical reasoning is carried out to provide valuable ideas for vocational colleges to optimize talent training programs(Zhou & Li, 2022).

CHAPTER 4 RESULTS OF THE STUDY

4.1 Overview

After combing and regularizing the data, the obtained data is combined with the theory of cooperation, the theory of combining education and production labor, and the theory of transaction costs to analyze the existing problems to be solved in the school-enterprise cooperative training mode of vocational education, and from the perspective of enterprise participation, The three aspects of school-enterprise integration talent training and double-qualified teacher training are summarized and analyzed to verify the hypothesis.

Through the analysis, it can be concluded that there are still some outstanding problems to be solved in the process of promoting school-enterprise cooperation talents training in higher vocational colleges: inaccurate positioning of the collaborative role of talent training, immature management concept of dynamic linkage adjustment, and synergy of school-enterprise cooperation talent training. The operating mechanism needs to be perfected.

4.2 Questionnaire distribution and collection

The subject of this survey is about the factors affecting the cultivation of talents in a higher vocational institution in Fujian Province in the context of school-enterprise cooperation. In view of the prevention and control requirements during the epidemic, this survey was conducted online by sending the link to the electronic questionnaire for teachers to the person in charge of the relevant department of the school via WeChat, and the electronic questionnaire for students was sent by the person in charge of the relevant department of the school at the same time, and the electronic questionnaire for enterprises was sent directly to the person in charge of the enterprises. The electronic questionnaires from enterprises were sent directly to the responsible person of the enterprise. All the data collected from the questionnaires were statistically processed by using SPSS software and EXCEL. Finally, 215 student questionnaires were distributed, 215 were collected, and 211 were valid; 132 teacher questionnaires were distributed, 132 were collected, and 130 were valid; 100 enterprise questionnaires were distributed, 100 were collected, and 90 were valid; 447 electronic questionnaires were distributed, 447 were collected, and 431 valid questionnaires were obtained after processing and checking.

4.3 The current situation of talent cultivation through school-enterprise cooperation in higher vocational institutions

With the development of market economy and science and technology, the social production has changed from labor-intensive to technology-intensive, and enterprises have put forward higher and higher requirements for employees' knowledge and practical ability, so school-enterprise cooperation is gradually accepted and recognized by both schools and enterprises. Over the years of exploration and practice, schools and enterprises have basically realized the organic combination of "role", "content" and "process". A higher vocational institution in Fujian has also taken the road of school-enterprise cooperation in vocational education, and has achieved certain results in the integration of school-enterprise cooperation with industry-education. (Wang, 2017)

4.3.1 Current situation of talent training objectives of schools under school-enterprise cooperation

At present, the goal of talent cultivation in higher vocational colleges and universities gradually emphasizes the integration of theory and practice. A higher vocational college in Fujian basically has detailed curriculum plans and teaching plans for public basic courses, professional core courses, skills practical training and comprehensive practice according to the relevant requirements of the Ministry of Education about the development and implementation of professional training programs and so on. Due to the different positioning of each major in the school, there are some differences in the cultivation objectives, but basically the cultivation objectives reflect a strong consistency, and all majors put the cultivation of students' practical operation ability into the process of talent cultivation objectives, which indicates that the higher vocational institutions should be clear about the characteristics of each major and strengthen students' practical operation skills when formulating talent cultivation programs. From Table 7, it can be seen that 20, 38, 76, 52 and 25 students respectively answered "which form of education do you think is the most effective": theoretical lecture, centralized practical training, integrated theoretical-practical lecture, teacher and enterprise internship guidance help, and online self-learning, which means that students hope This shows that students want to learn in a way that integrates theory and practice, with the help of teachers and internship guidance from enterprises.

Table 4-1 Which form of education do you think is the most effective form of learning

Item	Frequency	Percentage	Cumulative Percentage
Theoretical Lecture Study	20	9.48%	9.48%
Intensive Practical Training Skills Practice	38	18.01%	27.49%
Intergrated Theoretical And Practical Learning	76	36.02%	63.51%
Teachers, Business Internship Guidance Help	52	24.64%	88.15%
Conduct Online Self-learning	25	11.85%	100%

Through further interviews with some enterprises, first of all, we found that the current enterprises have realized the importance of participating in vocational education, but the enterprises cooperate with higher vocational institutions, the resources that the schools themselves can provide for the enterprises are very limited, especially the private higher vocational institutions, which often need to invest much more than the school level, and most of the enterprises, for this reason, said that they have less desire to cooperate with private schools to cultivate talents. Secondly, most enterprises still agree with the benefits of school-enterprise cooperation in talent training, and they believe that their own participation in the school talent training process can reduce the amount of time that students have to spend on training after they arrive at work. However, they are also worried that their efforts are ultimately for others to do "graft". In addition, the existing laws do not specify the rights and obligations of enterprises to participate in vocational education, so they are not guaranteed by law, and they are not willing to spend too much energy to participate in the training of talents in schools based on their own interests.

4.3.2 Current situation of talent training mode under school-enterprise cooperation

On the one hand, the school and the enterprise work together to build teaching equipment and facilities, and evaluate students' learning and practice according to the teaching management policy of school as the main body and enterprise as the auxiliary. The mode of "teaching" integration has been gradually formed. At present, most of the institutions of higher education and enterprises are closely cooperating with each other, and the responsibilities of each subject in the teaching process are clearly divided, so

that students can combine theory and practice in the process of talent training. On the other hand, schools employ front-line professional and technical personnel from enterprises to teach in schools, and gradually form a dual-teacher teaching mode through the joint construction of faculty teams by schools and enterprises, so that theory and practice can be better linked.

4.3.3 Current situation of teaching quality of talent cultivation under school-enterprise cooperation

The teaching quality of higher vocational colleges and universities is directly related to whether the students trained by the school can be smoothly and seamlessly connected with enterprise positions. The teaching content of talent training includes two aspects: one is the teaching of theoretical knowledge, and the other part is practical skills operation. At present, it seems from the teaching situation of a higher vocational institution in Fujian Province that the school works closely with the enterprise industry, takes market demand as the guide, and formulates corresponding teaching contents according to the enterprise demand. The school-enterprise dual-teacher team is a powerful tool to improve the teaching quality of talent training in schools. On the one hand, the enterprise teachers who are hired from enterprises can share their working practice in enterprises to teachers and students in schools, so that teachers can better apply the practice to the theory when teaching. The two complement each other and build up a talent training mode that integrates "production" and "teaching" in the process of school-enterprise cooperation.

At the same time, in order to further strengthen the construction of teachers in higher vocational institutions and create high-quality "double-teacher" teachers, the government has gradually enhanced the construction of "double-teacher" teachers and put forward reform implementation opinions. In the "Implementation Opinions on Deepening the Reform of "Dual-Teacher" Teacher Team Construction in Vocational Education in Fujian Province in the New Era", it is mentioned that the specific goal of 2022 is to focus on building 50 high-quality provincial vocational education "dual-teacher" teacher training bases with school-enterprise cooperation and 50 provincial "dual-teacher" teacher practice bases. It is mentioned in that the specific target for 2022 is to build 50 provincial-level "dual-teacher" teacher training bases and 50 provincial-level model teacher practice bases. This shows that the government attaches great importance to the construction of teachers in the process of training talents through school-enterprise cooperation.

4.4 Analysis of talent cultivation mode of school-enterprise cooperation in a college in Fujian

4.4.1 Analysis on the inaccurate positioning of the synergistic role of talent development

At present, higher vocational institutions and enterprises still have not established a new concept of cooperation and development in school-enterprise cooperation talent cultivation, and there are still deviations in the positioning of their respective roles. For the school, the ultimate solution for the cultivated students is the internship employment of students, and the school-enterprise cooperation talent cultivation is to strengthen the creation of a platform for students, while the process is not paid much attention to. For enterprises, they think that school-enterprise cooperation talent training is to provide students with internship positions, and rarely consider how to train students. Because of the inaccurate positioning of the respective roles of schools and enterprises, the docking between "production" and "education" in the process of talent training is not close, mainly in the school talent training objectives and curriculum system, there is a disconnect between schools and enterprises.

4.4.1.1 School personnel training objectives are not closely aligned with the needs of enterprises

Cooperation between schools and enterprises in training talents should adapt to the development of the market economy, meet the needs of enterprises, and achieve mutual benefit and win-win situation between schools and enterprises. Promote the close match between supply and demand of talent training, explore the mechanism of effective connection between industry chain, innovation chain and education chain, and realize the sharing of information, talents, technology and material resources between schools and industries, and schools and enterprises, and common construction and sharing. As the starting and ending point of talent training, the training goal is a very critical part of the whole talent training activities, which determines what kind of standard the whole talent training can achieve. However, at present, schools are still detached from enterprises in the development of talent training objectives, and the proportion of this ratio is relatively large.

Table 4-2 Cross-tabulation analysis of the connotation understanding of talent training objectives of school-enterprise cooperation

Title	Category	Main Body			Total	x ²	p
		Students	teachers	corporate			

	Very well informed	28(13.27)	23(17.69)	9(10.00)	60(13.92)		
Degree of understanding of the connotation of talent training objectives of school-enterprise cooperation	Understanding	58(27.49)	46(35.38)	8(8.89)	112(25.99)		
	General	80(37.91)	39(30.00)	27(30.00)	146(33.87)	56.044	0.000**
	Don't know	21(9.95)	14(10.77)	34(37.78)	69(16.01)		
	Don't know at all	24(11.37)	8(6.15)	12(13.33)	44(10.21)		

* $p < 0.05$ ** $p < 0.01$

From the above Table 4-2, it can be seen that there is a significant difference ($p < 0.05$) between different subjects in the degree of understanding the connotation of talent training objectives of school-enterprise cooperation, specifically, the degree of understanding the connotation of talent training objectives of school-enterprise cooperation shows a 1% confidence level significance ($\chi^2 = 56.044$, $p = 0.000 < 0.01$), and the percentage of teachers who choose to understand the situation through the percentage of 35.38%, which is significantly higher than the average level of 25.99%. The percentage of companies who chose not to know is 37.78%, which is significantly higher than the average of 16.01%. It can be concluded that whether it is students, teachers or enterprises, their overall understanding of the connotation of talent training objectives of school-enterprise cooperation is not high.

Talent training program is the specific expression of talent training objectives, guiding the implementation of the entire talent training process. Schools and enterprises fail to achieve effective fit in the development of talent training programs. Although the teachers of the school said that they would take the initiative to understand the employment needs of enterprises by contacting them, the survey results and the needs of enterprises and the market are not deeply integrated with the talent training objectives and talent training programs.

The lack of participation of enterprises in the talent training program makes it difficult for schools to grasp the needs of enterprises for talent training in a timely manner, and the goal of talent training cannot be effectively aligned with the requirements of market economy development in a timely manner. The survey results of "Are you satisfied with the current talent training results of school-enterprise cooperation" of students, teachers and enterprises show that students, teachers and enterprises think that the results of school-enterprise cooperation on talent training goals are generally higher than other satisfaction dimensions. 41.5%, and 48.9% for enterprises, among which, enterprises generally have a higher proportion of the results

of talent training objectives than students and teachers. Meanwhile, in the cross-tabulation analysis of students and teachers' survey "Do you think the goal of talent cultivation through school-enterprise cooperation has been achieved? The percentage difference shows that 25.38% of teachers choose to achieve, which is significantly higher than 15.17% of students' choices, and 30.33% of students choose not to achieve, which is significantly higher than 10.77% of teachers' choices. The above data show that students are dissatisfied with the results presented by the school's talent training objectives.

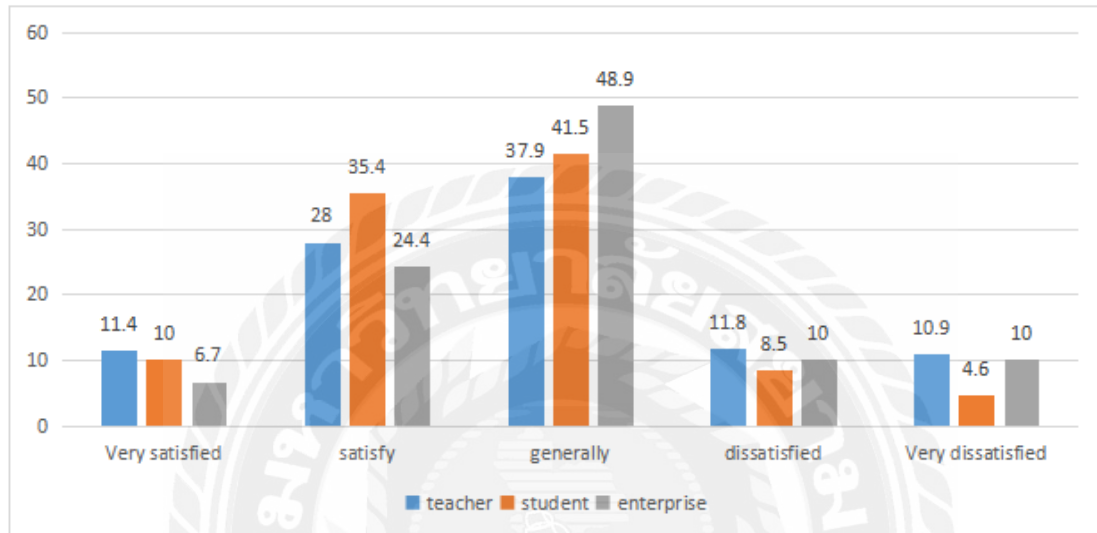


Figure 4-1 Are you satisfied with the results of the current school-enterprise cooperation talent training objectives

Table 4-3 Cross-tabulation analysis of students and teachers on whether you think the goal of talent training through school-enterprise cooperation has been achieved

Variables	Category	Group (%)		Total	x ²	p
		Students	teachers			

	Reach very well	11 (5.21)	16 (12.31)	27 (7.92)		
Do you think the goal of talent training through school-enterprise cooperation is generally achieved purpose	Reach	32 (15.17)	33 (25.38)	65 (19.06)		
	Not achieved	82 (38.86)	55 (42.31)	137 (40.18)	23.33	10.000*
	Not	64 (30.33)	14 (10.77)	78 (22.87)		
	Achieved at all	22 (10.43)	12 (9.23)	34(9.97)		

* $p < 0.05$ ** $p < 0.01$

The questionnaire survey shows that: at present, the government intervenes relatively little in the cooperation between schools and enterprises in the development of talent training, and does not play a big role in this regard. And enterprises also failed to participate deeply in the development of training objectives, resulting in the school training students can not be directly after graduation, for talent training objectives to achieve the purpose of the effect is dissatisfied. Coupled with the fact that in the development of talent training programs, the school is only based on the general direction of the Ministry of Education documents, and the research on the needs of enterprises is only based on the present, the trend of talent demand and the time lag of the talent training process, also leads to the school is unable to accurately grasp the needs of the market.

4.4.1.2 Analysis on school-enterprise cooperation talent training curriculum system and enterprise disengagement

The curriculum is a very central part of the school's educational activities. Whether the school curriculum is reasonable or not affects the results of the implementation of vocational competency education. At present, the curriculum system of higher vocational colleges and universities has gradually moved towards the vocational competence orientation. In terms of talent training, vocational education emphasizes both the strengthening of students' theoretical learning and the cultivation of students' practical ability. The combination of theory and practice is the basic way to cultivate talents through school-enterprise cooperation, but there are still many problems in the implementation of the curriculum in higher vocational colleges and universities, and the talent training curriculum system is not perfect and the structure still needs to be optimized. In this paper, the results of the survey on curriculum system and curriculum construction show that Table 4-4 presents the results of the survey on students' curriculum construction. From the results of "Do you think the school curriculum is

reasonable", 8.06%, 13.27%, 34.60%, 38.86%, 5.21% of the students think the curriculum is unreasonable; from the results of "Do you think the school curriculum is reasonable? In terms of "Do you think the content of the curriculum set by the school matches with the practical work? 38.86%, 8.06%, indicating that most of the respondents think that the course content does not match with practice.

Table 4-5 shows the results of the survey on the curriculum system of teachers: from "Do you think the curriculum system of school-enterprise cooperation is reasonable", there are 22, 27, 58, 15 and 8 people who think the curriculum system is very reasonable, reasonable, average, unreasonable and very unreasonable respectively, accounting for 16.92%, 20.77%, 44.62%, 11.54% and 6.15% respectively. This shows that most of the teachers think that the curriculum system of school-enterprise cooperation is reasonable.

Table 4-5 Do you think the curriculum system of talent training through school-enterprise cooperation is reasonable

Category	Number of people	Percentage (%)	Cumulative Percentage (%)
Very reasonable	22	16.92	16.92
Reasonable	27	20.77	37.69
General	58	44.62	82.31
Unreasonable	15	11.54	93.58
Very unreasonable	8	6.15	100

Table 4-6 shows the results of the survey on the construction of school curriculum by enterprises: from "do you think the construction of school curriculum is reasonable", there are 9, 16, 26, 32 and 7 people who are very reasonable, reasonable, -average, unreasonable and very unreasonable respectively, accounting for 10.00%, 17.78%, 28.89%, 35.56% and 7.78% respectively. This shows that in the view of enterprises, they think most of the school curriculum is unreasonable.

Table 4-6 Do you think the school's professional curriculum construction is reasonable

Variable	Number of people	Percentage	Accumulative perception
Very reasonable	9	10%	10%
Reasonable	16	17.78%	27.78%
General	26	28.89%	56.67%
Unreasonable	32	35.56%	92.22%
Very unreasonable	7	7.78%	100.00%

This shows that the school is still in the traditional stage of emphasizing theory in the cultivation of talents, and the emphasis on theory rather than practice still exists. The questionnaire survey combined with the on-site interview results show that the school is currently lacking in co-construction courses with enterprises, the curriculum lacks relevance, the course ratio is unreasonable, and some schools are far from meeting the needs of students for practical courses, resulting in students' dissatisfaction with practical positions and feeling that the effect of practical content is not obvious. At the same time, because of the lack of in-depth participation of enterprises, the curriculum in the content settings, can not adapt to the speed of change in the needs of enterprises for employment, resulting in the training of students can not meet the needs of enterprises. Some schools, in order to change the school's tradition of "emphasizing theory but not practice", give high priority to practical courses, but ignore the role of theoretical courses for the cultivation of students' sustainable development, which seems to be a bit over-reformed.

4.4.2. Analysis on the incomplete collaborative management system of talent training

4.4.2.1 Imperfect policies and regulations on school-enterprise cooperation for talent training

In recent years, the state has issued many policy documents on school-enterprise cooperation and integration of industry-university-research to promote the implementation and development of school-enterprise cooperation in talent training. Although the government is not a direct participant in the process of school-enterprise

cooperation talent cultivation, it plays an important leading and regulating role in the whole process of school-enterprise cooperation development. The smooth development of school-enterprise cooperation talent cultivation in higher vocational colleges and universities depends largely on whether the government's policies are reasonable and whether it has a perfect service support system. At present, the government's policy on school-enterprise cooperation talent training is not perfect, mainly in the following two aspects :

First, there is a lack of targeted policy leadership. Meijers (2001) proposed that policy synergy transcends the boundaries of existing policy areas and the responsibilities of individual departments and requires horizontal synergy between departments and vertical synergy between governments. The government should first establish a global awareness when promoting cooperation between schools and enterprises to cultivate talents, taking into account the level of economic development of schools and regions(Zeng & Liu & Sang, 2018). Vertically, governments at all levels should collaborate with each other to draw appropriate power boundaries, and horizontally, relevant departments should collaborate with each other to formulate specific laws and regulations and policies, while guaranteeing the relevance and feasibility of these policies. Although the country has been gradually improving the relevant policy guarantee system in vocational education, and in relevant policy documents, such as "Several Opinions of the General Office of the State Council on Deepening the Integration of Industry and Education", "Opinions on Deepening the Reform of Education System and Mechanism" and "National Implementation Plan for Vocational Reform", and other relevant documents mention school-enterprise cooperation and integration of industry and education, and propose to fully mobilize enterprises to actively participate in industry-education It is proposed to fully mobilize enterprises to actively participate in the integration of education and industry and strengthen policy guidance, so as to establish a long-term mechanism for talent cultivation in school-enterprise cooperation. Meanwhile, in the 2021 Vocational Education Law (revised draft), it is also emphasized in Article 6 that government industry authorities, industry organizations and enterprises and institutions should fulfill their obligations to implement vocational education and participate in, support and carry out vocational education in accordance with the law. However, in these guiding documents, it seems that the coordinated use of resources among the subjects can be achieved, but the core still lies in the lack of relevant treaty restrictions at the legal level. Relying only on the State's Vocational Education Law, it can neither limit the performance of functions among subjects nor clarify the responsibility for risk taking. In a questionnaire survey of enterprises on "What do you think are the main reasons affecting enterprises' participation in school-enterprise cooperation at present?" 78% of the enterprises think there is a lack of government policy guidance and legal regulation.

The introduction of dual-teacher and dual-competent talents is still an aspect that

the government needs to put more effort into. In terms of material resources, there is a lack of hardware support such as sufficient sites and equipment for the cooperation between schools and enterprises to cultivate talents. In my higher vocational institution, there are four other schools of the same type in the vicinity, but there is no public practical training teaching place. As for the financial resources, the implementation of government funding guarantee is not in place in the process of training talents for school-enterprise cooperation. In the process of sorting out the policies related to school-enterprise cooperation and integration of industry and education, we found a problem that the policy documents use the words "should", "support" and "encourage" more often. The lack of specific provisions, implementation and enforcement is not enough, only the direction and guidance, in the operational level is still missing, which is also a key factor affecting whether other subjects take the initiative to invest energy and funds. The questionnaire survey on "What preferential policies would your company like to enjoy in the school-enterprise cooperation? As shown in Figure 2 below, 77.78% of the companies want to set up a national or government special cooperation fund to support or reward school-enterprise projects. 66.67% of the companies also want to receive government subsidies for staff training costs.

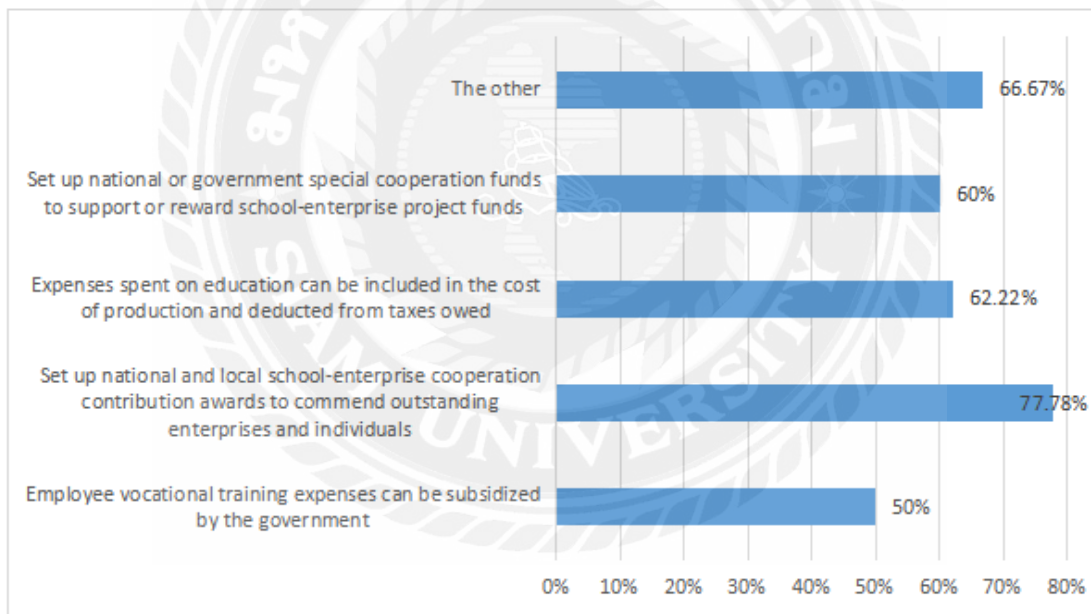


Figure 4-2 Which preferential policies does your company hope to enjoy in school-enterprise cooperation

4.4.2.2 School-enterprise cooperation talent training system mechanism is not sound

At present, the cooperation relationship between schools and enterprises is only determined in the form of contract, and the two sides do not jointly establish a special organization to be responsible for the management, coordination and supervision of the cooperation process. In terms of talent cultivation, both schools and enterprises also lack relevant management systems and regulations to clarify the responsibilities and obligations of both parties, and lack a sound institutional mechanism for talent cultivation in school-enterprise cooperation. This kind of cooperation can easily lead to the unclear participation of both sides in the process of cooperation, and it is difficult to effectively protect the legitimate interests, which has a great impact on the in-depth participation of enterprises in the cultivation of talents through school-enterprise cooperation.

4.4.3. Studies on poor synergy and complementary effects of talent development

According to the concept of synergy, there are interactions between things, and each association is a kind of fit. A complex and open system is composed of complex relationships, and its internal subsystems have a strong linearity(Lu, 2019). The synergistic effect is to achieve the overall effect of "1+1>2" through the synergistic cooperation of subsystems to achieve the collective development goal. At present, in the process of school-enterprise cooperation in talent training, schools and enterprises do not have a more specific understanding of the professional goal of training talents through cooperation, so that they can reflect on their own shortcomings and take corresponding measures to realize the transformation of talent training. And the enterprise and the school cooperation also did not get the school to provide technical personnel services and other resources to promote the transformation and development of the enterprise itself, the synergistic complementary effect of school-enterprise cooperation talent training failed to show a good effect.

Firstly, it is reflected in the construction of teachers' team, and the team of school-enterprise shared teachers is still weak. For higher vocational institutions, the "double-teacher" team is the main strength of the school, and the level of teachers represents the level of teaching, but the reality is that teachers in schools are good at theoretical teaching, but lacking in practical skills. The questionnaire "Do you think there are enough teachers for school-enterprise cooperation in talent training? From Table 4-7, we can see that there are 46 and 48 people who choose the most inadequate and insufficient teacher teams respectively, which means that the teacher teams for school-enterprise cooperation are not sufficient. In the questionnaire of "Do you think the construction of double-teacher team in school can meet the need of building talent cultivation mode of school-enterprise cooperation? The results of the questionnaire survey show that the most choices are also not satisfied, with 39 people, accounting for 30%. From the results of the above two questions, we can conclude that the number of co-teaching staff for school-enterprise cooperation is still not sufficient, and not in accordance with the needs of school-enterprise cooperation in talent training.

Table 4-7 Construction of dual-teacher faculty

Variable	Options	Number of people	Percentage (%)
Do you think there are enough teachers for school-enterprise cooperation talent training?	very sufficient	5	3.85
	sufficient	4	3.08
	generally	27	20.77
	Insufficient	46	35.38
	very insufficient	48	36.92
Do you think the construction of the school's double-qualified team can meet the needs of school-enterprise cooperation for talent training and construction?	very enough	14	10.77
	enough	23	17.69
	generally	34	26.15
	not enough	39	30.00
	very not enough	20	15.38

In terms of the introduction of dual-teacher teachers, the primary consideration of most higher education institutions when hiring teachers is academic qualifications, and the teachers who enter the school with academic qualifications as the main consideration have a common characteristic, that is, they lack rich practical experience. Teachers who have rich theoretical knowledge but lack practical experience cannot keep pace with the market in the process of training talents through school-enterprise cooperation, and the students eventually trained cannot reach the ideal standard of "good to use" in enterprises. Most of the professional and technical talents with high technical level in the enterprises cannot match with the current employment mechanism of teachers in higher vocational colleges and universities, and most of them cannot reach master's or doctor's degree. In addition, most of the higher vocational colleges and universities are still unable to appoint these enterprises to teach in their schools. In addition, most higher education institutions have not established different types of "double-teacher" teacher evaluation system, which will greatly affect the enthusiasm of teachers to participate in practical exercises. The unsound evaluation and assessment system makes it more difficult for the "dual-teacher" team to take the initiative to play their own enthusiasm. In addition to the profit-oriented nature of enterprises, in general, enterprises do not actively participate in the teaching of courses, nor do they actively invite school teachers to practice in enterprises, or it is difficult for teachers to gain experience from enterprises because the practice time is relatively short. As shown in Table 4-8, only 16.67% of the enterprises were willing to provide part-time teachers for schools, and only 10% were very willing to build a teaching team with schools.

Table 4-8 Frequency statistics of willingness to provide part-time teachers for schools

Dimension	Options	Frequency	Percentage (%)
Is your company willing to provide part-time teachers for the school?	Very willing	9	10.00
	Willingness	15	16.67
	General	41	45.56
	Reluctance	19	21.11
	Very reluctant	6	6.67

Secondly, it is reflected in the school-enterprise co-construction of on-campus practical training base, which cannot meet the requirements of practical teaching. The practical training base of higher vocational institutions is the most basic condition for schools to cultivate technically skilled talents, but due to the restrictions of sites and enterprises not easily invested, it is difficult for schools to restore the real production environment of enterprises to their on-campus sites. In addition to the financial and related policy restrictions, the practical training bases in schools are outdated and cannot meet the needs of students' practical practice.

Third, through the questionnaire survey of teachers, "What do you think is the most important assistance provided by enterprises to schools and students in school-enterprise cooperation? (Multiple choice)", it can be seen from Table 4-9 that only 28.46% of teachers think that enterprises have input in providing students with internship bases and facilities and equipment, and from the questionnaire of enterprises, "Are you willing to provide schools with practical training facilities and equipment? As shown in Table 4-10, only 10% of enterprises said they were very willing, 17.78% said they were willing, and the highest percentage, 38.89%, chose general. According to the summary of the interview results, most of the enterprises think that the cost of building training rooms with schools is too large and there may be no return, and schools cannot guarantee that students will come to the enterprises for internship. In addition, some work contents involve commercial secrets, so it is impossible to implant the work contents into the school practical training, so there is no need to build together. It can be seen that higher vocational institutions, especially private higher vocational institutions, face many obstacles in the construction of practical training bases.

Table 4-9 What do you think is the most helpful thing that companies provide for schools and students in school-enterprise cooperation (Multiple choice)

Multiple choice item	Selection frequency and percentage (n=130)
Internship opportunities for students	114 (87.69%)
Participate in the design and practice of talent training programs	29 (22.31%)
Joint scientific and technological research to solve technical problems	68 (52.31%)
Provide students with practice sites and facilities	37 (28.46%)
Technical Support for Schools	80 (61.54%)
Improve vocational skills for students and effectively solve student employment	82 (63.08%)
summary	410 (315.38%)

Table 4-10 Frequency statistics of willingness to provide practical training equipment and facilities for schools

Dimension	Options	Frequency	Percentage (%)
Is your company willing to provide training equipment and facilities for the school?	Very willing	9	10.00
	Willingness	15	17.78
	General	35	38.89
	Reluctance	21	23.33
	Very reluctant	9	10

Practical teaching is a very important link in the process of talent cultivation, and it is also an important link reflecting the school's characteristics and training objectives. From the above data, it seems that the degree of integration between schools and enterprises is not high in practical teaching. From the research schools, all of them put the cultivation of students' practical operation ability into the process of talent cultivation goal, which shows that the higher vocational colleges and universities

should be clear about the characteristics of each specialty when they make the talent cultivation plan, and should strengthen the practical operation ability of students. However, in reality, due to the lack of practical training places, the construction results in the practical aspects of school-enterprise cooperation to cultivate talents are not satisfactory. In the process of implementation, the school is often formal, and students cannot learn the substantive content. There are 30, 56, 81, 32 and 12 students respectively, accounting for 14.22%, 26.54%, 38.39%, 15.17% and 5.69%, which means that most of them are satisfied with the practical positions in general.

Table 4-11 Are you satisfied with your practice position

Category	Number of people	Percentage	Cumulative perception
Very satisfied	30	14.22%	14.22%
Satisfy	56	26.54%	40.76%
General	81	38.39%	79.15%
Dissatisfied	32	15.17%	94.31%
Very dissatisfied	12	5.69%	100%

Combined with the analysis of the above questionnaire, there are two problems in the cultivation of talents through school-enterprise cooperation in higher vocational institutions. First, in the construction of teachers, due to the lack of "double-teacher" teachers with practical experience, the theory and practice cannot be effectively combined in the teaching process, and the introduction of talents, too much consideration is given to the academic level, so that some excellent technicians from enterprises cannot enter the school to teach, which inevitably affects the effective combination of theory and practice in the teaching process. This is bound to affect the effective combination of theory and practice in the teaching process. Secondly, in the construction of the practice base, enterprises can not effectively get other effects of conversion in addition to the cost of investment, and participate in the training of students, the final may not be used for their own, but also can not enjoy the school to provide staff education and other services, technical personnel, technological innovation and other resources to promote the transformation and development of enterprises, talent training can not achieve the ultimate synergy of win-win effect.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Overview

There are many shortcomings in the collaborative operation mechanism of school-enterprise cooperation in talent cultivation. Enterprises should have provided more convenience for school teaching with the advantage of their own resources and assumed the responsibility of nurturing people, but due to the imperfection of relevant policy guarantee measures, enterprises are not deep enough and active enough to participate in talent training. At the same time, schools and enterprises are missing consideration in the system of co-construction of practical training and internship bases inside and outside schools and the system of co-construction of joint training of double-teacher team, and the co-operative operation mechanism of school-enterprise cooperation in talent cultivation needs to be improved.

5.2 Conclusion

The author conducts a research around the talent cultivation mode of school-enterprise cooperation in higher vocational colleges. Guided by the theory of cooperation, the theory of combining education and productive labor, and the theory of transaction cost, through questionnaire survey and data analysis, it is concluded that.

5.2.1 Differences in the perception of collaborative roles of school-enterprise cooperation in talent cultivation

At the present stage, schools and enterprises in the process of school-enterprise cooperation to cultivate talents, due to the different starting points of schools and enterprises, there is a big difference in the cognition of various aspects of school-enterprise cooperation to cultivate talents. On the one hand, schools and enterprises are not aware of the lack of cooperation in training talents, on the other hand, the two are not close enough, resulting in the training objectives and curriculum, the participation of enterprises is not deep, coupled with the influence of traditional concepts, schools believe that the training objectives and curriculum is the main body, education has been considered to be the school's business, enterprises do not need to participate in depth, while the enterprise's "profit-oriented" nature of enterprises has also led to their own lack of in-depth participation in the whole process of talent training.

5.2.1.1 Companies' sense of "profit" leads to low participation in talent development

The profit-oriented nature of enterprises leads to the lack of motivation of enterprises in participating in the development of vocational education, and the form of cooperation is relatively single, and the endogenous motivation in participating in the development of vocational education is not strong. In school-enterprise cooperation talent training, the development of multiple subjects does not form an effective or more mature mode of cooperation, in the view of enterprises, the reciprocal mechanism of interests of all parties is not mature, and as enterprises, the interests are still their primary concern. University-enterprise cooperation talent training requires the coordination of multiple resources to complete the joint. In the process of training talents through school-enterprise cooperation, enterprises, as an important subject in the training, pay huge costs in the process of cultivating talents in depth. The most ideal state for enterprises is to build on the basis of increasing their own economic benefits, and the higher education institutions can provide students for their own use. However, a big problem is that the students recruited by the enterprises are not able to start working immediately, they have to be trained, and after spending a lot of energy on training, the students soon quit again. Companies not only get little benefit, but also may affect the normal operation of some projects. Enterprises do not enjoy the benefits of talent training, and do not realize their responsibility in the process of talent training, which leads to low motivation to participate in talent training.

In the relationship mechanism of cooperation between higher vocational colleges and enterprises, the government plays the role of a bridge between them. At present, the state is improving the policies and regulations in promoting the cooperation between higher vocational colleges and enterprises to cultivate talents, but the existing policy system lacks systematization, and there are relatively more policies in charge of the education department of schools, while there are fewer policies issued by the finance and taxation departments, and the common place of both is that there are many guiding policies and less supporting implementation level, which makes it difficult to implement the policies and the cooperation between schools and enterprises to cultivate talents. It is difficult to cultivate talents.

5.2.1.2 Insufficient awareness of talent cultivation concept between school and enterprise

Firstly, it is reflected in the over-reliance on traditional education mode. At present, most of the higher vocational colleges and universities are still stuck in the past for talent cultivation, and the cognitive aspect of the relationship between the classroom structure system and higher vocational education is still insufficient.

In their conception, they still stay in the traditional idea of emphasizing theoretical courses as the center, while ignoring the importance of practical courses for vocational education, and the traditional curriculum system structure of the past still continues to exist.

Secondly, there are differences in the development priorities and demands of both schools and enterprises. Unlike enterprises pursuing market interests, schools are organizations with social functions. In the process of talent training through school-enterprise cooperation, the development priorities and demands of both sides are not consistent and difficult to be consistent. As far as schools are concerned, due to the influence of traditional education and teaching mode, most higher vocational institutions are still school-centered. Due to the different standpoints and different thinking perspectives, they cannot link their own interests with the value of enterprises, which inevitably leads to the establishment of the curriculum system of talent training in schools cannot really fit into the real needs of industries and enterprises. As an important participant in the process of talent cultivation through school-enterprise cooperation, most enterprises do not benefit from their participation in talent cultivation in the actual operation process, and they have to invest a lot of cost in the responsibility that does not belong to them. As a result, enterprises are not very active in cooperating with each other to cultivate talents, and they do not participate enough in the development of curriculum system.

5.2.2 Immaturity of dynamic linkage regulation management concept

First of all, in terms of top-level design, the institutional environment of synergy among multiple subjects is still missing. In recent years, the state has paid more and more attention to school-enterprise cooperation in higher vocational institutions. With the introduction of the National Implementation Plan for Vocational Education Reform and the publication of the Draft Revised Vocational Education Law on the website of the National People's Congress of China, it is enough to see that the state has spent a lot of efforts on developing vocational education and promoting vocational education reform(Wang & Wang & Zang, 2021). However, in the current vocational education field, there is still a lack of institutional environment for the collaboration of multiple actors in the process of school-enterprise cooperation. In the relevant document of the State Council, it is proposed that "local governments above the county level should also establish a system of contact meetings of vocational education departments", and although it is emphasized that a ministerial-level contact meeting system should be established, the existing rules and regulations are not perfect, and the policy document uses the words "should", "support", "support" and "support". ", "support", "encourage", lack of specific provisions, and insufficient implementation and enforcement, which do not have practical significance. Under the Education Law, the Vocational Education Law and other related legal systems, the legal responsibilities and obligations of the gove

Government, industry, enterprises and vocational colleges and universities to jointly participate in the training of talents are missing, and the process of school-enterprise cooperation in training talents lacks specific and operable supporting implementation rules.

As a huge system project, school-enterprise cooperation needs special organizations to intervene and carry out overall planning and coordination work. The relevant policies issued by the state need to be implemented not only by the education department, but also by the finance, taxation and labor departments. In reality, it seems that government functions at all levels do not give full play to their own functions, resulting in the whole process of school-enterprise cooperation in talent training, all parties are prone to unclear about their own responsibilities, insufficient understanding of their respective powers and obligations, and finally the phenomenon of mutual shirking.

Secondly, there is a lack of perfect institutional mechanism construction for school-enterprise cooperation talent cultivation. In the process of school-enterprise cooperation talent cultivation, most schools do not establish a special school-enterprise cooperation talent cultivation institution with enterprises to communicate with them regularly, and at the same time, no operational management system is introduced to guarantee the smooth implementation of school-enterprise cooperative education(Zhou, 2021).

5.2.3 The collaborative operation mechanism of school-enterprise cooperation in talent cultivation needs to be improved

From the school's point of view, the cooperation between the school and the enterprise seeks deeper cooperation, hoping that in the process of cooperation, it can use the enterprise's equipment and facilities, the enterprise staff with strong practical skills and the co-construction of training bases to achieve the purpose of reducing the school's running costs and training and exercising students' practical skills. For enterprises, the most fundamental purpose of training talents together with schools is to directly train "on-the-job-ready" talents in schools, and to obtain the most cutting-edge research technology from schools, so as to save the cost of training talents and technology research and development for enterprises, and bring objective benefits to enterprises in all aspects(Sang, 2020). However, talent training is a relatively long period of time, and it is difficult to see results in the short term. For enterprises pursuing benefits, they often retreat when they do not see benefits, coupled with the lack of government policies and the lack of benefit-sharing mechanism for joint talent training, which makes school-enterprise cooperation in talent training unable to achieve a balanced distribution of benefits between the two sides and fail to achieve win-win goals.

On the one hand, the teacher hiring system is not scientific in terms of faculty construction. In terms of hiring teachers, most schools use education as the assessment standard. The teachers who enter the school with education as the main assessment factor have one thing in common, that is, they are theoretical and lack of social practice experience, which is defective for talent training. In addition to the large amount of teaching tasks in schools, they spend a long time on teaching tasks and have no time to estimate the development of industries and enterprises (Han, 2012). Even if full-time teachers have the opportunity to practice in enterprises during holidays, they are not able to really integrate into the core business of enterprises because the practice time is not long, and they do not gain much professional skills knowledge in essence, so teachers do not attach as much importance to actively adapting to the needs of school-enterprise talent training.

On the other hand, the construction of training bases does not fully meet the needs of industrial upgrading and enterprise development. Although the state has been vigorously grasping vocational education in recent years, the investment in vocational education has been increasing, but it is still relatively small compared with the general higher education institutions. As for enterprises, the lack of government support and legislation has led to the lack of motivation for enterprises to participate in the construction of practical training rooms.

Comprehensive above, there are many shortcomings in the school-enterprise cooperation talent cultivation collaborative operation mechanism. Enterprises should have provided more convenience for school teaching with the advantage of their own resources and assumed the responsibility of nurturing people, but due to the imperfection of relevant policies and guarantee measures, enterprises are not deep enough and not active enough to participate in talent training (Zhang, 2020). At the same time, schools and enterprises are missing consideration in the system of co-construction of practical training and internship bases inside and outside schools and the system of joint training of co-construction of double-teacher team, and the mechanism of co-operative operation of school-enterprise cooperation in talent training needs to be improved.

5.3 Discussion

This study takes a higher vocational institution in Fujian Province as an example. Through a questionnaire survey of teachers, students and cooperative enterprises in higher vocational institutions, we found that there are problems in the process of talent cultivation under the association of higher vocational institutions and enterprises: inaccurate positioning of the synergistic role of talent cultivation, incomplete synergistic management system of talent cultivation, and poor synergistic complementary effect of talent cultivation. At the same time, the reasons for the

above problems are analyzed, namely, the differences in the cognition of the collaborative role of talent cultivation in school-enterprise cooperation, the immaturity of the management concept of dynamic linkage adjustment, and the need to improve the operation mechanism of collaborative talent cultivation in school-enterprise cooperation. Finally, the effective path of talent cultivation under the association of higher vocational colleges and enterprises is proposed:

firstly, to establish the concept of mutually beneficial and symbiotic talent cultivation goals.

secondly, to improve the synergistic management system of school-enterprise cooperation talent cultivation.

thirdly, to improve the co-operative mechanism of school-enterprise cooperation talent cultivation education.

5.4 Recommendation

The talent cultivation of school-enterprise cooperation in higher vocational colleges and universities involves the problem of multi-subject synergy. In view of the problems of school-enterprise cooperation talent cultivation in higher vocational institutions, the following suggestions are made for school-enterprise cooperation talent cultivation in higher vocational schools.

5.4.1 Establishing the concept of mutually beneficial and symbiotic talent training goals

Taking mutual benefit and symbiosis as the guiding theory for the goal of talent cultivation through school-enterprise cooperation and actively guiding the upgrading of vocational education is the key to cultivating talents through school-enterprise cooperation. With the continuous development of China's social economy, the progress of science and technology and the needs of facing different industries have put forward higher requirements for the cultivation of talents in China's higher vocational colleges and universities(Li & Xing, 2020). The traditional talent training can no longer cope with the development and changes of the times. Under the background of school-enterprise cooperation, reforming the traditional talent cultivation in higher vocational colleges has become an inevitable path, which also shows that the state pays more and more attention to the development of vocational education. In recent years, the government has given many policies and financial support to higher vocational colleges and universities, and the cognition of vocational education has changed fundamentally. And schools and enterprises have made great strides in training talents together. How to keep going in the long run, the mutual benefit and symbiosis concept of school-enterprise cooperation in talent training is very important.

First of all, the government, as the main body of talent training, should assume the function of overall planning and management regulation in the process of school-enterprise cooperation in talent training. The government should do a good job of communication bridge between all parties, combined with the local industrial needs, and relevant departments should strengthen close cooperation, through strengthening policy guidance, increase financial investment, promote the cooperation between schools and enterprises to train talents, so that vocational education and regional economy and local industry integration. Secondly, schools should change the traditional concept of talent training, follow the development of the market economy, constantly adjust the professional and discipline settings suitable for the development of local industries, and cultivate application-skilled talents suitable for the needs of enterprises with market demand as the guide. Furthermore, the development of vocational education cannot be achieved without the active participation and strong support of industries and enterprises(Wu, 2019). Industries and enterprises should establish a sense of social responsibility, take the initiative to assume the responsibility of training talents for the society, weaken the result of "wanting people" and strengthen the process of "training people", and actively accept school teachers and students to practice and internship in enterprises. In this way, the government, schools, industries and enterprises will form a unified talent training management system, which will be mutually beneficial and symbiotic in an orderly and balanced way while all the subjects play their respective roles.

5.4.2 Sound collaborative management system for talent cultivation through school-enterprise cooperation

Higher vocational education is a management system under the leadership of the State Council, with management at all levels, local focus, government coordinated planning, industry guidance and social participation(Sun, 2021). In the specific management of talent training, through the establishment of school-enterprise cooperation committees, councils and other management bodies, the establishment of a standardized management system, clear responsibilities and obligations that all parties should assume and the powers they enjoy, such as the joint system of school-enterprise talent training programs, the joint construction of courses, school-enterprise input and equity sharing mechanisms and other aspects of the joint construction, to achieve joint management of schools and enterprises.

Only in the process of school-enterprise cooperation, to protect to the interests of the various subjects involved in the process of talent training, in order to symbiosis and integration, the system can go more long-term. From the perspective of enterprises, school-enterprise cooperation in talent training will certainly increase some costs for enterprises(Xiao & Chen, 2017). Therefore, the government should provide appropriate policies to give support. As the main coordinator in the management process of school-enterprise cooperation, the government should play th

ree functions in the coordination and management process: firstly, the formulation of the relevant system, secondly, the support of relevant incentive policies, and thirdly, the provision of relevant services and supervision. Therefore, the local government should be guided by the relevant national policies and formulate more targeted measures according to the actual situation of the local region, set up special financial support, and determine the overall development goals through the needs of local universities and enterprises, assist in building the relevant platform for the integration of industry-education school-enterprise cooperation, and give appropriate tax relief to the enterprises involved in the process of integration of industry-education school-enterprise cooperation. We will also provide appropriate tax relief for enterprises participating in the process of university-education integration and cooperation, and do a good job of service support for the relevant incentives proposed in the latest documents(Wang, 2021).

5.4.3 Improve the joint mechanism of school-enterprise cooperation in talent training and education

First of all, we should improve the construction of teachers' team in schools. In the process of talent training, vocational education should abandon the concept of "emphasizing theory but not practice", and the mode of "emphasizing education but not practice" should also be abandoned in the construction of teachers(Cui & Huang, 2019). To reuse the selection of "dual-teacher" teachers with high theoretical teaching level and rich enterprise work experience. Schools and enterprises should jointly train and establish a joint mechanism of "dual-teacher" teachers, first of all, schools should be flexible employment mechanism, hire technically skilled personnel from industries and enterprises in the field of professional counterparts as part-time teachers in schools, giving full play to the complementary advantages of teachers in the process of school-enterprise cooperation in personnel training(Liu & Gao, 2016). To effectively raise the awareness of teachers to practice in enterprises, actively take the initiative to practice in enterprises to enhance their professional development and practical teaching ability. Secondly, the school uses its own advantageous resources to transfer the most advanced technology and scientific research results to enterprises and provide corresponding theoretical knowledge training for enterprise employees, so as to make up for the shortcomings of enterprise employees with strong practical technical skills and weak theoretical knowledge. The school-enterprise "dual-teacher" teacher mechanism is a mechanism for schools and enterprises to collaborate with each other to train teachers, which effectively fills the shortage in the construction of teachers in both schools and enterprises.

Secondly, we should improve the mechanism of school-enterprise collaboration to build training bases. By improving the system of practical training bases, attracting high-quality enterprises to build and share productive practical training bases with

schools in the way of enterprises stationed in schools, schools stationed in enterprises and school-enterprise integration. The on-campus training bases of higher vocational colleges and universities should not only be teaching-oriented, but also take into account the services to the society, employment-oriented and enterprise-oriented training objectives in the construction of on-campus training bases(Fang, 2018). Through co-construction of practical training bases, enterprises can introduce enterprise projects into schools, and through the selection of front-line technical skills personnel to participate in the practical teaching of students' practical skills, so that students can obtain practical skills more solidly. At the same time, combined with the local industrial transformation and upgrading needs, the establishment of public practical training places jointly funded by the government, schools and enterprises, so as to fill the situation of the shortage of on-campus practical training bases, through the sharing of resources, in order to enhance the training of highly skilled and applied talents for regional economic development.

5.5 Future Research Recommendations

School-enterprise cooperation talent training mode as a new era characteristics of vocational education talent training mode, with the implementation in higher vocational institutions will certainly still exist in many aspects of the problem, it is hoped that from the future teaching practice in colleges and universities, we will continue to explore and optimize the school-enterprise cooperation talent training mode to contribute to high-quality talent training. Therefore, the suggestions for future research are specifically as follows.

First, school-enterprise cooperation talent training model is the main model of vocational education talent training, different models exist in various countries and regions, and more excellent models can be further dug deeper.

Second, school-enterprise cooperation talent training model is a complex system project, in fact, the implementation process is bound to be influenced and restricted by multiple aspects and time and space factors, so the information grasp and content analysis can be further subdivided and deepened.

Thirdly, this study takes the school-enterprise cooperation talent training mode of a higher vocational institution in Fujian Province as a perspective to study the talent training mode of higher vocational institutions, which can provide new thinking for the talent training mode of higher vocational institutions from other perspectives.

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APPENDIX A

Investigation on Talent Training in Higher Vocational Colleges under the Background of School-enterprise Cooperation (Student volume)

Dear students:

shalom! In order to fully understand the training of students in higher vocational colleges in Guangzhou in the process of cooperation with enterprises, this questionnaire has been compiled. I hope that students can take a few minutes out of their busy schedule to help fill in the questionnaire according to the actual situation of their own and the school. This survey is only used for academic research, using an anonymous way, for your information we will be strictly confidential, you can rest assured to fill in, here to express my heartfelt thanks! I wish you a good harvest in your study and a bright future! Thank you again!

1. Gender A male and B female
2. Grade
A.first grade B.second grade C.junior class
3. Do you know the connotation of the talent training objectives of school-enterprise cooperation?
(1) Very understanding (2) understanding (3) generally (4) not understanding (5) completely ignorant
4. Are you satisfied with the results of the current school-enterprise cooperation talent training goals?
(1) Very satisfied (2) satisfied (3) generally (4) not satisfied (5) very dissatisfied
5. Do you think the goal of talent training for school-enterprise cooperation has been achieved?
(1) Well reached (2) reached (3) general (4) not reached (5) completely not reached
6. Do you think the school-enterprise cooperation talent training has effectively improved the quality of talent training?
(1) Great improved (2) improved (3) generally (4) not improved (5) completely not
7. Do you think the school's curriculum construction is reasonable?
(1) Very reasonable (2) reasonable (3) general (4) unreasonable (5) very unreasonable
8. Is the school set up many practical courses?
(1) Very many (2) more (3) -like (4) lack (5) very few
9. Do you think the curriculum content set up by the school is consistent with the practical work?
(1) Very consistent (2) anastomosis (3) generally (4) misosis (5) very kissing
10. What do you think of the utility of practice content?
(1) Very effective (2) valid (3) generally (4) invalid (5) completely invalid
11. How many training venues do your college have?
(1) No (2) 1 (3) 2 (4) 3 (5) 3 or more
12. What form of education do you think is the most effective?
(1) Theoretical teaching and learning (2) centralized practical training skills and practice (3) integrated theory and practice of teaching and learning (4) teachers and enterprise practice guidance and help (5) online self-learning
13. As far as you know, the school-enterprise cooperation content of your school

conforms to the degree

Organize students to visit and study in enterprises?

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

Invite the enterprise staff to the school to teach and give special lectures orally

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

and schools jointly implement order training

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

school-enterprise joint public relations to solve technical problems, technical consultation

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

teachers to enterprises for temporary training, enterprises to schools as part-time teachers

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

The enterprises provide educational funds for the schools

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

Enterprises provides technical support for schools

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

Kou enterprises provide internship bases and internship opportunities for students

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

participated in the design, implementation, and development of the talent program

(1) Very non-conformity (2) non-conformity (3) general conformity (4) conformity (5) very conformity

APPENDIX B

Research on Talent Training of Guangzhou Higher Vocational Colleges under the Background of School-Enterprise Cooperation (Teacher's volume)

Dear teacher:

shalom! First of all, thank you very much for taking time out of your busy schedule to fill out this questionnaire. The main purpose of this survey is to understand the current situation of talent training under the background of school-enterprise cooperation in higher vocational colleges, to find out the existing problems and reasons, so that higher vocational colleges can cultivate talents more in line with the requirements of the market and enterprises, further serve the enterprises, and achieve win-win results between the school and enterprises. Please help you fill in this questionnaire according to the actual situation of the school. This survey is only for academic research and does not involve personal privacy. We will keep your information confidential, please rest assured to fill in, here to express our sincere thanks!

1. 1. Your position in the school is
A General full-time teacher B external part-time teacher C teaching manager
2. The type of course you teach is
A General cultural course B professional theory course C practical training course
3. Are you a double-qualified teacher? A is not B is yes
2. cooperation between school and enterprise
4. Do you know the connotation of the school-enterprise cooperation talent training objectives?
(1) Very understand (2) understand (3) generally (4) do not understand (5) completely ignorant
5. Are you satisfied with the current results of school-enterprise cooperation talent training?
(1) Very satisfied (2) satisfied (3) -like (4) not satisfied (5) very dissatisfied
6. Do you think the purpose of the talent training goal of school-enterprise cooperation has been achieved?
(1) Well reached (2) reached (3) general (4) not reached (5) completely not reached
7. Do you think the school-enterprise cooperation talent training mode has improved the quality of talent training?
(1) Great improvement (2) promotion (3) general (4) no promotion (5) no promotion
8. Do you think the curriculum system of school-enterprise cooperation talent training mode is reasonable?
(1) Very reasonable (2) reasonable (3) general (4) unreasonable (5) very unreasonable
9. Do you think there are sufficient teachers in the talent training of school-enterprise cooperation?
(1) Very sufficient (2) sufficient (3) generally (4) insufficient (5) very insufficient
10. Do you think the construction of double-qualified team can meet the construction of school-enterprise cooperation talent training mode?
(1) Very satisfied (2) satisfied (3) general (4) not satisfied (5) very unsatisfied
11. How much do you think enterprises attach great importance to school-enterprise cooperation
(1) Very attention (2) attention (3) general (4) not attention (5) very attention

12. Do you think the biggest help for enterprises to schools and students in school-enterprise cooperation?(multiple choice)

(1) Provide internship opportunities for students (2) to participate in the design and practice of talent training programs (3) Joint science and technology public relations to solve technical problems (4) to provide students with internship sites and facilities and equipment (5) to provide technical support for the school (6) to improve the professional skills for students, effectively solve students' employment

13. What is your recognition of the following main reasons for school-enterprise cooperation?

school-enterprise information asymmetry, a single form of cooperation

(1) Very disagree (2) disagree (3) general (4) identify (5) very agree

It lacks a curriculum system to meet the needs of the society

(1) Very disagree (2) disagree (3) general (4) identify (5) very agree

faculty construction lags behind and lacks double-qualified teachers

(1) Very disagree (2) disagree (3) general (4) identify (5) very agree

The lacks relevant policy guidance

(1) Very disagree (2) disagree (3) general (4) identify (5) very agree

lacks effective guarantee and restraint mechanisms

(1) Very disagree (2) disagree (3) general (4) identify (5) very agree

The lacks good communication and coordination mechanisms

(1) Very disagree (2) disagree (3) general (4) identify (5) very agree

The society does not pay enough attention to school-enterprise cooperative education

(1) Very disagree (2) disagree (3) general (4) identify (5) very agree

The society has a low recognition of school-enterprise cooperation in training talents

(1) Very disagree (2) disagree (3) general (4) identify (5) very agree

APPENDIX C

Research on Talent Training of Higher Vocational Colleges in Guangzhou under the Background of School-Enterprise Cooperation (Enterprise volume)

Dear leaders:

shalom! First of all, thank you very much for taking time out of your busy schedule to fill out this questionnaire. The main purpose of this survey is to understand the current situation of talent training under the background of school-enterprise cooperation in higher vocational colleges, and to find out the existing problems and reasons, so that higher vocational colleges can cultivate talents more in line with the requirements of the market and enterprises, and further serve the enterprises. Please help you fill in this questionnaire according to the actual situation of your company. This survey is only for academic research and does not involve trade secrets. We will keep your information confidential, please rest assured to fill in, here to express our sincere thanks!

1. Position

A. Head of the enterprise B, ordinary leadership C, general occupation D, others

2. Does your unit have a plan for talent demand of more than two years?

A with B and no C is being developed

3. Do you know the connotation of the talent training objectives of school-enterprise cooperation?

(1) Very understanding (2) understand (3) generally (4) do not understand (5) completely not

4. Are you satisfied with the current results of school-enterprise cooperation talent training?

(1) Very satisfied (2) satisfied (3) - -like (4) not satisfied (5) very dissatisfied

5. Do you think the school-enterprise cooperation talent training model has played a role?

(1) Very useful (2) useful (.3) General. (4) useless. (5) very useless

6. Do you think the curriculum construction of the school major is reasonable

(1) Very reasonable (2) reasonable (3) general (4) unreasonable (5) very unreasonable

7. Is your company willing to provide practical training equipment and facilities for the school

(1) Very willing (2) willing (3) general (4) unwilling (5) very unwilling

8. Is your company willing to provide part-time teachers for the school?

(1) Very willing (2) willing (3) general (4) unwilling (5) very unwilling

9. What do you think are the main problems of corporate internship students?(multiple choice)

(1) Professional knowledge and professional skills are not strong, and can not directly work. (2) poor interpersonal relationship handling, lack of social experience

(3) Lack of professional quality, lack of hard-working and hard work (4) lack of good communication skills, weak sense of group (5) high self-expectations, lack of down-to-earth ability (6) the sense of discipline is not strong, leave the post without authorization

10. What do you think improves school education and teaching by cultivating qualified employees for enterprises?

(1) Strengthen professional skills training (2) Strengthen professional ethics education

(3) update professional theory teaching (4) Improve professional facilities and equipment (5) Strengthen the connection with enterprise needs (6) Other

11. What preferential policies does your company want to enjoy in the school-enterprise cooperation?

(1) Employee vocational training expenses can be subsidized by the government

(2) Set up national and local school-enterprise cooperation contribution awards to commend outstanding enterprises and individuals

(3) Expenses used for education can be included in production costs and income tax exemption

(4) Set up national or government special cooperation funds, and give support or rewards to school-enterprise project funds

(5) Other

12. What are the main reasons that your company thinks currently affects enterprises' participation in school-enterprise cooperation?

(1) Enterprises have little demand for talents (2) not getting special funds support from the school and enterprises (3) lack of corresponding government policy guidance and legal constraints (4) The interests of enterprises in school-enterprise cooperation can not be guaranteed

13. Is your recognition of the following main reasons affecting school-enterprise cooperation? The students failed to create economic value

(1) Very disagree (2) disagree (3) general (4) agree (5) very agree

The students trained by schools have not very high skills

(1) Very disagree (2) disagree (3) general (4) agree (5) very agree

Oral affects the normal business activities of the enterprise

(1) Very disagree (2) disagree (3) general (4) agree (5) very agree

for additional expenses

(1) Very disagree (2) disagree (3) general (4) agree (5) very agree

student safety

(1) Very disagree (2) disagree (3) general (4) agree (5) very agree

student turnover rate, frequent job changes

(1) Very disagree (2) disagree (3) general (4) agree (5) very agree