The satisfaction of entrepreneur instructors and higher vocational students majoring in economic and business administration with the cooperative instruction in the work post practice

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Abstract. From the perspective of both instructors from entrepreneur and students, this research studied the satisfaction level with the cooperative instruction in the Work Post Practice, a very important course for senior students at higher vocational colleges in China. The method of descriptive analysis was adopted. The statistic results illustrated that the practice posts of students didn’t fit well with students’ majors, and students responded that it did improve their professional abilities and qualities soundly. Business instructors demonstrated a higher satisfaction level on students’ work and qualities shown during the practice than students’ self evaluations. Suggestions like using the internet platform, establishing a stable team of entrepreneur instructors, allocating salary and other subsidies to entrepreneur instructors were proposed to improve instruction quality of the work post practice.

1. Introduction

The work post practice is a very important course for Chinese tertiary vocational and technical education, which aims to enhance the senior students’ professional skills and career abilities in the real work environment. In order to complete this course, students are required to work fulltime in the entrepreneur and receive internship salary and other subsidies as the contract stated. The course is mainly instructed by the entrepreneur worker and a college instructor work as the assisted instructor. At present, it is the main form of cooperation between Chinese vocational and technical colleges and entrepreneurs, and usually last for 6 months. It is a very important way to cultivate technical talents for the fast developing economy and technology. Therefore, both administrators and instructors at vocational colleges in China put close attention on this course.

When examined the literature on vocational students’ work post practice, the researcher found 10 papers in Chinese academic databases and only 4 were published in the Chinese Science Citation Database. Most of these papers adopted quantitative research methods, and the samples were narrowed in a certain major or a small area (Bai, 2017; Chi & Zhang, 2018; He & Xu, 2017; Tang & Zhang, 2018). This research was supported under the 2019 Vocational Teaching and Research Reformation Program Fund of Hunan Province of China: The Implementation of Big Data Supported Work Post Practice of Vocational College Students in Enterprises (Project Reference: ZJGB2019026).
2013; Wu, 2015; Yang, 2018). The popular methods used were descriptive analysis, logistic regression, factor analysis and T test. The research contents centered on the entrepreneur working environment, students’ subsidies, and student administration. The satisfaction researches were all done from students’ position and didn’t take the instructors satisfaction into account.

2. Research Objectives
In order to know better about the quality of corporative instruction and examine how students and entrepreneur instructors were satisfied with the corporation between the college instructor and the entrepreneur instructor. This research creatively used the descriptive quantitative analysis to study the satisfaction level of this two groups and made a comparison between them. It aimed to answer the following questions:

Q1: How are students satisfied with the cooperative instruction?
Q2: How are students satisfied with their work post practice experience?
Q3: How are entrepreneur instructors satisfied with the cooperation with the college instructors?
Q4: How are entrepreneur instructors satisfied with the performance of students?

3. Method

3.1. Samples
The target population in this research are students who studies in the Department of Economic and Business Management and instructors that tutoring students work post practice in the entrepreneur. The questionair was sent to students and entrepreneur instructors right after students completed their 6-months practice and 55 valid student data and 8 instructor data was collected. Data showed that there were more female students (69.1%) than male students, most students (83.6%) completed their practice in private enterprises, of which most of them (69.2%) are in small and micro enterprises in which has less than 200 workers, and 26.3% students in enterprises in which has more than 500 workers. The demographic features showed that the respondents represent students majoring in Economic and Business Administration very well. The descriptive data also showed that students find their practice position by different means. A big part of students (23.6%) found their position via job hunting web, but the biggest part (36.3%) get the position by friends’, families’ or relatives’ recommendation. A small part (3.6%) of them found their position via on campus employment, i.e. enterprises came to the campus to hold interview for the employment.

The 8 instructor respondents are all female and 87.5% are working in private enterprises. Half of them got three-year college degree, which are equal to the associate degree in some western countries, and half got bachelors degrees. All instructors had at least one-year work experience, and 75% of them had 3-9 years experience, some (12.5%) had more than 10 years. Most of instructors (62.5%) had at least one-year experience in tutoring students, and some (25%) had 3-5 years. But no respondents reported having experience which was longer than 5 years.

3.2. Analysis
The collected data was analyzed by using SPSS 24.0, and descriptive methods was mainly adopted to compare the percentages of different level of satisfaction. Pie charts and tables are used to illustrate the differences in satisfaction level in each sector. When comparing the overall satisfaction of students and instructors, the means of variables and the standard deviation was taken into account to measure the difference.
4. Results

4.1. Students’ satisfaction with their work post practice

Percentages were counted to measure the satisfaction of students’ with their work post practice. Most students reported that this course improved their professional skills and the required career abilities. Some students (29.1%) reported extremely satisfied that the practice improved their professional skills, 47.3% reported somewhat satisfied, and very small part (3.63%) reported somewhat dissatisfied and extremely dissatisfied (1.81%), the percentages can be seen in Figure 1. On the aspect of improving required career abilities, 41.8% students reported extremely satisfied and a very tiny part (3.6%) reported extremely dissatisfied. Data can be seen in Figure 2. Students reported a good satisfaction level to their overall practice experience.

![Figure 1. Students’ self reports of the work post practice to improve their professional skills](image1)

![Figure 2. Students’ self report of the work post practice to improve the required career abilities](image2)

4.2. Students’ satisfaction with the cooperative instruction

The college instructors work is mainly on giving directions to students to submit some required paper work, such as signing the contract with the enterprise and the college, writing the practice diary, writing practice plan and report etc. The data reflected that a good satisfaction level was shown on the college instructors work. Compared to the college instructor, the enterprise instructor received lower satisfaction percentage. The detailed data can be seen in Table 1.
Table 1. Students’ evaluation to the cooperative instruction

|                          | Extremely dissatisfied (%) | Somewhat dissatisfied (%) | Neither Dissatisfied nor satisfied (%) | Satisfied (%) | Extremely satisfied (%) |
|--------------------------|-----------------------------|---------------------------|---------------------------------------|---------------|------------------------|
| College instructor       |                             |                           |                                       |               |                        |
| Sing the contract and submit online | 3.6                         | 3.6                       | 12.7                                  | 38.2          | 41.8                   |
| Write practice diary     | 5.5                         | 0                         | 7.3                                   | 36.4          | 50.9                   |
| Write practice plan      | 5.5                         | 0                         | 7.3                                   | 43.6          | 43.6                   |
| Write practice report    | 1.8                         | 1.8                       | 10.9                                  | 32.7          | 52.7                   |
| Entrepreneur instructor  |                             |                           |                                       |               |                        |
| On daily work            | 1.8                         | 5.5                       | 23.6                                  | 45.5          | 23.6                   |
| On professional skills   | 3.6                         | 5.5                       | 21.8                                  | 45.5          | 23.6                   |
| On required career abilities | 5.5                       | 5.5                       | 23.6                                  | 45.5          | 20.0                   |

4.3. Entrepreneurs’ satisfaction to students’ performance on posts

The researcher compared the means of satisfaction with the overall practice experience of students with that of entrepreneur. The results showed that students’ self evaluation was lower than the evaluation from entrepreneur instructors. Entrepreneur instructors reported either somewhat satisfied and extremely satisfied. See Table 2.

Table 2. Students’ and enterprises’ satisfaction with the overall work post practice of students

|                          | Extremely dissatisfied | Somewhat dissatisfied | Neither Dissatisfied nor satisfied | Satisfied | Extremely satisfied | Mean  | SD  |
|--------------------------|------------------------|-----------------------|-----------------------------------|-----------|--------------------|-------|-----|
| Students’ satisfaction   | 0%                     | 2%                    | 29%                               | 44%       | 26%                | 3.93  | 0.79|
| Entrepreneurs’ satisfaction | 0%                    | 0%                    | 0%                                | 50%       | 50%                | 4.50  | 0.53|

When asked how likely the entrepreneur instructors were to hiring vocational practice students on the post, half respondents reported they were very likely to hire students in the future and a small part of them expressed not sure about the decision. Data can be seen in Figure 3.

Figure 3. The likelihood to hire practice students in the future
4.4. **Entrepreneurs’ satisfaction with the cooperation**

The results showed that more than half (62.5%) entrepreneur instructors reported there was not much real cooperation between college and entrepreneur instructors. Only 25% reported a very good cooperation. See figure 4. But a contradictory satisfaction level as Figure 5 shows, 37.5% responded that they were extremely satisfied and 50% reported somewhat satisfied with the cooperation.

**Figure 4.** Entrepreneur instructors’ evaluation on the cooperation with college instructors

**Figure 5.** Entrepreneur instructors’ evaluation on the cooperation with college instructors

**Figure 6.** Entrepreneur instructors’ willingness to cooperate with college instructors with the support of internet technology.
When entrepreneur instructor were asked whether willing to get involved in a more closed cooperation with the support of internet technology, such as some social media like Wechat, QQ or some professional instruction platform, entrepreneur instructors presented a comparatively low willingness. Only 12.5% respondents reported extremely willing to cooperate, and 37.5% were somewhat willing to cooperate. Other data can be seen in Figure 6.

5. Discussion

5.1. Apply internet technology in finding work position
The survey results showed that the main way students finding their practice positions is quite traditional, such as by recommendation of families and friends or by attending on campus face to face interviews. The platform named “Internet and accurate employment” comes into being due to the development of big data and is adopted widely among colleges in Hunan province of China. Its operation concept is "Internet + big data + intelligent matching" (Yang, 2018). In the era of big data, teachers and students should make full use of the convenience brought by the internet technology. Before the work post practice starts, college staff should encourage students and entrepreneurs to use this platform. By using this platform students can search hire information, and enterprises can release recruitment information. At the same time, the further development of the platform should be continuously strengthened to enhance the function of intelligent job matching. For example, the platform function of submitting resumes of students is expected a further develop, by which the platform can automatically recommend some students to the employer according to their work intentions and majors.

5.2. Enhance social responsibility of enterprises to promote cooperation
At present, most enterprise instructor are lack of enthusiasm and motivation in college-enterprise cooperation in guiding students. One of the important reasons is that they fail to realize that the cooperation is beneficial to the enterprise development, and they also fail to realize that cultivating students is the social responsibility and obligation that enterprises should fulfill. In particular, some medium, small and micro enterprises cannot realize that by participating in the cooperation they can reserve needed technology talents and promote the long-term development of enterprises and help enterprises achieve their strategic goals. Although the most basic goal of enterprises is to obtain benefits, human resources can be obtained as well in the process of cultivating students jointly by schools and enterprises. Reserchers also pointed that the cooperation can support the enterprises to obtain economic benefits and promote its own brand (Ma & Chen, 2018). A number of foreign studies have proved that enterprises' participation in school-enterprise cooperative teaching and involve in apprenticeship education have considerable economic benefits (Dionisius et al., 2018). Therefore, as a beneficiary in the cooperation, enterprises should firstley approve that the college-enterprise education is beneting students, industry and society, then they will be willing to cooperate with vocational colleges to give students the opportunity to practice , to help students better adapt to the working environment, and take cultivating technological talents as their own social responsibility (Ma & Chen, 2018). At the same time, fulfilling corporate social responsibility also needs the promotion of social morality and legal supervision. To establish corporate social responsibility standards with Chinese characteristics and to standardize the enterprise qualification specifications, and to make specific regulations for different cooperating entities, industries and enterprises at different development stage are very important. An evaluation to the quality and efficacy of cooperation with vocational colleges carried out by a third party entity is also a vital process for the cooperative instruction. Because it will improve the credibility of the cooperate social responsibility report and provide evidence and reference when colleges choosing the cooperation partner and when enterprises apply for government tax reduction after involving vocational education.
5.3. Improve qualifications of enterprise instructors

The data analysis of this study also showed that only 25% of corporate instructors have a bachelor degree. Some other Chinese scholars also pointed out that there are many problems exist in current corporate instruction. On one hand, the quality of teachers is uneven, some instructors do not have professional certificates or professional technical positions, and most enterprise instructors do not have a teaching certificates (Ma & Chen, 2018). In order to ensure the quality of school-enterprise cooperative teaching for work post practice, it is very important to establish a long-term and stable enterprise instructor team. Some scholars proposed that government at all levels, colleges and enterprises should attach great importance to the role of enterprise teachers in work post practice instruction. Therefore, all vocational colleges, enterprises, business and educaitonal departments should take improving the enterprise instructors qualification as an important task, and should set up relevant policies to let the whole society care about and develop the enterprise instruction team (He & Xu, 2017).

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