

Employment Problems and Countermeasures of Finance and Economics Majors in Higher Vocational Colleges under the Background of Moral Education

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Abstract: With the arrival of the graduation season, a new group of higher vocational students are about to graduate. The students have experienced the epidemic, closed management, and mixed online and offline teaching. Moral education is particularly important, and colleges and universities strengthen moral education with the support of ideological and political construction of curriculum. So is finance and economics majors. In the atmosphere of moral education, does the quality of talent training exceed the expected training objectives, and does the employment problem ease? Through a questionnaire survey of students majoring in finance and economics in Anhui vocational colleges, we can understand the current situation of school study and employment. The survey shows that the comprehensive ability of the class is uneven, there are many factors that hinder the job hunting and affect the ability to work, and there is a lack of professional knowledge. Therefore, suggestions are put forward to improve students' professional learning ability, improve their self-skills and pay attention to practice, so as to improve the quality of students' employment.

1. Introduction

With the rapid development of China's economy, the competition for talents is becoming more and more intense, but the demand gap for financial professions is getting bigger and bigger, and the employment prospects of financial professions are very promising. Finance and economics majors value practice, not only the knowledge learned in the classroom, but also the ability to practice in society [1]. Of course, finance majors also need to communicate with other people, so in the teaching more emphasis on the cultivation of communication skills, coordination skills and the ability to deal with emergencies and other skills [2]. Therefore, in order to improve the employment rate of graduates of finance and economics majors, we investigate the current situation of finance and economics majors in Anhui higher vocational colleges and universities and put forward countermeasures and suggestions.

2. General information and methods

2.1. General information

This study adopts questionnaire survey for data collection, which is mainly centered on the employment problems of college students. Combined with the actual situation, the alternative answers of the single-choice questions should not be too many, and there can be no intersection between the answers; the alternative answers of the multiple-choice questions should be unconnected, avoiding the use of complex and obscure statements, preventing the filler from reading the questions and thus giving up on filling out the questionnaire.

2.2. Research method

The questionnaire was formally distributed from May 1, 2023, on the network of Anhui higher vocational colleges and universities in finance and economics professional majors in the survey, in July 31, 2023, the end. After revising the final questionnaire, we used "Questionnaire Star" to create a network questionnaire for distribution and recovery, proposed invalid questionnaires, and finally screened out the valid questionnaires.

2.3. Statistical analysis

662 questionnaires were distributed and 662 were recovered, excluding invalid questionnaires, totaling 635, with an effective recovery rate of 95.92%. The relevant statistics are shown in the table below. From the demographics of the sample, the number of male students reached 383, occupying 57.85% of the total number of people, and the number of female students reached 279, occupying 42.15% of the total number of people, with a large gap between male and female ratio of 15.6%.

In terms of grade distribution, a total of 110 questionnaires were collected from first-year students, accounting for 16.62% of the total, 353 questionnaires from second-year students, accounting for 53.32% of the total, 158 questionnaires from third-year students, accounting for 23.87% of the total, and 41 questionnaires from graduated students, accounting for 6.19% of the total. Among them, the sophomore part of this year was surveyed by a large number of people, more than half of the total number of people, the lowest is the graduated students, the number of people is only 41, it can be seen that the main population of this survey is concentrated in the sophomore year.

3. Results

3.1 Analysis of overall class rankings

See the table below. According to the gender analysis, the number of male students participating in the survey is 383 accounting for 57.85% of the total number of students surveyed, the number of male students ranked 6-10 in their classes is 99 accounting for 25.85% of the total number of male students, the number of male students ranked 11-20 in their classes is 151 accounting for 39.43% of the total number of male students, and the number of female students participating in the survey is 279 accounting for 42.15% of the total number of students surveyed, and the number of female classes The number of girls ranked 6-10 is 76 accounting for 27.24% of the total number of girls, and the number of girls ranked 11-20 is 98 accounting for 35.13% of the total number of girls, according to the data analysis on the comprehensive class rankings of the girls than the boys

comprehensive ranking is a little better. The reason for this phenomenon may be due to the fact that after entering the university, male students put their energy on part-time jobs and other practical projects, so they spend less time on their academic performance, which causes this phenomenon. The specific data are shown in Table 1.

Table 1: List of Class Composite Ranking Analysis

X\Y	Top 5	6-10	11-20	21-30	31-40	After 40	Subtotal
Male	56(14.62%)	99(25.85%)	151(39.43%)	55(14.36%)	9(2.35%)	13(3.39%)	383
Female	58(20.79%)	76(27.24%)	98(35.13%)	34(12.19%)	11(3.94%)	2(0.72%)	279

3.2 Analysis of the factors disturbing job-seeking

3.2.1. Analysis of factors disturbing job-seeking by gender

Since different genders may have different major factors that disturb college students' job search, the data are analyzed cross-sectionally with the data of different genders. Therefore, we do a cross-tabulation analysis on the data of different genders and the main factors troubling college students' job search. As can be seen from the table below, 383 male students accounted for 57.85% of the survey. Among the male students, 65.27% think that the main factor is the lack of understanding of the requirements of corporate positions and job competencies, and 65.27% think that the main factor is the lack of vocational ability. The number of female students was 279, accounting for 42.15% of the survey. Among the female students, 65.59% think that the main factor is the lack of understanding of the requirements of corporate positions and job competencies, and 68.10% think that the main factor is the lack of professional competencies. Analyzing by gender, the main factors disturbing college students' job search are lack of understanding of the requirements of corporate positions and job competence and lack of professional competence. This phenomenon may be due to the fact that college students do not have a clear understanding of the job positions. Secondly, the lack of practice leads to the lack of understanding of the requirements of enterprise positions and job competence. The lack of vocational ability is due to the lack of clarity about the job position. The specific data are shown in Table 2.

Table 2: Summary of gender analysis of distress in job-seeking

X\Y	Lack of understanding of the requirements of enterprise positions and job competence	Lack of job-seeking skills	Insufficient vocational ability	Insufficient career guidance from school	Incorrect employment mindset, too impatient	Others	Subtotal
Male	250(65.27%)	184(48.04%)	250(65.27%)	141(36.81%)	198(51.70%)	7(1.83%)	383
Female	183(65.59%)	140(50.18%)	190(68.10%)	99(35.48%)	147(52.69%)	3(1.08%)	279

3.2.2. Analysis of age on the factors disturbing job hunting

As shown in the table below, the number of freshmen who participated in the survey was 110, accounting for 16.62% of the total number of respondents. The number of sophomores participating in the survey is 353, accounting for 53.32% of the total number of respondents. The number of participants in the junior year (internship) was 158, accounting for 23.87% of the total number of participants. The number of people who have graduated from the survey is 41, accounting for 6.19% of the total number of people surveyed. The results of the analysis of different grades are that most of them think that the main factors troubling college students' job search are the lack of understanding of the requirements of corporate jobs and positions and the lack of vocational ability.

Most of the graduates think that the main factors disturbing college students' job search are insufficient career ability and incorrect employment mentality, too impatient. The reason for this phenomenon may be due to the different experiences of different grades and the different needs for jobs, thus causing this phenomenon. The specific data are shown in Table 3.

Table 3: List of analysis of age on disturbances in job-seeking

X\Y	Lack of understanding of the requirements of enterprise positions and job competence	Lack of job-seeking skills	Insufficient vocational ability	Insufficient career guidance from school	Incorrect employment mindset, too impatient	Others	Subtotal
Freshman	71(64.55%)	46(41.82%)	62(56.36%)	35(31.82%)	43(39.09%)	3(2.73%)	110
Sophomore	244(69.12%)	179(50.71%)	237(67.14%)	134(37.96%)	192(54.39%)	5(1.42%)	353
Junior	96(60.76%)	77(48.73%)	113(71.52%)	55(34.81%)	83(52.53%)	1(0.63%)	158
Graduated	22(53.66%)	22(53.66%)	28(68.29%)	16(39.02%)	27(65.85%)	1(2.44%)	41

3.3 Analysis of factors affecting employability

3.3.1 Analysis of the most lacking vocational skills

The table below shows that the total number of people surveyed was 662, of which 337 people or 50.91% of the total number of people surveyed were thought to be lacking in psychological skills. The number of people who think that there is a lack of basic skills is 347 or 52.42% of the total number of people surveyed. The number of people who think they lack professional skills is 418 or 63.14% of the total number of people surveyed. The number of people who think they lack self-development skills is 360 or 54.38% of the total number of people surveyed. The number of people who think that they lack organizational and management skills is 331 or 50% of the total number of people surveyed, and the number of people who think that they lack professional skills is the highest. The reason for this phenomenon is that university clubs, student unions, social practice and other distraction of college students for the lack of professional skills. See Table 4.

Table 4: Summary of Impact on Employment Ability Analysis

Option	Subtotal	Proportion
Psychological quality	337	50.91%
basic skill	347	52.42%
Professional Skills	418	63.14%
Self development skills	360	54.38%
Organizational management skills	331	50%

3.3.2 Analysis of the ability that employers attach most importance to

As can be seen from Table 5, the total number of people surveyed was 662. The number of people who think that employers value diplomas is 82, accounting for 12.39% of the total number of people surveyed. The number of people who think that employers attach importance to networking is 73, accounting for 11.03% of the total number of people surveyed. The number of people who think that employers attach importance to practical ability is 395, accounting for 59.67% of the total number of people surveyed. The number of people who think that employers attach importance to work experience is 108, accounting for 16.31% of the total number of people surveyed.

Table 4 and Table 5 show that 63.14% of college students think that they lack professional skills, and 59.67% of college students think that employers attach the most importance to practical ability. The reason for this phenomenon may be due to the practice of true knowledge, education does not mean everything, only practical for the enterprise to create profits which is what the enterprise needs, of course, practice needs theory as a support.

Table 5: Analysis of the most valued abilities by employers

Option	Subtotal	Proportion
Diploma	82	12.39%
Networking	73	11.03%
practical ability	395	59.67%
Work experience	108	16.31%
Other	4	0.6%

3.4. Analysis of the impact of specialized knowledge on employment

As can be seen from Table 6, the vast majority of students still think that the major they study is helpful for future employment. Among them, students ranked 11-20 in the class rankings occupy the majority, 87.95% of the students think that their majors are helpful for employment, and 12.05% of the students think that they are not helpful, which may include some students who have not engaged in the related work, and they haven't applied their majors to the actual work, so they may think that their majors are not helpful for their employment. Specialization is not helpful to his employment. The majority of the students, regardless of their rank in the class, think that their majors are helpful to their employment, while a small number of students think that they are not helpful because they have not been engaged in work related to their majors, which leads them to think that their majors are not helpful to their employment.

Table 6: Analysis of Professional Knowledge on Employment Assistance

X\Y	Yes	No	Subtotal
Top 5	102(89.47%)	12(10.53%)	114
6-10	153(87.43%)	22(12.57%)	175
11-20	219(87.95%)	30(12.05%)	249
21-30	77(86.52%)	12(13.48%)	89
31-40	13(65%)	7(35%)	20
After 40	10(66.67%)	5(33.33%)	15

3.5 Analysis of graduated direction of finance and economics majors

Analyzing from the perspective of grade, it can be seen that the focus of each grade on the direction after graduation is different, freshmen students think that employment is the most important after graduation, reaching 56.36%, sophomores, juniors and graduated students think that the education is more important, and the proportion of college education accounted for as high as 64.87%, 62.66% and 63.41%. First-year students have not been on campus for a long time and do not know much about the role of academic qualifications, so the number of those who want to get a job is relatively large, while sophomores, juniors and graduates have had a longer experience, know a lot about this area and know the role of the college, so the number of those who think that they will be transferred to a college after graduation is large.

From the perspective of gender, both male and female students think it is more important to specialize after graduation, accounting for 64.23% and 58.42% respectively, followed by most of

them think it is more important to be employed and entrepreneurship, and in general the recognition of the direction of graduation to be employed as well as other aspects of graduation is low. Entrepreneurship is inherently attractive to male students, while female students prefer to specialize in college to work hard to improve their qualifications can find an easy job compared to male students. See Table 7 for specific data.

Table 7: Summary of Graduation Destination Analysis

X\Y	Employment	Entrepreneurship	Upgrading from college to undergraduate	Freelance	Graduation pending employment	Other
Freshman	62(56.36%)	48(43.64%)	55(50%)	37(33.64%)	8(7.27%)	12(10.91%)
Sophomore	202(57.22%)	203(57.51%)	229(64.87%)	133(37.68%)	95(26.91%)	22(6.23%)
Junior	90(56.96%)	87(55.06%)	99(62.66%)	73(46.20%)	40(25.32%)	26(16.46%)
Graduated	20(48.78%)	20(48.78%)	26(63.41%)	11(26.83%)	9(21.95%)	5(12.20%)
Male	217(56.66%)	221(57.70%)	246(64.23%)	146(38.12%)	97(25.33%)	41(10.70%)
Female	157(56.27%)	137(49.10%)	163(58.42%)	108(38.71%)	55(19.71%)	24(8.60%)

4. Discussion

4.1. Improve moral character and enrich professional knowledge

College students should restrain themselves from being impatient and improve their mental ability when they are employed. College students should correct their mentality, improve their professional knowledge, improve their practical experience and improve their psychological quality. College students participate in more class group activities and large-scale extracurricular activities organized by the school during the school period [3-4]. College students go to look for some suitable part-time jobs to enrich their extracurricular life and exercise their practical ability and work experience. College students listen carefully to lectures in class, strengthen their understanding of their professional knowledge, learn more about the relevant information about the positions in enterprises, and enhance their self-worth.

4.2. Moral education first, improve self-comprehensive skills

College students must plan their overall career goals, whether it is to go to graduate school, or civil service or their future desired job. With a clear overall goal, college students can plan their college career around the overall goal and break down the goal into monthly, weekly and daily tasks [5]. The preparation for graduate school or civil service, or the knowledge, skills and internship experience needed for future work can be accomplished step by step by breaking down the goals. College students need to develop their communication skills, facilitation skills, execution skills, or skills that will be needed in the future to become better at what they do.

4.3. Establishing correct values and enriching one's practical ability

One of the problems that college students find difficult to find employment is that their employment direction is unstable, and the main problem lies in the lack of practical ability and general ability. Because of the lack of ability, so for their own employment direction is not firm enough, so college students first need to improve the practical ability [6]. College students in school more off-campus practice appropriate part-time jobs, in advance to understand the direction of employment to enhance self-confidence to improve the quality of heart, ability to improve naturally will have the bottom. Secondly, college students need to fully understand their own ability to

determine the direction of employment, you can make use of your strengths and avoid weaknesses to better utilize their own abilities, and improve their enthusiasm for work.

4.4. Improve themselves, focus on practice and process

College students need to carry out social investigations in a planned and targeted manner, to get in touch with the wide world outside the school and to learn knowledge outside the books, so as to enhance their understanding of the society. At the same time, college students improve their activity ability and social communication ability, and improve their ability to analyze and solve problems. Participation in extracurricular scientific and technological activities promotes the scientific research ability, hands-on ability and creativity of college students. Students learn the skills of using scientific research equipments and enhance their abilities of organization and management, independent work and social activities [7-8]. Therefore, actively participating in extracurricular scientific and technological activities during the school years is an important way to exercise and improve practical ability.

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