

# Exploration on problems and Countermeasures of School-enterprise Cooperation in Private Colleges and Universities

— Taking Shanghai JQ College as an example

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**Keywords:** Private colleges; University-enterprise cooperation; Countermeasures

**Abstract:** This article is based on private colleges university-enterprise cooperation problems and countermeasures research, adopting the methods of literature study, questionnaire, interview, select Shanghai JQ college teachers participate in university-enterprise cooperation as the research object, for private colleges university-enterprise cooperation problems that exist in the empirical investigation, and analysis of data, and combining the university-enterprise cooperation project director, corporate director of interviews, sums up the problems that exist in the university-enterprise cooperation projects, then propose some countermeasures and Suggestions to private colleges university-enterprise cooperation.

## 1. Research status at home and abroad

### 1.1 Domestic research on existing problems in school-enterprise cooperation.

Zhang Qiong(2016) believes that the problems in school-enterprise cooperation include insufficient government policy guidance and support, superficial school-enterprise cooperation, lack of motivation for enterprises to participate in school-enterprise cooperation, and students being beaten to participate in internship and practice activities.

### 1.2 Research on domestic countermeasures for school-enterprise cooperation.

Zhang Qiong (2016) believes that the countermeasures for school-enterprise cooperation problems include strengthening the support of school-enterprise cooperation by the government, deepening the reform of the school system, effectively promoting school-enterprise cooperation, improving enterprises' sense of social responsibility, correctly recognizing the value of school-enterprise cooperation, encouraging students to actively participate in school-enterprise cooperation, and turning passivity into initiative.

### 1.3 Foreign research on the problems of school-enterprise cooperation.

Pan Haisheng (2016) believes that there are major differences in the coordination of basic interests in the existing problems of school-enterprise cooperation. School-enterprise cooperation channels are quite single; The quality of school-enterprise cooperation needs to be improved; Lack of perfect management system for school-enterprise cooperation; School-enterprise cooperation lacks of win-win standpoint; School-enterprise cooperation lacks an appropriate regulatory environment.

### 1.4 Study on countermeasures of school-enterprise cooperation in foreign countries.

Pan Haisheng (2016) believes that the countermeasures to improve school-enterprise cooperation include changing educational concepts and creating industry-demand-oriented education. Improve the ability of industry orientation and promote the healthy development of industry organizations; To formulate preferential policies to encourage the all-round development of enterprises; Establish production practice and training base on campus. Constructing higher vocational school-enterprise cooperation innovation platform education; We will encourage local governments to make

breakthroughs in school-enterprise cooperation.

## 2. Questionnaire design and investigation

This paper adopts the method of questionnaire to obtain relevant data. The content of the questionnaire refers to relevant papers at home and abroad, and draws on the mature question design methods of other scholars. The problems existing in school-enterprise cooperation in Shanghai JQ University are understood by investigating the questionnaire issued by the principals of school-enterprise research projects. Interviewed the person in charge of the school-enterprise cooperation project of the private university and the senior executives of the enterprise, and understood the problems existing in the school-enterprise cooperation of the private university students.

In this survey, 42 principals of school-enterprise cooperation projects in JQ College were selected as the research objects. A total of 42 questionnaires were issued, 42 were recovered, and 42 were valid.

## 3. Questionnaire analysis and conclusions

First, most people think that the shallow level is the deficiency of school-enterprise scientific research cooperation.

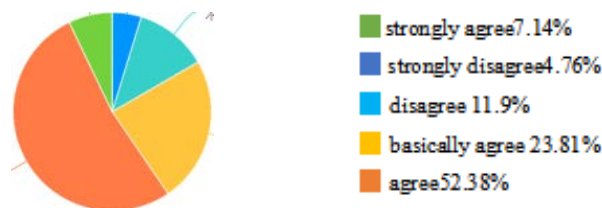


Figure 1: Too shallow level and lack of school-enterprise cooperation

As shown in the figure 1 above, 52.38% of project leaders agree that too shallow level is the deficiency of school-enterprise scientific research cooperation.

Second, most people think that lack of experience and overall consideration are the shortcomings of school-enterprise cooperation in scientific research.

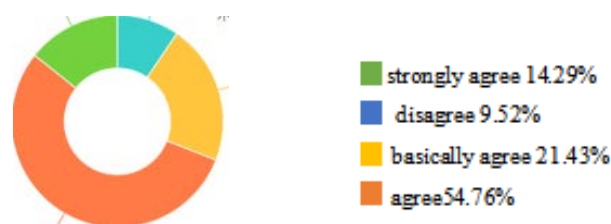


Figure 2: Lack of experience and lack of university-enterprise cooperation in scientific research

As shown in figure 2 above, 54.76% of project leaders agree that lack of experience is the deficiency of school-enterprise scientific research cooperation.

Third, 38.1% of the respondents believed that the unreasonable discipline team construction was the deficiency of the cooperation between schools and enterprises in scientific research.

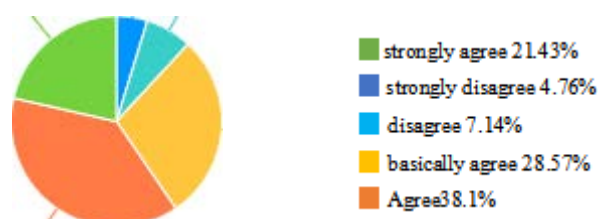


Figure 3: Lack of cooperation between discipline team construction and university-enterprise scientific research

As shown in figure 3, 38.1% of project leaders agree that unreasonable discipline team construction is the deficiency of school-enterprise scientific research cooperation.

Forth, 47.62% think that the imperfect mechanism of scientific research operation is the deficiency of school-enterprise scientific research cooperation.

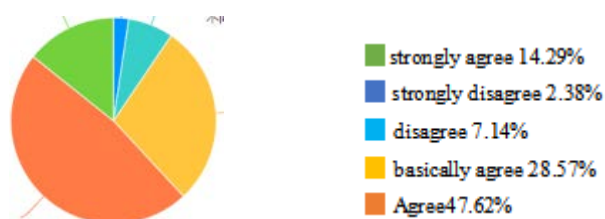


Figure 4: Lack of cooperation between scientific research operation mechanism and university-enterprise scientific research

As shown in figure 4, 47.62% of the project leaders agree that the imperfect mechanism of scientific research operation is the deficiency of school-enterprise scientific research cooperation.

Fifth, most people think that the lack of overall planning awareness is the deficiency of cooperation between schools and enterprises in scientific research.

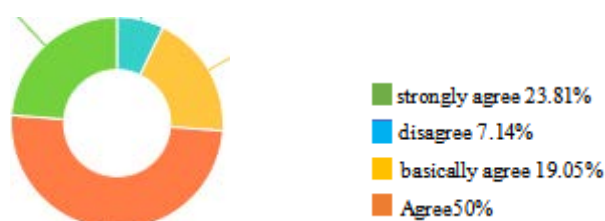


Figure 5: Lack of coordination consciousness and school-enterprise scientific research cooperation

As shown in figure 5 above, 50% of project leaders agree that lack of overall planning awareness is a deficiency of school-enterprise scientific research cooperation.

Sixth, most people think that the lack of stability is the deficiency of the cooperation between schools and enterprises.

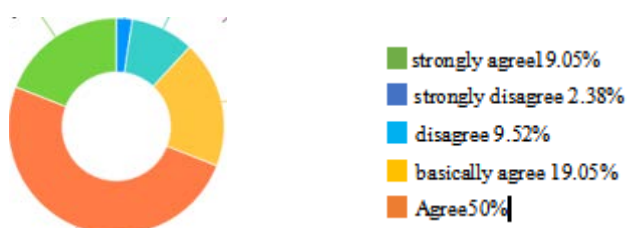


Figure 6: Lack of stability and school-enterprise cooperation in scientific research

As shown in figure 6 above, 50% of project leaders agree that lack of stability is a shortcoming of school-enterprise research cooperation.

Seventh, most people think that the lack of motivation for enterprise cooperation is the deficiency of school-enterprise scientific research cooperation.

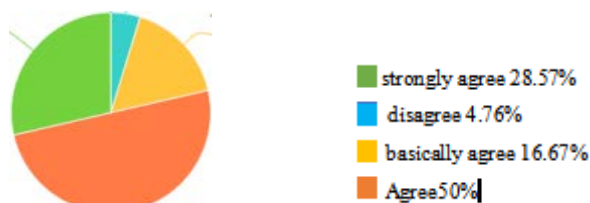


Figure 7: Lack of cooperation between enterprises and school-enterprise scientific research

As shown in figure 7 above, 50% of project leaders agree that the lack of motivation for enterprise cooperation is the deficiency of school-enterprise scientific research cooperation.

Eighth, 45.24% of people think that the lack of cooperative management is the deficiency of the cooperation between schools and enterprises in scientific research.

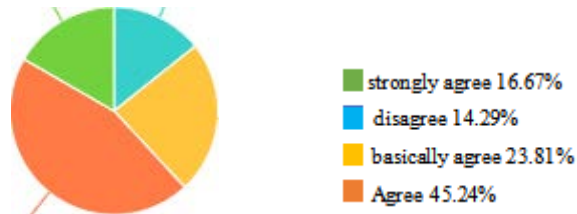


Figure 8: Insufficient cooperation between cooperative management and university-enterprise scientific research

As shown in figure 8 above, 45.24% of project leaders agree that inadequate cooperative management is the shortcoming of school-enterprise cooperation in scientific research.

Ninth, most people think that the lack of financial security is the deficiency of school-enterprise cooperation.

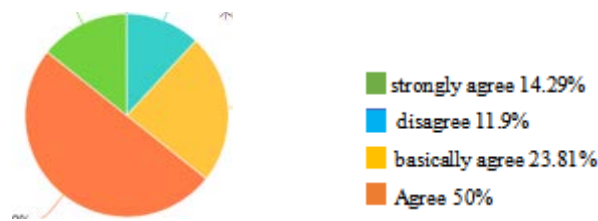


Figure 9: Insufficient fund guarantee and school-enterprise scientific research cooperation

As shown in figure 9 above, 50% of project leaders agree that lack of financial security is a deficiency of school-enterprise scientific research cooperation.

Tenth, 47.62% believe that the weak relationship between universities and enterprises is the deficiency of school-enterprise cooperation.

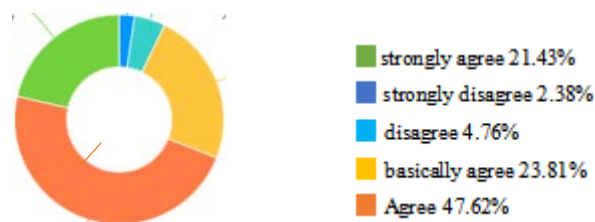


Figure 10: Lack of school-enterprise relationship and school-enterprise scientific research cooperation

As shown in figure 10 above, 47.62% of project leaders agree that the weak relationship between universities and enterprises is the deficiency of the cooperation between universities and enterprises in scientific research.

#### 4. Conclusion

First, More than half of the project leaders think that the level is too shallow, lack of experience, lack of overall planning consciousness, lack of stability is the shortcomings of school-enterprise scientific research cooperation.

Second, most of the project leaders think that the discipline team construction is unreasonable,

the scientific research operation mechanism is not perfect, the enterprise cooperation motive force is insufficient, the cooperation management is weak, lacks the fund guarantee, the university and the enterprise relationship is not close, Shortcomings of cooperation between schools and enterprises in scientific research.

## **5. Countermeasures and suggestions for private colleges to deepen school-enterprise cooperation**

### **5.1 Strengthen the close ties between schools and enterprises, and improve students' ability and level of participating in school-enterprise cooperation.**

Strengthening the school-enterprise relationship is an important way to improve the ability of teachers and students to participate in school-enterprise cooperation. On the one hand, private colleges and universities can send teachers to practice in enterprises to improve the practical ability of teachers, cultivate "double-qualified" teachers, make reasonable curriculum arrangements, and integrate technical practice content while teaching students theoretical knowledge. On the other hand, private colleges and universities can employ business executives or personnel as industry mentors to give lectures and lectures in private colleges and universities, so as to improve students' grasp of practical ability and keep up with market demands steadily.

### **5.2 Strengthen the incentive to school-enterprise cooperation, and create a good academic atmosphere.**

In order to promote the transformation and development of private colleges and universities, it is necessary to increase the incentive force for school-enterprise cooperation, so that more participants can truly realize its importance, so as to actively and consciously participate in school-enterprise cooperation projects, and be brave enough to step out of the school gate and enter into enterprises to discuss and undertake school-enterprise cooperation projects. At the same time, a certain proportion of material rewards and honors will be given to school-enterprise cooperation participants, so as to encourage more teachers and students to participate in school-enterprise cooperation, and let the power of example drive more participants.

### **5.3 Improve the school-enterprise cooperation system and stabilize the ranks of teachers.**

Strengthening system construction is an important means to standardize and constrain school-enterprise cooperation. In school-enterprise cooperation, private colleges and universities should improve school-enterprise cooperation and communication mechanism through system construction to stabilize the teaching staff. On the one hand, we should set up an independent school-enterprise cooperative contact organization with full-time staff to conduct market research, understand market demand and make overall arrangements. On the other hand, to improve the salaries of school-enterprise cooperative teachers, we can increase salaries, subsidies, or reduce class hours to stabilize the school-enterprise cooperative teachers.

### **5.4 To set the goal of school-enterprise cooperation and promote its steady development.**

Clarifying the objectives of school-enterprise cooperation is the driving force for the continuous development of school-enterprise cooperation. In order to achieve the goal of cultivating professionals with both rich theoretical knowledge and superb technical ability. The task of private colleges is mainly to impart theoretical knowledge and train business knowledge, while the task of enterprises is to provide practice platforms and industry mentors. Through effective cooperation, enterprises should truly realize that cultivating professional and technical talents is not only a matter for universities, but also an effective means to cultivate talents needed for themselves and improve their competitiveness, so as to actively participate in relevant cooperation projects and jointly promote the steady development of school-enterprise cooperation with universities.

### **5.5 Strive for the government's financial and policy support for school-enterprise cooperation, and promote the close cooperation between schools and enterprises.**

Government policy and financial support for private colleges university-enterprise cooperation, to promote close cooperation between play an extremely important role, can improve the social reputation and status of the private colleges, promote the smooth development of the cooperation between colleges, and to reverse the enterprise run by the local colleges and universities because of infrastructure and teaching staff of disparity and students in the community attaches great importance to the traditional views, so that the cooperation to make full use of government policies and effective capital, further strengthen the close cooperation of both sides, in order to achieve stated goals and mutual benefit and make unremitting efforts of both sides.

## **References**

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