

Study on the Path of Improving the Employability of Special Groups of College Students in the Context of Three All-round Education

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Abstract. Special groups of college students are in a disadvantaged position in terms of employment due to the economic conditions of their families, the pressure of life and study, the external environment and other factors, so how to improve the employment rate of graduates from special groups of college students has become an urgent problem to be solved. Under the background of "Three all-round education", colleges and universities, society and families should make joint efforts to improve the employability of special groups of college students, implement personalized employment guidance, and provide a full range of employment services. The article discusses the meaning of college students' employability, analyzes the factors affecting the employability of special groups of college students, and explores effective ways to improve them.

Keywords: Three All-round Education; Special Groups of College Students; Employability.

1. Introduction

In March 2017, the State Council of the Central Committee of the Communist Party of China (CPC) put forward the requirement of "Three all-round education" in the Opinions on Strengthening and Improving the Ideological and Political Work of Colleges and Universities under New Circumstances, aiming to cultivate qualified builders and reliable successors of socialism with Chinese characteristics[1]. The report of the 20th Party Congress emphasized the importance of employment, put forward the strengthening of the employment priority policy, improve the employment public service system, strengthen the assistance to the employment of difficult groups, and promote the goal of high-quality full employment. 2022 Ministry of Education, Ministry of Human Resources and Ministry of Social Security put forward to large employment difficulties in the employment of students' employment assistance, to ensure that a comprehensive grasp of the situation of the graduates in difficulty, the implementation of the employment assistance initiative, relevant institutions support in place, and in-depth implementation of the Hongzhi navigation program. Yunnan Province, in the precise employment service work, the poor families, low-income families, zero-employment families of college graduates, college graduates with disabilities, long-term unemployed college graduates and other key employment assistance objects, and adopted "one person, one file", "one person, one policy" precise employment service measures. Please keep the second copy of your manuscript in your office. When receiving the paper, we assume that the corresponding authors grant us the copyright to use the paper for the book or journal in question. Should authors use tables or figures from other Publications, they must ask the corresponding publishers to grant them the right to publish this material in their paper.

The subjects of this study are poverty-stricken families, low-income families, zero-employment families, college students with disabilities and college students from long-term unemployed families [2]. Their lack of competitiveness in the job market due to the influence of family economic conditions, life and study pressure, and other external environments leads to a disadvantageous position in the job-seeking process. Coupled with the fact that it is expected that by 2023, the size of the national general college graduates will reach 11.58 million, the increase in the number of graduates has led to the phenomenon of too many people, too few jobs; at the same time, the post epidemic era has seen an economic depression resulting in an increase in the number of unemployed



people in the society, a reduction in the number of campus recruitment positions, and structural employment contradictions, leading to a continuous increase in the difficulty of the employment of special groups[2]. Therefore, the goal of this study is to analyze the employment situation of these five special groups of college students, and put forward effective enhancement paths and measures according to the existing problems, so as to improve the employment ability and quality of employment of this part of the graduating group, and to realize smooth employment.

2. The Significance of Improving the Employability of Special Groups of University Students in the Context of Three All-Round Education

Graduates of special groups of college students are the key guidance objects in the employment work of colleges and universities, and whether they can be successfully employed is not only related to individual students, but also of great significance to the country, colleges and universities, and families.

For the country, improving the employment of special groups of university students can not only promote social equity, but also increase the employment opportunities of special groups of university students, which will help to reduce the employment discrimination and unfair treatment faced by special groups and promote social equity and social harmony. It can also create human resources, and by improving the employability of special groups of university students, human resources can be fully utilized and put to good use, providing new impetus for the country's innovative development and competitiveness.

For colleges and universities, they should not only cultivate the moral, intellectual, physical, aesthetic and labor of special groups of college students, but also cultivate their employability, so as to implement the concept of "three-pronged education". Employment is an important criterion for evaluating the quality of talent training and the level of education in colleges and universities, and the employment situation of special groups of college students can reflect to a certain extent whether the talent training mechanism of colleges and universities is perfect or not, and to a certain extent, it also reflects the effect of the implementation of the concept of "three-whole-education" in colleges and universities and promotes the better development of colleges and universities.

For special groups of college students and their families, under the cultivation of the educational concept of "Three all-round education" in colleges and universities, their ideological and moral character, personality, professionalism, practical skills and other aspects of the improvement, which will help to better employment, so as to realize their own ideals and aspirations, personal and social values, but also to a certain extent to alleviate the economic difficulties of the family.

3. Current Status of Development of Research on the Employability of Special Groups of University Students

3.1. Special Groups of University Students

The special group of college students is based on Yunnan Province's successive issuance of the Circular on Several Measures to Further Promote the Employment and Entrepreneurship of College Graduates and Other Young People, the Circular on Further Guiding College Graduates to Serve Rural Revitalization, and the Circular on Further Increasing Support for Entrepreneurial Guaranteed Loans to Provide Services for Guaranteeing Entrepreneurship and Employment, which refer to the poverty-eradication families, low-insecurity families, and zero-employment families, as well as graduates from colleges with disabilities and those who have been unemployed for a long period of time, and take this as a subject of study for the purpose of improving the employability of such special groups.

3.2. Employability of University Students

Through analyzing the relevant literature at home and abroad, the basic connotation of employability has been explored from three aspects, namely, the theoretical basis of employability, its constituent elements and its mechanism of action. Although there are different definitions of employability, on the whole, employability has adaptability and flexibility and is a comprehensive ability. In a certain sense, it can also be regarded as one of the most important parts of the various abilities possessed by a person. Employability is characterized by four features: vocationality, stability, dynamism and comprehensiveness. When categorizing employability, scholars usually divide it into four types according to the theory or research paradigm they adopt. For the components of employability, scholars Ayse G. Mitchell believes that employability is composed of knowledge, skills and attitudes that can enhance employability including intellectual ability, social and interpersonal ability, business and creative ability, and multiple technical ability series (a series of abilities related to the position) [18]. At present, there is a phenomenon of "high score and low ability" among special groups of college students in China, the reason for which is that they do not have a good grasp of the various vocational skills they need, as well as reasonable planning and management of themselves. Marcel Lucien Goldschmid, a Swiss scholar, believes that employability mainly includes: employment motivation and personal qualities, interpersonal skills, scientific knowledge, work methods, vision [4]

In short, the employability of college students is a kind of comprehensive quality and vocational quality formed by individuals through their own learning in a certain social environment, which can meet the requirements of employment and promote employment. Employability is not only limited to obtaining employment, but also includes the ability to maintain the existing position, career transition and obtain new positions. Its constituent factors include the general ability to adapt to different positions and work environments, comprehensive personal qualities, specialized knowledge and skills, and job-seeking skills.

3.3. Employability Model for University Students

Foreign scholars have constructed the model of college students' employability from several different perspectives, among which the USEM model proposed by Mantz Yorke (Mantz Yorke) et al[4] is more typical and representative, as shown in Figure 1. The model is composed of four factors through subject knowledge comprehension, skills, personality traits (including self-awareness, self-efficacy) and metacognitive ability, which interact with each other and have a comprehensive impact on individual employability. The model has been applied to the practical teaching of many institutions at home and abroad and has achieved good results. USEM structural model can better reflect the intrinsic connection between the talent cultivation process and the shaping of employability, laying an important theoretical foundation and analytical framework for the study of employability, which is of great importance for the study of the evaluation and enhancement of the employability of college students' special groups, which has a very important reference value and significance for the guidance of the study[5]. The model mainly focuses on career development learning, ignoring the importance of general skills in realizing employment.

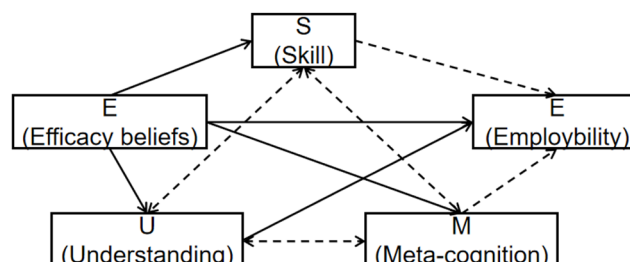


Figure 1. USEM model

The Multidimensional Employability Model (MEM) recognizes employability as a combination of factors, and a representative model of MEM is Poole's "Career EDGE" model, as shown in Figure 2. "The bottom five elements of Career EDGE are Career Development Learning [7], Work and Life

Experience, Degree Subject Knowledge, Understanding and skills. Knowledge, Understanding and skills, Generic Skills, Emotional Intelligence, and the combination of the first letters of these five elements is "Career EDGE"[7]. The process of Reflection and Evaluation helps to develop Self-efficacy, Self-confidence and Self-esteem in a particular group of university students, which are important elements of employability, because employability is through self-esteem, Self-efficacy and self-confidence and other social concepts of complex interaction. The importance of learning elements in practice for achieving the skills needed to achieve career goals is not only emphasized, but also the concepts and awareness of university students to develop a correct assessment of their abilities and adapt to changes in the environment by reflecting on and evaluating the learning process.

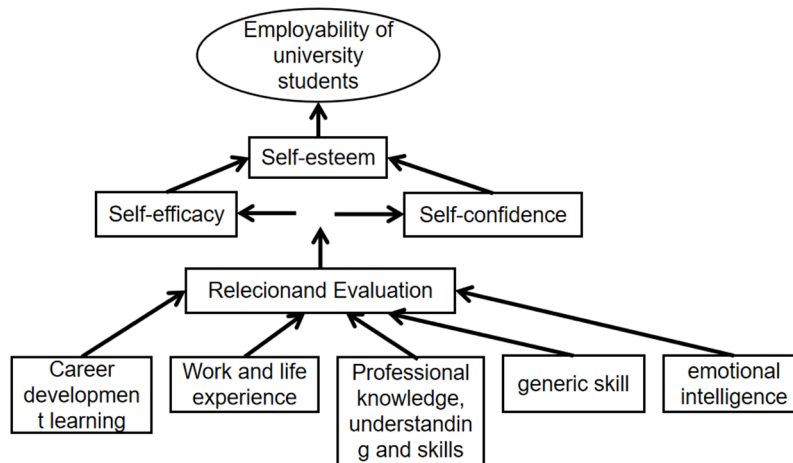


Figure 2. Poole's "Career EDGE" model of employability

4. Problems with the Employability of Special Groups of University Students

4.1. Lack of Career Development Learning

Some special groups of university students have difficulties in self-discovery of employability, lack a clear understanding of their own professional personality, professional interests, professional abilities and professional values, lack the desire to actively explore their careers, fail to keep up with the social and professional development trends and changes in supply and demand in the labor market, and do not have a career goal in their professional field[8]. A considerable number of students are not clear about their future career development in their specialized fields and have no career goals. The problems are as follows: lack of clarity about future career direction and career goals; lack of skills in job search and career selection; blindly following the trend of looking for a "good job"; and lack of resume writing, interviewing skills and job searching strategies.

With the diversification of employment choices, the career horizons of special groups of college students are also expanding, but there are still some students who do not have a correct perception of employment and find it difficult to make a reasonable assessment of their current situation. For example, some students only think of immediate rewards when looking for a job and neglect long-term career development; focus only on state organs and institutions; turn a deaf ear to other types of positions; focus on exams without considering their own special circumstances and pay no attention to the recruitment information of employers; suffer from an inferiority complex, believing that there is a gap between the professional higher education they have received and that of others, and are ashamed to improve themselves in their work, which leads to the losing good jobs; weak sense of independence, confused in bilateral employment and totally dependent on parents' opinions.

4.2. Lack of Work Experience in Professional Practice

Professional internships and life experience are crucial to the professional development of students; they are the most important component of employability, one of the most important factors that

employers take into account when recruiting students, and have become one of the prerequisites for employment. However, many students from special groups are unable to undertake professional internships due to family and personal factors, resulting in a lack of practical work experience and a lack of systematic knowledge and skills required for professional and technical work, leaving them without practical work skills.

At present, most colleges and universities have more general requirements and regulations for students to participate in internships, the requirements for students to participate in internships are too broad, and there is a lack of internship policies and phase-view activities for special groups of college students, which leads to the lack of enthusiasm for internships on the part of some students participating in internships, and fails to improve the level of their employment practices.

4.3. Inadequate Mastery of Skills in Specialized Disciplines

Basic academic knowledge and skills are the theoretical knowledge, basic methods and skills acquired by students through systematic vocational training during their studies, and they are the main content of the development of students' employability. Graduates' vocational knowledge and skills are at the top of the list in the analysis of the factors of "job matching" between employers and graduates[9]. Some special groups of university students have weak subject knowledge, insufficient professional skills, a serious disconnect between theory and practice, and poor application of knowledge, which leads to poor employability and seriously affects job opportunities.

4.4. Lack of Information About Employment

With the rapid development of the Internet, the information is not only huge and trivial, while some special groups of college students do not know how to choose the right employment suitable for them when facing the massive information, and they do not collect the job announcements and employers' recruitment information in a comprehensive and timely manner, so they can't know the employers' information in time when they are recruiting, and they don't pay attention to the relevant information in a timely manner, which leads to the missing of many employment opportunities. In addition, some special groups of college students do not know how to obtain job-seeking channels and recruitment information, and they do not know that there are other ways of employment besides the normal examinations for public office, graduate school and editorial boards. Although the popularization of the Internet has greatly improved the convenience of communication, when faced with a huge amount of information, they still don't know how to search for useful information correctly, which makes them easy to lose themselves and lead to employment anxiety.

Although there are many special groups of college students who have a good sense of information search, can according to their own situation and objective environment, appropriate employment recruitment information, make rational employment choices. However, there are still many students whose employment information comes from their parents or blindly follow the example of other students around them, and it is difficult for them to jump out of the information barriers and lack of searching and acquiring employment recruitment information, which leads to narrow employment opportunities.

4.5. Lack of Personalized Career Guidance Services

Most graduates from special populations do not have sufficient financial resources to support the learning of other skills due to a lack of financial resources in their families, a systematic mastery of interviewing skills, and professional training in interviewing etiquette for personalized employment guidance. Due to the mismatch between social practice and vocational training, some graduates are not proficient in their professional skills and therefore face the dilemma of being eliminated by employers when looking for jobs. At the time of employment they are unable to make good use of their professional skills in the workplace and fail to grasp and value their knowledge and skills. Some special groups of graduates do not have a detailed understanding of the recruiting organization before they start looking for a job, which leads to failure in the job search.

In addition, due to the lack of personalized employment guidance for some special groups of college students, professional guidance on job interview etiquette, and lack of understanding of etiquette norms related to job interviews, often resulting in a passive situation in job search. Some graduates are not clear about their career goals, do not have a clear understanding of the future, and lack the correct positioning of their own careers, resulting in difficulties in job search.

5. Paths to Enhance the Employability of Special Groups of University Students in the Context of Three All-Round Education

As a group with difficulties in employment, the special group of college students faces greater employment pressure than ordinary people, and the employment problem is also characterized by greater specificity and more barriers to employment. Therefore, it needs the efforts of individual students, as well as the joint efforts of colleges and universities, society, families and other parties, in order to improve the employability of this group of graduates, as shown in Figure 3:

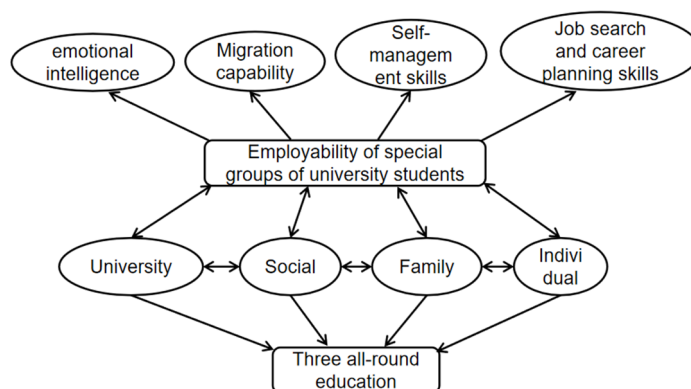


Figure 3. The Path of Enhancing Employability of Special Groups of College Students in the Context of Three all-round education

5.1. At the University Level

Building accurate and personalized employment guidance services. Establish a file on special groups of college students, accurately locate those in need, and implement a one-person-one-policy approach. Since special groups of college students have different situations, not all special groups need to be accurately assisted. Therefore, in carrying out the work of employment assistance for special groups, it is necessary to accurately locate special groups of university students with employment difficulties. Starting from the first year of university, it is necessary to set up financial aid files for poor students, recording their study, life and practice during the four years of university, and focusing on improving their professional abilities when designing professional talent training programs. At the same time, by offering career planning classes and innovation and entrepreneurship classes, providing employment guidance lectures, creating career studios, and building an employment exchange platform for college students, we can improve their job-seeking and entrepreneurial and career planning abilities to provide help for future employment assistance, and truly realize one-on-one accurate and personalized services.

Establishing an annual report mechanism on the quality of employment and a tracking mechanism for the employment status of graduates from special groups of university students. While doing a good job of statistics on the overall employment of college students, colleges and universities also need to conduct special research, statistics, and prepare annual work reports on special groups of college students, as well as establish a tracking mechanism for them, so as to ensure that their employment situation is comprehensively monitored and evaluated, and to provide data support for the future work of helping special groups of college students find employment.

Establish a platform for cooperation between schools and enterprises to provide internships and employment opportunities for special groups of college students. At the same time, schools need to

take the initiative to cooperate and communicate with autonomous units and alumni enterprises that provide social scholarships and grants, so as to secure more internships for students from special groups. Colleges and universities need to establish a good partnership with enterprises, and help students with special groups gain practical, work-related internship experience by utilizing a variety of cooperative relationships and programs, so as to improve their employability.

5.2. At the Social Level

Through a series of incentive and compensation policies, the Government actively encourages graduates from special groups of university students to seek employment and development in areas of greatest need, such as poverty-stricken areas in the central and western regions, grass-roots level and rural areas, thus providing them with more employment opportunities and alleviating the pressure on their employment. Graduates from special groups work through the grass-roots programs provided by the government, which can not only solve the employment problem of college students, but also combine the students' personal development with the needs of national development, thus realizing their own value.

The government can provide entrepreneurial opportunities for students from special groups and formulate corresponding entrepreneurial loan services, so as to lay a solid economic foundation for poor college students from poor families. In addition, the government can provide special groups of students with scholarships, grants, hard work, loans, and subsidies, as well as employment subsidies for special groups of students. It is also possible to increase financial assistance to students from special groups to reduce the financial pressure they face when looking for work, thereby improving the quality of their employment.

In order to promote the fair employment of special [10] groups of college graduates, the government needs to further improve the employment policy, regulate the employment market, and take severe measures to combat profit-oriented recruiting units, as well as regulate the recruitment mechanism of employers, strictly follow the relevant procedures for recruitment, and eliminate all kinds of unfair recruitment behavior. It has formulated relevant laws and regulations, improved the system of guaranteeing the employability of college students, standardized the order of the employment market, safeguarded the employment rights of college students, and set up a mechanism for mediation and settlement of labor disputes, so as to ensure the employing rights and employment rights of college students. The government takes the initiative to establish a model and platform for collaborative training for universities and colleges [11], introduce scientific research and university talents, and dock the cooperation points between enterprises and universities in terms of talents and scientific research[12].

5.3. At the Family Level

The successful employment of graduates from special groups of university students requires the understanding and support of family members. In order to reduce the psychological pressure on the employment of graduates from special groups of university students, family members need to actively and proactively understand the personal situation of their children, provide them with emotional support and encouragement, and have a reasonable expectation of their children's future employment. Let them face the various problems and challenges they may encounter in the process of employment with a positive and healthy mindset.

For parents of special groups, they need to understand and objectively analyze the socio-economic situation and development trend in the post epidemic era. On this basis, they should lower their high expectations of their children's employment and abandon the traditional idea of limiting their children's career choices to civil servants and large state-owned enterprises. At the same time, parents should also proactively communicate with their children to understand their employment ideas and career aspirations, and support and help them solve their employment problems as much as possible, so as to reduce the pressure on the employment of graduates from special groups.

5.4. At the Individual Level

First of all, it is necessary to establish a correct outlook on employment. Make a reasonable assessment and analysis of your actual situation, correctly assess your employability, and formulate a career development plan that suits you. Secondly, avoid idealized employment goals. Appropriately reduce the obsession with preparation work, salary, workplace, etc., establish a scientific and reasonable employment outlook, adjust the employment mentality, combine their own ideals with the needs of national development, and actively shoulder the ideal ambition to go to the frontier of the motherland, the western region, and the grass-roots level in the countryside. Finally, it is necessary to establish the employment concept of employment first, then choosing a job, then establishing a career. Nowadays, the employment environment is still severe, so we should grasp all the employment opportunities to increase our work experience and social experience, and at the same time reduce the financial burden for our family.

Cultivate your comprehensive ability and core competitiveness for employment. Make full use of the various activities provided by the school, actively participate in clubs, work-study, science and technology competitions and other useful activities, and enhance the ability of communication and exchange with others, teamwork and organization and leadership. Reasonable use of learning resources and platforms provided by the school, take the initiative to cultivate and improve their innovation and entrepreneurship, actively participate in subject competitions in their majors[13], effectively use the activities of clubs, campus practice, academic lectures and other activities to exercise their language expression ability, stress resistance, adaptability, innovation ability, etc., and at the same time pay attention to improving their professional skills, transferable ability and practical ability.

Reasonable career planning. Guided by the Employability Framework announced by the state and the university, when entering colleges and universities, you should clarify your career planning by taking into account your personal characteristics, interests, the gap between the abilities you want to cultivate and the abilities you have now, values, occupational requirements, social factors, family environment, etc., make flexible implementation measures, and take the initiative to explore various ways and resources to cultivate and improve your job-seeking and career planning abilities. Career planning ability.

6. Summary

At present, college students are an important part of China's college employment team, and are in urgent need of vigorous support from the Government, society and colleges and universities. In the context of "Three all-round education", improving the employability of special groups of college students will enable them to get better jobs and achieve success, and promote the harmonious progress of society while enhancing the overall development of students. The enhancement of the employability of special groups of college students should be a common goal of colleges and universities, society, families and individuals. If students are responsible for their own employability, it is the responsibility of universities to ensure the conditions for promoting, guiding and facilitating the development of their employability. Colleges and universities should carry out the cultivation and enhancement of the employability of special groups of college students in an all-round way, during the whole process, in a whole manner and by all the staff. In addition to universities, the cultivation and development of the employability of special groups of university students should also be carried out from the comprehensive viewpoints of society, families and individual special groups of too students..

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