International Journal of Sociologies and Anthropologies Science Reviews
Volume 4 Issue 3: May-June 2024: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index

Effectiveness of Practical Teaching Participation for Improving the Students' Employability

Chen Xiaoxue
Panyapiwat Institute of Management, Nonthaburi, Thailand
E-mail: xiaoxue_0488@163.com, ORCID ID: https://orcid.org/0009-0003-9633-2981

Received 03/02/2024 Revised 07/02/2024 Accepted 25/02/2024

Abstract

Background and Aim: Practical teaching is an important means for cultivating students' employability in China's applied undergraduate colleges. This study investigates students' perceptions of the effectiveness of practical teaching participation and analyzes the influencing mechanism between students' feelings of participation and college students' employability.

Materials and Methods: A total of 23 undergraduate graduates from three applied universities in a certain region of China were selected for semi-structured interviews, and the literature research method and thematic analysis method were used for analysis.

Results: Students' participation in practical teaching is the most critical factor affecting students' employment. Students' participation in practical teaching has a positive mediating effect on students' employability. Teacher-student interaction promotes students' employability through participation.

Conclusion: Colleges and universities should pay attention to the effectiveness of students' participation in practical teaching and provide a variety of practical teaching methods to improve participation. College students should choose appropriate practical teaching activities according to their career plans to improve their employability.

Keywords: Practical Teaching; Feelings of Participation; Employability

Introduction

With the arrival of the popularization stage of China's higher education, affected by the international environment and China's domestic environment, the structural employment contradiction of college students still exists (CIER, 2022). Under the talent training model of "emphasis on concepts and light on practice", ability mismatch is at present, it is difficult for college graduates to find employment. How to improve employability has become a concern for major organizations. Different scholars have studied this. Practical teaching can promote the positive development of college students and has a positive role in promoting their learning ability, innovation ability, and practical ability (Zhang, 2020), while helping students Be able to make good career planning (Liu, 2019) and lay the foundation for future employment. Although practical teaching plays such an important role and applied undergraduate colleges also encourage and support students from the external environment to attach importance to practical teaching, the poor effectiveness of practical teaching is currently a major problem affecting the development of applied undergraduate colleges, which is directly related to the quality of talent training and the employment of college students

Based on decades of large-scale follow-up surveys and continuous dynamic research, education scholar Astin proposed the "participation theory" in 1984. Astin believes that student participation refers to the physical and psychological investment of students in academic experience. energy on. He believes that the more practice and experience college students invest in meaningful activities, the greater they will gain from the college experience. Student participation theory allows the effect of participation to be quantified and regards students' time as the most important resource. It is believed that student gains and development are a function of the time and effort students invest in learning activities. This study is based on the theoretical analysis framework of student participation. It intends to obtain first-hand information about the practical participation feelings of graduates from applied undergraduate colleges in the past two years through semi-structured interviews. It uses the thematic analysis method to extract information that can

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

reflect the role of practical teaching participation in students' employment process. to explore the impact of practical teaching on employability and propose improvement measures based on this.

Objectives

1. Explore what factors are involved in students' participation in practical teaching in applied undergraduate colleges and what is the current situation.
2. Explore whether the interviewees' employability has changed under different participation experiences.

Literature review

1. student engagement theory

The word "participation" comes from management and organizational behavior. It refers to a state in which an individual is involved in group activities. It includes not only the individual's cognitive and emotional investment but also the interaction between the individual and other individuals in the organization., the individual is affected by the group and the way and degree of individual influence on the group. From the perspective of related research on student participation, research is mainly conducted from the perspective of educational psychology and educational quality. From the perspective of educational psychology, student engagement theory is an expansion and extension of work engagement. In the 1830s, Tyler first defined student participation as "time on task", describing the impact that the time students spend on academics will have on their studies (Axelson & Flick, 2010). On this basis, Pace defined student participation as "Quality of effort" and compiled a student participation questionnaire. He further proposed that when students spend more time and energy participating in meaningful activities, it will have a significant positive impact on academic performance.

Table 1 Student involvement in theory development

Author	Viewpoints
Tyler, 1930s	Time on task
Pace, 1960-1970s	Quality of effort
Astin, 1984	Student involvement
Tinto, 1987	Social and academic integration
Chickering & Gamson, 1987	Good practices in undergraduate education
Kuh, Schuh, Whitt & Associates, 1991	Student engagement

Since then, different researchers have gradually proposed many conceptual frameworks and measurement models. Throughout the development and improvement of the concept, it has experienced two changes: one is from a single observation dimension to a multi-dimensional transformation; the other is from emphasizing only quantity to focusing on quality. transformation. Among them, education scholar Astin has carried out decades of large-scale follow-up surveys and continuous research on dynamics. Based on this, Astin proposed the "participation theory" in 1984. He believes that the more practice and experience college students invest in meaningful activities, the more the more they gain from their college experience (Astin, 2010). Astin believes that student engagement refers to the physical and psychological energy students invest in the learning experience. Highly engaged students refer to students who invest more time and energy in studying, campus activities, participating in student organizations, and interacting with teachers and students. Traditional educational theory treats students as passive recipients of knowledge, while Astin's student participation theory emphasizes students' active participation in the learning process. Relevant empirical research also shows that students' learning outcomes can only be achieved when the school environment encourages students' active participation. Maximize (Yu & Jiang, 2023). Student engagement theory regards students' time as the most important resource and believes that student gains and development are functions of the time and effort students invest in learning activities. Based on Astin's

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

participation theory, Kuh et al. further improved the student participation theory from the perspective of educational quality and divided student participation into five dimensions: academic challenge level (LAC), cooperative learning level (ACL), Teacher-student interaction level (SFL), educational experience (EEE), and campus environment support (SCE). Student engagement refers to the time and energy students spend on valuable activities, as well as the powerful environment and conditions created by schools to facilitate students' participation in these activities (GEORGE, 2009).

One of the characteristics of student participation theory is "the persistence of investment. "The practical teaching experience of undergraduate students in applied universities runs throughout the entire university study period and is of various types, including experiments, practical training, internships, graduation projects, company visits, summer practice, etc. The interpersonal interactions in practical teaching activities include teachers Life interacts, life interacts. In terms of practical experience, participation in practical teaching in this study is completely consistent with Astin's connotation of "non-classroom experience": that is, all activities participated in outside the classroom that are beneficial to physical and mental health. What is particularly important is that Astin's student "participation theory" directly "pays attention to students' motivations and behaviors" and firmly believes that participation is the need for individual self-worth realization and the process of full development of individual potential and personality. "Participation" not only refers to physical participation but also emphasizes psychological investment; it not only refers to the quantity of participation but also emphasizes the quality of participation, that is, students' learning and development are directly proportional to the quality and quantity of participation, highlighting the importance of students' participation in activities. the dominant position in it. Astin's environmental variables refer to all events that can have an impact on student's growth during the education process, generally including courses, teaching plans, curriculum systems, teachers, hardware facilities, learning atmosphere, friends, roommates, administrative staff, and those who join Groups, etc., as can also be seen here, are all related to practical teaching. Therefore, schools must also build a good school environment in terms of curriculum construction, teacher guidance, service support, and cultural incentives. In this study, from the perspective of students, the division is based on the time and quality invested by students, and how the school participates in practice selectively and with high quality through system design (better design evaluation system) and teacher guidance (such as guidance). Teaching) and service support (such as providing funding and venue support and using the school's social resources to provide students with off-campus internship practice services, etc.) to provide better environmental support for individual students and improve students' perception of environmental support.

Empirical research on the impact of student participation mainly focuses on the study of antecedent variables and outcome variables. Some studies have found that there is a positive relationship between student participation and the development of cognitive intelligence skills. The higher the participation, the better the development in moral intelligence, self-awareness, and other aspects (Harper & Quaye, 2009). Through empirical research on social support in the school environment, it is found that peer interaction and tutor interaction will play a significant positive role in promoting the quality of college students' training (Kuh, 2001). However, this part of the research mainly regards the social behavior of college students participating in teaching activities as part of student participation and rarely uses student participation as an intermediary variable to test the direct and indirect effects of colleges and universities cultivating students through the environment. Chinese scholars have conducted more research on the correlation between student participation and student satisfaction. One study used medical students as the survey subjects and found that learning participation and professional satisfaction are positively correlated (Shi et al., 2020).

These studies provide empirical data support to ensure the quality of higher education talent training, but the current empirical research in China still needs to be further enriched and improved. First of all, in terms of research content, the focus on student participation is focused on the degree of participation in in-class learning, and there is a lack of analysis of students' participation in extracurricular learning. At the same time, there is insufficient research on the influencing mechanisms of student participation. What factors affect student participation and how these factors affect participation are issues that require in-depth

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

research. At present, most research paradigms are selected using quantitative research such as questionnaires and interviews, and fewer methods of combined quantitative and qualitative analysis are used. Combined with scholars' research on student participation theory, the student participation survey to improve the quality of talent training points out the direction for this study.

2. Research on influencing factors of practical teaching

In the 1990s, UNESCO re-interpreted education in the International Standard Classification of Education, changing "Education is the organized and continuous transfer of knowledge" to "Education is considered to lead to learning, organized and continuous communication." This change indicates that there has been an important shift in the understanding of teaching, that is, effective teaching should be able to promote effective learning. It is more emphasized that teaching is not a one-way teaching or forced giving process by teachers, but should be It is a process in which learners actively construct, actively participate, interact, and communicate with teachers.

Table2 Ideological Development of Practical Teaching

Development period	Academic	School of thought	Propose an idea
Infancy	Comenius	natural education theory	"Natural adaptability", that is, following "laws" and "laws", is the dominant principle in the art of teaching orders.
	Rousseau		The content of activities and life should be the content of education, but it can only be expressed in the form of experience. The inclinations, interests, and needs of the educated should be respected so that they can develop naturally and freely.
	Pestelozzi		Education should be based on the fact that human nature, that is, psychology, has its laws of development. It should not only impart subject knowledge but also set up life education courses to integrate them into one.
	Distohui		The principle of cultural adaptability of education. Human development and education are bound to be restricted by social and cultural conditions. Education needs to be raised to the requirements of modern human culture and cultivate people who can adapt to real life.
	Pierce James	pragmatism	Pragmatism is a philosophy that emphasizes action. It highlights the practical view and methodology of effectiveness, advocates the combination of knowledge and practice, and pays attention to the cultivation of development needs and interests. It believes that practice is the standard for judging ideas and the criterion for determining the attributes and values of things.
formative period	Vico		Action and practice are the ways for individuals to seek the truth. What you get in your dreams is undefended knowledge that cannot withstand the scrutiny of facts and practice.
	Dewey	Pragmatism Empiricism	Education is life and school are society. Learning by doing is centered on the educated. Solve practical problems by organizing practical activities to integrate thoughts and behaviors, thereby accumulating rational experience.

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

Development period	Academic	School of thought	Propose an idea
	Tao Xingzhi	Teaching and doing as one	He emphasized the significance of life to education and proposed that useless knowledge should be eliminated, that is, "teaching and doing are integrated", and both teaching and learning should be regarded as the basis. He believes that "action generates theory and develops theory, and should guide action."

(2) Factors influencing the effectiveness of practical teaching

Practical teaching is an important topic that has always attracted the attention of scholars, and it is also an important ideological driving force to promote the development of education. After years of research, participation in practical teaching has a positive effect on the cultivation of students' practical skills, innovation abilities, scientific and technological qualities, and other abilities. Recognized by domestic and foreign researchers. Some studies believe that there is a prominent tendency in the actual development process of practical teaching activities to be linear, that is, a specific practical teaching activity is carried out based on a specific skill, and each practical teaching activity is concentrated on a certain practical operation. Improvement, there is a one-to-one mapping relationship between practical teaching and skills training to achieve the purpose of cultivating students' professional skills. Practical teaching activities affect the development of the creative personality of college students by affecting their motivation system, personality psychological characteristics, and self-awareness (Li, 2011). A study conducted on the relationship between extracurricular activities and the employability of Nigerian college students found that participation in practical activities will affect the employability of graduates to a certain extent (Akinrinmade, 2017). Research on students' participation in the second classroom found that it has a positive and significant impact on college students' core competitiveness. This shows that student's participation in the second classroom can promote their core competitiveness for employment. Empirical analysis has also been used to analyze the data of the survey on college students' ability needs and found that students' practical ability has a vital impact on employment.

Research on practical teaching for college students mainly focuses on studying the types of practical teaching for college students and the value of practical teaching for college students. Researchers' classification of practical teaching activities is generally similar, and they mainly explore the positive effects of practical teaching activities on college students' innovation ability, interpersonal skills, academic performance, etc. However, existing research also has certain limitations. First, there are more studies on individual subjects and less on relationships. Although there are many studies related to employability and practical teaching activities, many studies study the cultivation and improvement of practical teaching activities and employability separately. There are few studies on the correlation between the two, and the relationship between the two is not yet clear. Second, from the perspective of research objects, there are many categorical studies but few comprehensive studies. Research on the relationship between participation in practical teaching activities and employability mainly focuses on exploring the relationship between a certain practical teaching activity and a certain employability, and there is a lack of comprehensive research on employability. Third, the research object is single. Researchers mainly focus on studying the impact of individual factors on students' employability, and there is a lack of research on the impact of university-level factors on college students' employability. However, with the expansion of student enrollment in applied colleges and universities, the employment problem of undergraduates has become increasingly prominent. It is necessary to pay attention to cultivating the employability of students in applied colleges and universities through practical teaching.

Conceptual Framework

1. Definition of core concepts

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

(1) employability

Among them, the representative view of the connotation of employability with skills as the core, British scholars Hillage and Pollard (1998) defined employability as, “Employment ability refers to the ability to obtain initial employment, maintain employment, and obtain new jobs when needed. "Based on this, this study defines employability as the combination of knowledge, skills, personality qualities, and other factors required for undergraduate graduates to obtain and maintain jobs, divided into professional skills and general abilities.

(2) Experience of participating in practical teaching.

Based on Bandura's social cognitive theory and Astin's student participation theory (Hernandez et al.,1999), the experience of participation in practical teaching is defined as the amount of physical and psychological energy students invest in practical teaching and the degree of perception of the support conditions provided by institutions of higher learning. It is divided into practical teaching participation, practical teaching participation effect, and school environment support feeling.

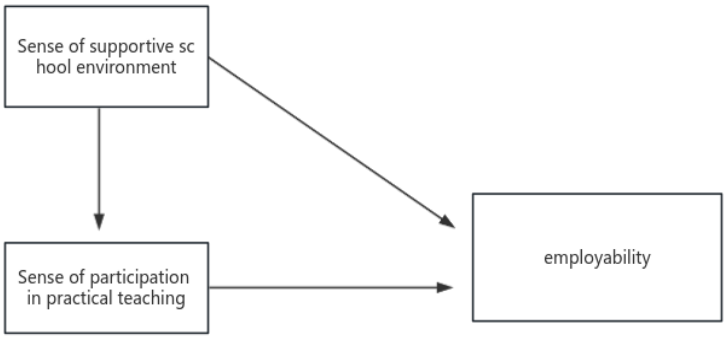

Figure 1. Conceptual Framework
Note: Constructed by the author

Methodology

This article employed a mixed methods study, including both quantitative and qualitative analysis methods. That is the document analysis method, descriptive statistics, and thematic framework method. First, this study uses literature analysis to clarify the components of students’ feelings about participation in practical teaching in applied universities in China. Subsequently, some students were interviewed based on semi-structured interviews, keyword descriptive statistics were performed on the interview content through MaxQDA software, and then the thematic framework analysis was used to code, process, and analyze the interview data. Finally, conclude.

1. Thematic framework analysis

The thematic framework analysis is a relatively mature qualitative data analysis method. It focuses on the analysis of interview data and text data, taking into account both scientificity and operability. It has been widely used in medicine, psychology, sociology, etc. research. The thematic framework analysis mainly includes two steps: data collection and data analysis. Data sorting also includes research processes such as determining themes, data labeling, data classification, and data synthesis. (Wang et al. 2006) In the process of using the thematic framework method for analysis, you need to pay attention to the following issues: First, when reading materials, formulate a thematic framework based on the behavior, attitude, motivation, and opinions of the research object; secondly, read each paragraph carefully to determine the core content, and mark them; thirdly, group materials with similar content into one category and pay attention to reflecting the differences; fourthly, when summarizing the materials, it is necessary to ensure that the information is saturated and at the same time ensure that the information is accurate and concise;

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

International Journal of Sociologies and Anthropologies Science Reviews
Volume 4 Issue 3: May-June 2024: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index

then use descriptive analysis to show a certain After the phenomenon, further interpretive analysis of the data is required (Braun & Clarke, 2006).

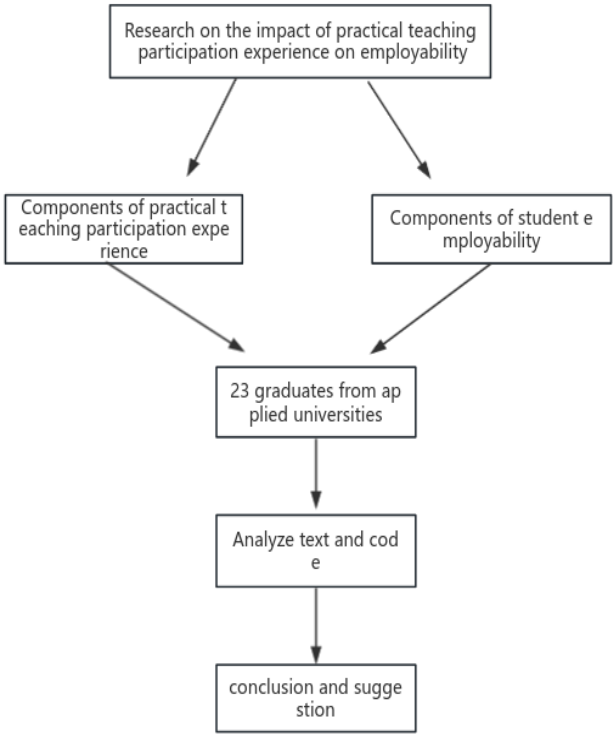

Figure 2. Research design
Note: Constructed by the author

First, determine the interview process. A semi-structured interview method was used to interview students. The purpose of the interview was as follows: first, to explore the driving factors for participation in practical teaching activities and what participation behaviors resulted; secondly, to explore the interviewees' opinions on their employment after experiencing different practical activities. Whether the ability has produced perceptible changes; third, whether there are other abilities gained during the entire participation in practical teaching activities. The interview outline was first selected for pre-interviews with three applied undergraduate graduates, and then the questions were modified and improved to form the following interview outline. Formal interviews are conducted in a one-to-one format. First, the researcher explains the interview to the interviewee. With the interviewee's consent, the researcher signs an interview task consent form and records the entire interview process. The interview process should be as in-depth as possible, and listen to the subjective descriptions of the interviewees. Use the interview outline as a guide to ask questions in a heuristic and guided manner, which can be changed according to the actual situation. The interview lasted 30-50 minutes. During the process of data collection and organization, if the concept of the data is unclear, secondary interviews can be used as an effective supplement to the data.

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

International Journal of Sociologies and Anthropologies Science Reviews
Volume 4 Issue 3: May-June 2024: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index

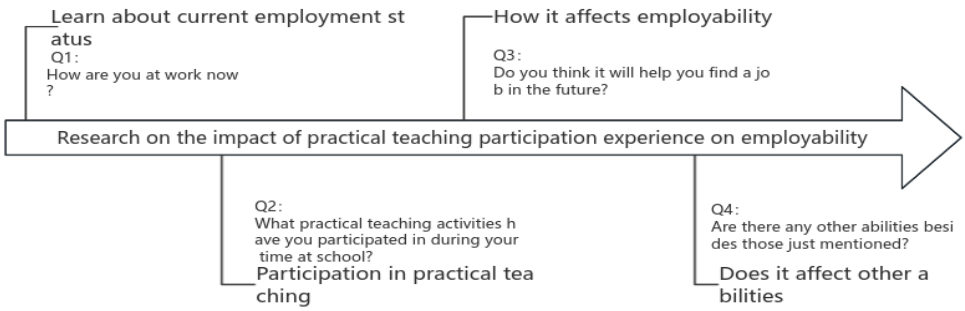

Figure 3. Interview process
Note: Constructed by the author

Second, choose interview subjects. The questionnaire survey data for this study came from three applied universities in Province S, China. Therefore, the interview subjects were mainly selected from the 2018 and 2019 graduates of the three universities. Firstly, students who have no experience in practical teaching participation are excluded. Secondly, graduates with different types of participation experience are selected. Students who leave their contact information in the last question of the questionnaire are given priority. In addition, according to the different analyses of the questionnaire, taking into account the personal Regarding the impact of background variables on employability, we should try to select as diverse interview subjects as possible, and try to ensure a balanced structure to achieve the scientific nature of the interview results. This interview was conducted from July 2023 to December 2023. In the end, a total of 23 subjects participated in this interview, including 13 males and 10 females, aged between 22-25 years old, 21 of whom were graduates. The current work locations are mainly in the capital city of S Province and other cities in S Province. One person is in Z Province and the other is in X Province. 7 graduates are self-employed, 3 from government agencies, and 13 from corporate units. According to the graduates' participation in practical teaching during school, different students are coded according to the practical teaching with high participation frequency. The specific students' situation is shown in the table below.

Table 3 Interview basic information form

No.	coding	gender	Professional category	Employment Category	Working years	Interview method
1	F1	Female	Natural Science	company	1 year	Interview
2	F2	Female	Natural Science	company	1 year	Interview
3	F3	Male	Social Science	company	1 year	Internet
4	F4	Male	Natural Science	Public institutions	1.5 year	Telephone
5	F5	Female	Social Science	company	0.5 year	Internet
6	J1	Male	Social Science	Self-employment	1 year	Interview
7	J2	Female	Social Science	company	0.5 year	Interview
8	J3	Male	Natural Science	company	1.5 year	Interview
9	J4	Male	Natural Science	Public institutions	1.5 year	Interview
10	J5	Male	Natural Science	company	1.5 year	Internet

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

No.	coding	gender	Professional category	Employment Category	Working years	Interview method
11	J6	Male	Social Science	company	1.5 year	Internet
12	J7	Male	Social Science	company	1.5 year	Internet
13	J8	Male	Social Science	Self-employment	1.5 year	Internet
14	K1	Female	Natural Science	Public institutions	0.5 year	Interview
15	K2	Male	Natural Science	company	1.5 year	Internet
16	X1	Female	Social Science	company	0.5 year	Interview
17	X2	Female	Natural Science	Self-employment	1 year	Interview
18	X3	Male	Social Science	company	1 year	Internet
19	X4	Female	Social Science	company	1.5 year	Internet
20	X5	Female	Social Science	company	1.5 year	Telephone
21	Z1	Male	Social Science	Self-employment	1.5 year	Interview
22	Z2	Male	Social Science	Self-employment	1.5 year	Internet
23	Z3	Female	Social Science	Self-employment	1.5 year	Internet

Finally, Data analysis methods. After the interview, relevant records were organized and analyzed promptly. For the interview data, MAXQDA 24 software was used to search for conceptual categories from the collected text data, extract keywords, and name observation points; then conceptualize the data and refine it to obtain open coding; again, it analyzed the perception of the school environment, participation in practical teaching, Descriptive statistical analysis was conducted on three aspects of employability; finally, the topic framework method was used to construct the influencing factors of practical teaching participation on employability, and qualitative analysis was carried out from the aspects of student participation, college perception, etc.

Results

Due to differences in the types of practical teaching involved and differences among individual students, many factors that have not been mentioned or summarized also appear in qualitative research. For example, the "negotiation ability, decision-making ability, ability to motivate and guide others" in the text materials are considered by experts or employers as abilities that only leaders of the unit need to possess, and are abilities that are not required for the time being. However, in practical teaching activities, because students Depend on the division of labor and the degree of participation, after training, the abilities of some students have begun to appear. This study takes high-participation practical teaching as the core theme. It uses the personal experiences and feelings of the interviewees to illustrate the employability abilities (skills, abilities personal qualities, etc.) acquired by individuals according to linear narratives. In a type of practical activity, a thing or the diversity of employability competencies that may be reflected in a task description is difficult to clarify and separate. Therefore, this result analysis shows that students' participation in practical teaching based on work processes or tasks can reflect the main and most employability abilities.

Through sorting out the interview data, we searched for conceptual categories from the collected text data, extracted keywords named a total of 405 observation points, and carried out conceptual processing. Finally, 67 open codes were extracted, including 4 for the perception of the college environment. There are

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

13 codes for practical teaching participation and participation effects, 33 codes for employability, and 17 unclassified codes related to employment experience and participation feelings.

Table 4 Interview coding statistics

Theme	Fragment	Percentage
Undefined	46	11.39
Perception of the school environment	43	10.64
Practical teaching participation	135	33.42
Employability	180	44.55
Total	404	100.00

Among the students interviewed, the vast majority said that participating in practical teaching will be of great help to their future employment. Both professional and general abilities have been significantly improved. By the requirements and specifications of the thematic framework method, the interview materials were read repeatedly, and coded based on being fully familiar with the data, and materials with similar content or nature were grouped into one category, and a two-level thematic classification framework was established from the bottom up., as can be seen from the table below, it is mainly divided into three dimensions, and each dimension contains several secondary indicators.

Table5 Proportion of factors affecting the cultivation of employability ability through practical teaching

Theme	Main indicators	Mentions share
Employability	communication	45.12%
	Reflection	26.74%
	Perception of other people's emotions	23.40%
	professional skill	20.06%
	Ability to solve problems	18.38%
	confidence	16.72%
	Organizational skills	13.38%
	understanding of oneself	13.38%
Practical teaching participation	gain of experience	48.46%
	Purpose	38.44%
	Type of participation	28.42%
	Participation effect	28.42%
	Participation time	26.74%
Perception of the school environment	Mentor support	21.16%
	Team atmosphere	13.38%
	Peer interaction	11.14%

Objective 1: They can all participate in practical teaching, but their initiative is low. The interview results show that among the 23 students interviewed, most students can actively participate in 1-2 practical teaching activities (n=20), and less than half of the college students can actively participate in more than 2 practical teaching activities (n=9), no student can actively participate in all required practical teaching

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

activities. Students in applied undergraduate colleges focus on the practical value of knowledge. Especially freshmen and sophomores who have just entered college are eager to learn practical courses. However, schools often offer compulsory courses during their freshman and sophomore years, and students do not have the opportunity to choose courses. Elective courses are offered in the junior year. In addition to paying attention to the practicality of the courses, students also hope to obtain more credits. Therefore, compared to sophomores, juniors have a lower impact of course practicality on course interest. Senior year is the internship and job interview stage for students. Students in application-oriented undergraduate colleges generally apply for jobs that require strong practical application ability. To gain an advantage in job competition, students urgently need courses with strong application orientation. This interview selected students who are about to graduate from their senior year or have already graduated. Most students have clear reasons for participating in practical teaching: "school requirements", "I only went to this project because the teacher said I had money", or "This can improve my quality" credit". At present, students do not recognize the role of practical teaching. They are forced to complete it by the school or for some purpose, and they do not participate based on their own expertise and real interests. Liu Jian (2016) research shows that from freshman to senior year, the impact of students' personal preferences on course interest is decreasing.

Table 6 Participate in quality coding

subtopic	coding
Reasons for participation	"Earn credits"," get a salary", "it is compulsory by the school", "I am accompanied by classmates", " I can get an internship opportunity"
Process experience	"I'm embarrassed", " No one wants to be with me". "There are too many courses and I don't have time to participate". "The content is too difficult and I can't do it". "I'm not interested in the learning content "." I don't want to talk about it (personal privacy)"

Studies have shown that from freshman to senior year, the impact of students' personal preferences on course interest is decreasing (Liu Jian,2016). Freshmen who have just entered university are full of curiosity about university study, and their choice of practical teaching activities is affected by personal preferences to a certain extent. After my sophomore year, I communicated with professional teachers, gained a deeper understanding of my major through professional practice, and gained a clearer understanding of the course knowledge involved in professional learning. Therefore, the choice of practical teaching activities stems from the need for professional learning. Instead of relying on personal preferences, behave more rationally. After entering their junior year, students begin to enter corporate internships and have certain contact with social institutions, especially employers. Considering the need for job hunting after graduation, students begin to pay attention to the relationship between practice and work. At the same time, they must also consider the requirements for successful graduation. With the acquisition of credits, junior students' choices of practical activities are more rational than those of sophomores and freshmen. Senior students are mainly in the stage of internship and employment preparation. During the internship, they need to learn new knowledge based on work needs. During the internship, they also realize the relevant knowledge and abilities needed for job hunting. Due to employment pressure, senior students. The choice of practice will not take into account personal preferences.

Objective 2: The overall participation effect is good but unbalanced. During the interviews, students all believed that their abilities have been improved after practical teaching. Participating in different practical teaching activities can cultivate different employability abilities in different ways. The most obvious one is the improvement of communication skills. More than half of the students (n=13) mentioned that practical teaching activities improved communication skills and team-building abilities. However, because students only choose 1-2 practical teaching activities to actively participate in, different practical teachings cultivate different abilities, and students' ability training is not balanced, and may only be

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

reflected in the improvement of a certain ability. The cultivation of students' employability through practical teaching mainly focuses on general abilities. At the same time, the school-enterprise cooperation practice project, which is highly valued by the school, has not achieved the purpose of improving students' professional interests due to the reasons of students and cooperative enterprises. Some students have even given up their plans to find employment in their majors in the future because of participating in school-enterprise cooperation.

Table 7 Employability impact coding

Subtopic	Coding
Communication skills	“Communicate to improve self-confidence”, “Make choices with confidence”; "communicate with employers, determine the direction of the account, and be responsible for shooting professional-related content.”
Process experience	Not participating in the activities at first led to a lack of confidence in the profession and thinking that the content was difficult; self-discipline, self-confidence, self-esteem, and pride in success were improved.

Objective 3: The school environment supports the impact of subject differences and teacher-student interactions. Perception of institutional environmental support is mainly students' perception of environmental support, including institutional support and social support. Among them, institutional support mainly comes from the school's management support for students or the degree of policy and financial support. Students in different majors have different feelings on this point. "I think our professional cameras have not been replaced for a long time, which greatly affects our practice." “I don’t even dare to borrow a classroom because the procedure is too cumbersome. I would rather not do it.” “Our equipment is very new and we use it all the time in class.” In the practice process, the interaction between students, classmates, and teachers will have a positive impact on students' growth in college. Practical teaching activities are mainly guided by teachers and practiced by students, so communication with teachers will generally promote students' growth, especially the support from tutors.

The interaction between students and teachers is mainly measured through questions such as entertainment and leisure interaction, emotional interaction, academic guidance and motivation, and social growth guidance. Therefore, this data shows to a certain extent that the interaction between students and teachers in Chinese colleges and universities The content is limited to the learning of the courses taught and the communication methods and contents between teachers and students are single. The emotional exchanges between students and teachers and after-class exchanges have extremely limited direct influence on students' growth. The role of teachers in comprehensive education has not been fully exerted. However, the data also shows that interaction with teachers indirectly promotes student growth by improving students' classroom learning, after-school learning, interprofessional learning, and participation in extracurricular activities.

Table 8 Perception of School Environment Coding

Subtopic	Coding
team atmosphere	Encourage me to come up with new ideas, have a harmonious team atmosphere, and have mutual trust among team members
good communication	Two-way communication, true expression of opinions, sharing of successful experiences, employment guidance, willingness to listen to opinions

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

Objective 4: Practical teaching participation directly affects employability. Engagement in practical teaching affects students' employability. Through active participation in practical projects and practical training internships. Students can apply theoretical knowledge to actual work environments and develop practical problem-solving abilities and practical operational skills. This deep engagement not only expands students' professional horizons but also develops their teamwork and communication skills. Close contact with the professional field enables students to better adapt to the needs of the workplace and improves their adaptability in actual work. Companies are paying more and more attention to practical experience in recruitment. Through highly involved practical teaching, students can demonstrate more attractive comprehensive abilities and stand out in the fiercely competitive job market. Therefore, active participation in practical teaching directly determines students' employment competitiveness and career development potential after graduation.

Objective 5: Practical teaching participation and participation effects jointly affect employability. The participation and participation effect of practical teaching together constitute the key factors affecting students' employability. Students actively participate in practical teaching, engage in practical projects and internship activities, and combine the knowledge they have learned with practical applications. However, participation alone is not enough; the key lies in the effectiveness of participation. The effect of participation is reflected in whether students can fully apply the knowledge they have learned to solve practical problems and whether they can meet job requirements. Participation in practical teaching and participation effects complement each other. High participation brings more practical experience, and through effective participation effects, these experiences can be transformed into substantive professional capabilities. Through practical operations and problem-solving, students develop important qualities such as innovative thinking, teamwork, and communication skills, making them more competitive. In the recruitment process, companies prefer candidates with practical experience and the ability to produce actual results.

Objective 6: Perception of a supportive school environment affects employability through participation in practical teaching. The sense of support in the school environment greatly affects students' participation in practical teaching, which in turn has a profound impact on their employability. When students feel positive support and encouragement from the school, they are more inclined to actively participate in practical teaching activities. This sense of support can be manifested in the advanced facilities provided by the school, good teaching resources, and positive interactions between tutors and classmates. The increased sense of support not only stimulates students' interest in practical teaching but also encourages them to invest more time and energy in pursuit of higher participation. The encouragement and support provided by the school make students more confident in facing practical challenges and develop their self-confidence, responsibility, and problem-solving skills. This positive sense of support in the school environment directly promotes students' participation in practical teaching and lays a solid foundation for their career development. By gaining sufficient practical experience, students not only expand their professional horizons but also improve their competitiveness in the job market.

Discussion

From the above analysis, it can be seen that the degree of individual employability cultivation of college students is directly related to their participation in practical teaching. In particular, there are obvious qualitative differences in practical teaching activities such as different types, different positions, different levels of investment, and different levels of interaction. There are also certain differences in the participation time in weekly practical teaching activities, which confirms Astin's "students' The core assumption that the degree of personal learning and development is directly proportional to the quality and quantity of input reflects Astin's "participation theory." Student engagement is a key factor that affects students' growth in college. This feature does not have obvious differences in different types of practical teaching activities. This study treats student engagement as a comprehensive concept, including students' degree of participation and the effect of participation., not through different dimensions such as the type of

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

International Journal of Sociologies and Anthropologies Science Reviews
Volume 4 Issue 3: May-June 2024: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index

practical teaching and work responsibilities in practical activities. The higher the student's participation in these different dimensions, the higher the student's corresponding self-evaluation of employability will be.

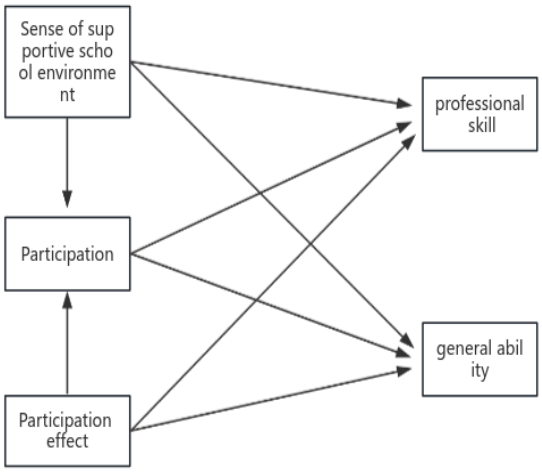

Figure 3. Modeling the Impact of Practical Teaching on Employability
Note: Constructed by the author

Conclusion

Through interviews with individuals, we can form a more direct perceptual understanding of the degree of participation in practical teaching and the effect of participation in practical teaching on the cultivation of employability. Research results show that graduates from applied colleges generally believe in the importance of practical teaching. Practical teaching can help students combine theory with practice to cultivate practical abilities. Different practical teaching activities cultivate different employment factors. However, students' current enthusiasm for participating in practical teaching is not high. Most of them express their willingness to participate in practical teaching but also show an inactive attitude. Therefore, the current status of participation in practical teaching is not ideal. According to the results of the interviews, there are several reasons why students cannot actively participate in practical teaching activities.

1. The motivation for participation is single and the effect of participation is unbalanced. During the interviews with 23 students, it was found that most students' choices for practical teaching are mostly passive or have a single purpose. At present, practical teaching in applied universities is mainly based on students' cooperation with each other, supplemented by teacher guidance, and completing tasks or solving a specific problem. In practical teaching activities, students not only need to use the knowledge they have learned to solve problems but also need to solve problems. Conflicts are handled through communication, collaboration, and rapport. When students encounter difficulties in the practical teaching process, due to the lack of reasonable and long-term planning, they may feel bored and unable to learn knowledge, which ultimately affects the effectiveness of participation.

2. Insufficient mentor support and unstable team atmosphere. When students participate in practical teaching, they often still require themselves to be students and feel that they will go to the teacher as soon as they encounter problems. But the actual situation is that a practical tutor will take care of several or even a dozen students at the same time, and cannot pay attention to the students immediately like in a school classroom. On the other hand, students from applied colleges and universities who participate in some off-campus practices are often assigned some marginal and repetitive work. Traditional thinking believes that students should attend classes in school and does not recognize students' professional abilities. These all-affect students' enthusiasm for participating in practical teaching.

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

3. The management system is complex and the evaluation system is unclear. Students spend most of their time in school and classes, but most of the practical teaching will be conducted in school or even outside school. Unfamiliar learning environments and unfamiliar teams make it easy for students to feel lonely and lack a sense of belonging during the practice process, thus giving up on practical teaching. On the other hand, different practical teaching management systems are different. The professional practical teaching management system is unified by the school's academic affairs. It is formulated by the school club or student union organization itself. School-enterprise cooperation practical teaching is jointly formulated by the enterprise and the school. Different types of practical teaching management systems are different, and it is difficult for students to adapt quickly in a short period, which easily leads to frustration. In some practical teaching processes, the organization does not uniformly provide work badges, work clothes, etc., which will also aggravate students' sense of not belonging. A sense of belonging will lead to a lack of passion for the work they are engaged in and a weak sense of responsibility, which will affect students' enthusiasm for participating in practical teaching.

Recommendation

The research results show that the current employment ability cultivation of students in applied universities in Province S of China is affected by practical teaching participation, participation effects, and the sense of support from the school environment. Therefore, this study puts forward the following suggestions:

1. Establish a practical teaching orientation and integrate practice and vocational training. In response to the problem of uneven participation in practical teaching, different projects are evaluated and adjusted to ensure that each student can gain experience in practice. Organically combine practical teaching with vocational training to provide students with skills training that is more relevant to the workplace and improve their competitiveness in the job market. Develop quality standards for practical projects to ensure that the skills and experiences students gain through practice have practical application value.

2. Optimize the school-enterprise cooperation mechanism and introduce a mentor system to strengthen school-enterprise connections. Design more attractive school-enterprise cooperation projects to more closely connect with actual industry needs and stimulate students' strong interest in professional fields. Establish a two-way selection mechanism between schools and enterprises to ensure that students can choose cooperation projects that are consistent with their professional interests and increase their enthusiasm for participation. A group of practical tutors has been set up, with experienced teachers guiding students, imparting practical experience, and stimulating students' initiative.

3. Practice achievement evaluation and reward mechanism, continuous improvement support system Establish a comprehensive practical teaching achievement evaluation system to conduct comprehensive evaluation from participation, and actual results to personal development. Design a reward mechanism to stimulate students' enthusiasm for participation, and recognize outstanding practitioners through scholarships, honors, etc. Establish a regular school environment support evaluation mechanism, collect student feedback promptly, and continuously improve the support system to meet the needs of subject differences and teacher-student interaction. In the process of practical teaching, interdisciplinary cooperation between disciplines is encouraged, exchanges between different majors are strengthened, and common growth is promoted.

This study has some limitations during the research process, mainly in the selection of research objects. The 23 interviewees selected were graduates, students who were about to graduate, and teachers responsible for practical teaching were not further selected. Through the interviews and analysis of this study, it is possible to clarify the impact of four years of practical teaching training on the employability of college students in applied universities, which will help to further predict the future employability of current students through their experience of participating in practical teaching.

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276

References

Akinrinmade, B.I., & Ayeni, A.O. (2017). Influence of extracurricular involvement on graduate employability. *The Malaysian Online Journal of Educational Managemen*,5 (3),19-31

Astin, A.W. (2010). Involvement in the Cornerstone of Excellence. *Change: The Magazine of Higher Learning*,9 (7), 35-39

Axelson, R.D., & Flick, A. (2010) Defining Student Engagement. *Change: The Magazine of Higher Learning*, 43, 38-43. https://doi.org/10.1080/00091383.2011.533096

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

China Institute for Employment Research [CIER]. (2022). Employment market climate report for college graduates. Retrieved from: *http://www.cier.org.cn/UploadFile/news/file/20211026/20211026102514792397.pdf*

GEORGE, D.K. (2009). What Student Affairs Professionals Need to Know About Student Engagement. *Journal of College Student Development*,50 (6), 683-706

Harper, S.R., & Quaye, S.J. (2019). *Student Engagement in Higher Education: Theoretical perspectives and practical approaches for a diverse population*, New York: Routledge.

Hernandez, K., Hogan, S., Hathaway, C., & Lovell, C.D. (1999). Analysis of the Literature on the Impact of Student Involvement on Student Development and Learning: More Questions than Answers? *NASPA Journal.* 36 (3),184-197

Hillage, J., & Pollard, E. (1998). Employability: Developing a Framework for Policy Analysis. *Department for Education and Employment*, 85,1-4

Kuh, G., & Hu, S. (2001). The effects of student-faculty interaction in the 1990s. *The Review of Higher Education*, 24 (3), 309-332.

Liu, X. (2019). Research on the relationship between college students' career planning and practical teaching in colleges and universities. *China University Students Career Guide*, 8, 114-115

Shi, Y., Lu, Y., Ping, W., Yang, H., Du, Y. (2020). Analysis of the Relationship Between Learning Engagement, Learning Motivation and Professional Satisfaction of Preventive Medicine Undergraduates in a Medical College of Changzhi. *Medicine and Society*. 10, 112-115.

Wang, T., Chen, J., Hu, D., Wang, Y. (2006), Qualitative data analysis using thematic framework method. *Chinese Journal of Integrative Nursing*, 2, 86-88

Yu, L., & Jiang, K. (2023). The development of college students from the perspective of interaction between individuals and the environment—A review of the influence of Astin College and the theory of higher education evaluation. *University Educational Science*, 1, 104-113

Zhang, Z. (2020). Thoughts on Strengthening Practical Teaching and Improving Students' Employment Ability. *Journal of HUBEI Open Vocational College*.33 (6), 59-66.

Citation
Chen, X. (2024). Effectiveness of Practical Teaching Participation for Improving the Students' Employability. International Journal of Sociologies and Anthropologies Science Reviews, 4 (3), 475-490; DOI: https://doi.org/10.60027/ijsasr.2024.4276