

On the Home-School Co-education in the Employment of College Students from Economically Disadvantaged Families



Yang Xue^{1,*}

¹Guangdong University of Science and Technology, China

Abstract:The successful employment of college graduates, the development of people's livelihood and people's happiness index are vitally interrelated. The smooth employment of college graduates also closely related to the socialist modernization. Specifically, the employment of students with financial difficulties in families needs extra attention from schools, families and society. The good employment of these students has a key role in promoting the stability of people's life and social progress. The home-school co-education plays an important role in promoting the employment of students from economically disadvantaged families in colleges. With the efforts of the school, parents and student counselors to guide students to establish a scientific and proper employment concept, we can further help students with financial difficulties in families to choose a career successfully, which has a facilitating role for students' personal growth and the realization of life value.

Keywords:

students from economically disadvantaged families in colleges; employment; home-school co-education

According to the repeated emphasis of relevant departments, it is necessary to attach importance to promoting the employment of college graduates, improve employment policies, and vigorously broaden employment channels. The smooth employment of college graduates is closely related to the development of people's livelihood, the happiness index of the people, and the socialist modernization. However, the employment of students with financial difficulties in their families needs more attention from schools, families and society. The good employment of these students plays a key role in promoting people's life stability and social progress. Home-school co-education plays an important role in promoting the employment of college students with financial difficulties in families. With the joint efforts of school, parents and student counselors, their common goal is guiding students to establish a proper and correct view on employment, and further

helping students with financial difficulties in families to applying for jobs smoothly, which has a promoting role for students' personal growth and realization of life value.

1. Significance of Home-school Co-education

Universities have the functions of talent cultivation, scientific research, social services, cultural heritage and innovation. But the primary function of talent cultivation does not depend on the school alone, and the family plays a role in this process that cannot be ignored. Therefore, the collaborative education mode of family and school is crucial to the growth and success of college students and their becoming qualified builders and successors of socialism.

Home-school cooperation refers to the effective integration of family education and school education.

From the perspective of the family, the parent education methods and education philosophy for

Corresponding Author: Yang Xue
Guangdong University of Science and Technology, China
Email: 2794665957@qq.com
©The Author(s) 2023. Published by BON VIEW PUBLISHING PTE. LTD. This is an open access article under the CC BY license(<https://creativecommons.org/licenses/by/4.0/>).

their children are integrated into school education. From the perspective of the school, the school education ideas and teaching methods need the cooperation of parents to achieve the best education effect (Chen et al., 2022). The employment of college graduates is one of the external manifestations of the effect of school education. The realization of good employment for students from economically disadvantaged families requires the cooperation between home and school. With the active cooperation of family and the school, the correct concept of employment and career selection of students with financial difficulties can be cultivated, and more suitable jobs can be found for students with financial difficulties in colleges. In this way, students from economically disadvantaged families who are already vulnerable have an easier access to finding an appropriate job. Parents are getting more aware of their children's inner thoughts and have more understanding. Colleges can also deliver talents to the society and do an excellent job in educating and cultivating people.

2. Characteristics of College Students with Financial Difficulties in Families

Due to the economic conditions of their families, college students with financial difficulties have certain characteristics in terms of personality, perceptions and lifestyles. The home and school need to understand the basic characteristics of this group, to solve the problem in the process of realizing the employment of students with financial difficulties in the family. In general, students from economically disadvantaged families have the following characteristics.

2.1 More Sensitive Psychologically and More Diligent Academically

Because of their families' financial constraints or their parents' lack of knowledge, most students from economically disadvantaged families are more sensitive to the evaluation of the outside world, more easily influenced by the opinions of their peers. At the same time, affected by their family education, studying well and good grades are regarded as the

only way out of life. As a result, they work harder academically than other students from wealthy families. However, on account of the limited educational resources that students from economically disadvantaged families have been exposed to since they were young, college students with financial difficulties in families usually struggle with excelling in learning. However, when their rewards are not matching with their efforts, these students are more vulnerable to the situation and are more concerned about the opinions of others. Therefore, the situation hinders the smooth process of finding a suitable job for the students.

2.2 Less Communication with Parents and Holding Back Unpleasant Information

By the reason of the educational methods, students from economically disadvantaged families usually have less communication with their parents. Meanwhile, students choose to digest their own worries. They only want to present the family with their performance and good condition, rarely communicating with their parents about the problems they encounter in their life. They barely tell their parents what they really want from life and what they plan for their future. Mostly, they are taught to hide their real thoughts and do what their parents wish for. In the long run, it is easy to lead to the accumulation of serious problems, and also creates certain difficulties for home-school co-education.

Influenced by their parents' view on job preferences, most of the students from economically disadvantaged families are obsessed with working as civil servants or teachers in public school, even though it is not what their children want usually.

Nevertheless, the reality is that the difficulty of passing the tests of these jobs increases every year, as well as the number of people who take the tests. Consequently, the competition for these jobs is extremely stressful. For students with a relatively poor educational background in the early age, the tests are even more overwhelmed. Once the hard-working students fail, at the same time ignore or even disregard other job opportunities, coupled with the pressure exerted by their families, it is easy to

cause the students to be unemployed when graduate, while losing self-confidence and becoming depressed. Not only do they miss the best time to find a job, but they also end up with a broken heart.

3. The Causes of Home-school Co-education in the Employment of College students with Financial Difficulties in Families

The solution to the employment problem of college students from economically disadvantaged families requires not only the unremitting efforts of students, but also the proper guidance from home and school on their employment direction and employment choices. Nowadays, the employment situation is getting more and more serious. If students from economically disadvantaged families want to find a place for themselves in the employment market as quickly as possible, the cooperative education between home and school can provide insights, experiences and lessons for these students, in addition to their own efforts.

3.1 Family Education and School Education Have not Yet Synchronized

Family education is the first education that students are exposed to when they grow up, and it has an indelible influence on their future life and their outlook on life, value and world. It is almost impossible for students to successfully establish a correct view of employment selection without the positive influence of their parents on their children's employment direction and employment options.

Unfortunately, due to the capacity of parents' knowledge, many parents insist on instilling in their students the idea that employment must be in the system such as civil servants, teachers, doctors, etc(Li, 2022). However, the actual situation is that a very small number of students from economically disadvantaged families can stand out by their own strength in a relatively deprived educational environment. In this case, families and schools are in conflict over what jobs the students are supposed to find(Zhu, 2022). Directed by the school education, students are encouraged to establish a correct concept of employment, and they can find a suitable job

before they find their career. Many families of economically disadvantaged regard working in the system as an important criterion changing the status quo and becoming elites, which puts more pressure on economically disadvantaged students who are already psychologically sensitive and fragile.

3.2 Lack of Effective and Authentic Communication between Families and Colleges

Since most parents of economically disadvantaged in colleges are not well educated, and some of them are even illiterate, many parents avoid talking about this issue on the grounds that they "are not capable of educating their children"(Lu et al., 2023). As a result, student counselors are unable to understand the true employment intentions and life ideals of economically disadvantaged students, as well as the deep-rooted influence of their families on their self-worth. And once there is a lack of authentic and efficient communication between home and school, parents are more reluctant to change their attitude regarding the employment options of their children. They just insist on asking their children to prepare for certain jobs, and it will be hard for the college alone to establish the correct employment concept for students with family economic difficulties. At present, most of the communication between parents and colleges occur in the case of emergency and parents do not give colleges much credit(Liu, 2009). Parents habitually put colleges on the opposite side regarding the employment of students with family economic difficulties, making the employment of students with family economic difficulties even more difficult.

4. Reflections and Suggestions on the Co-education of Home and School in the Employment of Students with Financial Difficulties in Families

The starting point of both family education and school education is to achieve the growth and success of students. Only the close integration of the two, complementary to each other, can achieve the optimal education effect and find the most appropriate job for students. Especially for students from economically disadvantaged families in

colleges, a correct employment concept has an immeasurable impact on the development of students' subsequent life and personality. Therefore, the following reflections and suggestions are proposed on how to enhance the role of home-school collaborative education in promoting the employment of students with family economic difficulties.

4.1 Universities Formulate Rules and Regulations to Create the Environment of Home-school Co-education

For the college, after highly affirming the function of home-school co-education, rules and regulations related to home-school co-education should be formulated. Under the rules, parents of students with family economic difficulties are urged to join school education and actively cooperate with school education to make appropriate decisions in terms of employment.

At the same time, colleges can help parents with family economic difficulties understand the concept of home-school collaborative education to promote employment and its basic rules and regulations through video, audio, illustrations and other forms. The regulations can be specific to the content and times of specific communication between home and school every month, the requirements and emphasis of student counselors' subsequent talks with students, the actual situation and real feedback of colleges about students' employment. In addition, student counselors, according to their different characteristics, can also teach students of family economic difficulties how to find their job interests, speciality and the skills need in the job interview. Besides, it is recommended that colleges can teach parents how to communicate with their children heart to heart. The colleges also take this opportunity to guide students with family economic difficulties and their parents to communicate more in the process. With the understanding of students' parents, parents are guided to devote themselves to the employment of students with economic difficulties. The two work together to improve the employment rate of students with financial difficulties in their families, enhancing

the self-confidence of the students and having a good mentality.

4.2 Parents Develop a Correct View on Employment Selection and Believe That Students Can Succeed in All Walks of Life

The family with financial difficulties are advised to learn more about the competition for hunting down a normal job, let alone jobs of being a public servant, doctors or teachers. Parents can know well about actual employment situation from media and other online channels, and at the same time respect economically disadvantaged students' appropriate ways to realize their self-worth, instead of stubbornly believing that engaging in certain jobs is the standard to find the meaning of life (Ma & Li, 2023). Parents of economically disadvantaged need to change their own thinking about employment, not to exert too much pressure on their students, and to learn more about today's employment situation, market demand, and students' strengths and disadvantages, so that they can work together with the school educational to help economically disadvantaged students achieve a good career.

For example, parents can learn about the number of graduates and how many jobs offered by the job market. It can also be found that how many people compete for the job that their children is looking for and the job that is appropriate for them. In addition to that, one of the most important factor is that parents with family financial difficulties should firmly believe that as long as home-school education work together, as well as students working hard and earnestly, students' abilities can be fully developed in all walks of life and contribute to society.

4.3 Student Counselors Enhance Efficient Communication Employment Plans on an Individual Basis with Parents and Develop

The influence and guidance of student counselors on students during their college years should not be underestimated, and students from economically disadvantaged families should be given special attention and extra importance. Making appropriate career plans and employment guidance

for college students is an important part of student counselors' responsibilities. For students with family financial difficulties, due to the objective conditions of their families, student counselors should focus on the mentality and employment of these students (Zhang, 2022).

The student counselors should make the home-school communication solid and practical. If necessary, the student counselors ought to understand the family situation of the economically disadvantaged students through home visiting. In order to grasp the intention of the parents with economic difficulties on the employment of their students, they are supposed to start with guiding the parents to fully grasp the employment information and make reasonable judgment. At the same time, student counselors also need to communicate with students with financial difficulties about career planning, from the beginning of freshman year to senior year (An, 2022). Moreover, student counselors should continue to pay attention to the psychological dynamics of these students in terms of employment, to help them find job orientations as early as possible. They can also make scientific and suitable career planning and job plans for students with economic difficulties according to their characteristics in terms of personality, ability and strengths, to maximize the role of home-school collaborative education in the employment of students with financial difficulties.

5. Conclusion

The final goal of colleges cultivating people, is to ultimately deliver excellent talents for the society. And the significantly important way to realize the value of talents is to contribute to the society in the right job. Students with family financial difficulties in colleges need more attention, and their employment problems are one of the criteria to the result of education in colleges. That is the reason Why the employment of students with financial difficulties in families deserves lots of attention. In the process of achieving the employment, co-education of home and school has a significant

importance on the employment of college students with financial difficulties from families.

Through cooperation between colleges and families, students from economically disadvantaged families are able to have a clear mind about what they want to work after graduation. By co-education, parents and student counselors can know deeply about what students with financial difficulties from families think and expect. Under the co-education of home and school, family education and school education work hand in hand to promote the employment of students with financial difficulties from families.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

References

- Chen, P., Zhang, P., & Chen, J. (2022). On the necessity, principles and contents of home-school co-education in colleges. *Journal of Harbin Vocational and Technical College*, No.166((06)), 90–93.
- Zhu, P. (2022). The dilemma and improvement of student counselors' work from the perspective of home-school co-education: A case study of students from economically disadvantaged families as an example. *Journal of Chengdu University of Traditional Chinese Medicine (Education and Science Edition)*, 22(03), 88–90, 101.
- Ma, J., & Li, J. (2023). On employment support for students with economic difficulties from the perspective of supply-side reform: A case study of student counselors' work. *Journal of Hubei Open Vocational College*, 36(03).51-52,58
- Zhang, Y. (2022). On the precise employment for students with financial difficulties in colleges from the perspective of capability. *Shaanxi Education(Higher Education)*, No. 552(08),61–63.

- An, X. (2022). On employment guidance for students with economic difficulties in colleges. *Journal of Economic Research*, No. 510(16), 118–120.
- Li, M. (2022). Analysis of the causes and countermeasures of employment difficulties of students with financial difficulties in higher education. *Heilongjiang Human Resources and Social Security*, No. 474(10).130-132
- Lu, T., Ding, L., & Zeng, Y. (2023). On the countermeasures of home-school collaborative education in higher education institutions under the perspective of “Internet +.” *China New Communication*, 25(02), 182–184.
- Liu, F. (2009). On the collaborative education between home and school. *China's E-Learning*, No. 274(11), 16–19.
- Wang, W. (2015). On developing a home-school co-education mechanism. *Shanghai Educational Research*, No. 333(02), 72–76.
- Li, B. (2023). On the establishment of home-school cooperative education mechanism. *Innovative Talent Education*, 44(02), 21–24.

How to Cite: Xue, Y. (2023). On the Home-School Co-education in the Employment of College Students from Economically Disadvantaged Families. *Contemporary Education and Teaching Research*, 04(05)215-220.
<https://doi.org/10.47852/bonviewCETR23209910505>