Status Analysis of Entrepreneurship Education for Construction of Teaching Staff in Higher Vocational Colleges

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Abstract. The teaching construction is the key link for promoting development of entrepreneurship education in colleges and universities. This article has analyzed many problems of teaching staff construction for entrepreneurship education in higher vocational colleges, such as the inappropriate teachers structure, lack of the supporting system, loosening combination of full-time and part-time teachers, low-end communication platform etc, and it has also provided the basis to improve the educational system of entrepreneurship in our city.

Introduction

With the implementation of our national innovation–driven development strategy, deepening reform of innovation and entrepreneurship education in nationwide colleges and universities has already become the important direction for promoting comprehensive reform of higher education. General Office of the State Council In 2015 the State Council promulgated the "Implementation Opinions on Deepening the Reform of Higher Education" (SCS ((2015) No. 36) clearly pointed out that "insist on innovation leading entrepreneurship, entrepreneurial employment, actively adapt to the new normal economic development, to promote the quality education as the theme, in order to improve the quality of personnel training as the core, that is the key on the cultivation of innovative talents mechanism".

Our country vigorously advocates popular entrepreneurship and innovation. Under the background of “double creations”, that we set up a strong teaching staff team is the fundamental guarantee to realize innovation and entrepreneurship education.

Throughout the development history of our national entrepreneurship education and relative to foreign entrepreneurship education, our country develops much later and the Ministry of Education has determined that nine universities including Tsinghua University set up pilot project of creation and entrepreneurship education and achieved certain achievement, but until now most colleges and universities have not completely established enough, high-quality teaching staff teams which can satisfy the needs of training innovation and career-creating talents. [1] Entrepreneurship education is designed to cultivate the students’ entrepreneurship consciousness, mind, skills and other kinds of comprehensive quality of entrepreneurship, which has very strong theoretical and practical property and also puts forwards very high requirements to its teaching staff team. At present, our national entrepreneurship education is still at the exploration stage and at the boost of national strategy of “double creations”. Different colleges and universities have organized teaching staff for entrepreneurship education one after another and reinforced the construction of its team. Higher vocational colleges pursue the combination of learning with working as its theory on school management. Its entrepreneurship education has conname advantage of practice. By macroscopic grasping, investigating and analyzing the entrepreneurship education in our city’s higher vocational colleges, although it has already achieved certain achievement there still exists big gap with developed countries in aspects of its teaching strength and course design which have not reached good effects yet.
1. Status Quo and Dilemma in Construction of Teaching Staff for Entrepreneurship Education in Colleges and Universities

Entrepreneurship education is a kind of interdisciplinary education activity with rich content and strong practice, which relies on professional education. Since the central Party and government authorities issued in succession the multiple documents related with innovation and entrepreneurship in 2015, the entrepreneurship education has gained high and popular attention in different colleges and universities and also in educational circles. Colleges and universities actively organize teaching staffs of entrepreneurship, and the teaching staff construction has also turned into the research hotspot, the research results of which has played the guiding function in teaching staff construction of entrepreneurship education in different colleges and universities. The research shows that the most serious “short slab” during the process of entrepreneurship education in our country’s higher vocational colleges is the inappropriate layout of teaching staff team who start business. In the face of new situation and circumstances and in order to make the entrepreneurship education more suitable to the new demand of era developments, it needs to conduct empirical investigation of the current teaching staff team, analyze the dilemma faced by teaching staff team of entrepreneurship education as well as the problems yet to urgently resolve, then take appropriate measure for different problems, reasonably design the teaching staff team construction, thus enhancing the overall education quality. By investigating and analyzing the status quo of teaching staff for entrepreneurship in our city’s different higher vocational colleges, the main existing problem and dilemma are as following:

1.1 Teachers Structure is Inappropriate and Practical Teachers Lacks

As is investigated, teachers who devote to the existing innovation and entrepreneurship education are mainly composed by two kinds of personnel: on the one hand the instructors responsible for undergraduate’s daily life management as well as the administrative staffs engaged in issues of graduation and occupational guidance as well as the lecturers in economic management. Of these two kinds of teachers, most have no experience of entrepreneurship which gives a big discount in guiding students’ entrepreneurship. Meanwhile, the students’ knowledge of society is much less and the students’ entrepreneurial process shall be faced with various consults such as risk aversion, market expansion and others, so that the guidance of these knowledge is qualified by the ones who have entrepreneurship experience and company senior manager.

1.2 Content and Method of Course is Onefold and Development of Practical Course is Less

According to American entrepreneurship education mode, its content of courses covers entrepreneurship conception, financing, setup and management for and the integrated curriculum reaches dozens, such as newly-rising enterprises finance, business plan, growing business management, entrepreneurship as well as marketing and other courses. [2] As far as the present status quo of our country is concerned, contents of entrepreneurship courses remain mainly in guiding college students for occupational career planning and interpretation of national policy, as well as directing students for entrepreneurship plan, and the teaching methods adopt instillation methods which have no bigger difference from the general major theory courses in education. Its contents are confined from theory to theory and its evaluation of students’ performance is also only done according to contents in textbook, as result of which, the students only take the ideas of entrepreneurship in minds and know little about how to start business and the risk prevention during entrepreneurial process.

1.3 The Combination of Full-time and Part-time Teachers is not Close, and it is Difficult to Complement each other’s Advantage

At present, most of the colleges and universities have adopted the mode of combing full-time and part-time teachers to resolve the oneness of teaching staff for creation and entrepreneurship in colleges and universities, of which the post of part-time teachers are mainly held by teachers in the major courses. Such practice takes its own advantage and only during the practical guidance the
professional teachers lack effective guidance both in time and energy to the students who start business because they have more pressure of scientific research and teaching task. Meanwhile, most part-time teachers have no experience in starting business and therefore have no efficient assessment of the market prospect for certain innovative technology and certain new business modes, which shall also impact the students’ try in practical entrepreneurship. In order to work out this problem, the method adopted by some universities is to invite those who have entrepreneurship experience outside university or the entrepreneurs as tutors. But most of them share reflections on life and entrepreneurship experience through lectures, which has the problems of big randomness and not strong system of knowledge. At the same time, the live examples that full-time and part-time teachers jointly develop teaching course are much fewer, it has not yet played the due role of full-time and part-time teachers.

1.4 The Supporting System for Teaching Staff Construction is extremely Deficient

The nation has successively introduced papers designed to strengthen innovation and entrepreneurship education, which has made teaching staff construction urgent and has also proposed requirements for raising capacity building of innovation and entrepreneurship education and teaching. For example, it is advocated to employ talents from all professions and trades as the part-time job teachers, and to set up nationwide talents pool including ten thousands of excellent tutors. At present, the teaching staff construction is still lack of institutional guarantee, such as teachers training plan, incentive systems for teachers, access system for teachers, evaluation system for professional title etc, and only when these systems keep pace correspondingly will it be able to guarantee the stability of teacher team and stimulate the business managers to hold the post of business mentor. If the team construction is lack of system guarantee, it shall be difficult for teachers in our city to form a team, and especially under the circumstance in which the quantity of teachers with comprehensive ability is comparatively scarce, the business tutor resources in colleges and universities will not be integrated in a better way.

1.5 Communication Platform is Low-end, with Insufficient Effective Communication

At present, teachers who start business in college and university and potential part-time job teachers such as company senior manager are lack of thorough information communication platform, and university-enterprise cooperation and exchange platform in different higher vocational colleges only remains in the stage of student’s internship and practical training, teacher’s secondment for getting experience, insufficient university-enterprise cooperation without entering deep cooperation stage of entrepreneurial guidance, which has lost entrepreneurial guidance to the students invisibly. Meanwhile, entrepreneurship teachers exchange platform among college and university are also short of deep cooperation and exchange, for example, joint development of entrepreneurial practice course and joint guidance for entrepreneurship team etc, and university-university resources exchange and sharing mechanism are not established yet, which, as a result, has made it unable for teaching staffs in different college and university to realize the effective sharing of resources.

1.6 The Teachers Lack of Systemic Training and Grow up Slowly

Entrepreneurship education involves education, management, marketing, law and other multidisciplinary knowledge, and its pedagogical practices even more reflects the combination of theory and practice, which also puts forward very high requirement to the teachers as many teachers are short of systematic enterprise training. Since more a year, the nation has intensified the training strength for teachers who start business, however, the training for teachers of creation and entrepreneurship in universities of our country is still at the starting stage and there exists a process for teachers to understand and grasp the theories and has to improve their own ability of guidance in practice so that it takes a longer period for them to become a high-level teachers with super quality.
Conclusion

To sum up, teaching staff construction for creation and entrepreneurship education in our city has encountered a series of new problems and new situations which need higher vocational colleges in our city to make an integrated planning for teaching staff construction, such as appropriate layout of teaching staff, and carrying out the deep university-enterprise cooperation, actively playing the mentor role of enterprises, further improving the mechanism of selecting, training, evaluating and encouraging the entrepreneurship teachers, etc; meanwhile the government should strengthen the guiding of systems, such as formulating different favorable systems for starting business and establishing regional teaching staff platform etc, and actively promote the implementation of entrepreneurship education to effectively guarantee the progress and stability of teaching staff for entrepreneurship education.

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