A Rational Study on Developing College Students' Entrepreneurship Education in China

Xiao-jing WU¹, * and Chia-Hung WANG¹, ²

¹College of Information Science and Engineering, Fujian University of Technology, Fuzhou City, Fujian Province 350118, China
²Fujian Provincial Key Laboratory of Big Data Mining and Applications, Fuzhou City, Fujian Province 350118, China

*Corresponding author

Keywords: Entrepreneurship education, Innovative entrepreneurship training program, KAB project, Mass entrepreneurship and innovation.

Abstract. In the past decades, with the increase of universities enrollment in China, how to relieve the pressure of the employment of college graduates has become a hot issue for the whole society. Since then, entrepreneurship education has been adopted and popularized by more and more colleges and universities. However, there is not a very unified understanding of the definition and the way in which entrepreneurship education is carried out. Bases on the current employment situation and the development of entrepreneurship education in colleges and universities in China, this paper proposes some rational thinking on the development of university students' entrepreneurship education in China and reiterates the connotation and implementation of entrepreneurship education.

Introduction

The Guidance on Promoting Employment by Entrepreneurship was issued by the General Office of the State Council on September 26, 2008. The publication of this document is considered to be of great significance, not only in connection with the worldwide financial crisis at that time, but also as a national response to the Ministry of Education's recognition of the expansion of university enrollment. It has been said to be a remedial measure to the blind enrollment expansion policy of Chinese colleges and universities since 1999. The implementation of this policy, to a large extent, can alleviate the various social problems caused by employment difficulties. It not only brings more employment opportunities, but solves the employment problem of a considerable number of college graduates as well.

Although encouraging and guiding college students to start-up a business has become the trend of our country's higher education, and has entered the tenth year, there are still many factors that directly lead to the difficulties of entrepreneurship for college students. On the one hand, compared with those with social experience, college students are at a disadvantage, such as age, experience, psychology and so on. On the other hand, their entrepreneurship tends to be high-tech, but lacks the necessary management experience, marketing operation ability and adequate capital support. According to incomplete statistics, the success rate of college students' entrepreneurial practice is only 2%-3%. Therefore, how to prevent the failure of college students' entrepreneurship has become a hot issue that entrepreneurship education must face directly. In this situation, Ma Yun, chief executive officer of Alibaba, and Ding Lei, Net Ease current Chairman and CEO, neither advocate nor even oppose college students to run business directly. How do we develop entrepreneurship education? How do we guide our students to avoid the risk as much as possible, while protecting their innovative thinking and entrepreneurial awareness? These are fundamental problems that any university or teacher who participates in entrepreneurship education must think clearly before launching entrepreneurship education.
Literature Review

"Mass Entrepreneurship and Innovation" has been the development trend of the era with the strong impulsion of the Government of China [1]. In 2008, the Ministry of Science and Technology issued "Opinions on Strengthening of Innovative Approaches" to start innovative approach related works in 28 provinces, cities and autonomous regions in Mainland China.

Under the background of mass entrepreneurship and innovation in China, Yang [2] studied the support system of college students' entrepreneurship. Wang and Wang [3] found that the main factors influencing the awareness of contemporary college students, including the lack of students' cognition and entrepreneurial ability, the imperfect education system and mechanism of the university, and the government's policy and support.

Zhang and Shen [4] introduced the Know About Business Project (KAB project) and its unique nature of KAB project in education. In the research work of [4] had studied ten years of the development experience of the theory in China and its localization in KAB project. Fan and Wang [5] discussed how personality, personal background and circumstance influenced entrepreneurial intention. They studied the relationship among entrepreneurial intention, personality and other factors through constructing the determinants of an entrepreneurial intention model.

In 2016, Chinese government approved the establishment of 28 management demonstration bases for the construction of mass entrepreneurship and innovation. Chen [6] investigated a scientific evaluation system of mass entrepreneurship and innovation bases which were lack of standardization. Cao [7] elaborated the connotation of entrepreneurial spirit and studied the cultivation path of college students' entrepreneurial spirit. Song [8] discussed the pathway and countermeasures of promoting innovation and entrepreneurship education in vocational colleges from scientific connotation, courses and guarantee system.

Yan and Li [9] studied the evolution process and rules of entrepreneurship education in Zhejiang province from 1999 to 2018 based on the social network theory, institutional change theory and self-organization theory. Zhen et al. [10] demonstrated that the entrepreneurial opportunity recognition has significant mediating effect between the entrepreneurial intention and entrepreneurial behavior. By taking Zhejiang Sci-tech University as a case study, the authors constructed the entrepreneurial talent training system based on the entrepreneurial opportunity recognition.

Li et al. [11] conducted the comparative analysis on innovation policies between China and US via the method of Qualitative Data Analysis. Through the frequency analysis and cross analysis for 83 policy documents related to the Startup America Initiative and the Mass Entrepreneurship and Innovation in China, it was found that innovation policy in China and America shared more similarities in terms of main focuses while differences were obvious when it comes to distribution of the policies among governmental departments.

Connotation of Entrepreneurship Education

What is "entrepreneurship"? What does entrepreneurship education teach students? For a long time, both teachers and their students have realized the importance of entrepreneurship, but often ignore the correct cognition, concept and the goal of entrepreneurship education. Most of us misunderstand entrepreneurship education by teaching students how to start a business. In fact, this is not in line with the spirit of entrepreneurship education.

The misunderstandings about the essence of "entrepreneurship education" are described as the following two kinds: one is to teach students to start their businesses or companies. The other considers entrepreneurship education as the practice in the second classroom, including holding business planning competitions, entrepreneurs forums, visits to successful enterprises and establishment of start-up parks and business incubators, etc. As a matter of fact, we had narrowed the understanding of entrepreneurship education, no matter by the theory of starting a business, or by the second classroom theory. Therefore, it is impossible to carry the mission of entrepreneurship education only by offering a few limited courses, organizing some competitions and holding lectures.
Synthesizing the arguments of entrepreneurship education in the past, the author agrees that the so-called "entrepreneurship education" can be divided into generalized and narrow sense. The generalized sense of entrepreneurship education is based on the cultivation of people's innovative ability and comprehensive quality, while the narrow one is based on the specific operational skills as the main goal of education. The author agrees with the significance of entrepreneurship education summarized by Mr. Han Wei, director of the Professional career Development Teaching and Research Office of Tsinghua University as follows: first of all, entrepreneurship education changes students' attitudes, knowledge, behaviors, goals, and develops entrepreneurship consciousness. Secondly, more students see entrepreneurship and self-employment as their career choices. Thirdly, improve students' ability to obtain Employment in Enterprises. Last but not least, Mobilize students' creativity and develop their creative potential.

To sum up, the author considers that the essence of entrepreneurship education is not only to cultivate students' entrepreneurial consciousness, but also to cultivate students' innovative consciousness and enhance their abilities. The purpose of entrepreneurship education is to train more talents with entrepreneurial ability. It is not to encourage students to start a business immediately, but to improve their entrepreneurial quality. Even if they don't start a business, they perform better in employment than the average students.

The Mass Entrepreneurship and Innovation in Mainland China

Li Keqiang, Premier of the State Council, publicly issued a call for "mass entrepreneurship and innovation" at the Summer Davos Forum in September 2014. In 2015, after visiting the Chinese Academy of Sciences and Beijing Zhongguancun Venture Street, Premier Li Keqiang emphasized that promoting mass entrepreneurship and innovation is a major reform measure that fully stimulates the wisdom and creativity of hundreds of millions of people. It is an important way to achieve national prosperity and people's prosperity. Resolutely eliminate all kinds of restraints and embarrassment, let entrepreneurial innovation become the trend of the times, and gather a powerful new momentum of economic and social development.

On September 18, 2018, the State Council issued the Opinions on Promoting the High-quality Development of Innovation and Entrepreneurship to Create an Upgraded Version of Mass Entrepreneurship and Innovation. As is known to all, China has a workforce of nearly 900 million, among which 170 million have received higher education or training in professional skills. Every year we produce over eight million university graduates and over five million graduates from secondary vocational schools. The government's important goal of maintaining stable growth is to ensure employment, and the floor of the proper range is to ensure relatively adequate employment.

We have encouraged mass entrepreneurship and innovation, inspiring immense social creativity. With the promotion of mass entrepreneurship and innovation policy, it is necessary for colleges and universities to provide more and more tutoring for their students. At present, there are four demonstration bases and research institutes have been established as follows: Tsinghua University, Zhejiang University, Shanghai Jiaotong University, Nanjing University, Sichuan University. These policies undoubtedly convey such a direction to us: while promoting employment, higher education should focus on guiding more students to participate in the entrepreneurial army in the future.

In 2012, according to the document on approving the implementation of the undergraduate Teaching quality and Teaching Reform Project in Colleges and Universities, the Ministry of Education has decided to implement the National College students innovative Entrepreneurship training Program during the Twelfth five-year Plan.

The contents of National College students' innovative Entrepreneurship training Program include three types: innovative training Project, Entrepreneurship training Project and Entrepreneurial practice Project.

Under the guidance of the instructor, undergraduate individual or team, independently complete innovative research project design, research condition preparation and project implementation,
research report writing, and results (academic) exchange. Each student in the team plays one or more specific roles in the project implementation process by preparing business plans, conducting feasibility studies, simulating business operations, participating in corporate practices, and writing entrepreneurial reports.

Through the implementation of the National College students’ innovative Entrepreneurship training Program, we can promote the transformation of educational ideas, reform the training model of talents, and strengthen the training of innovative entrepreneurial ability in colleges and universities. To strengthen the innovative ability of college students and the entrepreneurial ability on the basis of innovation, and to train high level innovative talents to meet the needs of the construction of innovative country.

**Thinking on the Effective Modes of Entrepreneurship Education**

On the basis of rational and systematic understanding of entrepreneurship education, we began to think about the following question: what should be the effective mode of entrepreneurship education?

At present, there are many colleges and universities at all levels to promote entrepreneurship education. By making a comparative study of several national leading-edge colleges and universities, the author figures out some thoughts on the effective mode of entrepreneurship education. In universities such as Tsinghua University and the Central University of Finance and Economics, where the theoretical research is relatively thorough, they both have encountered problems in the process of practice, and suffered a low success rate of students' entrepreneurship. In particular, Tsinghua University has also set up a professional career development teaching and research office. Their entrepreneurship courses, which have been rated as excellent courses, are more unprecedented popular than expected.

However, why is it so difficult to see results in practice in universities with such profound theoretical research? In all aspects, the author believes that in addition to the training objectives of Tsinghua University and the overall school situation, it is still largely related to the regional culture rooted in entrepreneurship education, which can be well reflected in Wenzhou University and Wanli College in Ningbo, Zhejiang province. It can be said that these two schools are at the forefront of colleges and universities in the field of entrepreneurship education and practice. These two universities are both located in Zhejiang province, and their entrepreneurial education can be carried out smoothly and fruitfully.

We have to admit that there is a close and inseparable relationship with local economy and cultural atmosphere in Zhejiang province. Wenzhou University has achieved a perfect leap forward when others are still in the beginning of cultivating students' entrepreneurial awareness. Because Wenzhounese were said to be born with a unique entrepreneurial impulse and desire and never lack the awareness of entrepreneurship. The key word to "Wenzhou model" is their "spirit", a strong desire to become rich and entrepreneurial spirit.

Obviously, the entrepreneurial education and practice is based on the development of local economy in Zhejiang province no matter whether in Wenzhou University or in Wanli College. Closely integrated with local economic development, it takes the advantages of local small and medium-sized enterprises to establish school-enterprise cooperation and actively guide students' entrepreneurial awareness. At the same time, it also actively guides students to link their entrepreneurial works with corporate needs and open up markets for student entrepreneurship projects. The establishment of students' entrepreneurial education on the basis of school-enterprise cooperation not only solves the problems of their start-up funds and project establishment, but also directly converts the students' entrepreneurial ideas into productivity and ultimately stimulating their enthusiasm.

**Summary**

Since the mass entrepreneurship and innovation is totally a new term, we are not yet in a position to put forward some truly constructive ideas and suggestions on how to proceed with this work.
Considering this, Professor Han Wei, director of the Professional career Development Department of Tsinghua University, believes that the purpose of entrepreneurship education is just to take you to the window of entrepreneurship and let you see through the window how the entrepreneurship works on. If you want to enter the door of entrepreneurship, we also need to find the key to open it. We have made institutional improvements, adopted supportive policies, and fostered an enabling ecosystem for entrepreneurship and innovation. We have strengthened services to encourage university students to start their own businesses as a way to meet their job needs.

Acknowledgement

This study was supported in part by Fujian Provincial Department of Science and Technology, China (Grant No. 2016J01330) and the Research Fund from Fujian University of Technology under Grant No. GY-Z18148.

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