Analysis on the Current Situation of Entrepreneurship Education in Colleges and Universities

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Abstract. The core content of education of innovation and entrepreneurship in colleges and universities is to cultivate education for college students' entrepreneurial spirit and entrepreneurial ability. Entrepreneurial ideas, the innovation ability of college students' education can improve the quality of personnel training, improve university students' employment competitiveness, and to play a role in promoting economic development in our country.

Introduction

At present, China is in an era of great development and transformation. Entrepreneurship is more needed than ever at this stage. Under this background, colleges are speeding up the implementation of dual-innovation education system reform. According to relevant data released by the Ministry of Education, the number of college graduates nationwide in 2019 is 8.34 million, a record high and the most difficult year in history. If we add the number of secondary vocational school graduates and students who have not found jobs in 2018, the total number of unemployed is about 15 million, which is a huge figure\textsuperscript{[1]}.

The Theoretical Basis of Entrepreneurship Education in Colleges and Universities

Contents of Entrepreneurship Education

The Cultivation of Entrepreneurship

For college students, it is very important to have a sense of innovation, which can bring positive promotion to college students' daily behavior. Its main meaning is innovation. The spirit of innovation embodies the innovative ideas, qualities and work style that entrepreneurs need. From the content of entrepreneurship, we can see that entrepreneurship education will have a very important impact on the concept, quality and work style of entrepreneurs.

Education of Entrepreneurial Knowledge

Entrepreneurial knowledge includes not only the basic concept of entrepreneurship education and the explanation of successful cases. Entrepreneurial knowledge is a systematic knowledge system, which requires learning the basic theory of innovation and entrepreneurship, relevant financial management knowledge, learning the process of project planning and implementation, etc. Before choosing entrepreneurship, one must have mastered the relevant knowledge of entrepreneurship.
Improvement of Entrepreneurial Skills

Entrepreneurial skills include various abilities required in entrepreneurial practice, which require reasonable arrangement of various tasks in the entrepreneurial process, regulations of various relevant systems in the initial stage, formulation of development strategies, company operation ability and reasonable arrangement of human resource allocation and mobilization. As an entrepreneur, one must have these abilities to better manage any part of the company in the process of starting a business, and one needs to be able to control each part easily.

The Characteristics and the Significance of Entrepreneurship Education

The traditional employment guidance is only for college students to know themselves and position themselves faster so as to find suitable jobs. In essence, it is only to help students give guidance in employment. Entrepreneurship education focuses on exploring new educational concepts and models, which is conforms to the new educational concepts and methods. Entrepreneurship education for college students is a kind of contemporary frontier education, and it is also an education for the future. Education on innovation and entrepreneurship for college students is not only beneficial to personal development, but also meaningful to social development.

Analysis on the Current Situation of Entrepreneurship Education

In order to better study the development of entrepreneurship education in China, this paper takes domestic universities as the research object and uses questionnaire survey to investigate the current situation of innovation and entrepreneurship education in some universities.

Analysis of the Survey Results

Questionnaire Design

The questionnaire designed for this time is based on the investigation of some college students in China. It investigates whether these colleges and universities have launched innovation and entrepreneurship courses and the students' cognition of the necessity of offering such courses.

Results Analysis

(1) Basic information

In the questionnaire survey, some college students' views on the creation of innovative and entrepreneurship education courses were investigated, and 84 students filled in the questionnaire. The first is a personal basic information survey of the students who participated in this questionnaire, their schools and their major subjects. The 84 students interviewed come from different schools and have different majors. Statistics of their schools are as follows:
Table 1. Respondents’ school.

<table>
<thead>
<tr>
<th>The school of the interviewee</th>
<th>people counting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhejiang Normal University</td>
<td>6</td>
</tr>
<tr>
<td>Central South University of Finance, Economics and Law</td>
<td>2</td>
</tr>
<tr>
<td>Central China Normal University</td>
<td>1</td>
</tr>
<tr>
<td>Central South University for Nationalities</td>
<td>2</td>
</tr>
<tr>
<td>China University of Geosciences (Wuhan)</td>
<td>1</td>
</tr>
<tr>
<td>Kunming Medical University</td>
<td>10</td>
</tr>
<tr>
<td>Wuhan University</td>
<td>1</td>
</tr>
<tr>
<td>Huazhong University of Science and Technology</td>
<td>2</td>
</tr>
<tr>
<td>Lanzhou University</td>
<td>9</td>
</tr>
<tr>
<td>Chongqing University</td>
<td>11</td>
</tr>
<tr>
<td>Guizhou University</td>
<td>9</td>
</tr>
<tr>
<td>Yunnan Normal University</td>
<td>6</td>
</tr>
<tr>
<td>Shandong University</td>
<td>8</td>
</tr>
<tr>
<td>Peking University</td>
<td>1</td>
</tr>
<tr>
<td>Chongqing Technology and Business University</td>
<td>1</td>
</tr>
<tr>
<td>Overseas Chinese University</td>
<td>9</td>
</tr>
<tr>
<td>Nanjing University of Technology</td>
<td>5</td>
</tr>
</tbody>
</table>

(2) Analysis of main problems

After completing the basic information, we will enter the filling of the main questions in this paper. The following are the questions in the questionnaire and the analysis of the results:

Q5: Do you know anything about starting a business?

![Figure 2. Understanding of entrepreneurship.](image)

Students have different understanding of entrepreneurship and entrepreneurship education. Many students think entrepreneurship is out of reach for college students. Even with some innovative ideas, it is impossible to succeed without sufficient resources and funds. According to the analysis of this questionnaire, 67.86% and more than half of the students did not know about entrepreneurship and did not know about entrepreneurship. Only 32.14% of the students knew about entrepreneurship, as shown in Figure 2.

Q6: Have you ever been exposed to the innovation and entrepreneurship education course?
Among the 84 interviewees, 60.71% of the students have not been exposed to innovative and entrepreneurial education courses in their college career, and only 33 students have been exposed, which reflects that some schools in these universities have not started basic innovative and entrepreneurial education for college students except for professional needs.

First of all, for the 51 students who have not been exposed to innovative entrepreneurship education courses, two more questions were designed to investigate whether they think schools need to offer such courses, and whether such courses are meaningful to students, reflecting their cognition of entrepreneurship education.

Q7: Apart from professional needs, do you think schools need to carry out basic innovation and entrepreneurship courses?

What this question mainly wants to know is the students' cognition of entrepreneurship education. Among the 51 students, 62.75% think the school needs to offer innovative entrepreneurship education courses, more than half think they need to know about entrepreneurship, only 11.76% think they don't need it, and their cognition of entrepreneurship education is not perfect.

Q8: Do you think it will be helpful for you to carry out innovation and entrepreneurship courses in schools?
Another question designed for students who have not come into contact with such courses is whether the innovation and entrepreneurship education courses are helpful to students. 56.86% of the students think that they will be helpful and follow the social pace to learn innovation and entrepreneurship knowledge. However, 43.14% of the students did not know the innovation and entrepreneurship education curriculum, so they did not feel whether it could be helpful or not, which shows that the students' knowledge of innovation and entrepreneurship education is far from enough.

Secondly, for the 33 students who have come into contact with this kind of courses, this questionnaire also designs two questions to investigate the form of classes in their school's innovative and entrepreneurship education courses and their feelings about carrying out this course, and whether this course is meaningful to them.

Q9: If your school already has this course, what is the form of class?

From the survey results, the vast majority of classes in these colleges are only theoretical explanation and case analysis, and only a small part are interspersed with practice. "Practice is the only criterion for testing truth." Practice is even more essential for disciplines such as entrepreneurship education. If only theory is taught, students cannot deeply understand and participate in entrepreneurship, which not only wastes time, but also fails to achieve the significance of entrepreneurship education.

Q10: If your school already has this course, do you think it is meaningful?
Although most of the classes are based on theories and cases, most people still think that they are meaningful and can learn something, while 30% think that there is little feeling in offering this course, which also shows that students' cognition of entrepreneurship education is limited.

**China's Colleges and Universities Entrepreneurship Education Problems**

**College Students have Low Awareness of Entrepreneurship Education**

Everyone's perception of entrepreneurship is different. Many students believe that entrepreneurship must be to study new products or develop a new field. Therefore, they often neglect other significance of entrepreneurship education, not to carry out entrepreneurship education or to start a business, but to cultivate spiritual ability. Many people think that it is most important to learn professional knowledge well during college[2].

**The Construction of Educational Mechanism is not Perfect**

Entrepreneurship education needs the support of a complete discipline system so that educators can grasp the situation of the times and the characteristics of young people, and ensure the advancement and timeliness of entrepreneurship education management methods. The systematic education system construction should include the construction of curriculum system, teaching materials, software and hardware environment, credit policy support, funding guarantee system, and the construction of internal and external communication platforms.

**The Curriculum System is Single and Lacks Practice**

In the questionnaire survey, we also investigated the main teaching methods of schools that have established innovative entrepreneurship education courses, almost all of which are based on theories and cases. Only a few colleges and universities will combine practice with theory, and even fewer will give priority to practice.

Entrepreneurship education for college students is mainly to cultivate their innovation and entrepreneurship spirit and entrepreneurial skills. However, the entrepreneurship courses is single, with the teachers of our school as the main body, and the form of classes is single[3]. Only theoretical explanation or case teaching is emphasized, and professional organizations or organizations are not involved.
Lack of Resources

(1) Platform Resources

At present, most colleges and universities only explain entrepreneurship education in class or take part in business plan competitions and so on, instead of docking with enterprises or business bases to give students who want to start a business and have entrepreneurial ideas a practical platform.

(2) Funds

Entrepreneurship cannot be separated from funds and resources, and colleges and universities cannot carry out entrepreneurship education without financial support. Without capital investment, guarantee support and supporting resources, entrepreneurship education will be difficult to implement smoothly.

To Promote Entrepreneurship Education Countermeasures in Colleges and Universities

Improve the Cognition of Entrepreneurship Education in All Aspects

We must truly realize that entrepreneurship education is not only a department of the entrepreneurship guidance center, but the responsibility of the whole school. The whole process and coverage of entrepreneurship education activities should be geared to all students, cultivate their entrepreneurial spirit, knowledge and ability, continuously improve and enhance the basic quality of entrepreneurship of all college students, stimulate students' entrepreneurial interest, potential and passion, break professional boundaries and cultivate innovative talents for the society.

To Build a Systematic Entrepreneurship Education System

Entrepreneurs should have sufficient knowledge structure. In addition to learning the basic knowledge of entrepreneurship, colleges and universities also need to establish supportive professional knowledge education courses. Colleges and universities should encourage students to give full play to their own advantages, and pay attention to the students' innovative thinking and the ability to solve difficult problems.

To Build a Platform for Entrepreneurship Education Practice

Excavate the University's Own Resources

Students' associations should be encouraged to learn from the management mode of enterprises in their operation and management. For example, the traditional organizational structure of the associations can be replaced by the structures of the board of directors, finance department, personnel department, operation department, etc., and the operation, management and development of the associations can be promoted through the division of labor and cooperation of the students themselves, so as to obtain training and improvement in many basic management aspects such as entrepreneurial ability and entrepreneurial enterprise management ability.

Encourage Students to Participate in Teachers’ Scientific Research Projects

Encourage students with entrepreneurial spirit and ability to participate in school teachers' scientific research projects. For example, in 2007, Shanghai Jiaotong University implemented an undergraduate research program to encourage professional teachers to provide research content for undergraduates according to their own research projects, and to encourage undergraduates to
participate in research projects in an organized and planned way\textsuperscript{[5]}. The undergraduate research program has been implemented for more than nine years and has achieved good results. On this basis, some students have established successful entrepreneurship and entrepreneurial ability.

**Strive for Financial Support**

Capital and resources are the most indispensable for starting a business. The more powerful the government's entrepreneurship support and the more perfect the entrepreneurship security system, the better the development of entrepreneurship education will be. Entrepreneurial work involves many government departments such as education, science and technology, finance, finance, industry and commerce. Provincial and municipal governments and relevant departments should also try every means to build a service platform for entrepreneurship education and provide systematic services for entrepreneurship students\textsuperscript{[6]}. In this regard, relevant government departments such as education, industry and commerce, taxation, etc. should jointly set up a "green channel" to simplify service procedures.

**Conclusion**

Entrepreneurship education in colleges and universities is a comprehensive quality education and a lifelong education for college students. Its effective development is directly related to the overall quality of college students. China's entrepreneurship education started late, and now with the increasing number of college students, there is greater room for progress and improvement. In the future, effective measures should be used to strengthen entrepreneurship education in colleges and universities to cultivate more high-quality talents.

**References**


Appendix

The appendix is about the contents of the survey on basic innovation and entrepreneurship courses in colleges and universities.

Part I: Basic Information

1. What is your sex?
   A. men
   B. women

2. What grade are you in?____________

3. Which school do you belong to?____________

4. What is your major?
   A. "Science and Technology"
   B. "Literature and History"
   C. "Economics and Management"
   D. "Arts" or other

Part II: Main Issues

5. Do you know anything about starting a business?
   ○ I have never thought about it.
   ○ I have heard it, but I have not understood it.
   ○ I have understood it.

6. Have you ever come into contact with the innovation and entrepreneurship education courses?
   ○ Yes ○ No

7. Apart from professional needs, do you think schools need to carry out basic innovation and entrepreneurship courses?
   ○ Need ○ Do not need ○ Doesn't matter

8. Do you think it will be helpful for you to carry out innovation and entrepreneurship courses in schools?
   ○ There will be ○ No feeling

9. If your school already has this course, what is the form of class?
   ○ Only theory and case ○ Theory and practice are combined with ○ Practice more often

10. If your school already has this course, do you think it is meaningful?
    ○ Meaningful ○ No feeling