The Priority of Entrepreneurship Education is to Inspire Students' Passion

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ABSTRACT

The intense employment environment causes some college students to start their own business, arousing people's hot debate on entrepreneurship education. Through reading a large number of documents and collecting mass data, this paper analyzes the current situation of entrepreneurship education in China: the gap between entrepreneurial education and professional education, the discrepancy between the number of people who intend to start a business and that of those who hold on to it, the inadequate discipline construction of the entrepreneurship education, etc, making the in-depth analysis of the causes and putting forward the countermeasures for the development of entrepreneurship education in colleges and universities from three aspects of society, colleges and universities, and individuals.

Keywords: Entrepreneurial intention, Entrepreneurship education policy, Professional education, Entrepreneurial passion

In the 2014 Summer Davos Forum, China's premier Li Keqiang mentioned several new concepts, including "mass entrepreneurship and innovation", which later became buzz words within the international society, emphasizing the good use of the opportunities brought by reform and innovation, which will set off a nationwide wave of "mass entrepreneurship and grassroots entrepreneurship" and will give rise to a new trend of public participation in starting businesses and making innovations. With the "Internet Plus platform, The development of new industries is achieved to create economic growth point and to provide a new environment for entrepreneurship. Statistics show that continuously increasing graduates Chinese colleges, 7.56 million in 20161, while China's delayed retirement policy may lead to an annual reduction of about 7 million jobs2, the existing employment difficulties faced by college students will be tougher. Ministry of Human Resources and Social Security of China and the local governments have introduced new policies to

1 http://hubei.eol.cn/hubeinews/201704/t20170425_1510433.shtml
encourage multi-channel entrepreneurship and employment, thus college students' entrepreneurship has been increasingly regarded as a roundabout way to solve the employment problem.

The latest-released "the Business Start-up report of the Chinese College Students in 2016 " shows that 89.8% of college students considered starting up a business, 18.2% of students have a strong entrepreneurial intention. "Report" shows that there are 220000 college students starting up business and the entrepreneurial rate is only 2.93%, but the proportion of independent business of Chinese university graduates is constantly rising. From the point of view of the site-selection, more than 50% of college student entrepreneurs will choose their business location near colleges. From the point of view of the entrepreneurial industry, the main focus of the undergraduates' self-employment in 2015 is the education industry(21.1%), followed by retail business(12.8%), media information and communications industry(11.6%). 2016 undergraduates chose the following three as their entrepreneurial options:"information transmission, computer services and software ", "manufacturing "and" wholesale and retail ". From the the point of view of institution type, the largest number of entrepreneurs is from the general undergraduate institutions, the proportion is about 44.50%. From the education background point, the largest number of entrepreneurs emerges in undergraduates with the proportion of 69.40%. Taking "entrepreneurial education of college students" as the key words to search in the CNKI database, we get the results as follows: from 2011 to April 2017, there are 12,452 articles about "entrepreneurial education of college students", among which there are more than 1,600 articles in 2011-2014, 2253 in 2015 and 3006 in 2016, showing the characteristics of the times, the policy orientation and the annually-increasing trend.

In addition, the survival rate of college students' self-employment is significantly improved, the advantage in the self-employed graduates' income is obvious. "Employment Blue Book: 2016 China University Student Employment Report" shows that 42.2% of the 2010 venture graduates were still in business after three years and the rate for the 2012 venture graduates rose to 47.8%. From the income point, the average monthly income of self-employed 2015 undergraduate is 5131 yuan six months after graduation, with 1089 yuan higher than the 2015 undergraduate graduates after six months (4042 yuan). Despite of the economic downturn pressure, the entrepreneurship ensures the continuous stability of the college students employment rate. Therefore, entrepreneurship education has become a hot topic in many colleges and universities once again.

1.THE PRESENT SITUATION OF CHINA'S ENTREPRENEURSHIP EDUCATION AND ITS CAUSES

First, entrepreneurship education and professional education are separated. First, entrepreneurship education is much the same. Most of the college entrepreneurship education is aimed at cultivating students' innovative thinking, behavior pattern and management mode, but because of the dated education idea, the innovation deficiency of teachers and the lack of innovation environment, innovation consciousness of the students is unlikely to be forged. For individuals, without the consciousness of entrepreneurship, any business start-up training curriculum will be in vain. Furthermore, the vast majority of colleges and universities take the entrepreneurship education as a guiding ideology, but can not provide differentiated education. Second, entrepreneurship education output is biased toward business students, it is difficult for engineering graduates to start up

4 http://www.chinairn.com/hyzx/20161215/105426878.shtml
5 http://career.eol.cn/chuangye/201606620160612_1412218.shtml
6 http://news.hsw.cn/system/2016/1216/582333.shtml
7 http://www.cnki.net/
8 http://finance.ifeng.com/a/20160612/14478503_0.shtml
business, whose number is relatively small. In China, with the high rate of entrepreneurship in art, economics and management major, high-tech industry is not the main position. Why? Engineering refers to the research into the crafts and the application technology of the computer, information, communications, electronics, machinery, construction, water conservancy, automobile, etc, with the training goal of cultivating senior engineering and technical personnel in the corresponding engineering field of planning, exploration, design, construction, selection of raw materials and management. The "2016 Chinese College Graduates' Employment Report" published by Max selected the top ten majors with the relatively-high employment rate of the 2015 university graduates, the employment rate of computer science and technology in the second place reached as high as 94.5%, the third-placed civil engineering majors' employment rate was up to 92.6% and the fifth, the mechanical design and manufacturing and automation graduates' employment rate was 92.3%. Apparently, the employment rate of engineering graduates is quite high, which accordingly discourages most of the engineering graduates to start business.

Secondly, those who want to start business account for a large proportion, but few people hold on to the last, why? First of all, entrepreneurship education failed to spread. According to the statistics of Wang Zhanren, the executive director of the Employment Entrepreneurship Education Research Institute and the director of social science department statistics from the Northeast Normal University, only 17.43% of college students entrepreneurs have received systematic entrepreneurial education. At present, many domestic colleges and universities have been implementing entrepreneurship education in different forms and degrees. However, in general, only 20 years has just passed if the 1997 Tsinghua University Entrepreneurship Program Competition is taken as the beginning of entrepreneurship education, thus we are fully aware that our country's entrepreneurship education is still in development, the in-depth theoretical research is still inadequate, many students can only participate in entrepreneurial activities to achieve the purpose of entrepreneurial learning. Limited by the respective work itself, many teachers of entrepreneurship education themselves can not step out of the campus to start a business, how can they teach the course well, which is most likely result in the separation of entrepreneurship education from discipline education, the phenomenon of empty talk has become inevitable. Second, the lack of correct understanding of entrepreneurship education. Many college students know that there exist entrepreneurial contests, which they assume are the establishing of large or small start-ups by students, but they have little knowledge about it, and some students even do not know that such course has been offered. Under the influence by the family and social environment, civil servants or institutions has become the top choice in graduate career orientation. According to a survey of more than 2,000 graduates from 11 universities, 34% of the surveyed students said they were willing to go to government institutions after graduation, 30.7% of the graduates wanted to go to foreign-funded enterprises, 24.5% would choose state-owned enterprises and 7.5% intended to go to private enterprises. Clearly, working as the civil servant remains the priority for fresh graduates in job selection.

Finally, the construction of entrepreneurship discipline construction is not perfect. In China, entrepreneurship education itself started late, a systematic theoretical system has not been established. Different from the general professional knowledge education, it can not be carried out with the traditional teaching methods. Additionally, for the average colleges and universities, the opportunities to engage in the university-and-enterprise cooperation are limited, which leads to the simple theoretical study and deficiency of practical internship experience, which, to a certain extent, might give rise to the incorrect and incomplete understanding of entrepreneurship, and then affects the quality of education.

9 http://mt.sohu.com/20160612/n454022192.shtml
10 http://www.ce.cn/xwzx/gnsz/gdxw/201612/13/t20161213_18650685.shtml
11 http://www.jsgwyw.org/2015/1013/33288.html
2. THE DEVELOPMENT STRATEGY OF ENTREPRENEURSHIP EDUCATION IN COLLEGES AND UNIVERSITIES

University is a part of society, its development is inseparable from the joint efforts of society and universities. Based on the following three aspects, this paper puts forward some practical countermeasures for the development of entrepreneurship education in Colleges and universities to improve the current situation of entrepreneurship education, to promote its implementation and popularization of entrepreneurship education and to cultivate the talents adapting to the social development.

From the society perspective, first of all, we should continue to improve the relevant policies of college students entrepreneurship. On April 5, 2017, once again focused on the issues of employment and entrepreneurship, the State Council executive meeting specified the support of local financial investment to guide social capital investment and the establishment of College Graduates Employment Venture Capital. Since the end of last year, Henan, Shanxi, Guangxi, Guizhou, Hebei and other provinces have introduced employment and entrepreneurship-related subsidy policies. Theoretically speaking, subsidies is equal for everyone, but some promising business projects should be given more attention and funding, and even the assigned experienced entrepreneurs to guide. Second, promoting the school-enterprise cooperation actively and effectively to carry out fruitful social practice teaching. Definitely, entrepreneurship derives from practice, especially from what one learns, from what one is exposed to, and from what one is familiar with naturally and spontaneously. One can not act down-to-earth until he gets acquainted with what he is dealing with, attaining reflection and enlightenment. Knowledge and talent come from practice and will also be applied to practice, finally serving the community, so business projects must be down-to-earth. During holidays, students are advised to get in close contact with the community and the rural to conduct social surveys, internship in businesses, volunteer services and other practical activities in search of entrepreneurial inspiration.

From the university perspective, first of all, it is essential to achieve the good combination of engineering and business education. Exemplification of historical background in the engineering class is likely to provide innovative inspiration, enabling the students to better understand the delicate links between the needs and the innovation. Illustrations about the principles in the business class might be helpful for the entrepreneurship theoretical foundation. Massachusetts Institute of Technology has a well-known chemistry course famous for its innovation, the teacher Dolan Sadovi will introduce its birth history, cultural background, failure cases and other humanities content in the teaching of chemical knowledge. Professor Sadovi wrote in her syllabus:"It is not merely a chemistry course, but a chemistry-centered interdisciplinary course of humanity, art, anthropology. You will learn how innovation is applied to the actual life". Second, ensuring the normal teaching order, the colleges and universities should encourage qualified teachers to get on temporary leave and to start business at the call of our country. It is not a personal development problem alone, but

12 http://www.toutiao.com/a6260748130075508994/
its also a crucial opportunity for teachers to practice through entrepreneurship. They can accumulate, to some extent, entrepreneurial knowledge, experience, skills. Teachers could return to their respective posts, nurturing students, bringing a unique business education course for students, and creating a new kind of campus atmosphere filled with entrepreneurial culture. University teachers have been confined in the ivory tower for too many years, only by stepping out of the campus, can they truly perceive the needs of society, and the precious positive experience can be passed on to students in turn to help them better keep in pace with the reality and discover the problems. At the same time, the teacher's guidance is critical, only the teacher with abundant practical experience can offer the students the sensible guide.

From the individual perspective, first of all, it is vital to make reasonable career planning. In the planning process, an accurate self-assessment should be conducted to identify one's own advantages and weaknesses, and then one can obtain a more comprehensive self-recognition and define a clear goal for the future so as to ensue the fulfillment of the planning at each important stage in the four years, solving the "employment difficulty" problem more easily. Secondly, lofty ideals in the mind and solid steps down to earth. Do not have grandiose aims but puny abilities, and do not blindly pursue overnight success for any business is starting from the basic, step by step, gradually enhancing the ability. Third, actively participate in the entrepreneurship education lectures and competitions on campus, laying the foundation for future entrepreneurship. Listen more, observe more and practice more. Do not fear failure, march forward courageously, which will be the valuable business experience in the future. Finally, good friends do not mean a good team. Friends and teams are two distinguished concepts. Friends are congenial, while the team members are complementary. Intimate private relationship is not an indispensable element when an entrepreneurial team is being founded, complementary is actually the core in the personnel selection. Take a small domestic private enterprise as an example: three friends, co-founders of a multimedia company, broke up in discord after losing 200,000 yuan, later on turned to outdoor supplies, only to pick up. Such frustration or failure reveals the importance of consistent values, the complementary relationship between ability and experience, and a definite decision-making model.

3. CONCLUSION

As a type of extensive education, entrepreneurship education is not only the plain delivery of entrepreneurial knowledge, but a process of comprehensive quality education. Priority has been given to elementary education and entrepreneurship education started late with the ineffective coordination between the society, the university and individuals, failing to reach the consensus of the three parties. Therefore, entrepreneurship education brought into the curriculum system of colleges and universities needs more social concern, higher recognition of the universities and serious treatment of the individuals.

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