

Research on Entrepreneurship Education in Universities Based on the Cultivation of Entrepreneurship Ability

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Abstract: Promoting entrepreneurship is an inevitable requirement for the high-quality development of the society. The current development status of national politics, economy, and society in the new era has put forward higher requirements for entrepreneurial spirit: entrepreneurs should attach importance to social responsibility and closely combine their personal fate, enterprise development, and national interests. Therefore, the cultivation of entrepreneurial spirit must start from the initial stage, which is the education of entrepreneurial ability. Our country encourages entrepreneurs to continuously improve themselves in terms of patriotism, innovation, integrity, social responsibility and international vision, which gives entrepreneurship a new meaning of the times, enriches the content of entrepreneurship education, and puts forward a new requirement for the promotion of the first-class colleges and universities, first-class disciplines and the cultivation of first-class entrepreneurial talents. Based on the comparative analysis of the current situation of entrepreneurship education in colleges and universities at home and abroad and the analysis of the current situation of entrepreneurship education in colleges and universities in China, the thesis constructs a set of entrepreneurship education model based on the three-dimensional interaction of students' individual qualities, educational resources and educational situation, hoping to provide a new theoretical and practical platform for the reform of higher education.

Keywords: entrepreneurship; cultivation; entrepreneurship ability; personality elements

1. Introduction

The promotion of the entrepreneurial spirit requires scientific educational methods as guidance. Universities bear the responsibility of cultivating high-quality innovative and entrepreneurial talents for the new era. Universities should fully leverage the advantages of higher education theory and practice, create a favorable environment for the growth and development of the entrepreneurial spirit, and promote the improvement of the core competencies of young college students in entrepreneurship and the learning and inheritance of the

entrepreneurial spirit. What is the current core competency of entrepreneurship among college students? What is the role of entrepreneurship education in generating the core competencies of college students in entrepreneurship? How can the entrepreneurial spirit be transformed into a knowledge map of entrepreneurship to better promote the generation of core competencies of college students in entrepreneurship? In order to explore these issues, this study takes the cultivation of entrepreneurial ability in universities and the entrepreneurial spirit as the logical starting point, explores the logical path of college entrepreneurship education and entrepreneurial spirit education, clarifies the relationship between the two, and provides theoretical support and practical guidance for the high-quality development of university entrepreneurship education. Currently, China's higher education is facing an unprecedented challenge in the rapidly changing innovation trend, but it is also a good opportunity for higher education reform and development. In the process of education system reform, which has been difficult and challenging, only by seizing the opportunities given to us by history and designing a new education model that can effectively avoid these problems can we advance the pace of reform. The entrepreneurial spirit is the driving force for economic and social development. As a platform for cultivating innovative talents, universities need to internalize the entrepreneurial spirit as the growth gene of college students, thereby effectively improving the core competencies of college students in entrepreneurship. Therefore, we have constructed a three-dimensional interactive entrepreneurship education model based on the individual characteristics of students, educational resources, and educational situations based on a comparative analysis of the current status of entrepreneurship education in domestic and foreign universities [1]. We hope to provide a new theoretical and practical reference for higher education reform.

2. Analysis of the Current Situation of Entrepreneurship Education

Entrepreneurship Education (also translated as entrepreneurship education) emerged in the U.S. in the 1960s and 1970s, and gained rapid development in the 1980s and 1990s. The Kauffman Foundation's Center for

Entrepreneurial Leadership defines entrepreneurship education as the process of providing individuals with the knowledge and skills needed to take advantage of opportunities that others do not notice, and the process of developing insight and confidence in issues that others are hesitant about. Entrepreneurship education should provide participants with specific guidance in identifying opportunities, integrating resources to address risks, and creating businesses, as well as providing them with the necessary knowledge in the management of newly created businesses, such as business plan preparation, capital development, marketing, and cash flow analysis. According to domestic scholar Hou Dingkai, entrepreneurship education is the cultivation of a potential that combines the results of innovation with business adventure, and is a specific and high-level goal of innovation and quality education. With the deepening of theoretical and practical research, the object and scope of entrepreneurship education are becoming more and more extensive [2].

According to Zhang Weiyang, entrepreneurial spirit includes the spirit of adventure, innovation, unsatisfied spirit and heroism [3]. Ye Qin believes that a high degree of confidence in one's own future and destiny, the ambition to be innovative and pursue excellence, and the spirit to take risks and bear risks and failures are the connotations of entrepreneurship [4]. Li Jun believes that entrepreneurial spirit is a firm belief and a lofty pursuit of values [5]. According to Huang Haiyan, innovation is the core connotation of entrepreneurship, responsibility and commitment are its mission, and craftsmanship is its essence [6]. Our country has put forward five hopes for entrepreneurs: "strengthen patriotism, innovate, be honest and law-abiding, take social responsibility and expand international vision", which has injected a new connotation for entrepreneurship in the new era [7]. The Warwick Business School has made entrepreneurship its core philosophy, and with the pursuit of excellence as its ideal, it attracts outstanding students and produces outstanding research results with its daring curriculum [8]. Entrepreneurial spirit has been sublimated with the development of the times, providing a powerful driving force for the dual-innovation strategy [9]. Entrepreneurial spirit education has become the title of the comprehensive reform of higher education, especially the transformation and upgrading of entrepreneurship education. Since China first joined the Global Entrepreneurship Monitor (GEM) study in 2002, it has so far been conducted for the seventh year. Looking at the changing trend of entrepreneurial activities in China, according to the analysis of the Global Entrepreneurship Monitor China Report (2006, 2007), the activity level of entrepreneurial activities in China has reached a new height, gradually rising from 22.3% of the Entrepreneurial Activity Index in 2012 to 26.4% in 2017, and when observed in an international perspective, China's full entrepreneurial activity index has been ranked among the top, in 2017 in third place among the 42 countries participating in the Global Entrepreneurship Monitor. Looking at the characteristics of entrepreneurs,

(1) men are more active in entrepreneurial activity than women. Men ranked fifth out of 42 countries and regions in the entrepreneurial activity index, while women ranked sixth. (2) Age 25-44 is the most concentrated age distribution involved in entrepreneurial activity. The main age group involved in entrepreneurial activities in China is between 25-34 years old, however, men and women are still active and active between 35-44 years old; the proportion of those under 25 years old involved in entrepreneurial activities is also higher, 22.34% in 2016, and the proportion decreased in 2017, which is a decrease after the increase in previous years. (3) Primary and secondary educated people are still the mainstay of entrepreneurship, however, the trend of the past few years shows that the number of those educated at university and above who are involved in entrepreneurship is increasing, and, this trend change should continue. In terms of entrepreneurial motivation, the entrepreneurial motivation of entrepreneurs in China has completed the transformation from survival-oriented to opportunity-oriented entrepreneurship. In 2012, the structure of entrepreneurship types in China was 70% survival-oriented entrepreneurship and 30% opportunity-oriented entrepreneurship, and in 2017, survival-oriented entrepreneurship accounted for 24.6% and opportunity-oriented entrepreneurship accounted for 75.4%. From the perspective of entrepreneurial environment, the entrepreneurial environment rating in China in 2017 is 4.23, and the overall rating has exceeded 4, which indicates that the entrepreneurial environment in China has entered a good state. Looking at the above entrepreneurship-related information and the level of education and teaching in China, it has become the consensus of all higher education institutions to pay attention to entrepreneurship education and cultivation; however, entrepreneurship education in China is still in its initial stage, and the practical application of research work is far from deep enough. As Professor Gao Jian, Deputy Director of China Entrepreneurship Research Center of Tsinghua University said, "The immaturity of entrepreneurship education in China is manifested in 'three inadequacies': not enough accumulation, there is still relatively little theoretical research on entrepreneurship education; not enough time, entrepreneurship education was proposed in China in the late 1980s, and research and practice only started in the mid-1990s. Insufficient time, entrepreneurship education was proposed in China at the end of 1980s and only started to be researched and practiced in the mid-1990s, so it lacks the summary of experience; insufficient practice, and relatively few teaching activities are carried out. For this reason, it is of great practical significance to build a set of evaluation index system of entrepreneurship education effect suitable for China's national conditions, in order to further promote the improvement of entrepreneurship education level in colleges and universities, taking into account the situation of entrepreneurship education in colleges and universities in China.

3. Design of Talent Cultivation Mode of Entrepreneurship in Colleges and Universities

At present, China's higher education is facing an unprecedented challenge in the rapidly changing innovation trend. Based on the comparative system analysis of the current situation of entrepreneurship education in domestic and foreign higher education institutions and the analysis of the current situation of entrepreneurship education in China's higher education institutions, this project is expected to build a set of entrepreneurship education model based on the three-dimensional interaction of students' individual characteristics, educational resources and educational contexts. It is hoped that it can provide a new theoretical and practical platform for the reform of higher education in China.

Based on a comparative analysis of entrepreneurship education models in China and the United States, this model is oriented to theoretical innovation and practical application, and the study of the components, influencing factors and entrepreneurship education models in China's higher education institutions is conducted. On top of this, based on the research data, we use empirical analysis to explore the current situation of entrepreneurship education of students and the influential factors, and propose countermeasures to further improve the quality of entrepreneurship education in higher education institutions. To assist in solving the employment problem brought about by the massification of higher education; to grasp the education trend and accelerate the reform of talent cultivation mode and system in China's colleges and universities; and to expand the academic field of entrepreneurship education research.

We will analyze the components of entrepreneurship education in China's higher education institutions and provide support for the research and evaluation of innovative education models by drawing on the experiences of different scholars at home and abroad in the selection of entrepreneurship measurement criteria and entrepreneurship education in American higher education institutions, and by addressing the current situation and characteristics of higher education in China. The formation of entrepreneurship education model in higher education institutions is not influenced by a single factor, but is realized through the interaction of individual students' characteristics, educational resources and educational contexts. In the process of education of students in higher education institutions, it is important to pay attention to the improvement of students' entrepreneurial ability and entrepreneurship education. On the one hand, theoretical courses related to entrepreneurship and career planning are added to the education and teaching process, and on the other hand, students are organized to participate in practical and extension training activities of entrepreneurship education, so as to improve students' entrepreneurial, innovative and hands-on practical abilities.

(1) Construction of the "3-3-6-9" model (three stages, three types of key factors, six types of spirit and nine types of abilities).

The first "three" are the three stages of development, i.e., the three educational processes of "perception - thinking - behavior", which constitute the elements of students' personality traits. This is shown in Figure 1. This is the process of forming the internal behavioral elements that drive students' willingness to start a business.

The second "three" are three important factors, namely: individual traits, educational resources and educational context. The level of entrepreneurship education in higher education institutions is not influenced by a single factor, but is constantly enhanced by the interaction of students' individual traits, educational resources and educational contexts. The higher the level of students' ability and quality, the more they are able to fully utilize and integrate various innovative educational resources and promote the development of the educational situation in the direction favorable to students' entrepreneurship education.

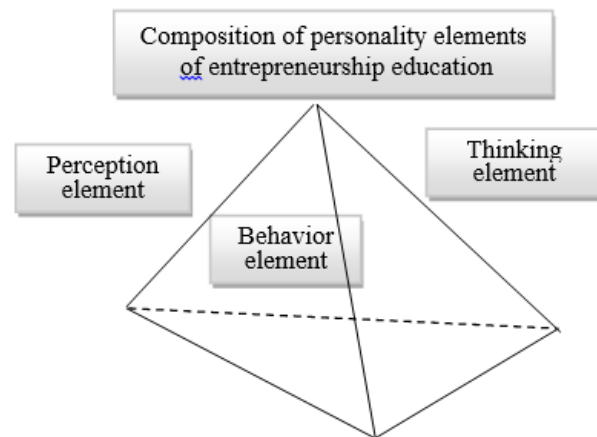


Figure 1. Composition of personality elements of entrepreneurship education

The "six" are the six entrepreneurial spirits: to comprehensively enhance students' entrepreneurship, innovation, risk-taking, enterprise, cooperation and dedication, etc.

The "nine" are nine abilities that are conducive to students' entrepreneurship: improving students' ability to make judgments and decisions, sociability, creative thinking, planning and innovation, coordination and organization, analysis and problem solving, risk avoidance, information gathering and processing, and seizing and creating opportunities.

(2) Matching a complete entrepreneurship talent cultivation model.

The entrepreneurship education model of higher education institutions is built based on the interaction of students' individual characteristics, educational resources and educational context. The higher the level of students' ability and quality, the more they are able to fully utilize and integrate various innovative educational resources and promote the development of the educational situation in the direction favorable to students' entrepreneurship education. It is clear from the relationship between the three that their interaction can contribute to the formation of an entrepreneurship education model. First of all, the

outstanding individual characteristics of students allow innovative integration of various educational resources to maximize their effectiveness and improve the social environment in which institutions of higher education depend on. The available educational resources that students enjoy support the conditions for the enhancement of their individual traits and further improve the various environmental constraints on educational development. With the continuous reform and improvement of the educational context, the improvement of students' abilities and qualities is guaranteed, and the channels of education and cultivation of entrepreneurship for students are further widened. Secondly, the combined effect of internal and external forces based on the interaction of students' individual characteristics, educational resources and educational context promotes the realization of the externalities of entrepreneurship education model. The continuous improvement of students' individual characteristics gradually strengthens the internal driving force, while the educational resources and educational situations together constitute the external driving force, which can further improve the entrepreneurship education model of higher education institutions through the joint action of internal and external driving forces. massive expansion of higher education in China in successive years has objectively intensified the employment tension of graduates from higher education institutions. In order to solve the difficult employment problem brought about by mass education, the implementation of entrepreneurship education model is an important way to solve this problem. Through entrepreneurship education, we can change the employment concept of graduates, strengthen the cultivation of students' individual characteristics by combining the actual business operation and theoretical and practical experience of higher education, actively use and integrate various educational resources, and improve students' professional and technical skills, judgment and decision-making skills, communication skills, creative thinking skills, planning and innovation skills, coordination and organization skills, analysis and problem-solving skills, and entrepreneurial skills in different educational contexts. The students' entrepreneurial spirit of entrepreneurship, innovation, risk-taking, aggressiveness, cooperation and dedication will be enhanced to grasp employment opportunities and increase employment rate. The specific relationship is shown in figure 2.

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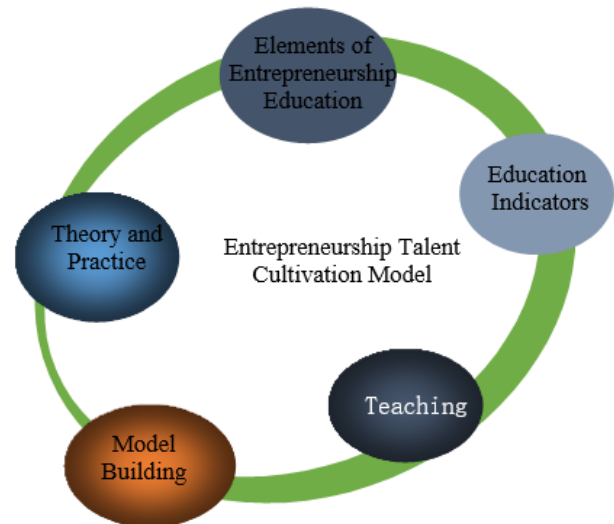


Figure 2. Talent cultivation model of entrepreneurship education in higher education institutions

4. Conclusion

Grasp the trend of education and accelerate the reform of talent cultivation model and system in China's universities. Entrepreneurship education mode will definitely play a "catalyst" role in the reform of talent cultivation mode and system of our colleges and universities. Although the talent cultivation mode and system of our universities have been reformed and achieved certain effect. However, it has not fundamentally abandoned the teacher-centered talent training mode and system of knowledge transfer and inculcation. The implementation of entrepreneurship education in colleges and universities necessarily requires them to complete hardware and software resources, provide first-class teachers, reform curriculum design and teaching methods, and provide a relaxed and creative educational environment. It is inevitable to speed up the pace of reforming the existing talent cultivation model and system. The theoretical and practical problems revealed by this research can also further expand the theoretical and empirical research on entrepreneurship education, such as the comparative study of cultural differences in entrepreneurship education, entrepreneurship cultivation and business operation in higher education institutions of university enterprises.

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