

Research on the Cultivation of Entrepreneurship Psychological Capital for Higher Vocational Students

Jinxing Xu

Zhejiang Technical Institute of Economics, Hangzhou, Zhejiang, China

Keywords: Vocational colleges, Entrepreneurial psychological capital, Cultivation research

Abstract: Psychological capital is a positive psychological state that an individual can affect entrepreneurship-related activities. It is a group of state elements that can be developed and improved. Through investigation and analysis, the overall level of psychological capital of vocational students is average, self-efficacy is slightly higher, and hope quality is second; but optimism and toughness are low. This article integrates the characteristics of entrepreneurial psychology of vocational college students, focusing on the entrepreneurial education measures carried out by vocational colleges, focusing on six strategies: quality expansion training strategy, curriculum teaching strategy, campus cultural activity strategy, base practice incubation strategy, Entrepreneurship psychological counseling strategy, school-enterprise cooperation practice strategy.

1. Introduction

Under the background of one million expansion of enrollment, the number of graduates from vocational colleges has further increased, and the employment situation has become more severe. Encouraging college students to start their own businesses since the 18th National Congress of the Communist Party of China is one of the important ways to solve the difficulty of college students' employment. Although the government and universities attach importance to entrepreneurship among college students, entrepreneurship education has also achieved some results. However, there are still worries about the psychological state of entrepreneurship among vocational students, such as high entrepreneurial expectations, blind optimism, poor resistance to frustration, insufficient self-confidence, and strong utilitarian issues. These problems affect the process of vocational students' entrepreneurship, and even give up entrepreneurship. Entrepreneurs can only succeed in high-risk entrepreneurial activities if they have a good sense of self-efficacy and ability to resist setbacks, and entrepreneurial psychological capital is a positive psychological state that can promote entrepreneurial success. In view of this, it is particularly important to pay attention to the cultivation of entrepreneurial psychological capital for vocational students.

On the basis of investigating the current status of entrepreneurial psychological capital of vocational students, this article conducts research on entrepreneurial psychological capital through empirical methods and interviews, and helps colleges and vocational students to correctly understand the role of entrepreneurial psychological capital in the success of vocational students' entrepreneurship. Further cultivate entrepreneurial psychological capital, enhance the ability of higher vocational students to start their own businesses, and better serve society and their own development.

2. The Connotation of Entrepreneurial Psychological Capital

Luthans and Youssef, taking the perspective of positive psychology and positive organizational behavior as the theoretical framework, based on the analysis of the difference between economic capital, social capital and monetary capital, proposed the concept of psychological capital. It is a "quasi-state" that includes behaviors, thoughts, and actions that almost anyone can learn and develop, so it can be promoted through conscious training and practice. In the research of Chinese native psychological capital, it is found that the dimensions of self-efficacy, optimism, hope and resilience in psychological capital have cross-cultural consistency.

Entrepreneurial psychological capital is an extension of the concept of psychological capital, and it is the psychological resources and qualities of specific groups of people in specific situations, specifically refers to the psychological capital of entrepreneurs in entrepreneurial situations. Hope, optimism, self-efficacy, and resilience are regarded as the four core elements of psychological capital. Hope is to persevere with the goal, and to adjust the way to achieve the goal if necessary for success. Optimism is an attitude that has a positive attribution to present and future success. Self-efficacy means that when facing various problems in the process of entrepreneurship, you have a correct understanding of your abilities, have confidence, and are willing to make the necessary efforts to achieve success. Resilience is the ability to persevere, quickly recover and surpass when facing adversity and problems, so as to achieve the ability to successfully cope with the environment.

3. The Status Quo of Entrepreneurial Psychological Capital of Vocational Students

In this study, through the “Entrepreneurial Psychological Capital Questionnaire”, we conducted a questionnaire survey on some students in 5 vocational colleges in Hangzhou, college students who have participated in entrepreneurship competitions, and students who have already started business. A total of 400 questionnaires were distributed and 400 were returned, of which 389 were valid and the effective rate was 97.2%. The statistical analysis software SPSS22.0 was used to perform descriptive statistical analysis on the questionnaire data, and the average and standard deviation distributions of each dimension of the entrepreneur’s entrepreneurial psychological capital were obtained. Self-efficacy averaged 4.23, standard deviation 0.87; hoped average 4.07, standard deviation 0.81; toughness averaged 3.89, standard deviation 0.62; optimistic averaged 3.86, standard deviation 0.55. Among them, self-efficacy has the highest average score, followed by hope and resilience, and optimism has the lowest score. In general, the entrepreneurial psychological capital of vocational students is at a moderate level, which can be improved through training and cultivation.

4. Strategies for Improving Entrepreneurial Psychological Capital

Entrepreneurial psychological capital has huge development potential and far-reaching prospect. It is the sublimation of positive mental states such as confidence, optimism, hope, and resilience. Higher vocational students should focus on consciously improving entrepreneurial psychological capital to prepare for entrepreneurship or better Promote the success rate of entrepreneurship. This article integrates the psychological characteristics of higher vocational students and focuses on the entrepreneurial education measures carried out by higher vocational colleges, focusing on six strategies: quality expansion training strategy, curriculum teaching setting strategy, campus cultural activity strategy, base practice incubation strategy, Entrepreneurial psychological counseling strategy, school-enterprise cooperation practice strategy.

4.1 Quality Development Training Strategy

Quality development training develops the potential and creativity of vocational students through a participatory, experiential, and teamwork model, and further cultivates the teamwork spirit and tenacious quality of vocational students, which helps to cultivate decisive vocational students. , Self-confidence, and the psychological qualities of daring to do things. These are also the psychological qualities of confidence and resilience required for entrepreneurial psychological capital.

First, a firm goal-experience project. Using brainstorming methods, students can let go of their thinking, take entrepreneurship as the theme, list various goals and directions they can think of, and make preparations before starting a business.

Second, believe that you experience the project and use mindfulness and meditation training methods to ease students’ anxiety and confusion about the unknown future of entrepreneurship, and better guide students to focus their thoughts on the present and hope for entrepreneurship.

Third, innovative practice experience projects, using entrepreneurial sitcoms, can simulate a specific entrepreneurial environment, guide students to face and solve problems through teamwork, and enhance entrepreneurial self-efficacy.

Fourth, the unity and cooperation experience project, using the “same boat together”, “trust back fall” and other projects to train students' cooperation and mutual assistance ability, promote students to enhance interpersonal cooperation ability, and enhance students' enthusiasm and resilience.

4.2 Curriculum Teaching Strategy

Through the curriculum setting strategy, the psychological capital will be infiltrated into the teaching links such as ideological and political education, professional curriculum education, innovation and entrepreneurship curriculum education, and guide the vocational students to form a positive and optimistic, healthy and entrepreneurial psychology, and enhance the vocational students' entrepreneurial opportunities and The ability to identify entrepreneurial risks lays a solid psychological foundation for vocational students to start their own businesses.

First, in the course of innovation and entrepreneurship education, the course “Analysis of Entrepreneurship Cases” is set up to guide vocational students to learn to identify entrepreneurial opportunities with actual entrepreneurial cases, form their own entrepreneurial knowledge reserves, and enhance the entrepreneurial motivation of vocational students.

Second, in the course of ideological and political education, with the help of ideal and belief education and value-building education, the belief in cultivating students' innovation and entrepreneurship is integrated into the positive quality of being responsible, optimistic and enterprising.

Third, in the career planning course, guiding students to do self-assessment, environmental assessment, goal setting, and plan making, to understand themselves objectively and accurately, can help college students formulate reasonable entrepreneurial goals, explore suitable development directions, and at the same time Develop strengths and avoid shortcomings, and make a targeted initial business plan.

4.3 Strategies for Campus Cultural Activities

Campus cultural activities are the platform for students to practice and participate the most. Actively use the popularity and coverage of campus cultural activities, carry out a variety of entrepreneurial theme campus activities, and encourage students to actively participate. In the process of participation, rely on these campus cultural activities designed according to entrepreneurial orientation to enhance the entrepreneurial self-confidence and successful experience of vocational students.

First, extensive publicity. Set up campus entrepreneurship publicity week activities, through the school website, campus radio, school bulletin board, school public account and other media, widely spread entrepreneurial practice knowledge, promote entrepreneurial psychological capital theory, introduce methods and strategies to deal with entrepreneurial pressure and challenges.

Second, organize competitions. Through the “Science and Technology Creation Month”, “Business Challenge”, “Entrepreneurship Roadshow Competition” and other series of activities to promote, organize students to participate in entrepreneurial activities and competitions at all levels, gradually expand the participation of various competitions, forming a rich entrepreneurial culture atmosphere, Let students increase their knowledge in practice, accumulate experience, and cultivate innovative awareness and practical ability.

Third, establish entrepreneurial societies. Absorb students who have entrepreneurial intentions and hope to start a business, organize various entrepreneurial simulation activities such as a small entrepreneurial market in the school, conduct entrepreneurial counseling lectures, entrepreneurial knowledge training, and invite successful alumni to give lectures to club students, so that students can face the successful entrepreneurs face to face , Zero-distance contact, discuss the experience and experience in the process of entrepreneurship, and stimulate students' hope and self-confidence in entrepreneurship.

4.4 Base Practice Incubation Strategy

The base practice incubation aims to provide a platform for comprehensive guidance and entrepreneurship practice for vocational students in entrepreneurship, and provides a broad development space for schools to implement entrepreneurship education and innovative talent training.

First, provide “start-up fund” services to provide initial entrepreneurial funding support to students with entrepreneurial intentions and preliminary plans for entrepreneurial practice to enhance students' hopes for entrepreneurial practice;

Second, the establishment of “Entrepreneurship Planning Training Center” or “Entrepreneurial Ability Showcase Cultural Center” to provide entrepreneurial dream students with practical entrepreneurial knowledge training, and learn from the successful entrepreneurial case of knowledge and ability reserves needed for entrepreneurship, etc. ;

Third, the policy of opening up entrepreneurship bases, encouraging entrepreneurial projects of vocational students to land, through basic evaluation and inspection, absorbing some entrepreneurial projects into the entrepreneurial park, providing venue rental and policy services, and guiding college students to shift their entrepreneurial focus to entities, on the ground Carry out the operation of entrepreneurial projects; use the school platform to do a good job of connecting with the social creation space in the society, and refer some excellent base incubation projects to the social entrepreneurship space for field operation, to provide support for successful integration.

4.5 Entrepreneurship Psychological Counseling Strategy

Disseminate mental health knowledge to college students through multiple channels, help college students to analyze psychological problems that may arise in the process of entrepreneurship, change cognitive models, promote college students to internalize the psychological knowledge they learned into entrepreneurial psychological capital, effectively release psychological pressure, and ease negative emotions To enhance the entrepreneurial competitiveness of college students.

First, cultivate a positive attitude. Mentality is the weight to control the entrepreneurial mind balance, and it is the foundation for university student entrepreneurs to enter into maturity and success. College students should take the adjustment of mind as a compulsory course every day, always maintain a learning attitude, a grateful attitude, a positive attitude, a paid attitude, a cooperative attitude and a persistent attitude, and actively train and grow in practice, let people live from ordinary to Excellent breakthrough.

Second, learn to actively attribute. In the face of entrepreneurial difficulties and setbacks, learning to actively attribute is the necessary foundation for college students to successfully cope with difficulties and setbacks. For success, learn to attribute internally and steadily, affirm yourself, and have confidence in future entrepreneurial activities; for failure, learn to attribute externally and variably, maintain self-esteem, see hope, and allow yourself to maintain the original There is a state of effort.

Third, strengthen psychological counseling. Engage professional entrepreneurial psychological counseling teachers to popularize relevant knowledge to college students, for example, by holding lectures, face-to-face counseling, etc., to analyze the psychological problems and solutions for entrepreneurs in vocational colleges, and effectively help vocational students to carry out psychological To guide and guide higher vocational students to correctly view the psychological problems in entrepreneurship, and make timely psychological adjustments.

4.6 School-Enterprise Cooperation Practice Strategy

The practice strategy of school-enterprise cooperation is based on market changes and trends, from the perspective of micro-enterprise, integrates enterprise management concepts and corporate culture, cultivates college students' entrepreneurial awareness and entrepreneurial spirit, enhances independence, courage, toughness, Adaptability and cooperation can stimulate the positive qualities such as hope and optimism of college students, and improve psychological capital.

First, lead students to inspect the actual situation of the enterprise, let students learn the national policy documents and understand the rules of the workplace in the practice of the enterprise; encourage students to actively participate in the internship or entrepreneurial project of the enterprise in their spare time, temper themselves in practice, stand the test, and start a business Lay the foundation for success.

Second, build an enterprise teacher team, invite outstanding entrepreneurs and technical experts from the enterprise to serve as entrepreneurial mentors in the school, and allow students to accept the experience of first-line enterprise mentors through project teaching and simulation exercises. Regularly invite famous businessmen to walk into the school and give lectures, allowing students to interact with elites in the industry face-to-face and have zero-distance interaction.

Third, actively establish an off-campus entrepreneurship practice base, build a platform for students to exercise and experience entrepreneurship, so that students can experience the entrepreneurial atmosphere for themselves, that is, use the professional theories learned by students, and exercise students' entrepreneurial ability. Cooperate with enterprises through Internet platforms to build a double-innovation experience platform for students, so that students' knowledge of innovation and entrepreneurship can be transformed from theory to real experience, and incubation carriers such as entrepreneurial parks can be established to promote students' awareness and preparation for entrepreneurial success.

References

- [1] Pan Shimin, Chen Zefeng, He Kai. A summary of the research on the cultivation of entrepreneurial psychological capital of college students. *Science and Technology Entrepreneurship Monthly*, no. 8, 2019.
- [2] Li Qian. Exploration and practice of the mode of cooperation between schools and enterprises to cultivate double-creative talents. *Cooperation between schools and enterprises*. No. 4, 2019.
- [3] Huang Jing. Research on the status quo and countermeasures of entrepreneurial psychological capital of higher vocational students. *Journal of Changzhou Vocational College of Information Technology*. No. 8, 2019.
- [4] Liu Hong, Tang Zhanying. On the impact of quality expansion training on entrepreneurial psychological capital of college students. *Innovation and Entrepreneurship Theory and Practice*. No. 6, 2019.
- [5] Feng Yanyang. Psychological Capital of Entrepreneurship: A New Perspective of Undergraduate Entrepreneurship Research. *Journal of Jiangsu Vocational College of Economics and Trade*. No. 5, 2018.
- [6] Mao Yongxian. Research on Effective Strategies for Enhancing Entrepreneurship Psychological Capital of Higher Vocational Students. *Journal of Fuyang Vocational and Technical College*. No. 8, 2017.
- [7] Zhang Shuang. Research on Postgraduate Entrepreneurship Psychological Capital. Master Degree Thesis of Chongqing Normal University. No. 5, 2017.
- [8] Yao Qiong, Wang Pinchun. An experimental study on the improvement of psychological capital of college students in applied skill colleges. *Journal of Chuzhou University*, no. 8, 2016.