

Research on the impact of Academic Associations on Innovation and Entrepreneurship of College Students

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Abstract: Academic associations help college students to innovate and carve out. The basic mechanism is that they promote the knowledge, ability and quality education of innovation and entrepreneurship. At present, academic associations reveal some problems such as the ineffectiveness of innovation and entrepreneurship, insufficient support, and the lack of effective external resources support. Universities should further strengthen their support for academic associations, build a team of inter-disciplinary instructors, and reinforce the cooperation between academic associations and government enterprises. This paper takes academic associations as the research object, mainly analyzes the role of academic associations in college students' innovation and entrepreneurship, its problems and suggestions

1. Introduction

Since the establishment of the Innovative and Entrepreneurship Education Course by Harvard Business School in the 1940s, scholars at home and abroad have conducted extensive research on innovation and entrepreneurship education. In the literature on the relationship between academic associations and college students' innovation and entrepreneurship, Li Xiangyang (2015)^[1], Jing Haorong (2017)^[2], Xie Jin (2017)^[3] and so on hold the belief that in the activities of university students' innovation and entrepreneurship, the University Academic Association is conducive to cultivate the college students with the ability of innovative thinking, entrepreneurship and comprehensive practice, to form the good moral character and to realize oneself. However, the shortcomings of current research is mainly reflected in the following aspects: First, there is few literature focusing on the analysis of the effect of a certain kind of association on College Students' Innovation and Entrepreneurship; Second, the research on the mechanism of the effect of Academic Association on College Students' innovation and Entrepreneurship fails to go deep. Particularly, we have not found the shortcomings of academic groups and haven't make suggestions of reform. Third, the research methods are mostly qualitative analysis and less quantitative analysis and the study of practical problems is still not deep enough. The proposed countermeasures and suggestions are similar.

2. The current situation of academic societies in colleges and universities: taking Sichuan University as an example

2.1 Basic information of academic societies

In April 2011, the concept of "academic community" was first introduced in Sichuan University. It refers to a group of students who are interested in a particular subject or field of study. Under the guidance of a professional teacher, the mass self-governing Organization of students is formed for the purpose of improving students' comprehensive quality and innovative ability, with academic discussion, project research and teaching practice as its main activity forms.^[4] On May 9, 2012, the college set up the first group of societies. The latest statistics show that Sichuan University has 884 student groups, of which 674 are academic, accounting for 76.2%. There are more than 20,000 members of academic societies, accounting for about 50% of undergraduates. Academic societies cover the four major disciplines of literature, science, engineering and medicine, achieving

coverage of 35 schools. In terms of institutional design and policy support, college has set up a 'steering committee for the work of students 'academic societies'. It has formulated such documents as the notice on strengthening the construction of academic-type student associations and the measures for stimulating the Sichuan University of academic-type Student Associations (for trial implementation). The school regards the construction of the academic community as an important part of the "X" in the "323 + X" innovative talent training system.

2.2 The overall situation of academic societies in promoting innovation and entrepreneurship among university students

College students' ability of innovation and entrepreneurship has been gradually enhanced, and the achievements of innovation and entrepreneurship are fruitful. So far, academic associations have carried out more than 4,100 activities, of which about 3,000 are innovative and entrepreneurial activities and professional learning activities, accounting for 73.17%. Academic associations have applied for 796 innovative and entrepreneurial training programs for college students, accounting for 32% of the total number of application and achieved good results. For example, Academic Association PMCA members with Incubation Project won two provincial first prize of Sichuan Youth Entrepreneurship Contest; the PMCA Association won the gold medal in the third China Internet + Innovation Entrepreneurship Competition; the iGEM team participated in the Hynes Conference in Boston, USA The International Genetic Engineering Machine Design Competition held by the Center and won the international gold medal.

3. An Empirical Analysis of the Influence of College Academic Associations on College Students' Innovation and Entrepreneurship

In order to grasp the actual situation of college academic associations on the innovation and entrepreneurship of college students, we distributed a total of 550 questionnaires to Sichuan University students and 530 questionnaires were returned including 517 valid questionnaires.

Among the 517 valid questionnaires, the proportion of students who participated in academic associations was 60.35%; the proportion of academic associations that developed well was 49.71%, and the proportion of better developments was 48.16%, that is, 97.87% of respondents. I believe that participating in academic associations has achieved at least a good level of development.

In the core research object of this article, namely, the role of academic associations in the innovation and entrepreneurship of universities, 30.17% of the students think that it is very helpful, 62.48% of the students think it is helpful, and only 7.35% of the students think that they are not helpful.

The specific role of academic associations in helping college students in innovation and entrepreneurship is reflected in knowledge growth, diffusion thinking, skill development, teamwork, teacher assistance, and school support. From the perspective of comprehensive scores, knowledge growth, diffusion thinking, and skill development scored the highest, ranking the top three.

The participation of college students participating in academic associations in their various professional competitions is mainly reflected in: enhancing academic exchanges with others, cultivating professional interests, comprehensively understanding the subjects studied, in-depth study of academic issues, and enhancing exploration awareness. From the perspective of comprehensive scores, the academic exchanges with others, the cultivation of professional interests, and the comprehensive understanding of the disciplines are ranked in the top three.

The realization path of academic associations to help college students' innovation and entrepreneurship is mainly reflected in the order of comprehensive scores: carrying out practical activities, teacher guidance, theme propaganda, atmosphere creation, school policy support,

4. Analysis of the Mechanism of the Influence of College Academic Associations on College Students' Innovation and Entrepreneurship

Based on the above empirical research results, this paper believes that college academic

associations have a significant effect on college students' innovation and entrepreneurship. The basic mechanism of action is as follows:

4.1 Academic societies have promoted the knowledge education of Innovation and Entrepreneurship among college students.

A solid professional foundation is an important foundation for innovation and entrepreneurship. The academic community is based on multi-disciplinary resource advantages and professional teachers. It has rich content and diverse forms, providing students with a wide range of choices. Students can participate in community activities according to their own interests and hobbies, and continue to learn interactively. Improve the knowledge structure and cultivate divergent thinking. The statistical results of the questionnaire show that “enhanced academic exchanges with others”, “cultivating professional interest points”, “knowledge growth” and “thinking diffusion” are the most helpful reflections of the students interviewed.

4.2 Academic associations promote the cultivation of college students' ability of innovation and entrepreneurship

Academic associations pay special attention to the cultivation of the scientific spirit of seeking truth, innovation, suspicion and tolerance as the main content, and comprehensively train students' scientific thinking, scientific research ability and innovative ability. By encouraging students to enter the research group, enter the laboratory, and enter the research team, encourage teaching and research, courses and topics, research teams and teaching teams to integrate students to participate in research training and innovative practices; encourage and support students whimsical, Free exploration, bold experimentation, and subversive innovation; encouraging and supporting professional teachers, especially young backbone teachers, to guide academic associations and other practices have achieved good results.

4.3 Academic organizations are conducive to the education of college students' innovation and entrepreneurship quality

Innovation and entrepreneurship must not only have knowledge and ability, but also the quality of innovation and entrepreneurship. Through the integrity activities such as honest essay writing, academic norms and moral lectures, we will lay a good moral quality foundation for students to go to the society and carry out innovation and entrepreneurship. Through the activities such as “teaching tea-house” and “teachers and students luncheon”, we will gather various resources inside and outside the school. The morality of the school's teachers, the alumni and the entrepreneurial process of the social elite can influence the students at a distance. Through these activities, we have further promoted humanities education, academic integrity education, and education, and strengthened the education of students' innovation and entrepreneurship quality.

5. Main problems

Through questionnaires and interviews, this paper believes that the role of academic associations for college students' innovation and entrepreneurship still has the following shortcomings:

(1) The effectiveness of academic associations in the role of college students in innovation and entrepreneurship is not significant enough

According to the statistics of the questionnaire, “improving the quality of community activities” accounted for the first among several options on how to further strengthen the work of academic associations, reaching 33.66%. This shows that the effect of academic associations on the role of college students in innovation and entrepreneurship is not significant enough. This is also related to 48.16% of respondents who believe that academic associations are “developing better” rather than “developing well” (49.71%) and 62.48. % of respondents believe that academic associations are more “helpful” than “helpful” (30.17%) for college students' innovation and entrepreneurship. Therefore, how to further improve the quality of activities carried out by academic associations is an important part of future work.

(2) The support for the construction and development of academic associations is not strong enough

The statistical results of the questionnaire show that “strengthening financial support” and “strengthening the guidance of teachers” are second only to the “improving the quality of community activities”, accounting for 27.08% and 16.05% respectively. Consistent with the statistical results of the questionnaire is the situation we learned through the discussion and individual interviews. A large proportion of the students participating in the academic associations believe that the lack of funds for the club activities and the insufficient guidance of teachers are an important reason for restricting the development of academic associations and affecting the quality of innovation and entrepreneurship activities.

(3) Lack of effective off-campus docking resources

This paper also finds that the current academic associations are generally in a certain degree of closed operation, and there are not many contacts with relevant institutions outside the school such as government and enterprises. Academic associations are constrained by information and resources, which is not conducive to college students to carry out innovative and entrepreneurial activities in line with the actual situation, and their quality and effect will inevitably be restricted to a large extent.

6. The countermeasures and suggestions to strengthen the construction of academic associations in colleges and universities

(1) Strengthen school support. Colleges and universities should attach great importance to the construction of academic associations, and should give priority to policy support, financial support and personnel support; through policy support and financial support, students should be actively involved in academic associations, and teachers should be encouraged to actively participate in the guidance of academic associations.

(2) Strengthen the construction of the teaching staff. Construct a “double tutor” system for academic associations and build a team of instructors with considerable scale, high quality and wide sources. This team can include teachers in the school, as well as teachers outside the school. On the basis of the original instructors, a team of innovative and entrepreneurial instructors composed of well-known entrepreneurs, senior executives and entrepreneurial successaries at home and abroad will be established.

(3) Reinforce the connection with external resources. In order to improve the role of college students in innovation and entrepreneurship, academic associations must “go out” and engage in dialogue and exchanges with local governments, enterprises, and research institutions. To this end, schools and instructors should support platforms that help academic associations build external exchanges, and consider incorporating this improvement into the overall structure of industry, education, and research in government, schools, and enterprises.

(4) Establish an academic community evaluation system. To build an evaluation system specifically for academic associations, it is necessary to incorporate college students' innovation and entrepreneurship as an important indicator into the evaluation system. By constructing an evaluation system, we will establish an indicator orientation for the construction and development of student-type associations, so that their objectives are clear and effective.

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