

# A Comparative Study on the Influencing Factors of the Development of Undergraduate Entrepreneurship Education between China and South Korea

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**Abstract**—China attaches great importance to innovation and entrepreneurship education for college students. In 2015, the General Office of the State Council issued the "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities," and proposed the main tasks and measures for innovation and entrepreneurship education. China's innovation and entrepreneurship education has a long way to go. Since South Korea and China have belonged to the cultural circle of Han civilization since ancient times, Park Geun-hye's government has stepped up its efforts to promote economic and cultural exchanges between China and South Korea. Because South Korea has started innovation and entrepreneurship education among college students earlier than China, and has learned a certain amount of experience in the long-term operation, it has provided a certain reference for China's innovation and entrepreneurship education. So how to take its essence and go to the dregs? The ideological and political educators in our colleges and universities deserve deep thought and exploration.

**Keywords**—*Entrepreneurship education, College students, Education mode, Comparative study*

## I. THE COMPARISON BETWEEN ENTREPRENEURIAL MARKET IN CHINA AND SOUTH KOREA

Entrepreneurial market in South Korea. It is quite difficult for the innovative enterprises to develop in South Korea when the markets in this country are in a monopolistic period rather than laissez-faire capitalism. What's more, big companies provide thick salaries and also more holidays for their staff, therefore, and college students would rather enter big companies. That is why the entrepreneurial market is still quite for a long period even if the policy of 'using entrepreneurship as a means to push and guarantee employment' was proposed.[1]

In 1997, the market in South Korea suffered a great shock in Asian financial crisis. Many companies closed down, thus leaving many workers lay off. The market was under control by several monopolistic companies. The employee benefits were down straightly, thus decreasing their chances of choosing their jobs automatically. The government adopted the new economic policy, encouraging the small and medium enterprises to develop and offering them financial aids. In doing so the entrepreneurial activities began to thrive. Meanwhile, entrepreneurial education mushroomed growth since that period.

The Market in China. Chinese market is the socialist market. With the primary establishment and gradual improvement of socialist market economic system, our economy blossoms rapidly and also the market system is continuously completed. At present, our country is in a critical period of the socialist market economic system reform in which the market at home is prosperous and flourishing, in other words, three pillar industries are expanding in a cooperative way. State Statistic Bureau released the statistic of GDP in 2010, which was primarily verified. Based on the primary verification, we know that the structure of three industries is proportional: the first industry accounts for 10.1 percent, the second accounts for 46.8 percent and the third industry accounts for 43.1. [2] Compared with the situation in 20th century in which the second industry is in the majority, three industries are gaining a balanced development after entering the 21st century, especially the third industry, which is favorable for the growth of the small and medium enterprises and provides a beneficial environment for the university students' innovative undertaking.

In addition, the enterprise growth market (EGM) in Shen Zhen called Chinese NASDAQ by the industry took place the launching ceremony on 23rd October, 2009. EGM exclusively serves the innovative small and medium enterprises to get them public. On one hand, EGM widened the financial channels for automatic innovation and growth entrepreneurship companies in China, on the other hand, it also offer an opportunity for private investment. EGM provides entrepreneurship platform for modern college students, contributing to the development of innovative enterprises.

The Comparison between Chinese and Korean Market. Through the analysis of two markets, we can know that owing to the control of monopolistic organizations and that the small and medium enterprises are in the majority for the enterprises started by college students, these enterprises are difficult to become bigger and stronger. In comparison with that situation, under the socialist market economic situation, with relatively loose the market environment of entrepreneurship and also because the big industries are mainly focused on the manufacturing field, the new agricultural and service industries have the expansive

developmental lookout, where college students can succeed without too much endeavor. China has the most population, which provides the more consumptive crowds and more expansive consumer markets and allows college students to choose and start their enterprises from different fields, angles and levels.

## II. THE COMPARISON OF THE ENTREPRENEURIAL EDUCATION POLICY BETWEEN THE COLLEGE STUDENTS GROUPS IN CHINA AND SOUTH KOREA

Educational Policy in South Korea. Under the instruction of the policy of 'the education founding', the South Korean government pays more attention to college students entrepreneurial education and takes a series of measures to incentive them to pioneer their own enterprises.

Establish the entrepreneurial foundation. For the purpose of arousing college students' enthusiasm about the entrepreneurship, the small and medium enterprise hall of Korean government has set up a special foundation for independently entrepreneurial students, rewarding the excellent entrepreneurial and practical activities. [3]

Open the training course to foster the special skills for the purpose of enhancing the students' comprehensive qualities. Many higher schools in South Korea have opened the network course entitled as the developmental direction of the college students. What's more, schools hold regularly the special skills training courses. The main contents of this training course include the entrepreneurial plan, market manage strategy and entrepreneurial management. This course attaches very much importance to the specialization of training and invites CEO, excellent entrepreneurs and enterprise senior managers to come and do the classroom teaching.

Set up the support center for university students' innovative undertaking. Almost all the universities in South Korea have the entrepreneurial and practical bases, where the students can have the access to the one package service including all entrepreneurial services.

Encourage students to pioneer their own enterprises in their hometown. With a view to facilitating the balance among the three big industries, the South Korean government came up with the policy of giving support to those students who will return to hometown and pioneer the enterprise. Take the Gyeongsangbuk-do government as an example, the government rewards those who return to hometown and pioneer an enterprise two hundred million won at most[4].

Chinese Entrepreneurial Education Policy. Since the mushroom of entrepreneurial education, the Chinese government attaches very much to it all the time and also came up with the corresponding supporting policy for the entrepreneurial education. At present, the current policy in our country includes tax preference, credit preferential benefit and entrepreneurial instruction and entrepreneurial training.

In the perspective of tax preference, the Notice of Tax Policy concerning Supporting and Facilitating Employment, released in 2011, pointed out definitely that the graduate students can enjoy the tax allowance and exemption when pioneering their own enterprises within three years since the year of their graduation. Those university graduate students who pioneer their own enterprises when they are undergraduate students can apply for the College Graduate Students' Certification of Independent Entrepreneurship to their universities. For those entrepreneurial students who leaved the school, they can apply for the registration certification of unemployment to the human resource and social guarantee department located where they pioneer their enterprises are situated at and take it as the evidence proving they can enjoy the beneficial policy.

In the perspective of credit preferential benefit, the entrepreneurial loan of college student is the measure country provide for college students, which includes the petty guaranteed loan and the individual pioneering loan. Our country regulates that every young person pioneering their own enterprise who want to gain petty loan can only gain generally no more than one hundred thousand, at most one million. And every small and medium enterprise created by young people can gain no more than five million generally, at most thirty million. The length of maturity is generally no more than three years. [6] The college students who are in want of the loan merely take the relative certificate and the proof of family income and property to local state-owned commercial bank, stock-holding bank and city commercial bank to apply for a loan.

In the perspective of startup training, at present there are main models of startup training including: SYB training model, which is the training project intended for developing small and medium enterprise and organized by international labor organization, three-phase training project, which divides the whole training period into three stages involving the counselling stage, the basic stage of entrepreneurial theory and relative economic laws and regulations and the remote entrepreneurial training model, which is achieved by the communication devices such as video, network rather than face-to-face training. Learning time is more flexible for learners.

In the perspective of the business field, higher schools set up the incubators or science and technology parks used as the base of entrepreneurial practice for the undergraduate students. Zhongguancun international incubator co. LTD is the well know one at home.

The Comparison between the Educational Policy China and South Korea. Through the comparison between the educational policy in China and South Korea, we know that both countries have done a lot to facilitate to the implementation of startup education in higher schools. In terms of the policies supports, the South Korean government has carried out many exhaustive measures. It offers great convenience to students through providing financial support, technical support, vocational training and the convenience in entrepreneurial direction and entrepreneurial practice. In the process of formulating and implementing of the entrepreneurial policy, the South Korean government is very precise to guarantee the practice of the policy in every district,

stratum and field.

Policies supports made by Chinese government for the entrepreneurial education are forceful. However, some local governments and higher schools changed the way of carrying out the policy without permission, leaving many policies unsettled. Therefore, central government needs to normalize and refine the entrepreneurial policy further and also build up the policy's maneuverability. Only in this way can preferential policies for entrepreneurship be made sure to carry out.

### III. THE COMPARISON BETWEEN COURSES ON ENTREPRENEURIAL EDUCATIONAL IN CHINA AND SOUTH KOREA

Curriculums in South Korea. The entrepreneurial education pays much attention to the diversified teaching in higher schools in South Korea. What's more, the teaching curriculum serves to the cultivating objective, emphasizing the cultivation of entrepreneurial skills. With a view to cultivating innovative talents with strong practically entrepreneurial ability, the number of theoretical courses to that of practical courses should be one to two, which is favorable for cultivating various entrepreneurial and practical skills, thus equipping the students with the qualities for pioneering their own enterprises. The theoretical courses concerning the entrepreneurial education are separated from the practical courses mainly underlining the link of the practice teaching. [7]

Curriculums in China. The curriculum system of the entrepreneurial education is quite chaotic and the systematical, logical and maneuverable course structure has not been yet formed in China. Teaching, giving a lecture and the analysis of the case is in the majority in the classroom teaching. In the most higher schools, there are merely theoretical courses concerning entrepreneurial education and very few practical activities. As for those higher schools equipped with practical courses, they just have students engage into the activities such as the entrepreneurship competition and site visits rather than allow students to engage into entrepreneurial and practical activities.[8] The integration between the entrepreneurial education and professional education and the study of teaching method of combining general education with entrepreneurial one are absent in higher school, thus leaving higher schools fail to merge the entrepreneurial education, professional and general education.

The Comparison of the Curriculums in China and South Korea. Through comparing the teaching method of entrepreneurial education in these two countries, we can know that the teaching methods are diversified, involving the teaching method of combination of theory and practice which includes not only the teaching of substantial theoretical knowledge but also the establishment of practically entrepreneurial courses, which is beneficial for instantly internalizing the entrepreneurial theoretical knowledge, reinforcing undergraduate students' mastery of entrepreneurial foundation and gaining the practical experience of entrepreneurial process, thus making them form the strong entrepreneurial consciousness. While the theoretical teaching is in the majority in entrepreneurial courses in China, which causes that students merely master the knowledge related to entrepreneurship but they have not practical experience and, which is not in favor of internalizing the entrepreneurial knowledge and also increases the difficulty of practical activities of college students to some degree.[9]

### IV. THE EXPERIENCE AND INSPIRATION FROM INNOVATIVE AND ENTREPRENEURIAL ACTIVITIES OF THE COLLEGE STUDENTS IN SOUTH KOREA

Build up the construction of the training base. The construction of the innovative and entrepreneurial base is quite complete in South Korea, covering almost every science and field. That is, every curriculum has its corresponding training base to do the practice. Students can apply the knowledge learned in the textbook into practice at the training base, which, on one hand, makes students understand the knowledge deeply and on the other hand, arouse their interests in independent innovation and entrepreneurship. This makes knowledge on paper into practice, and makes the students gain the truth they are looking forward to gaining.[10]

Cultivate the innovative and entrepreneurial professional teachers. Innovative and entrepreneurial guidance work has mushroomed for a long time in higher schools in South Korea and also the useful methods have been summarized from the practical application. However, so outstanding and specialized and full-time teacher teams have not yet been founded in China. And also we are still in the level of merely offering the occupational guidance without the specialized subject corresponded with the innovation and entrepreneurship. Therefore, teachers can only impart the theoretical knowledge in classroom teaching and meanwhile many teachers don't have any work experience in company or other industries. The system of teacher is relatively narrow and schools have not yet brought in some senior industry practitioners to join in the innovative and entrepreneurial education.

The implementation of the school-enterprise cooperation system is led by the government, taking the school as the main body, backed up by the companies in South Korea. While, in China, the intervening measures from the government are not prominent therefore, higher schools are looking for the school-enterprise cooperation on their own. In addition, in the process of forming the school-enterprise cooperation, companies are relatively passive, -they have their doubts about the employment of the undergraduate students and even some have ideological problems and are unwilling to waste time and money to cooperate with schools, which leads to the unsatisfying effects of the school-enterprise cooperation.

Encourage the students build the innovative and entrepreneurial spirit. South Korea is a Christian country, its citizen having the higher overall quality and its government pays much attention to shaping the students' spiritual world and caring much about their psychological health. The government intentionally sets up a brilliant image of entrepreneurs, scientists and excellent technicians in the students' heart, thus triggering the students' beautiful aspiration for the innovation and entrepreneurship and encouraging the students to be fearless and also build the idea that knowledge comes from experience.

Innovative and entrepreneurial education in higher schools in China is still at the initial stage. In order to exert the critical role of higher schools in innovative and entrepreneurial education, our government needs to offer great supports and also our students are expected to pay more attention to the innovative and entrepreneurial education. What's more, we need to learn from the excellent experience and inspirations of other countries, combine our own status-quo of innovative and entrepreneurial, and gradually implement the innovative and entrepreneurial education for the colleges and universities students. Teachers in higher schools need work to together with the students and carry out the beneficial exploration on the way of implementing the innovative and entrepreneurial education and cultivate the high-level inter-disciplinary talents, which is conformed to the need for social development and make them become the main force of promoting the scientific and technological advance and the economic development.

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