

The Influence of Entrepreneurship Education on the Entrepreneurial Intention of College Students

Xiu Sun

Dianchi College of Yunnan University, Kunming, 650000

Keywords: Entrepreneurship education; Entrepreneurship of college students; Entrepreneurial intention

Abstract: Entrepreneurship education plays an irreplaceable role in the successful entrepreneurship of college students. After collecting the data through questionnaire survey, this paper analyzes the college students' entrepreneurial intention. The result shows that entrepreneurship education is very important for college students' entrepreneurship. College students with entrepreneurial intention hope that their schools can provide more entrepreneurship education in a variety of ways.

1. Introduction

Under the background of "mass entrepreneurship and innovation", contemporary college students (which include university students) are one of the most dynamic and creative subjects in society. For college students, entrepreneurship is a good choice. In today's surge employment pressure, entrepreneurship can be a good way to solve employment problems. College students in school have learned a lot of professional knowledge, have ability of accepting new things, can convert the knowledge and skills learned in the university into physical objects, and can quickly cope with new problems. College students are more creative than others. They can accurately grasp the trend of the times and understand the needs of consumers. Compared with other people, college students are more able to start a business. College entrepreneurship is a theoretical and practical process, which can increase experience, realize their dreams and prove their value.

But starting a business is like investing. There are risks as well as rewards. Due to the lack of social experience, college students often have an overly optimistic attitude and do not ready for failing in entrepreneurship. Once the venture fails, it will have a great blow to their families and individuals. College students are enthusiastic about entrepreneurship, but they are also prone to blindly follow others to start a business. In the end, the lack of innovation will make it difficult to implement the project. At the same time, college students lack contacts and funds, have narrow financing channels and high financing costs. So college students can easily fail to start a business. Data from the 2017 China University Student Employment Report released by the McCess Institute and the Chinese Academy of Social Sciences indicate that even in provinces with better entrepreneurial environments such as Zhejiang, the success rate of college students in entrepreneurship is only about 5 %.

To improve the college students' entrepreneurial intention has become one of the important thing in all major universities. However, as an entrepreneurial group in entrepreneurial activities, college students' entrepreneurial achievements are affected by many factors (Jiang Luochen & Wan Mingguo; 2019)^[1]. Self-efficacy (Jin Yijun, 2018)^[2], emotional intelligence (Mei Yun et al., 2019)^[3], legal system (Cai Xiaowei, 2019)^[4], legal education (Zhou Jiaya, 2019)^[5], entrepreneurial values (Li Zhibing & Wang Yanguang, 2019)^[6] will affect college students' entrepreneurial intention. Particularly, colleges and universities are places where college students change their roles from students to entrepreneurs or workers. The entrepreneurship education (Lin Gang & Wang Yanguang; 2018)^[7] and the organizational mode of entrepreneurship education (Hu Rui et al., 2018)^[8] also influence the entrepreneurial intention of contemporary college students. Therefore, it is worth to studying that the influence of entrepreneurship education in colleges and universities on the entrepreneurial intention of college students.

2. The Role of Entrepreneurship Education on College Students' Entrepreneurial Intention

College students have a professional knowledge base. But lack of experience, they still know nothing about entrepreneurship. Therefore, colleges should carry out entrepreneurship education for students. In a broad sense, entrepreneurship education is aimed to improve the entrepreneurial ability of students and cultivate pioneering talents through related curriculum systems. That is to say, college students' entrepreneurship education is to cultivate the entrepreneurial spirit of college students. In a narrow sense, college students' entrepreneurship education mainly trains college students' ability to realize entrepreneurial actions through teaching corporate knowledge.

In order to analyze the impact of entrepreneurship education on the entrepreneurial intention of college students, the method of questionnaire survey was adopted. A questionnaire was randomly distributed to college students, and 258 complete and effective responses were received. Of the 258 students surveyed, 167 were female, accounting for 64.73 %, and 91 were male, accounting for 35.27%. The grade distribution is mainly for senior students, accounting for 62.79%. College students in junior year and college students in one year after graduation accounted for 25.58% and 6.59% respectively. The majors involved are: economics and management (164 students), engineering (30 students), literature and history (20 students), medical science (15 students) and others (25 students).

2.1 How about the College Students' Entrepreneurial Intention.

Of those 258, 9 students are starting their own businesses, accounting for 3.5 percent of college students. There are 14 students who are planning but not doing their own business, and 127 students who are not starting a business now but want to start a business in the future. So far, 87 students, accounting for 33.7%, have never considered starting a business. Among the 249 students, who did not start their own businesses, 171 students, account for 66.3% had the intention to start their own businesses. This indicates that lagers of college students have a high entrepreneurial intention, reaching an average of one in every two students wants to start a business. So the students' entrepreneurial passion is very high.

Among the 171 students who have entrepreneurial intention, most students' entrepreneurial purpose is to get more wealth, improve economic conditions and do what they like. Then maximize self-value. Some students' business goals also include advocating flexible working hours and space, solving employment problems, or wanting to be their own boss rather than working for others. Only a small number of students' entrepreneurial intention drives from strong psychology which thinks "the side of many entrepreneurs, their own cannot live behind".

What are their ideal entrepreneurial industries to start their own businesses? The e-commerce industries and entertainment industries are at the top. Second ideal industries for college students are education and training industry, tourism industry. However, less than 10 percent of college students choose advertising marketing, intermediary service, logistics and transportation as their entrepreneurial industries. It can be seen that nowadays college students' ideal entrepreneurial industries mainly are familiar to them which have good development prospects and low start-up costs.

2.2 How Important the Entrepreneurship Education is!

College students who have started a business can create new jobs for the society and realize their dreams. Entrepreneurship education is not only a simple way of teaching knowledge, but also a way for students to experience practice and constantly revise their own ideas, create their own values, and bring entrepreneurial knowledge into practice. At the same time, it is of great significance that carry out entrepreneurship education to promote innovative national construction, promote the transformation of scientific and technological achievements, and deepen the reform of higher education.

After surveying and analyzing the questionnaire, we find that among the 171 students who have the intention of starting a business, accounting for 46.2% of them think entrepreneurship education in schools is very important. Sixty-eight (39.77%) considered it important. 20 students think it is

not very important, and four students think it is not important. It is to say, most college students who have the intention to start a business think that school entrepreneurship education is very important for them. At the same time, 112 out of the 171 students approved that the entrepreneurship education should be established as an optional or compulsory courses. 127 out of the 171 students think that universities should provide start-up funds to help college students start their own businesses. 111 out of the 171 students agreed to set up an entrepreneurship guidance agency to provide services for entrepreneurs. 106 out of the 171 students think that universities should build practice bases for entrepreneurship and create a relaxed employment environment. Previously, 90 out of the 171 students support the competition. 75 out of the 171 students propose to invite successful entrepreneurs or experts in the field of entrepreneurship to give lectures on a regular basis. This not only reflects that the efficient entrepreneurship education and training has a high impact on the entrepreneurial intention of contemporary college students, but also indirectly reflects that the entrepreneurial intention of contemporary college students need the entrepreneurship education offered by college.

3. How to Develop the Entrepreneurship Education

School is the cradle for college students to start a business successfully. In the process of college students' entrepreneurship, it is very important for colleges and universities students to get entrepreneurship education. Entrepreneurship education can help college students reasonably transform their own knowledge resources into knowledge capital, and guide them to form the necessary spiritual capital, knowledge capital and ability capital^[9].

3.1 The Content of Entrepreneurship Education Courses should be Rich.

With the emphasis on innovation and entrepreneurship in China, colleges and universities have successively opened entrepreneurship education courses, and set entrepreneurship and innovation courses as professional elective courses. There are many textbooks on entrepreneurship education in China. Such as The Entrepreneurial Management of Tsinghua University Press, Beijing Normal University Publishing House's "Entrepreneurial Foundation: Teaching Manual", China's Wealth Press' "Internet education entrepreneurial hero spectrum", economic management, press the "Creative Education", China Financial Economic Publishing House of College Students' Innovative Undertaking Education etc. In terms of content, it basically involves how to start a business, how to manage a business, how to teach entrepreneurship and other issues. It provides a theoretical basis for the successful establishment of innovation and entrepreneurship courses in colleges and universities. In order to intuit students' entrepreneurial intention, entrepreneurship education courses in colleges should be abundant. Courses related to entrepreneurship also include financing, investment, business planning, business etiquette and other courses.

3.2 The Organization of Entrepreneurship Education should be Flexible.

The purpose of entrepreneurship education is mainly to improve the entrepreneurial intention of college students, to transform their entrepreneurial intention into the entrepreneurial behavior, and to improve the success rate of starting career entrepreneur. So colleges and universities should flexibly organize entrepreneurship education according to the needs of students. In addition to offering traditional entrepreneurship education courses, colleges and universities should also set up entrepreneurship forums according to the needs of students, and specially hire some successful entrepreneurs to give undergraduate students lecture about their own successful cases or provide on-site answers. In addition, alumni who have successfully started their own businesses can continue to take on the work of business consultant and guidance to assist college students to start their own businesses successfully. Universities should support students to hold entrepreneurship salons for students, where students who have successfully started their own businesses can communicate with those who want to start their own businesses. That is also helpful for entrepreneurs to form a creative team. In addition, entrepreneurship training camps can also be set up according to the needs of students, and students who want to enter social entrepreneurship can be

given pre-entrepreneurship training.

3.3 The Evaluation of Entrepreneurship Education should be Diversify.

In terms of teaching methods, we must break through the regular classroom teaching methods and combine teaching content to create various opportunities that can be experienced by students, such as role-playing scenario simulation team games, and corporate sharing. Venture contest Simulation Company, enterprise practice, financing experience and so on. As one of the most important teaching contents, entrepreneurship education for college students also needs teaching evaluation. In view of its abundant ways, the evaluation of college students' entrepreneurship education can adopt diversified evaluation methods. Besides the traditional examination method, the examination method can also be adopted for students. For example, students can write business plan books according to what they have learned, or participate in school-level or above-level business competition and win awards. When evaluating relevant entrepreneurship education, the school can also refer to the successful situation of graduates' entrepreneurship. Therefore, in teaching evaluation, it is necessary to synthesize a variety of results in order to evaluate teaching.

3.4 The Entrepreneurship Education Services should be Comprehensive.

Entrepreneurship education involves a variety of knowledge and organizations. The results of entrepreneurship are not shown in the short term. When conducting entrepreneurship education evaluation, colleges and universities fully consider the long-term nature of entrepreneurship and the importance of entrepreneurship education process. Modern entrepreneurship education is no longer a simple course that needs only to explain, but to improve the success rate of college student's entrepreneurship and form a one-stop service. Therefore, colleges and universities should be comprehensive and thoughtful in order to provide services for students. For example, colleges and universities can create pioneering parks for college students and ask entrepreneurial mentors to enter the parks. Set up entrepreneurship associations in colleges and universities to provide consulting services for college students on entrepreneurship. Hold various entrepreneurship competitions in the school to provide students' enthusiasm to participate. At the same time, appropriate rewards should be given to the teachers or instructors of entrepreneurship education to encourage them to go out for research and visit.

4. Conclusion

College students' entrepreneurial intention is influenced by many factors. This paper analyzes the impact of entrepreneurship education on the college students' entrepreneurial intention through the questionnaire, and it finds that: the entrepreneurial intention of the college students is influenced by the content, method and organizational form of entrepreneurship education. Therefore, in order to improve the entrepreneurial enthusiasm of contemporary college students, colleges and universities should, according to the basic situation of students' entrepreneurial intention, carry out entrepreneurship training and education courses and lectures, set up entrepreneurship guidance institutions, and cooperate with social enterprises to build entrepreneurship incubation bases. College students who choose entrepreneurship related courses will have curious ideas about entrepreneurship. It is very important to protect their curiosity and let them feel the initiative through the course. Therefore, entrepreneurship education will have higher requirements for teaching teachers. Nowadays college students also need to actively participate in entrepreneurship education courses offered by universities and colleges, more communicate with speakers, learn basic knowledge, learn to use professional knowledge, and cultivate their entrepreneurial spirit. At the same time, government departments, financial institutions, families and other subjects also need to cooperate with colleges and universities to support and promote college students to constantly improve their ability and technology, so as to comprehensively improve the creative intentions of contemporary college students.

Acknowledgments

This research was supported by College-level Key Scientific Research Project of Dianchi College of Yunnan University (Grant No. 2019XZD05).

References

- [1] Jiang Luochen, Wan Mingguo. Research on the realization of social support network function of college students' entrepreneurship [J]. Science and technology management research, 2019, 39(07):25-31.
- [2] Jin Yijun. Research on the relationship between entrepreneurial self-efficacy and entrepreneurial intention of college students -- combined application of cross-sectional and longitudinal research methods [J]. Journal of northwest normal university (social science edition), 2008,55(03):124-132.
- [3] Mei Yun, Cheng Koxin, Liu Jianping, Ye Baojuan. The effect of emotional intelligence on college students' entrepreneurial intention: the chain mediating effect of achievement motivation and entrepreneurial self-efficacy [J]. Psychological exploration,2019,39(02):173-178.
- [4] Cai Xiaowei. Legal system of college students' entrepreneurship: legislative concept, mode and system [J]. China higher education research,2019(01):104-108.
- [5] Zhou Jia-ya. Legal education for college students' entrepreneurship: value implication and practical path [J]. Research on ideological education,2019(01):123-127.
- [6] Li Zhibing, Wang Yanguang. Discussion on the cultivation of college students' entrepreneurial values [J]. Party building and ideological education in schools,2019(01):84-85.
- [7] Lin Gang, Wang Chengchun. Research on the impact of entrepreneurship education on entrepreneurial intention of college students -- an analysis based on the perspective of marginal utility theory [J]. Discussion on modern economy,2018(09):112-117.
- [8] Hu Rui, Wang Yifan, Zhang Junwei. Mechanism of entrepreneurial education organization mode on entrepreneurial intention of college students -- a mediating regulating effect [J]. Research on educational development, 2008,38(11):73-79.
- [9] Chen Rui, Shu Jinsong. Reflections on entrepreneurial human capital of college students [J]. Party construction and ideological education in schools,2019(07):78-80.