

Analysis on Key Influencing Factors of Entrepreneurship Behavior of Applied Undergraduates

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Keywords: College students, entrepreneurship, influencing factors

Abstract: In order to respond positively to Premier Li Ke-qiang's call of "mass innovation, entrepreneurship by all", it is of far-reaching significance to vigorously carry out innovation and entrepreneurship education for college students, enhance the competitiveness of applied college students and improve the comprehensive quality of students. Most undergraduate colleges and universities actively promote innovative education of applied entrepreneurship, but due to some objective reasons, such as fewer relevant professional courses, inadequate construction of innovative entrepreneurship training room, inadequate funds for innovative entrepreneurship education, etc., all have a direct impact on the entrepreneurial behavior of Applied Undergraduate students.

1. Introduction

The employment difficulty of college graduates has become a very prominent social problem in China. It is of great strategic significance to expand employment and encourage entrepreneurship, especially for college students with innovative consciousness. College students' entrepreneurial behavior has an important impact on many social activities. Among them, entrepreneurship education is an important subject for the reform and development of Applied Undergraduate Education in the new situation. Its purpose is not only to train the employers, but also to train more entrepreneurs and enhance the competitiveness of Applied Undergraduate universities.

2. Current situation of entrepreneurship of Applied Undergraduates

In recent years, under the influence of the financial crisis, the employment pressure of university graduates in China will also increase. Under such circumstances, the Party and the government have taken encouraging and promoting college students' entrepreneurship as one of the measures to alleviate employment pressure. Especially in recent years, the state has issued a number of preferential policies to encourage college students to start their own businesses. Local government departments have also launched business parks and entrepreneurship education training centers for college students. Many domestic universities have also established their own business parks to provide support for students' entrepreneurship, so as to encourage college students to start their own businesses. But statistics show that the overall success rate of entrepreneurship in China is basically 30%, while in the entrepreneurship army, the success rate of college students is only about 3%, accounting for only 10% of successful entrepreneurship enterprises. From the low success rate of college students' entrepreneurship, there are some problems in college students' entrepreneurship. In addition, in Chinese University education, quality education and entrepreneurship education are relatively weak, so how to transform the knowledge learned into tools for their own entrepreneurship is a difficult problem for most students. Some students only rely on their hobbies or the idea of "making big money" and rush into a certain industry. They do not fully estimate the situation. Therefore, they often get half the result or nothing. According to the survey, most students hope to have a professional guidance on entrepreneurship, which will help them to start a rational business in the future. They want to be trained in entrepreneurship, such as how to choose

entrepreneurship projects and how to manage the market. In the process of entrepreneurship, many students also hope to have professional mentors to guide them to avoid detours.

3. Main Influencing Factors of Entrepreneurship of Applied Undergraduates

3.1 Subjectivism of Undergraduates' Understanding of the Concept of Entrepreneurship in Applied Universities

Most college students subjectively think that entrepreneurship is to create a company or open a shop. These ideas of applied undergraduate students are mainly influenced by the traditional thinking mode, and have not yet jumped out of the shackles of traditional thinking. From this, we can see that if we want to go out of the first step of entrepreneurship, we must first change the mode of thinking and change the traditional concepts and understanding. It can be seen that the entrepreneurship education of Applied Undergraduate Colleges and universities should start from cultivating students' entrepreneurship awareness, and establish a correct awareness of entrepreneurship, so that they know that entrepreneurship is not only the creation of companies, shops, entrepreneurship has a broader concept.

3.2 The lack of systematic innovation and entrepreneurship awareness training.

Applied universities themselves do not think clearly about the goal of talent cultivation. They generally know that they are applied and practical, but there is no consensus on what abilities and qualities they have and how to cultivate students' abilities and qualities. How to achieve a balance between academic and technical training has not found the right path. At present, no matter the University spirit, campus culture, school motto, innovative entrepreneurship has not been highlighted as the core and key point in Applied Undergraduate Colleges and universities. Naturally, innovative entrepreneurship education, teaching plan, lectures and other aspects have been weakened. For example, students' frustration, counter-quotient, EQ education, interpersonal communication skills, independent personality training, pressure training, innovation training and so on are not enough, and the accumulation of psychological capital is insufficient, so that the students trained are either academic or skilled talents, lack of reasonable integration. Students do not have the ability to start a business, and do not have the necessary scientific and cultural knowledge to start a business. Many college students are highly skilled, unable to objectively evaluate themselves and their surroundings. At the beginning of their entrepreneurship, they are full of passion. They always want to succeed quickly in one move. They do not know how to grasp the rhythm and eventually fail.

3.3 The society fails to actively create an atmosphere of conditions for innovation and Entrepreneurship

Colleges and universities are also members of large social organizations, and college students are ordinary citizens. At present, the living environment of enterprises in China is worrying, especially small and medium-sized enterprises. Because of imperfect market economy and imperfect laws and regulations, the social status of small and medium-sized enterprises is not high, the burden of entrepreneurs is heavy, the pressure is heavy, and they can not be respected by the society. Private enterprises are difficult to raise funds, expensive to raise funds and difficult to operate in industries with excess capacity. All these make parents more willing to educate their children to choose civil servants with high salaries, high status and high welfare, and state-owned enterprises, rather than lay down their position to private enterprises and start their own businesses. In particular, only-child families prefer to work in stable and less stressful jobs. Therefore, college students' career choices are more or less affected.

3.4 Lack of professional teachers

At present, the teaching staff of innovation and entrepreneurship education curriculum in Colleges and universities is not complete, and there is a lack of professional entrepreneurship teachers. These teachers lack entrepreneurship experience and practical experience. How to operate

and manage in the process of entrepreneurship is not very familiar. When carrying out entrepreneurship education teaching, more inclined to theoretical teaching, only explained from textbooks, there is no effective practical experience. Teachers' level also affects the success of entrepreneurship to a certain extent, which requires innovative entrepreneurship education teachers to have rich theoretical knowledge and entrepreneurial experience.

4. Measures and methods to deal with current problems

4.1 Colleges and universities attach importance to the cultural construction of school practice, innovation and Entrepreneurship

Many application-oriented undergraduate courses have evolved from higher vocational colleges and high-tech colleges and have been successful.

In order to improve the quality of teaching, we should introduce the teaching management system of professors, scholars and educational administration in 211 and 985 key universities as far as possible in order to improve our school-running level and competitiveness more quickly and more strongly. However, it has no own characteristics and advantages to run a homogeneous undergraduate course of "similar tradition". To form its own unique campus culture and motto, the core of applied undergraduate course is innovation, entrepreneurship, practice and application. As for the practical advantages that have been formed in the stage of Higher Vocational education, we must carry forward and adhere to them, such as on-the-job internship, metalworking internship, real topic of graduation thesis, special job fairs and so on. In a word, we should develop and abandon the viewpoint of history, adhere to the culture and system suitable for the development of schools, and abandon the unsuitable system, such as "emphasizing teaching rather than scientific research" and "emphasizing specialty rather than subject construction" when running applied undergraduate courses.

4.2 Developing the Learning Platform for the Second Course

Developing students' second classroom activities in Colleges and universities is an important way to cultivate talents with diversified and applied characteristics. The second classroom is rich in content and broadens students' horizons, thus improving students' comprehensive ability, which is conducive to the cultivation of students' autonomous learning ability, which meets the requirements of the development of quality education. At the same time, it also stimulates students' interest in learning, develops students' personality and enriches students' campus cultural life. College students' second classroom activities are a core content of campus culture and an important symbol of campus culture construction.

4.3 Establishing a high-level professional team of entrepreneurship education teachers

Teachers are the leading force in classroom teaching, an important guarantee of teaching quality, and have a great guiding effect on students' learning and entrepreneurial action, so the quality of teachers is very important. Teachers' problem is one of the key factors for successful entrepreneurship education in Applied Undergraduate Colleges and universities. The shortage of entrepreneurship teachers in applied undergraduate universities has seriously affected the development of entrepreneurship education. Therefore, Application-oriented Undergraduate Colleges and universities should cultivate a group of new teachers with innovative spirit and ability, optimize the allocation of entrepreneurship education teachers, and strengthen the construction of entrepreneurship teachers. At present, entrepreneurship education teachers in China's colleges and universities mainly come from the following three aspects: student counselors, student department or department leaders and other administrative personnel, mostly pure theoretical teaching, it is difficult to stimulate students' enthusiasm for entrepreneurship and entrepreneurial motivation. Therefore, Application-oriented Undergraduate Colleges and universities should adopt a multi-pronged approach to "invite in, send out" in order to quickly and effectively improve teachers' entrepreneurial guidance ability, "invite in" is to hire successful entrepreneurs, experienced business

managers, economic management experts, engineering and technical experts as part-time teachers. This can bring two benefits: one is to optimize the allocation of teachers, improve the quality and level of entrepreneurship education; the other is to close to real life, stimulate students' interest in Entrepreneurship practice, and open up students' horizons. "Send out" is to send existing entrepreneurship education instructors to famous universities at home and abroad to learn entrepreneurship knowledge, send them to companies for reference and inspection, and build a "double-qualified" teaching staff.

4.4 Perfecting the Construction of Entrepreneurship Training Base

Taking the engineering practice center, production practice training base and technology service platform of school-enterprise cooperation as practice teaching platform, the knowledge system, technology skill system and experimental practice training environment of applied talents are constructed according to the technology and process of real production and service. Introduce scientific research and production bases of enterprises, establish engineering practice centers and experimental training centers of school-enterprise integration and industry-university-research integration, and establish a teaching system of Industry-Education integration.

5. Conclusion

Applied undergraduate colleges and universities should vigorously carry out innovation and entrepreneurship education, highlight the characteristics of running schools, and actively build a platform for integration of industry and education, in order to improve students' self-entrepreneurship and promote the sound and rapid development of Applied Undergraduate Colleges and universities. This paper elaborates on the current situation of College Students' entrepreneurship and its influencing factors, and puts forward some solutions to related problems. The purpose is to arouse the attention of universities and the government, improve the current situation and measures.

Acknowledgement

This work was supported by Scientific Research Funding Project of Hangzhou Normal University Qianjiang College (Number: 2019QJJG03).

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