

# Entrepreneurship Education Study of Local College Students

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## Abstract

Nowadays, employment has become an important problem faced by the Government. Graduates of local colleges and universities will no longer be job hunters, but the creators of jobs. Institutions of higher learning need to consider how to foster innovative personnel adapted to the knowledge-based economy; how to implement quality education and fully develop the personality and potentiality of the education. As access to higher education students should also consider how to improve and develop their own knowledge structure and ability structure to become the noticeable person who plays in the surf in the economical flood tide. This article carries on the discussion on the entrepreneurship theory and practice research of local college students.

**Keywords:** Local College; Entrepreneurship Education, Theory and Practice.

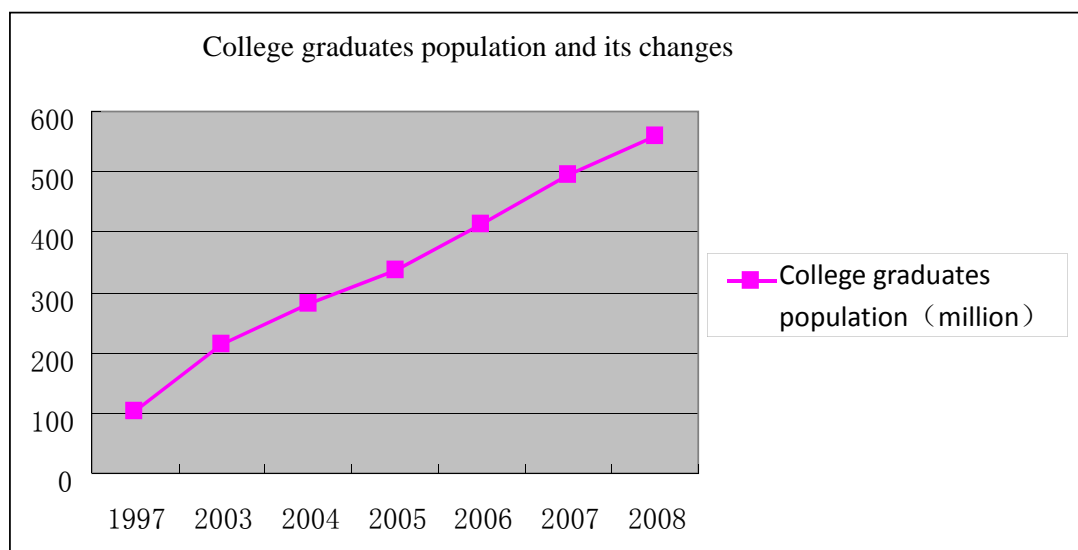
## 1. Introduction

Entrepreneurship has become the strongest voice of the times. Enterprise education and entrepreneurial activities of college students rise in the campus. College students start their own business through the efforts of individuals and organizations, using the acquired knowledge, skills, technology and the formation of a variety of capacities, by way of self-financing, technical investment and co-operation, etc., in a limited environment, a process to innovate, to explore opportunities and to create value. Entrepreneurship of college students has aroused the concern of all sectors of society. The country unceasingly promotes various preferential policies in view of the entrepreneurship of college students, encouraging and supporting them to start their own business independently. The local governments departments have also launched embark garden area, the enterprise education training centers and so on in view of university students' entrepreneurship, encouraging them to start an undertaking. Partial universities also establish their own embark gardens to support the entrepreneurship of the students.

## 2. The Entrepreneurship Theory Research of Local College students

### 2.1 Significance of Entrepreneurship of College Students

Since the expansion of universities in 1998, the population of students enrolled in Universities then increases progressively. 2003 was the first graduate peak year after the expansion and the population of university graduates increases from 1.45 million in 2002 to 212 million. In 2004, the graduates' total number was 2.8 million, compared to that of 2003 which increased 32.06%. Followed by the form to 2009, the graduates entering the job market will reach 6,1 million. The rapid development of higher education has brought some negative influences. Due to the uneven quality of students, the relatively weak forces of the teachers, the backwardness of teaching equipment, some questions has already highlighted such as the growing of employment pressure.



**Fig. 1.** College graduates population and its changes

Entrepreneurship can accelerate the economic development, especially to promote the rapid development of small and medium enterprises. And entrepreneurship is the most positive and effective way to increase the employment, which provides the mentality for the government to solve the employment problem. Meanwhile, entrepreneurship can promote the development of personality in order to achieve the ideal of young college students.

## 2.2 The entrepreneurship theory research of local college students

### 2.2.1 Basic Content of the Enterprise education

Enterprise education proceeds from the reality of students, accords to the development demands and changes of society and times, applies various education methods and ways, enhances the students' ability to find problems, analyse problems, and solve problems in the implementation education process.

At the same time, it also pays great attention to foster students' self-awareness, sense of participation, enterprising spirit and pragmatic ways such to enhance the entrepreneurial qualities of the students, which also lay the foundation of flexible sustained and lifelong learning for students.

### 2.2.2 Entrepreneurial career anchor theory

In the field of career planning, the US Professor E.H. brought forward the well-known Career Anchors Theory. After the continuous improvement of the theory since 1992, the academics from Massachusetts Institute of Technology expanded career anchors concretely into eight kinds of anchor positions. Technical/functional type, management-based type, independent type, security/stability type, business type, service-oriented type, challenge-based type, life-form type and so on. Simply to say, business type anchor refers to the entrepreneurial people who want to use their abilities to create their own companies or to create entirely their own products (or services), and is willing to take risks and to try to exclude the obstacles. Of entrepreneurial people, the most important thing is to build or design a completely their own thing. And the very strong desire towards creation makes entrepreneurial person purport to require unconventional and creative, and do a good job in the preparation of risks.

### 2.2.3 Entrepreneurship training model

As the earliest and most comprehensive American Universities in enterprise education, Babson College, Harvard University and Stanford University each have their unique business models of personnel training, which are worth of study.

#### (1) “Strengthen the sense” model of Babson College

Babson's enterprise education is mainly undertaken by the center of enterprise education. Its model is through the innovative programs, outreach programs and academic research to support enterprise education, advocating enterprising spirit. Many of the courses are very characteristic such as the course “new management experience”, in which classes are divided into a number of groups and each group develop their business plans under the guidance of the teachers. School provides up to 3000 dollars for each group as the original capital to found and operate the new company. The company needs clearing at the end of the school year, and profits exceeding the original capital become the charitable fund for freshman.

#### (2) “Focus on experience” model of Harvard University

Harvard University has the advantage of the establishment of a complete information and case library for entrepreneurship management, providing a good learning environment for researchers. For example, the course "Create a new enterprise" focuses on the skills needed to establish a new company and knowledge needed to develop the new business. Students form groups, start from the creativity concept, then complete an entire management plan which is needed to set up a new company and then put the plan into practice. The course "Small business operation and growth" uses the cases of group teaching which are based on the feedback of the social practice or work experience of alumni. The cases focus on the production and operation issues of small business management, such as how to deal with the pressure of daily work, how to study and develop the key strategies that affect competitive advantages, so as to nurture students' ability to pursuit entrepreneurial opportunities under the resource constraints and uncertain circumstances, easy to deal with the challenges of business growth and effective recovery of entrepreneurship results.

#### (3) “Systems Thinking” model of Stanford University

In the emphasis on practical management experience, Stanford University also places emphasis on the long-term research of economy, finance and market operation theories. The institute opens up a total of 17 entrepreneurship management courses, in addition to many courses related to the entrepreneurial finance, they also attach great importance to the study of entrepreneurial strategy and entrepreneurship environment, especially for strategic and operational issues at all stages of the entrepreneurship process, as well as some environment issues such as industry-university cooperation and industrial network. As a well-known polytechnic university, Stanford University also places emphasis on application-oriented and interdisciplinary complement.

Enterprise education plans business cases in terms of entrepreneurs rather than the investors. Students must learn to evaluate entrepreneurial opportunities and combine the ability of individuals, professional expertise as well as the external environment to take concrete action to start their own business. For example, adopt group teaching and two-stage teaching methods in curriculum design. Students from Business College and Engineering College compose teams, conduct market research and analysis, stimulate creativity and design products, then develop, produce and manufacture the products in the laboratory. This whole process of participation can help students explore and deal with all the issues

involved in the entrepreneurial process, comprehensively understand how to turn an "idea" into a complete enterprise, which greatly enhances the students' overall quality of successful entrepreneurship.

### 3. The Entrepreneurship practice Research of Local College students

Awareness of entrepreneurship may arise by chance, or it may be caused by the gradual accumulation of careful decision-making. How to cultivate the awareness of students' entrepreneurship is one of the fundamental tasks of enterprise education. Cultivation of an awareness of entrepreneurship and entrepreneurial capacity is not distinct from each other, they penetrate each other and promote each other. And students' awareness can be trained through various channels. Survey data through the following analysis:

#### 3.1 The impact of students start their own business practice in factor analysis

Results from the survey, we can see that the students who choose the first factor in the impact of business policy, accounting for 27%.Second, venture capital, reaching 22%.Funds restricts students to start their own business and is one of the main factors. After that, the partners and professional and technical capacity is considered the main factors that students start their own business. Many students think partners is a very important factor. This involves the cultivation of team spirit. Professional and technical capacity is also very important that the professional skills of university students have a strong demand. And the impact of friends and relatives in the survey accounted for 11 percent, although the proportion of the lowest in five cases, however, the proportion of friends and relatives and other factors that also affect to some extent. Because students are not fully self-reliance, family factors can not be ignored.

#### 3.2 Students of local colleges and universities in the form of business practice

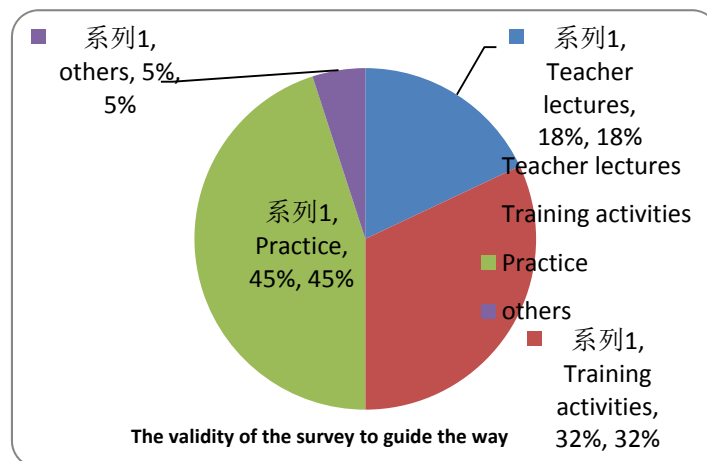


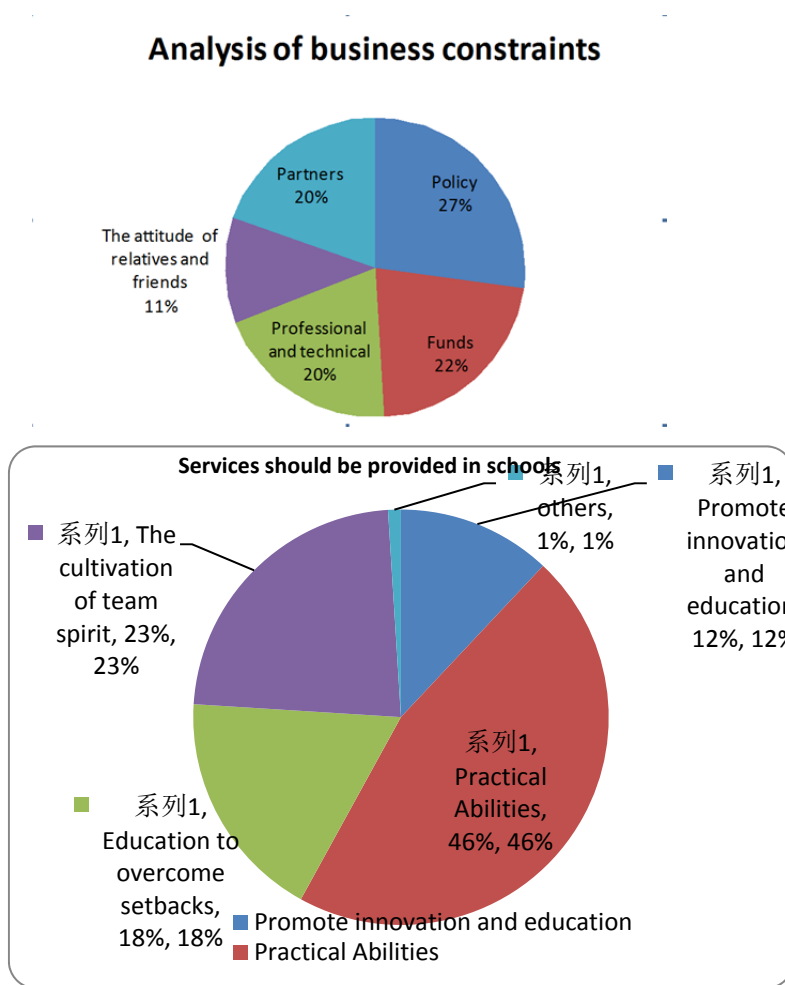
Fig.2. The validity of the survey to guide the way

Entrepreneurial culture in the sense of the status survey,45% of respondents considered that the practice is the best way. the activities of additional training as a result of lower risk, user-friendly, but also accounted for 32 percent. while the traditional way of teacher only accounted for 18%.This shows that traditional teaching can not be a good training model to meet the needs of students, and practice is more easily accepted by students.

It shows that schools in the provision of guidance services should be more inclined to practice, rather than the inculcation of theoretical knowledge.

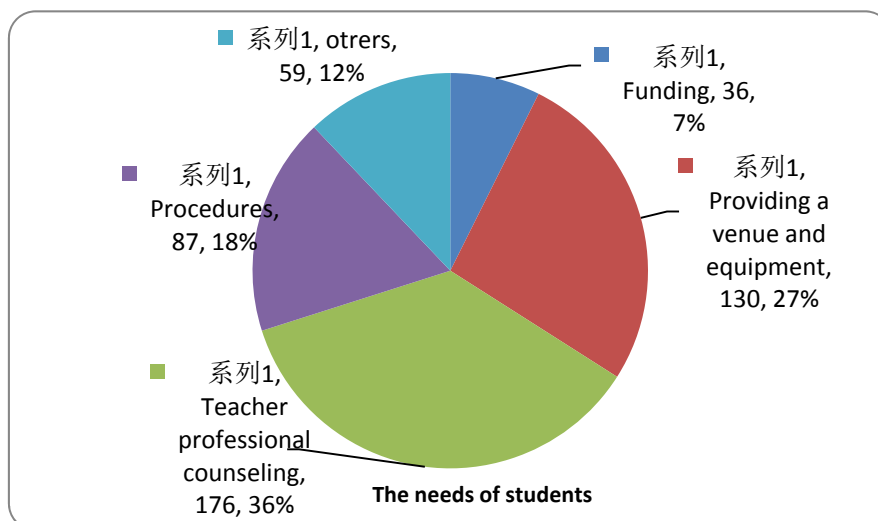
In schools how to provide entrepreneurship education in the survey, 46% of the students choose the practice, 23% of people think that the cultivation of team spirit should be strengthened, 18% of students think we should strengthen the psychological setbacks education. Response from the data situation, the practice is the ability of the students most concerned. We can see that the school education in practice on capacity-building can not meet the needs of students. so the school should attach importance to the practice of ability.

**Fig.2.** Analysis of business constraints



**Fig.3.** Services should be provided in schools

### 3.3 Demand for entrepreneurial training



**Fig.2.** The needs of students

According to data statistics, most students want the guidance of professional teachers, reaching 36%. To help students start their own business and into the University of Science and Technology Park, and to provide space, laboratory equipment is that students hope the schools provide for their own business. The second is to help schools handle the relevant procedures and provide funding for the students start their own business. More inclined to hope that students of schools in terms of policy, capital and other support.

College students want most is the school teacher's professional guidance and assistance, which is to help students start their own business schools in the area should be strengthened. At the same time, schools also should play their own advantages to Carry out entrepreneurship education.

#### **4. Recommendations and solutions**

##### **4.1 The services provided by schools**

###### **4.1.1 Encourage and guide the students start their own business**

Colleges and universities should be all-round education, to encourage and guide students into a positive concept of entrepreneurship. They should create a rich atmosphere.

Colleges and universities can make use of such means as the news media to tell the stories about the entrepreneurial. We can promote entrepreneurial success stories of entrepreneurs, business methods and fighting experience, learning to establish a model for university students.

###### **4.1.2 Entrepreneurship training practice**

Business practice of training is designed to broaden the entrepreneurial capacity-building channels. It is mainly through a variety of training, innovation projects and business plans to achieve competition. There are several forms as follows:

- (1) the Business Plan Competition event.

Through regular school business plan competition and participate in "Challenge Cup" National college business plan competitions, and other activities to develop students awareness of the spirit of innovation and entrepreneurship.

- (2) the simulation of entrepreneurial activities.

From looking for business opportunities to the development of business plans, the formation of entrepreneurial teams to carry out the management of venture capital financing and entrepreneurial process simulation, in order to enhance student perceptions of the entrepreneurial process.

(3) the entrepreneur lecture series.

Successful schools and teachers in schools for students to exchange business experience and knowledge to enable students to learn from the experience of entrepreneurship.

(4) the plan to support the students start their own business.

Through the school funding and venues for students to operate shops. The school also can be conditional with the students' Enterprise Organizations, to encourage students to start training exercise in the training of students in entrepreneurship and management capabilities.

#### **4.2 college students their own efforts**

Students should foster innovative thinking. Students should take the initiative to learn the relevant knowledge, including the legal knowledge, management expertise, financial knowledge. At the same time entrepreneurs should develop their own business sense, the spirit of debating setbacks. Students should pay attention to the accumulation of entrepreneurial experience, sum up the lessons of failure. They should be through books, television, seminars, networks, and other ways to expand their horizons.

#### **4.3 Help from family**

Parents and other members of society are necessary to change traditional attitudes. Students who start their own business is a pioneering undertaking, which calls for support from all aspects, especially from family, social and other assistance.

Therefore we have to break those who believe that to large companies, government agencies are looking for a good job of concepts. students will be encouraged to start their own business. When the entrepreneur faced temporary setbacks, it is necessary to treat them the mentality of tolerance, encouragement and help.

#### **5. Conclusion**

Local colleges and universities students starting their own business need various efforts, including schools, families and their own efforts. Innovation in education theory put forward, at the same time, we should strengthen counseling and training targeted to increase the success rate of students' entrepreneurship. Schools should provide more opportunities, pay attention to various forms of business practice. A series of measures aimed at improving the overall quality of university students. The success of entrepreneurship education will help solve many social problems.

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