

Research on the Influence Mechanism of Entrepreneurship Education and Entrepreneurship Tendency in Application-Oriented Universities

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ABSTRACT. ‘Notice of the ministry of education on the employment and entrepreneurship of graduates from general institutions of higher learning in China in 2019’ points out that innovation and entrepreneurship education reform in colleges and universities should be comprehensively deepened, and colleges and universities in all regions should consciously integrate innovation and entrepreneurship education into the whole process of talent cultivation. To implement this notice, colleges and universities must be strict attitude, according to the actual situation of our students, combined with the characteristics of our school, due to the school system to carry out entrepreneurship education. Based on the analysis of the data of students’ entrepreneurial tendency in Hunan university of engineering, this paper focuses on the analysis of the impact of entrepreneurship education on entrepreneurial tendency in application-oriented undergraduate colleges and universities, explores the influence mechanism of entrepreneurship education and entrepreneurial tendency, accelerates the construction of employment and entrepreneurship guidance team, and integrates innovation and entrepreneurship education into the whole process of talent cultivation.

KEYWORDS: Entrepreneurship education, Entrepreneurial orientation, Influence mechanism

1. Introduction

Original meaning refers to the structural relationship and operation mode among various elements, which is the concept about the structure, function and their mutual relations of the organism. In this paper, mechanism refers to that universities make full use of existing resources to implement scientific entrepreneurship education for students, so as to build a “bridge” between entrepreneurship education and entrepreneurship tendency, which can predict entrepreneurship behavior to a certain extent. The research on the influence mechanism of entrepreneurship education and entrepreneurship tendency is beneficial for college students to improve entrepreneurship tendency and carry out entrepreneurship activities under the condition of fully absorbing scientific entrepreneurship knowledge.

2. Current Situation of Entrepreneurship Education

This investigation takes Hunan institute of engineering as the main object of investigation, and at the same time visits and observes two universities in Xiangtan. According to the survey, students only have a conceptual understanding of entrepreneurship, and few of them take the initiative to understand its real meaning. Moreover, in the second round of questionnaire survey, only 38.16% of the students choose to have a plan to start a business when asked whether they have plans and arrangements for starting a business now or in the future. At present, students in our school are not sensitive to entrepreneurship. The school should strengthen the construction of entrepreneurship education mechanism and guide students to consciously and purposefully carry out entrepreneurship activities.

At present, entrepreneurship education courses in our school are mainly divided into entrepreneurship education and innovation education. Most of the education content is completed in class, and most of them are boring theoretical knowledge. Therefore, it is difficult for students to systematically and concretely understand and master entrepreneurship. However, the SIYB training jointly organized by our school and the human resources and social security bureau of Xiangtan city only has about 30 students for each period, which is far from enough for the tens of thousands of students in our school. Other lectures on innovation and entrepreneurship are also too few, and sometimes the notices of lectures are not well communicated. Therefore, the school should increase the audience of innovation and entrepreneurship lectures in a planned and selective

way, and increase students' access to practical entrepreneurship courses.

Entrepreneurship is a practical activity. It is difficult for students to realize the advantages and disadvantages of entrepreneurship simply by completing teaching in class. The theoretical teaching in the first class is not coupled with the entrepreneurial activities in the second class. The two entrepreneurial education programs do not play a mutual role in learning entrepreneurial knowledge. For students, entrepreneurial activities are divorced from theoretical support, and theoretical teaching is not related to entrepreneurial practice. Colleges and universities should carry out more extracurricular entrepreneurial activities, consciously combining entrepreneurial activities with classroom theoretical teaching. Let students in a good entrepreneurial environment for scientific and systematic learning.

Students have too little understanding of preferential policies such as start-up tax for college students to dare to start a business. According to the data of the second round of questionnaire, 79.61% of the students are completely ignorant of the preferential policies such as business tax, 20.39% of them are basically familiar with it, while 0% of them are completely familiar with it. This data requires colleges and universities to make a profound reflection on whether or not to publicize the preferential policies such as the start-up tax for college students in place. The other two data also prove the urgent need to improve the entrepreneurship education system in colleges and universities: 94.74% think it is necessary to carry out innovation and entrepreneurship training courses, and 93.42% think the innovation and entrepreneurship education system in schools needs to be improved. The perfect innovation and entrepreneurship education system and the innovation and entrepreneurship course keeping pace with The Times are conducive to students' correct understanding of the word entrepreneurship and improve students' entrepreneurial tendency.

3. Correlation Analysis Based on Student Data of Hunan Institute of Engineering

This project collected the data of students of Hunan Institute of Engineering by issuing questionnaires online. A total of 200 questionnaires were issued, 178 valid questionnaires were collected, and data were analyzed and collated by SPSS.

3.1 Correlation Analysis of Entrepreneurial Tendency and Gender, Grade and Major Type

Table 1 Correlation Analysis of Entrepreneurial Tendency and Gender

		gender	Entrepreneurial tendencies
gender	Pearson correlation	1	- .208 *
	Significance (bilateral)		.010.
Entrepreneurial tendencies	Pearson correlation	-.208 *	1
	Significance (bilateral)	.010.	

*. Significant correlation at the 0.05 level (bilateral).

Table 2 Correlation Analysis of Entrepreneurial Tendency and Grade

		grade	Entrepreneurial tendencies
grade	Pearson correlation	1	-.172 *
	Significance (bilateral)		.035.
Entrepreneurial tendencies	Pearson correlation	-.172 *	1
	Significance (bilateral)	.035.	

*. Significant correlation at the 0.05 level (bilateral).

Table 3 Correlation Analysis of Entrepreneurial Tendency and Professional Types

		Professional types	Entrepreneurial tendencies
Professional types	Pearson correlation	1	-.086.

	Significance (bilateral)		261.
Entrepreneurial tendencies	Pearson correlation	- 086.	1
	Significance (bilateral)	261.	

The collected valid questionnaire data showed that the correlation coefficient between gender and the Pearson coefficient of entrepreneurial intention was -0.208 and the significance was 0.10, that is, gender and entrepreneurial intention were correlated and significantly correlated at the level of 0.05 (bilateral). Gender has a great influence on entrepreneurship tendency. Influenced by traditional concepts and current social atmosphere, it is generally believed that men can endure hardships more than women and are more suitable for social intercourse and communication. Therefore, men have a higher tendency to entrepreneurship than women. However, the general answer is not necessarily the right answer. This environment is not conducive to the development of woman's thinking and practice in the new era. Universities should not input traditional concepts into students' minds while educating them on entrepreneurship, or they will kill woman's enthusiasm for entrepreneurship.

The correlation between grade and Pearson coefficient of entrepreneurial intention is 0.172, and the significance is 0.035, that is, grade and entrepreneurial intention are correlated, and there is a significant correlation at the level of 0.05 (bilateral). If the entrepreneurial inclination is ranked by grade from high to low, the degree of entrepreneurial inclination of freshmen is the highest, while that of seniors is the lowest. Although freshmen enter the university campus for the first time, they are not afraid of tigers. They are confused about the new environment and are full of longing for their infinite future. However, with the increase of grade, some students choose to take part in the postgraduate entrance examination to continue their studies, some choose to get jobs, and only a few choose to start their own businesses. In response to this phenomenon, universities should carry out different entrepreneurship education for different grades.

Professional types of entrepreneurial tendencies of Pearson coefficient of correlation is 0.86, significant at 0.261, namely the professional type has nothing to do with entrepreneurial tendencies, whether to choose unrelated business and professional type, more is the student personal comprehensive social environment, family factors and make judgment after individual condition, no engineering business better or arts business better. Schools should strengthen correct guidance to prevent students from making wrong judgment of entrepreneurial tendency.

3.2 Correlation Analysis between Entrepreneurship Tendency and Contact Degree of Innovation and Entrepreneurship Courses and Necessity of Innovation and Entrepreneurship Training Courses

Table 4 Correlation Analysis of Entrepreneurship Tendency and Exposure Degree of Innovation and Entrepreneurship Courses

		Degree of exposure to innovation and entrepreneurship courses	Entrepreneurial tendencies
Degree of exposure to innovation and entrepreneurship courses	Pearson correlation	1	- 199.*
	Significance (bilateral)		014.
Entrepreneurial tendencies	Pearson correlation	- 199.*	1
	Significance (bilateral)	014.	

*. Significant correlation at the 0.05 level (bilateral).

Table 5 Correlation Analysis of Entrepreneurship Tendency and Necessity of Innovation and Entrepreneurship Training Courses

		Necessity of training courses for innovation and entrepreneurship	Entrepreneurial tendencies
Necessity of training courses for innovation and entrepreneurship	Pearson correlation	1	246.**
	Significance (bilateral)		002.
Entrepreneurial tendencies	Pearson	246.**	1

	correlation		
	Significance (bilateral)	002.	

**. Was significantly correlated at the.01 level (bilateral).

Table 6 Correlation Analysis Oo Exposure Degree and Necessity of Innovation and Entrepreneurship Courses

		Degree of exposure to innovation and entrepreneurship courses	Necessity of training courses for innovation and entrepreneurship
Degree of exposure to innovation and entrepreneurship courses	Pearson correlation	1	201.*
	Significance (bilateral)		013.
Necessity of training courses for innovation and entrepreneurship	Pearson correlation	201.*	1
	Significance (bilateral)	013.	

*. Significant correlation at the 0.05 level (bilateral).

According to the data, the correlation coefficient between the contact degree of innovation and entrepreneurship courses and Pearson coefficient of entrepreneurship tendency is -0.199, and the significance is 0.014, that is, the contact degree of innovation and entrepreneurship courses is correlated with entrepreneurship tendency, and it is significantly correlated at the level of 0.05 (bilateral). In the survey, often come into contact with the entrepreneurship training and mentoring than just 3.29%, the number of innovative entrepreneurship contact degree big correlation with entrepreneurial tendencies and the lower level of contact with the innovative entrepreneurship, entrepreneurial tendencies, the lower the entrepreneurship coverage is low, it shows that the innovation at a narrow, is not conducive to improve college students' entrepreneurial tendencies.

Meanwhile, the correlation coefficient between the necessity of innovation and entrepreneurship training courses and the Pearson coefficient of entrepreneurship tendency is 0.246, with a significance of 0.002. That is to say, the necessity of innovation and entrepreneurship training courses is correlated with entrepreneurship tendency, and there is a significant correlation at the level of 0.01 (bilateral). 94.74% of students choose to carry out the innovative entrepreneurial training course is a necessity, entrepreneurship and innovation contact degree of innovation necessity entrepreneurship training courses about Pearson correlation coefficient is 0.201, significant at 0.013, the innovation of entrepreneurship and innovation necessity entrepreneurship training courses associated with the degree of contact, and a significant at 0.05 level (double side). The lower the coverage of innovation and entrepreneurship courses, the higher the number of students who consider it necessary to develop innovation and entrepreneurship courses. In view of this phenomenon, colleges and universities should expand the coverage of innovation and entrepreneurship courses and improve the status of innovation and entrepreneurship courses in teaching courses.

3.3 The Correlation Analysis of Entrepreneurial Tendency and Understanding Degree of Preferential Policy and Perfect Entrepreneurial Education System

Table 7 Correlation Analysis of Entrepreneurial Tendency and Understanding Degree of Preferential Policies

		Understanding of preferential policies	Entrepreneurial tendencies
Understanding of preferential policies	Pearson correlation	1	234.**
	Significance (bilateral)		004.
Entrepreneurial tendencies	Pearson correlation	234.**	1
	Significance (bilateral)	004.	

**. Was significantly correlated at the.01 level (bilateral).

Table 8 Correlation Analysis of Entrepreneurial Tendency and Perfect Entrepreneurial Education System

		We will improve the education system for entrepreneurship	Entrepreneurial tendencies
We will improve the education system for innovation and entrepreneurship	Pearson correlation	1	196.*
	Significance (bilateral)		016.
Entrepreneurial tendencies	Pearson correlation	196.*	1
	Significance (bilateral)	016.	

*. Significant correlation at the 0.05 level (bilateral).

The correlation coefficient between the understanding degree of preferential policies and the Pearson coefficient of entrepreneurial intention is 0.234, and the significance is 0.004, that is, the understanding degree of preferential policies is correlated with the entrepreneurial intention, and there is a significant correlation at the level of 0.01 (both sides). The higher the degree of college students' mastery of preferential policies such as start-up tax, the greater the tendency to start a business after graduation. Colleges and universities should strengthen the publicity of various entrepreneurship policies issued by the state, provinces and cities to enhance the system information of students in the process of entrepreneurship. The correlation coefficient between the perfect entrepreneurial education system and the Pearson coefficient of entrepreneurial tendency is 0.196, and the significance is 0.016, that is, the understanding degree of preferential policies is correlated with the entrepreneurial tendency, and there is a significant correlation at the level of 0.05 (bilateral). The establishment and improvement of entrepreneurship education system should be paid special attention to.

4. The Importance of Research on the Influence Mechanism of Entrepreneurship Education and Entrepreneurship Tendency

Entrepreneurship education in colleges and universities is a school running concept that has emerged in the reform and development of China's higher education this year, and it is also one of the effective ways for colleges and universities to cultivate innovative talents.[1] deepening the reform of innovation and entrepreneurship education system in application-oriented undergraduate universities is not only in line with the innovation-driven development strategy formulated and implemented by the state, but also can drive the steady improvement of teaching quality in colleges and universities. Entrepreneurial tendency is a kind of psychological activity with great personality. This psychological activity is moving and developing continuously, and is influenced by various internal and external factors. Among the external factors, innovation and entrepreneurship education in schools undoubtedly has the greatest impact on college students. Therefore, it is necessary to explore the influence mechanism of entrepreneurship education and entrepreneurship tendency.

4.1 Scientific Course System of Entrepreneurship Education is Conducive to Cultivating High-Quality Innovative Talents

At present, the establishment of entrepreneurship education courses in most universities is still in the exploratory stage, so the setting of courses may be divorced from the reality of the university, and fail to reach the goal of cultivating innovative talents. Colleges and universities should learn more scientific entrepreneurship courses from foreign or domestic colleges and universities, absorb the essence of entrepreneurship education, and promote the establishment of scientific entrepreneurship education curriculum system in combination with the actual situation of our university. We will carry out a series of programs of excellence, hold experimental classes on innovation and entrepreneurship education in various forms, and explore new mechanisms for training innovative and entrepreneurial talents across departments, disciplines, and disciplines.[2] the setting of a series of scientific entrepreneurship education courses can promote the formation of a good entrepreneurship education system in colleges and universities, and promote the improvement of the whole teaching curriculum system from

the perspective of innovation and entrepreneurship. Under the scientific course system of entrepreneurship education, colleges and universities no longer blindly set entrepreneurship courses and activities, but reasonably arrange the content of entrepreneurship courses and forms of entrepreneurship practice activities according to the actual situation of students in our school. In this context, professional education can also be integrated with entrepreneurship education to improve the quality of talent.

4.2 A High Level of Entrepreneurial Faculty is Conducive to Achieving the Goal of Entrepreneurship Courses

The direct purpose of entrepreneurship course is to let students absorb systematic and professional entrepreneurship knowledge, understand the necessary conditions of entrepreneurship, so as to improve entrepreneurship tendency. Entrepreneurship courses are divided into theoretical courses and practical courses. At present, most colleges and universities carry out theoretical courses with few courses and relatively empty theories. In addition, in today's rapid economic development, entrepreneurship books published and issued cannot keep up with the pace of The Times. Due to backward theories and insufficient cases, the original purpose of entrepreneurship courses is not reflected. At the time, the quality of the teaching staff was able to make up for the shortcomings of the entrepreneurship books, combining the prevailing theories with rich practical experience. Moreover, the teaching style of high-quality teachers is not traditional theoretical teaching, but different from other courses. They mainly focus on practical teaching, and conduct practical courses such as sand table simulation, computer simulation and entrepreneurship, supplemented by necessary theoretical teaching. Such a teaching form is conducive to students to feel the atmosphere of entrepreneurship, experience the hardships of entrepreneurship, and create a good atmosphere of innovation and entrepreneurship on campus. Therefore, application-oriented undergraduate universities should actively set up professional entrepreneurship teachers and conduct concentrated and professional training for teachers, so that high-quality teachers can bring out high-quality talents.

4.3 Scientific and Perfect Entrepreneurship Education System is Conducive to Improving Entrepreneurship Tendency

The scientific and perfect entrepreneurship education system includes the quality standard of innovative and entrepreneurial talents training, the efficient mechanism of innovative talents training, scientific teaching methods and assessment methods. At the same time, it should also include special entrepreneurship guidance service department, publicize preferential policies such as entrepreneurship tax for college students, and guide students to conduct entrepreneurship activities. Most students are confused at the beginning of their entrepreneurial tendency, which comes from the incomprehension of national policies, the lack of professional entrepreneurial knowledge and the psychological state of "being isolated and helpless". Therefore, only a scientific and perfect entrepreneurship education system can train students in a systematic and scientific way, so that college students can learn entrepreneurship knowledge in the shortest time and in the fastest way, and make a reasonable judgment of entrepreneurship tendency. According to the notice of the ministry of education on doing a good job in the employment and entrepreneurship of graduates of ordinary institutions of higher learning in 2019, the state has increased the support for college students' innovation and entrepreneurship funds, expanded the space for college students' innovation and entrepreneurship, and made great efforts to promote college graduates to start their own businesses. Under the guidance of the scientific and perfect entrepreneurship system of the university and the preferential policies of the state, college students can not only rationally judge the entrepreneurial tendency but also avoid detours on the road of entrepreneurship.

5. Conclusion

For applied undergraduate colleges and universities entrepreneurship education and entrepreneurial tendencies influence mechanism research, is a positive response to the national "double gen" measures, set up scientific and reasonable system of entrepreneurship not only can improve the effect of entrepreneurship education, and is conducive to the rational allocation of education resources, improve the efficiency of education, for the construction and development of entrepreneurship education curriculum system in our country is of great significance.[3] colleges and universities should make effective use of the positive influence of entrepreneurship education on entrepreneurship tendency, guide students to make correct judgment of entrepreneurship tendency with high-quality entrepreneurship education, and at the same time correctly guide students to carry out entrepreneurship practice.

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