

Research on the Development Path of Higher Vocational Entrepreneurship Education Based on the Mechanism of Entrepreneurial Will

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Abstract: *In recent years, with the continuous development of social life and technical means, the severe employment situation has become the main research topic of higher vocational colleges. It has been proved by practice that entrepreneurship is not only an important way of economic growth and transformation, but also an important engine to stimulate the national economy. The entrepreneurial will is the endogenous motivation of higher vocational college students, and it is also the key to stimulate their entrepreneurial behavior effectively. Based on the influence mechanism of entrepreneurial will, this paper discusses the development path of entrepreneurial education in higher vocational colleges, aiming to sum up and sort out the influence of entrepreneurial will on students' entrepreneurial education.*

Keywords: *Entrepreneurial willingness; Innovation and entrepreneurship education; Impact analysis; Entrepreneurship education in higher vocational colleges; Development path*

1. Introduction

Innovation and entrepreneurial activity [1] is the foundation and core of socio-economic development, and as a driver of economic development, entrepreneurial activity not only creates more jobs, but also stimulates economic recovery and growth. Under the background of "Mass Entrepreneurship and Innovation", entrepreneurship has become the engine of economic development and an effective means to alleviate the employment contradiction of higher vocational students. However, the entrepreneurship education in higher vocational colleges starts late and the combination of theory education and practice education is not high. It is of great practical significance to promote students' entrepreneurship behavior.

Entrepreneurial will is an important predictor of entrepreneurial behavior, individual entrepreneurial activities, should first have entrepreneurial will. This paper chooses the theory of planned behavior as the theoretical basis of the study, through literature reading and practical research, based on the actual situation of entrepreneurship education in higher vocational colleges. What is the mechanism of the impact of different dimensions of entrepreneurship education on entrepreneurial will, and what are the differences? Whether entrepreneurship education in higher vocational colleges can affect students' entrepreneurship self-efficacy or entrepreneurial attitude indirectly, and what is the relationship between the mechanism and variables? As far as the current situation is concerned, the success rate of higher vocational students after graduation is not high. Therefore, strengthening students' innovation and entrepreneurship education is an important way to improve students' entrepreneurial will. On the one hand, encouraging students to start their own business can help them to develop in an all-round way and meet the needs of social development; on the other hand, strengthening innovation and entrepreneurship education can effectively improve students' willingness to start their own business, so as to cultivate students' innovative consciousness and thinking.

2. Concept of entrepreneurial will

Entrepreneurial willingness is a subjective attitude of higher vocational students to participate in entrepreneurial behavior. The entrepreneurial will of higher vocational students is the endogenous driving force for students to choose entrepreneurship in the future, which plays a decisive role in the

future.

The so-called will, is a subjective desire, is an individual in order to achieve a specific goal and conscious plan or decision to put into action psychological motivation. Many models have been put forward to explain the relationship between individual characteristics and entrepreneurial will. Among them, the plan-behavior model and entrepreneurial event model have great influence on Chinese scholars. As an important cognitive process model to evaluate entrepreneurial willingness, the planned behavior theory model explains the relationship between complex behavior and its related determinants. The theory holds that a person's willingness to act is directly influenced by three antecedents, namely, attitude, subjective norms and perceptual behavior. According to the theory of entrepreneurial event model, the willingness of individuals to create enterprises is based on three factors: perceived desirability, behavioral propensity and perceived feasibility. Among them, perceived desirability is influenced by external individual expectations such as family members, friends, colleagues, etc., and perceived feasibility is influenced by self-efficacy.

3. Development Path of Higher Vocational Entrepreneurship Education Based on the Mechanism of Entrepreneurial Will

In the research process of entrepreneurship education, we should not only encourage the present stage of entrepreneurship education, but also from the multi-dimension of entrepreneurship education, deeply analyze the contents of entrepreneurship education, so as to study the difference of the relationship and influence between different concepts of entrepreneurship education and entrepreneurship will [2-3]. The entrepreneurial willingness of higher vocational students is a very complicated decision-making behavior, which is affected by many factors, including the school entrepreneurial atmosphere and the degree of entrepreneurial education, the individual entrepreneurial awareness, ability and skills of higher vocational students, the family and friends of higher vocational students and other social networks, and the government's policy support. At present, there is no unanimous conclusion about the influence and mechanism of entrepreneurial education on students' entrepreneurial will. Most of the results show that entrepreneurial education has positive influence on students' entrepreneurial will. Entrepreneurship education can help students to expand entrepreneurial knowledge, improve entrepreneurial ability and improve entrepreneurial attitude, so that students can independently and objectively evaluate entrepreneurial behavior, and more clearly understand the matching between their own ability and entrepreneurial ability. Entrepreneurship education itself can also promote the formation of students' entrepreneurial will. Entrepreneurial education has obvious effects on expanding students' entrepreneurial knowledge and promoting students' entrepreneurial attitude and entrepreneurial ability.

3.1. Attaching great importance to classroom education for innovation and entrepreneurship

In the area of innovation and entrepreneurship curricula, schools should provide early placement so that students can access adequate entrepreneurship education before entering the workplace, thereby fostering a potential entrepreneurial consciousness and reducing the risk of entrepreneurship failure [4]. For higher vocational colleges, to improve students' willingness to start a business, we should create more opportunities for them to contact with the society, such as talent recruitment, product development and market analysis. At the same time, strengthen the training of students in capital management and business management and other hard knowledge, fully stimulate students' enthusiasm and initiative in learning, arouse students' interest in learning, so as to enhance students' entrepreneurial will.

Firstly, set up required courses and optional courses scientifically to achieve full coverage of innovation and entrepreneurship education. The education of innovation and entrepreneurship shall start from the freshmen in the freshmen, carry out the career planning education of higher vocational students, and take the education of innovation and entrepreneurship as one of the important contents of the education of starting a new career; pay attention to the cultivation of the knowledge and skills of entrepreneurship, the promotion of the spirit and consciousness of entrepreneurship, and carry out various skills training. Second, we should integrate professional education and vigorously promote innovation and entrepreneurship education. The system of business start-up tutors and the system of scientific research tutors shall be carried out, and efforts shall be made to improve the innovation and business start-up ability of higher vocational students, and selective courses of business start-up education with strong pertinence and effectiveness shall be offered in light of the features of schools

and colleges; students shall be encouraged to lay a good foundation for their majors and, on the basis of improving their knowledge structure, actively participate in the practical activities related to their majors, and make solid preparations for knowledge, skill training and experience accumulation so as to lay a good foundation for successful business start-up. Third, pay attention to the localization of educational content, and build the innovation and entrepreneurship education content system. Teachers should pay attention to teaching students in accordance with their aptitude, advocate heuristic, participatory and interactive teaching, stimulate students' learning motivation, cultivate students' innovation and entrepreneurship, and promote students' personality development. In terms of course assessment, entrepreneurship advisors, subject experts, professional teachers and alumni tutors shall participate in the assessment by writing entrepreneurship planning books, entrepreneurship investigation reports, participating in entrepreneurship practice or establishing registered companies, etc., and organically combine the assessment of entrepreneurship practice with the cultivation of professional skills and vocational skills, so as to enhance social adaptability and competitiveness and lay a solid foundation for students' innovation and entrepreneurship.

3.2. Comprehensively creating a practical system for innovation and entrepreneurship education

The success of entrepreneurship is affected by many factors such as the personality, knowledge and skills of entrepreneurs, and entrepreneurship related skills can only be accumulated in the practice of entrepreneurship. Therefore, higher vocational colleges should attach great importance to the construction of innovation and entrepreneurship practical education system. Entrepreneurial practice education plays a very significant role in changing the view and preference of higher vocational students on entrepreneurship. However, due to the lack of experience in entrepreneurship education in higher vocational colleges, the theoretical education is in the majority and the practical education mode is not perfect. Many higher vocational colleges that set up entrepreneurship education focus on theory teaching, but their practical teaching awareness is weak. Therefore, higher vocational colleges should combine the theory education with practice education, and innovate the teaching mode of entrepreneurship education, such as setting up the association of entrepreneurship, carrying out the activities of entrepreneurship or simulated training, providing the platform of entrepreneurship practice, holding the competitions of entrepreneurship, and so on. In this process, the guidance and knowledge training of entrepreneurship for higher vocational college students can effectively cultivate their creative thinking and improve their ability to apply entrepreneurship knowledge. Although the success of competition can effectively improve the students' confidence and stimulate their interest in entrepreneurship, but entrepreneurship itself is uncertain and risky. Therefore, higher vocational colleges should give targeted theoretical and practical guidance to those students who have failed in the attempt of entrepreneurship related activities, and teach students in accordance with their aptitude to cultivate their confidence in entrepreneurship and enhance their sense of entrepreneurship self-efficacy.

3.3. Actively building the innovation and entrepreneurship education security system

First, the organizational system of innovation and entrepreneurship education shall be perfected, innovation and entrepreneurship colleges shall be established, and innovation and entrepreneurship education guidance centers shall be established to be responsible for the formulation of innovation and entrepreneurship education programs for higher vocational students, the implementation and supervision of innovation and entrepreneurship education courses, the research on innovation and entrepreneurship education theory and practice, the foreign exchange of innovation and entrepreneurship education and the management of school entrepreneurship incubators. Second, establish and improve the innovation and entrepreneurship system, encourage and support students to carry out various innovation and entrepreneurship practices, and participate in various innovation and entrepreneurship competitions. Set up credit for innovation and entrepreneurship, credit in the second classroom, suspension system for business start-up, etc. to encourage and support eligible higher vocational students to carry out innovation and entrepreneurship practice, and allow students to start businesses while learning, or suspend their studies and start businesses within the scope of the longest system of the Ministry of Education, so as to provide students with guarantee under the school roll system. Third, we should provide adequate funding to support the venue, to provide students with funds, systems and teachers in all aspects of the guarantee for innovation and entrepreneurship. Each school may, in light of the actual situation, set up a special fund for innovation and entrepreneurship, provide students with a free place for entrepreneurship, exempt students from management fees and set up a venture capital fund for entrepreneurship. At the same time, schools and colleges shall actively seek support from all sectors of society, take the initiative to cooperate with government departments, social

institutions, enterprises and alumni, and strive to expand innovation and entrepreneurship education venues and funding support channels. Fourth, we must attach importance to the construction of teachers. Efforts to build a combination of professional and relatively stable, high-quality entrepreneurship education and teaching team. We shall strengthen the training of innovation and entrepreneurship education teachers in the whole school, select teachers to participate in frontline innovation and entrepreneurship practice, enterprise consultation and enterprises' temporary posts, and constantly improve teachers' awareness and ability to carry out innovation and entrepreneurship education in professional education. At the same time, experts shall be invited from relevant government departments, well-known enterprises, successful entrepreneurs and alumni to form the "Vocational College Students Employment and Entrepreneurship Guidance Team" to serve as the guidance and teaching tasks for courses relating to innovation and entrepreneurship education and guide various innovation and entrepreneurship practice activities.

3.4. Strive to create a strong atmosphere for innovation and entrepreneurship education

Higher vocational colleges should create a good entrepreneurial atmosphere, encourage excellent successful entrepreneurs to play an exemplary role, change their views on entrepreneurship, arouse their love and enthusiasm for entrepreneurship, and improve their entrepreneurial self-efficacy. When formulating policies to support the creation of new businesses, higher vocational colleges may, by means of social fund-raising such as self-appropriation or encouraging outstanding alumni to donate money, establish a fund bank for the creation of new businesses for higher vocational students, strengthen the cooperation between enterprises, universities and research institutes, establish a chain of platforms for students to create new businesses, and provide more powerful practical support for higher vocational students on the premise of providing them with knowledge and ability training. In addition, the government can give more preferential policies and financial support and services to vocational college students and those from rural areas for a period of time after graduation, create a positive environment and atmosphere for social entrepreneurship, and encourage vocational college students to start their own businesses. It is necessary to publicize the government's policy of supporting higher vocational students to start a business in various forms, publicize the support and guarantee provided by schools to higher vocational students to start a business, publicize the deeds and experiences of alumni in successful starting a business, and create a certain atmosphere for starting a business by holding a business competition. From the level of on-the-campus students, students of higher vocational education who share the same interests are encouraged to set up several entrepreneurial associations, organize diversified entrepreneurial education activities in a variety of forms each semester in accordance with the characteristics of different specialties, integrate the entrepreneurs of entrepreneurs inside and outside the school, enrich the entrepreneurial resources of students with entrepreneurial intent, realize the effective connection between the second classroom of the school and the society, form an open and integrated entrepreneurial network and environment, and create a strong entrepreneurial culture atmosphere on campus.

3.5. Vigorously develop social networks for innovation and entrepreneurship education

The so-called social network refers to the relatively stable relationship system formed by the interaction between individual members of the society. Social network focuses on the interaction and contact between people. Individuals in the network do not need to know everyone in the network, their contact with each other can be direct or indirect, through this direct or indirect contact, you can get their own resources. According to the frequency of interaction, the intensity of emotion, the degree of acquaintance and trust, and the degree of reciprocity, social relationships are divided into strong and weak ones, including parents, family members and close friends, while weak ones include acquaintances or indirectly related people. Some studies believe that in strong relationships, the higher the degree of support for individual entrepreneurship (such support is mainly expressed in emotional support, such as encouraging the choice of self-employment; practical assistance, such as giving them financial support for entrepreneurship, helping them analyze possible problems in entrepreneurship, how to choose entrepreneurial projects and imparting their entrepreneurial experience), the more positive and confident the entrepreneurial attitude of individuals will be. In the innovation and entrepreneurship education, we should encourage higher vocational students to integrate their own social resources and make full use of social networks to carry out innovation and entrepreneurship activities.

4. Conclusions

In order to improve students' entrepreneurial intention, higher vocational colleges should start from improving students' innovative and entrepreneurial thinking, and carry out relevant innovative and entrepreneurial education courses and campus activities continuously and extensively. In addition, higher vocational colleges also need to grasp the actual needs of society and entrepreneurial trends, to provide students with the most accurate, practical and effective entrepreneurial education and project training, so as to achieve the goal of improving students' entrepreneurial will.

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