
The Current Situation and Countermeasures of Chinese University Entrepreneurship Education

Wang Jing¹, Wei Huisuan², Xie Ming Zhu³, Xue Wei⁴, Zhang Chi⁵

¹Jiaying University & Faculty of Education and Liberal Studies, City University,
Malaysia, ²City University, Malaysia, ³South China Normal University, China,
⁴Jiaying University, China

Abstract

Introduction: *Entrepreneurship education has contributed to some extent to the self-employment and employment of college students. Entrepreneurship and innovation have a significant impact on the change of management system, the development of science and technology, as well as the evolution of social politics, economy, culture and industry, and are an important driving force for a country's economic development. Entrepreneurship education is not only a quality education to improve college students' entrepreneurial ability, employ ability and life skills, but also an emergency means to relieve the employment pressure of Chinese college students. Therefore, the survey of entrepreneurship education is not only beneficial to school education, but also related to the future economic development of the country.*

Methodology: *This research adopts a questionnaire survey. To ensure the reliability of the questionnaire, this research questionnaire designed test questions, and selected college students in Guangdong Province as the research objects. A total of 753 questionnaires were obtained, 709 of which were effective, with an effective rate of 94.1%. After obtaining the questionnaire data, this paper mainly analysed the current situation of college students' entrepreneurship education in Guangdong Province, and gave the corresponding countermeasures.*

Results and Discussion: *By investigating the basic personal information of college students in Guangdong Province, we could find that there were many factors that affect college students' innovation and entrepreneurship, such as family conditions, school education and social environment. It was found that family factors and personal achievement factors had little influence on entrepreneurship education, but on the contrary, the courses, activities and projects of related education had greater influence.*

Conclusion: *To solve these problems, the first thing was to change the teaching concept and focus on the practical direction of the innovation and entrepreneurship education mode for college students. Secondly, implemented school integration and joint school-enterprise management mode, promoted school-site cooperation in management and strengthen the creation of practice foundation. Thirdly, strengthened the joint management and cooperative organization of competition and other thematic.*

Keywords: *Entrepreneurship; Entrepreneurship Education*

1. Introduction

Entrepreneurship is an important driving force for national economic development, and the accompanying science and technology, management system changes, and industry evolution will have a profound impact on the political, economic, and cultural development of the entire society. At present, economic globalization, the arrival of the Internet model and the era of big data have broken the traditional entrepreneurship pattern, and innovative entrepreneurship has become the main strategy for the development of various countries. After decades of reform and opening up, China has entered a new period of economic restructuring. How to keep pace with the times, how to further ensure opportunistic entrepreneurship, develop innovative entrepreneurship, and enhance the growth and innovation of entrepreneurial opportunities has become a new issue at present. As one of the groups with the most innovative and entrepreneurial potential, college students should seize the opportunity and take up the historical mission of national reform and development. College students' entrepreneurship can not only solve the increasingly serious employment problem, but also create and provide more employment opportunities. The participation of college students in entrepreneurial activities can, on the one hand, transform advanced culture and technology into new industries and, on the other hand, promote various reforms of the education system.

According to data, by 2022, the total number of students in China's higher education has reached 107.6 billion, another record high. In addition to the students who were not employed in time for various reasons, especially since the outbreak of the epidemic in early 2020, the employment situation remains severe. Even though many students hold the idea of "employment first, then choose a career", many graduates still could not escape from many reasons such as mismatch of majors, remote employment places, low wages, and poor company environment and choose to wait and see.

Students in higher education learn more theoretical knowledge in school, and there is still a certain distance for practical operation, and many places also have the problem of "labor shortage and labor difficulty". For a while, the company's technical department was short of staff, and college students could not find jobs. The reason for these problems is that some professional knowledge provided by colleges and universities is not equal to the market needs. Many reasons have led to the "difficult employment" of college students. Therefore, in addition to encouraging students to be employed first and then to choose a career, colleges and universities should actively seek another way for students: to encourage students to start their own business.

In 2015, the Government Office of the State Council issued the document "Opinions on Several Preferential Policy Initiatives to Promote the Ability of Mass Investment and Innovation", in which it was clearly proposed to "carry out entrepreneurial work and create an environment for business development", and then in the context of "mass innovation and mass entrepreneurship", entrepreneurship education has received widespread attention from the society. From the central to the local level, relevant policy documents have been released, relevant research methods have been expanded, and research horizons have been broadened, and the ecology of entrepreneurship education has attracted the interest and attention of scholars.

The objective of the study was to investigate the significance of Chinese entrepreneurship education, the current situation and existing problems of college students' entrepreneurship education, propose solutions, and provide some suggestions and countermeasures for entrepreneurship education.

2. Related literature

2.1 Literature of entrepreneurship

Entrepreneur in English has two basic meanings, one representing an entrepreneur, usually understood as a company executive or decision leader who has been formed in a structured system, and the other meaning a company founder, generally a leader who establishes a new company. In the 1950s, the United States first conducted a survey on entrepreneurship education among college students. In 1949, the Center for Exploration of Entrepreneurship History of Harvard University founded the journal *Exploration of Entrepreneurship History*, which is the first journal in human history with entrepreneurship as the theme, laying a foundation for the research and development of entrepreneurship education, and playing an important role in promoting the subsequent research of entrepreneurship education and the cultivation of entrepreneurship awareness in the academic and business circles in the United States. As a result of the deepening of theory and practice, the history of entrepreneurship management in the United States has produced such famous landmarks as Peter Drucker and Jeffrey Timmons, whose works such as "The Entrepreneur" and "On the Economics of Entrepreneurship" have played an important role in the development of innovative teaching and learning, and have provided sufficient theoretical sources for the establishment and rise of the subsequent Benson School of Business and Silicon Valley Venture Park. Through sorting and summarizing the international literature related to entrepreneurship education, the current research mainly focuses on the following aspects:

2.1.1 Research on the concept of entrepreneurship

International experts' theories on entrepreneurship, such as Cole (1959), believe that entrepreneurship is an occupation aimed at making money; Casson (1982), believes the theory of entrepreneurship is to start a business with precious capital; Gartner (1990), believes that the entrepreneurial process involves two dimensions of the entrepreneur's own traits and abilities, and Shane (2000), believes that entrepreneurship is a process of finding opportunities and using them wisely to create new products, markets and services with new technologies and methods. The experimental results of R. Baron (2004) further support the information mining and processing concept and suggest that the identification of entrepreneurial opportunities requires individuals to use their entrepreneurial minds to sift through a large amount of information to find sensitive information, and then by sifting and processing sensitive information to find and identify entrepreneurial opportunities. K. Shaver (1991) suggests the identification and exploration of entrepreneurial opportunities are mainly realized through a series of processes such as continuous search, screening and evaluation of relevant information.

Chinese experts on entrepreneurship theory, such as Song Keqin (2011) proposed that entrepreneurship is a work process in which entrepreneurs actively carry out the

work process of supplying goods and financial services with various resources to generate life value. Zhang Tao (2018) suggested that the essence of innovation was the concept and behavior of turning the activity into one's own work through one's entrepreneurial behavior, and allowing oneself to grow and mature rapidly; according to Zhang Yuli (2019), entrepreneurship was an entrepreneur with entrepreneurial spirit. When there were business opportunities, they could seize the opportunities in time, integrate resources, innovate and act ahead.

2.1.2 Research on basic concepts of entrepreneurship education

"Entrepreneurship Education" was first introduced by Harvard Business School in the 1950s, and conceptually, it emphasizes business entrepreneurship education, which is an elite education for a small number of business people, highlighting the grasp and creation of entrepreneurial opportunities. In the early days, entrepreneurship education was aimed at "quick success as an entrepreneur" and was utilitarian in nature, but as society progressed and evolved, utilitarian entrepreneurship education was gradually transformed into non-utilitarian entrepreneurship education, going beyond the process of "education for new business start-ups", contemporary entrepreneurship education pays more attention to the ability and quality of the educated. 1989, the entrepreneurship education proposed by UNESCO emphasized the change of education concept, and tended to cultivate entrepreneurship and entrepreneurial skills of entrepreneurs. In the 1980s, a wave of entrepreneurship research was launched in the West, and the concept of entrepreneurship education received widespread attention from scholars as research progressed. The concept of entrepreneurship education has been discussed in depth by international scholars, but no consensus has been reached on the definition of its concept and connotation.

2.1.3 Research on entrepreneurship education

The scientific research on innovation and entrepreneurship training and innovation higher education in China started relatively late compared with European countries, and the research started in the early 1990's. Only in the 1990's did some Chinese experts start to pay attention to innovation and entrepreneurship training and gradually made it the main focus of educational scientific research, while the research exploration and practice of innovation and entrepreneurship training and innovation training education in Europe and America started relatively early. China is one of the first developed countries to start innovation training. According to research, the attention of international experts on innovation and entrepreneurship training and education has increased dramatically in the 1990s, and nowadays, the research in this field is highly valued and has developed to a relatively mature stage in major developed countries in the world, such as the United States, the United Kingdom, Japan, and Germany. Some experts have found that until 2009, there were more than 50 innovation research and development institutions in the United States. Many universities and colleges in the United States have also established innovation development colleges and innovation programs, innovation development education alliances, and innovation development institutions. In the last decade or so in China, as the society pays more attention to innovation and entrepreneurship training, the research content has become more and more extensive and the research results have become more and more abundant. In terms of quantity, although there were few

articles on the education of college students' innovation and entrepreneurship before 2000, great progress has been made since then. According to the information from China Knowledge Network, the full-text database of Chinese journals shows that in 2002, entrepreneurship education in colleges and universities was officially launched in China, and the Ministry of Education identified nine institutions such as Tsinghua University, Renmin University of China, and Beijing University of Aeronautics and Astronautics as pilot institutions for entrepreneurship education, and the number of papers on the topic of "entrepreneurship education" from 2002 to 2022 was 56361 .

In terms of content, there were few research papers and literature on "innovation and entrepreneurship education and entrepreneurship education" before 2000, and only 593 papers before 2002. From 2002 to 2009, there were 6709 articles in total, with an average of 958 articles per year; in 2010, the Chinese Ministry of Education issued the "Opinions of the Ministry of Education on Vigorously Promoting Innovation and Entrepreneurship Education and Independent Entrepreneurship of College Students", with a total of 11764 articles from 2010 to 2014, with an average of 2941 articles per year. In 2015, the State Council Government Office issued the document spirit of "several opinions on a number of preferential policy initiatives to vigorously promote the ability of the masses to invest in entrepreneurship and innovation", a total of 39,728 relevant papers from 2015 to 2022, with an annual average of 5675. These advances are closely related to the encouragement and promotion of national policies as well as the global situation of innovation and entrepreneurship education development, but the current number of high-quality and high-standard literature is still not enough, and the high level papers with high relevance have been maintained at about 70 in recent years. After sorting and classifying, we found that the current research on innovation and entrepreneurship education mainly focuses on curriculum, value, goal, evaluation and system.

The disciplines of innovation education and innovation entrepreneurship education have developed earlier in the world, as early as 1947, Harvard Business School in the United States offered the elective course "New Enterprise Management" to students studying MBA. This course was also regarded as the first compulsory course in the field of innovation and entrepreneurship education in the United States by researchers of innovation, and it was also the first time that innovation teaching appeared in colleges and universities. Entrepreneurship courses have been the focus of research on entrepreneurship education and innovation and entrepreneurship education at home and abroad, and in summary, the research content mainly includes the following aspects:

One is the research on the value and objectives of the curriculum of innovation and entrepreneurship education and entrepreneurship education. This kind of research is mostly concentrated in some early studies by international scholars. For example, since the 1960s, international scholars have conducted a series of heated discussions around "whether entrepreneurship can be taught" and finally reached a consensus with "entrepreneurship can be taught". This consensus led to a shift from value-based research to goal-based research in entrepreneurship education.

The second is the comparative study with international entrepreneurship education and training. Most of these studies focus on Chinese scholars' research on the

development history and case studies of international entrepreneurship education programs. For example, Professor Ma Zhangliang's (2011) "The Comparison and Reference of Entrepreneurship Education of American, Japanese and Chinese Students" points out that China has a good team of university entrepreneurship teachers, a strong culture of innovation on university campuses, and a sound system of university innovation training courses; Chinese entrepreneurship education is characterized by the close integration of "government, industry and academia", which It plays a role in promoting economic development, and entrepreneurship courses are connected with professional courses. However, China lacks professional entrepreneurship education teachers, unreasonable curriculum and entrepreneurship practice.

Sun Qiang (2004) suggests that entrepreneurship education should be developed by developing activity courses, offering elective courses in entrepreneurship education, and organizing skills competitions to improve students' entrepreneurial abilities. Zhou Jianzhong (2018) argues that under the guidance of "mass entrepreneurship and innovation", China's innovation activities are relatively active in both relatively efficiency-driven and innovation-driven economies, and because of the strong contrast between such activities and innovation activities, entrepreneurial enterprises currently have great relative difficulties in growing and developing and expanding, and therefore must be placed at the center of the enterprise. Only by linking the economic characteristics of an enterprise with its members, innovation activities and entrepreneurial opportunities can it have a relative significance of dominance and dominance, and only in this way can it help enterprises' development personality, achievement motivation, risk preference and other factors affect entrepreneurial development.

2.2 Literature of College Students' Entrepreneurship

2.2.1 Entrepreneurship policy for college students

Because of their excellent scientific research mindset and more comprehensive academic training, university graduates have become the key target and training reserve capacity for the cultivation of scientific research innovation and entrepreneurship in China, as well as the future force of high-tech industrial transformation. It is an important strategic goal of the medium and long-term development plan of China's national high-tech industry to give full play to the scientific and technological entrepreneurship ability of college students. The report "China Education Modernization 2035" believes that one of the fundamental reasons why China is not an economic power despite being a world economic power is the weak innovation ability. Therefore, we should do a good job in the organic integration of scientific innovation and talent cultivation, guide university students to actively participate in innovative practices of scientific research, cultivate students' sense of exploration and scientific spirit, and guide scientific personnel from research institutes and higher education institutions to enter the market for innovation and entrepreneurship. Focusing on the promotion of entrepreneurial human capital of college students in research universities can scientifically and comprehensively analyze the existing achievements of China's research universities in cultivating innovative and entrepreneurial talents, focus on the improvement of personal entrepreneurial human capital of college students in the process of

innovation and entrepreneurship with the guidance of human capital theory, and make a clear definition and quantitative analysis of their entrepreneurial human capital to fully explore the requirements for entrepreneurship of college students in Chinese research universities. We also provide a clear definition and quantitative analysis of their entrepreneurial human capital, fully explore the entrepreneurial human capital required for college students' entrepreneurship in China's research universities, and analyze the benefits of college students' entrepreneurship for talent cultivation based on a deeper perspective, and provide a strong practical basis for the smooth implementation of national science and technology development strategies and the formulation of policies for the cultivation of innovative and entrepreneurial talents.

Zhou Yong (2014), when studying the entrepreneurial initiative of Chinese college students, proposed that the cultivation of entrepreneurial initiative is not only affected by gender, growth environment, family characteristics and other factors, but also by objective factors such as school atmosphere, social environment, public opinion guidance and government policies; Wang Yushuai et al (2009) through the analysis of the three stages before, during and after entrepreneurship, constructs a theoretical framework for scientific identification of entrepreneurial opportunities based on a clear entrepreneurial motivation, thus promoting the entrepreneurial process of enterprises, and clearly puts forward that entrepreneurial policies mainly include five aspects: institutions, capital, financial tax, education system and government purchase; Deng Hanhui et al (2011) Focusing on the financial incentive, guidance and incentive of China's innovation policy system, it points out that entrepreneurial behavior mainly depends on the formulation, content, evolution, motivation, law and implementation of entrepreneurial policies; Zhou Jinbo and Chen Lichao (2011) While making clear that entrepreneurship plays a positive role in stimulating employment and promoting sustainable economic growth, it is also necessary to improve the entrepreneurial environment and enhance entrepreneurial ability through continuous progress of entrepreneurial policies, increase entrepreneurial opportunities and reduce entrepreneurial risks to deal with many uncertainties caused by entrepreneurial risks Zhao Wenhong and Sun Wanqing (2014) focused on the important role of continuous entrepreneurs in entrepreneurial activities, compared the relationship between initial entrepreneurship and continuous entrepreneurship from general characteristics, entrepreneurial cognition and performance levels, and created direction guidance for continuous entrepreneurship research from experience, learning and other aspects.

The analysis of entrepreneurship policy tends to make a comparative analysis of the problems encountered in reality, and put forward suggestions for improvement and decision-making countermeasures on this basis. The analysis of entrepreneurship policy is often accompanied by research on countermeasures and suggestions, which plays a leading role in this kind of research. Gu Shengzu et al (2008), who were ahead of time made a systematic study on the development strategy of Chinese enterprises, focusing on investment in enterprise development, public service, community, teaching and cultural development, and gave important measures to improve the development strategy of enterprises and to wear a variety of job opportunities. Chen Hongling and Han Yi (2010), based on their research on the employment and entrepreneurship promotion policies of higher education

institutions in Liaoning Province, elaborated that the innovative policies for higher education graduates to find jobs must be promoted at the grassroots level, strengthen preferential policy support, focus on helping difficulties and improve supporting measures; Xia Renqing et al (2012) summarized the innovation policies from 1999 to 2011, pointed out that the current innovation policies for college students must further improve their relevance in order to promote more college students to understand technological innovation, support independent innovation and actively participate in technological innovation, and further improve the effectiveness and survival rate of college students' entrepreneurship; Ye Yinghua (2011), based on the fact that graduate entrepreneurship is a sustainable public policy incentive to alleviate the severe employment situation, should review college students' entrepreneurship as a whole at present and in the future. The entrepreneurship policy should change from comprehensive support to preferential incentives to create a policy environment more in line with the requirements of college students' entrepreneurship; Ye Yinghua (2011), based on the fact that graduate entrepreneurship is a sustainable public policy incentive to alleviate the severe employment situation, should review college students' entrepreneurship as a whole at present and in the future. The entrepreneurship policy should change from comprehensive support to preferential incentives to create a policy environment more in line with the requirements of college students' entrepreneurship; Guo Dexia and Chu Jiangting (2013) focused on how to increase the proportion of college students participating in entrepreneurship by reducing market access, increasing fiscal and financial policy support, and improving supporting measures. They need to further improve entrepreneurship policies in combination with the actual development.

3. Methodology

This study takes college students in Guangdong Province of China as research objects. This paper aims to investigate the current situation of innovation and entrepreneurship education for college students in Guangdong Province. As is known to all, Guangdong Province has a large population and its overall economic and social development has reached the level of moderately developed countries. By studying the current situation of innovation and entrepreneurship education of college students in Guangdong province, we can have a more comprehensive understanding of the current education courses and programs of innovation and entrepreneurship of college students, so as to propose countermeasures to improve the ability and intention of innovation and entrepreneurship of college students and promote the economic development of Guangdong Province.

3.1 Questionnaire Survey Method

Questionnaire survey was adopted in this study. Questionnaire is a widely used method in social survey at home and abroad. Questionnaire survey method includes the determination of survey questions, sampling survey design includes sampling design and questionnaire design, implementation of the survey process, data processing and analysis, writing of survey report and summary evaluation. This study uses the questionnaire of Wenjuanxing software.

The questionnaire made a certain investigation on the basic personal situation and innovation and entrepreneurship education of college students in Guangdong

Province. Respondents were asked to fill in basic information and answer questions about college students' innovation and entrepreneurship education. In order to ensure the reliability of the questionnaire, this research questionnaire specially designed test questions and the university students in Guangdong Province were selected as the research objects. In the study a total of 753 questionnaires were obtained, of which 709 were effective, with an effective rate of 94.1%. After obtaining the questionnaire data, this paper analyzes the current situation of innovation and entrepreneurship education for college students in Guangdong Province, and proposes countermeasures to the problems, so as to improve the level of innovation and entrepreneurship education in Guangdong Province and promote the current situation of economic development in Guangdong Province.

3.2 Literature Research Method

During the research, literature and books related to the types of innovation and entrepreneurship were analyzed and researched to achieve certain research objectives. In this study, the author consulted relevant books, journals and doctoral dissertations on innovation and entrepreneurship education and innovation and entrepreneurship theory to analyze the current situation of innovation and entrepreneurship education for college students in Guangdong Province and put forward reasonable countermeasures.

4. Results and Discussion

By investigating the basic personal information of college students in Guangdong Province, we can find that there are many factors that affect college students' innovation and entrepreneurship, such as family conditions, school education and social environment. In this paper, we analysed the collected data and discuss the current situation of college students' innovation and entrepreneurship from personal family factors and school education factors, and give relative countermeasures for improvement.

4.1 Basic situation of innovation and entrepreneurship education for college students in Guangdong Province

In order to ensure the reliability of the questionnaire, this research questionnaire specially designed test questions and the university students in Guangdong Province were selected as the research objects. In the study a total of 753 questionnaires were obtained, of which 709 were effective, with an effective rate of 94.1%. Among them, 32.58% were male students and 67.42% were female students. It were be seen from the statistics that our research subjects were based on the age of 17~24, which is a good age for innovation and entrepreneurship. For students who have not yet left the society, most of them could not have independent entrepreneurial ability yet, but this was a critical period to develop their innovative entrepreneurial ability and intention. At the same time, this study was distributed more evenly in each major, in order to better analyze the current situation of innovation and entrepreneurship education of college students in different majors in Guangdong Province with the results of the survey.

In the current period, higher education should follow the pulse of the times, lead the trend of the times and solve the current social problems, but due to the long-term influence of exam-oriented education, the current common problems include: innovation and entrepreneurship courses were based on theoretical knowledge, teaching methods are mainly lecture, students passively accept knowledge, practical education courses to cultivate students' independent thinking, effective thinking, courage and innovative qualities are often neglected, innovation Entrepreneurship courses are not as effective as they should be.

Table 1 Basic Information of College Students in Guangdong Province

Category	Item	Frequency number (person)	Percentage (%)
Gender	Male	231	32.58%
	Female	478	67.42%
Age group	17~20 years old	393	55.43%
	21~24 years old	315	
	25 to 28 years old	1	44.43% 0.14%
	29 to 32 years old	0	0%
	Other ages	0	0%
Only child or not	Yes	114	16.08%
	No	595	83.92%
Grade	Freshman year	146	20.59%
	Sophomore Junior	131	18.48%
	Senior Year	280	39.49%
	Research I	135	19.04%
	Research II	4	0.56%
	PhD	1	0.14%
	Graduated	1	0.14%
		11	1.55%

Major	Literature, History and Philosophy Economy Management Legal Studies Pedagogy Science Engineering Agronomy Medicine Military Art and Sports	85 23 31 52 73 224 183 3 18 1 112	11.99% 3.24% 4.37% 7.33% 10.3% 31.59% 25.81% 0.42% 2.54% 0.14% 15.8%
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Source: Developed for this research.

4.2 The influence of personal family factors in innovation and entrepreneurship education

In the view of education: parents are the first teachers of their children. Family education is both cradle education and lifelong education. Because of its special status and influence, family education plays a pivotal role in the national education system project, so it is especially important to create a good family environment to promote the healthy growth of children.

Table 2 College Students' Families in Guangdong Province situation

Frequency Category (person)	Item	number	Percentage (%)
Father's occupation	Workers	163	22.99%
	Farmers	116	16.36%
	Businessmen	123	17.35%
	Civil Service	30	4.23%
	Teachers	17	2.4%
	Doctors	14	1.97%
	Military Freelance	2 244	0.28% 34.41%

	Workers	143	20.17%
	Farmers	125	17.63%
	Businessmen	74	10.44%
	Civil Service	18	2.54%
Mother's occupation	Teachers	46	6.49%
	Doctors	10	1.41%
	Military	0	0%
	Freelance	293	41.33%
Have I ever Entrepreneurial Experience	Yes No	39 670	5.5% 94.5%
Father in business or Previous entrepreneurial experience	Yes No	310 399	43.72% 56.28%
Mothers in business or Previous entrepreneurial experience	Yes No	184 525	25.95% 74.05%
Area	Pearl River Delta Region	220	31.03%
	Guangdong East Region	263	37.09%
	Western Guangdong	125	17.63%
	Northern Guangdong	101	14.25%
Family economic situation	1 Very poor	29	4.09%
	2 Poverty	39	5.5%
	3 A bit poor	130	18.34%
	4 General	478	67.42%
	5 a little rich	30	4.23%
	6 Affluence	3	0.42%
	7 Very rich	0	0%

Source: Developed for this research.

From table 2, we could see that the first place of fathers' occupation was freelance 34.41%, followed by workers and businessmen, while the proportion of the question "fathers are starting or have had experience in starting a business" was more balanced. The percentage of mothers' occupation is 41.33% for freelance work, followed by workers and farmers, and then by businessmen. The percentage of the

question "Mother is starting a business or has experience in starting a business" clearly shows that the phenomenon of mothers starting a business is less common and the proportion of "whether I have ever started a business or not" is even more disparate, but it shows that parents who start a business have more or less influence on their children, but the influence is not great.

The survey shows that most of the children's families are in average economic situation, accounting for 67.42%, followed by somewhat poor, accounting for 18.34%. It is not excluded that the current college students lack economic support or independent entrepreneurial ability, but what the study can find is that their personal family factors are not the main factors affecting college students' entrepreneurship. At the same time, we can find from the influencing factors that certain policy or economic support should be given when encouraging contemporary college students to be innovative and entrepreneurial, and under the influence of the epidemic, college students cannot go out to work part-time, which is also a certain factor that affects their entrepreneurial opportunities and intentions.

4.3 The influence of school education factors in innovation and entrepreneurship education

Innovation and entrepreneurship education can make college students get better development and promote the stable development of society, and also benefit college students' employment and get more opportunities to start their own business. In the new era, innovation and entrepreneurship are increasingly becoming the high point of comprehensive national power competition. As the group with the most entrepreneurial vitality and potential, how to cultivate college students is an important issue facing the development of society. And on top of that, school education plays an important influencing factor.

Table 3 Education of College Students in Guangdong Province

Category	Item	Frequency number (person)	Percentage (%)
Nature of school attended	"985" project universities	3	0.42%
	"Non-985 universities of '211' project	4	0.56%
	Non-"211" universities	702	99.01%
Whether you have participated in innovation entrepreneurship projects	Have not participated in	263	37.09%
	Participated once	317	44.71%
	Participated in several	129	18.19%

Whether you

have experience as a student leader in university	Yes	492	69.39%
	No	217	30.61%

Whether you have served as the person in

charge of innovation and entrepreneurship projects or competitions	Yes	288	40.62%
	No	421	59.38%

Whether you

have participated in innovation and entrepreneurship courses	Yes	529	74.61%
	No	180	25.39%

Your grade in the same year in your major	Top 10%	241	33.99%
	10% - 20%	236	33.29%
	After 20%	232	32.72%

Source: Developed for this research.

Table3 shows that most of the students in this study are from "non-211" undergraduate colleges and universities, and their common point is that employment is not so easy because they are at a disadvantage in terms of education, but this better reflects the innovation and entrepreneurship of this group. The data shows that 62.9% of the students have participated in innovation and entrepreneurship projects, and 40.62% of them have been in charge of innovation and entrepreneurship projects, which shows that not all students are independent innovators, but maybe they are members of the project and responsible for a certain piece of content. The question "Your grades are ranked in the same grade and major" shows that the distribution is relatively uniform, that show on the other hand, your grades will not greatly affect a person's innovation and entrepreneurship intention. On the contrary, it can reflect the importance of innovation and entrepreneurship education, enhance students' awareness of innovation and entrepreneurship, give them motivation to innovate and improve their innovation ability.

5. Recommendations

To solve these problems, the first thing is to change the teaching concept and focus on the practical direction of the innovation and entrepreneurship education mode for college students. First, strengthen the construction of educational projects, set up entrepreneurship funds, organize professional teachers to combine with students'

professional learning, establish a library of innovative and entrepreneurial projects, students independently choose projects, guide scientific research and carry out project research, which up to now has accumulated certain project information and educational achievements. Secondly, it is possible to fully mobilize the initiative and enthusiasm of teaching units by implementing school integration and joint school-enterprise management mode, promote school-site cooperation in management and strengthen the creation of practice foundation. Thirdly, it strengthens the joint management and cooperative organization of competition and other thematic practical activities, establishes the management mechanism of practical training and competition, and encourages students to participate in various college entrepreneurship competitions at all levels under the guidance of professional teachers.

5.1 Strengthen the practice of innovation and entrepreneurship

With "Challenge Cup "Internet "+ innovation and entrepreneurship competition, college students' innovation and entrepreneurship projects and entrepreneurial design competition as a carrier to carry out innovation and entrepreneurship education, exercise and improve students' observation, thinking, imagination and hands-on ability, etc., play students' independent initiative, enhance students' innovation awareness and innovation spirit.

Increase innovative and entrepreneurial activities, through association, organizations to promote, play a point to lead the line, line into a surface, comprehensive coverage. Encourage students to creatively engage in a variety of social practice and social welfare activities, in the form of self-service and self-education functions of students, to develop their entrepreneurial skills.

Promote school-enterprise cooperation and collaborative education, in the context of the severe employment situation in the new era, give full play to the advantages of school-enterprise collaborative education, exchange resources, and cooperate closely in personnel training, school-enterprise construction, business and technology improvement, coordinated development of professional industries, and scientific research innovation to achieve the goal of "win-win".

Comprehensively promote innovative talent training mode, propose a new talent training mode of "curriculum+practice platform+personalized employment promotion", and carry out training and improvement in an organized and planned way, aiming to improve students' employability and talent training quality.

5.2 Reforming the Entrepreneurship Curriculum

Carry out innovation and entrepreneurship education based on college students' employment guidance course; In terms of employment, innovation and entrepreneurship curriculum, we can optimize the overall curriculum framework, set up professional compulsory courses and elective courses, provide students with basic knowledge of employment and innovation and entrepreneurship, feedback current social employment and innovation and entrepreneurship, strengthen students' ability to improve their own employment, closely link employment and innovation and entrepreneurship, and improve students' awareness and interest in

innovation and entrepreneurship, So as to carry out teaching and guidance according to different levels.

Build the curriculum system of innovation and entrepreneurship education and implement entrepreneurship education; All the courses can be merged into general education, professional education and quality and ability development personalized education according to the curriculum idea of "general education and basic discipline education are implemented in the lower grades to improve students' quality, and distinctive professional education is implemented in the higher grades to improve students' practical ability, innovation and entrepreneurship ability". In the innovation and entrepreneurship class, we can watch entrepreneurship cases, simulate the process of entrepreneurship, and organize visits to local enterprises in different entrepreneurial periods and listen to innovation and entrepreneurship lectures outside class, so as to visually and vividly show students the entrepreneurial spirit, entrepreneurial methods, processes and rules of successful entrepreneurs, cultivate students' good awareness of independent entrepreneurship, and establish a new concept of employment.

Integrate into the talent training program and comprehensively implement innovation and entrepreneurship education. The talent training program is based on the teaching process of the four-year academic system for curriculum and credit allocation. Every academic year, the system of two semesters, spring and autumn, is implemented. According to the needs of innovation and entrepreneurship education, entrepreneurial practice activities or scientific research training are arranged during the holidays. The innovation and entrepreneurship education courses are included in the credit management, and the credit proportion of each professional innovation and entrepreneurship course is increased. Cultivating innovative and entrepreneurial talents in a purposeful and planned way requires a targeted education method combining theory and practice. The theoretical basis can be improved through sound courses and textbooks, professional teaching teams, online courses, etc. In practice, we can pay attention to the improvement of personal ability through scientific research training, discipline competition, quality education, practice training, etc.

5.3 Policy and Platform

Take the college student entrepreneurship base (park) as a platform to carry out innovation and entrepreneurship education; make efforts to create an innovative environment and entrepreneurial atmosphere, and cultivate the scientific and technological entrepreneurship of college students by holding various forms of innovation and entrepreneurship activities for college students. We have set up a special organization to guarantee and promote innovation and entrepreneurship education; All parties cooperate to build an innovation and entrepreneurship service center, and form a professional team to provide basic security services and guidance. Take the experimental zone of talent cultivation mode innovation as a pilot to cultivate innovative talents; play the function of the experimental zone, run the innovative concept, cultivation program, new mode, management mechanism and guarantee monitoring mechanism, etc. to lay a good foundation for cultivating innovative talents.

6. Conclusion

China's entrepreneurship education is in the rapid development stage, colleges and universities to carried out all kinds of entrepreneurship education, including course education, practice, entrepreneurship competition and entrepreneurial project cultivation program. College students in every major accepted the rich entrepreneurship education. Entrepreneurship education popularization also further expand, it also proves that Chinese education to keep pace with The Times, follow the trend of The Times, cultivate and cultivate the all-round development of modern talents.

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