



Research on the Effect of Entrepreneurship Education on College Students' Entrepreneurial Capability

Miaomiao Yin

School of Management, Jilin University, CHINA

Yang Wang

Public Computer Teaching and Research Center, Jilin University, CHINA

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ABSTRACT

Under the back ground of "The public business, Peoples innovation", people, especially college students need improve their entrepreneurial capability. Therefore, this paper aims to reveal the way how entrepreneurial education influences entrepreneurial capability. The cultivation and promotion of college students' entrepreneurial capability is one of the important tasks of colleges and universities at present. To improve the importance of entrepreneurial capability, we should firstly have a comprehensive cognition and positioning about entrepreneurial capability for college students. According to the mutual restriction factors we try to establish the path of cultivation and promotion the entrepreneurial capability through entrepreneurial education and the joint efforts of families, society and the governments. Finally, we hope to help college students to improve their competitive entrepreneurial capability. Through questionnaire survey, we firstly recognize the key entrepreneurial capabilities for college students and then we build a research model to reveal the path of production and upgrading of entrepreneurial capability. Thus, we got results as follows: we could improve college students' entrepreneurial capability through strengthen entrepreneurship education in accordance with the auxiliary support of family, society and government. The research conclusion can not only enrich relative research of college students' entrepreneurship education, but also provide more practical and guiding sense for how to improve college students' entrepreneurial capability.

Keywords: university, entrepreneurship education, entrepreneurial capability, college students

INTRODUCTION

Under today's severe employment situation, entrepreneurship has become one of the main future career selections for college students after graduation (Hannon, Collins & Smith, 2004). Entrepreneurship, however, is a very difficult choice. The key for college students to be successful entrepreneurs is entrepreneurial capability (Xia & Mathematics, 2014).

Promoting college students' entrepreneurial capability is to adapt to the economic transformation (Burke, et al., 2012), and meet the needs of the construction and development of entrepreneurial economy. This is not only

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Correspondence: Yang Wang, *Public Computer Teaching and Research Center, Jilin University, Changchun city, Jilin Province, 130011, China.*

✉ wangyangwy335@163.com

State of the literature

- Studies show that college students' entrepreneurial capability is a multi-dimensional concept and it is under the influence of internal and external factors (Karra, et al., 2008). Universities' entrepreneurship education plays an important role in college students' entrepreneurial capability production and promotion (Ahmad, 2015). The cultivation of entrepreneurial capability however, is not only the cultivation of the college education (Clarysse, et al., 2011). It also needs the support of government policy, the help of society and family assistance. For example, the business support from family has direct and indirect positive effect on college students' entrepreneurial capability (Clarysse, et al., 2011). The influence of family and society on college students' entrepreneurial capability is subtle and relatively stable. However, the universities' entrepreneurship education can improve the students' entrepreneurship consciousness quickly in a relatively short period of time (Manero & Egidio, 2014). Entrepreneurship education can also enrich students' knowledge and strengthen students' practical skills (O' Cinneide & Garavan, 1994). Therefore, we could improve college students' entrepreneurial capability through strengthening entrepreneurship education in accordance with the auxiliary support of family, society and government.

Contribution of this paper to the literature

- Previous studies have studied normal entrepreneurial capabilities but ignored students' entrepreneurial capabilities, however, students own unique characteristics. This paper hopes to make up the research gap and further develop entrepreneurial capabilities theory.
- Previous studies defined entrepreneurial capability according to different views and no consensus has been reached. This paper combined literature review and questionnaire inquiry to define students' entrepreneurial capability clearly.
- Previous studies just mentioned some restrictive factors of entrepreneurial capability. This paper not only abstracted the restrictive factors of college students' entrepreneurial capability, but also analyzed how those factors influence entrepreneurial capability.

to meet the needs of improving the education system in colleges and universities, but also to meet the need of talents' overall development.

LITERATURES REVIEWING

To scientifically understand and accurately locate the entrepreneurial capability of college students, we should clarify the basic connotation of college students' entrepreneurial capability at first. Although the academic community has carried out researches on entrepreneurial capability, and many scholars believe that the composition of entrepreneurial capability should include the opportunity, relationship capability, conceptual capability, organizational capability and strategic capability (Man, et al., 2002; Man, et al., 2008). The above studies choose entrepreneurial enterprises or ordinary entrepreneurs as the object of study, and most scholars follow the views of Western scholars to understand the entrepreneurial capability. The current academic community for the composition of the entrepreneurial capability is still relatively vague. College entrepreneurs are different from ordinary entrepreneurs because of their own unique characteristics, such as strong entrepreneurial passions, energy, dreams. However, college entrepreneurs are lack of practical experience, the ability to withstand risks and so on. Therefore, we need to extract the connotation and composition of college students' entrepreneurial capability according to their own characteristics.

In order to accurately refine the connotation of the entrepreneurial capability of college students, this study invited three college entrepreneurs and five experts who study entrepreneurship. After introducing the contents and the purpose of this study, we focused on the unique characteristics of college entrepreneurs. According to the interview, we summarized the following options that can be used as the entrepreneurial capability of college students: Opportunity identifying capability, learning capability, leadership decision-making capability, market insight capability, information acquisition capability, continuous innovation capability, social capability (such as interpersonal communication skills, business negotiation skills etc.), resource integration capability, investment and financial management capability, self-exploration capability, good psychological quality and adaptability(Li &

Ding, 2006). At the same time, after reviewing the relevant documents on college students' entrepreneurship, we extracted and purified these articles and find some capability, such as the commitment capability, risk tolerance, organization management capability, opportunity assessment capability, opportunity utilization capability, cohesion capability, strategic capability and organizational capability (Man & Lau, 2000; Man, et al., 2002; Man, et al., 2008).

And then we extract some restrictive factors of entrepreneurial capabilities of college students. Firstly, the concept of entrepreneurship education in colleges is relatively backward (Deale, 2016), restricting the production and promotion of entrepreneurial capability of the college students.

- (1) The orientation and characteristics of college entrepreneurship education is not correct and obvious (Manero & Egido, 2014). Talent training pattern is single in colleges. Professional configuration and the curriculum are disconnected with the market demand.
- (2) There is less standard and clear employment guidance system in colleges (O'Conneide & Garavan, 1994). There is no systematic and targeted employment guidance, which brings a lot of trouble to the employment of college students.
- (3) College administrators have cognitive biases. Many college leaders neglect the cultivation of students' subjective initiative and creativity, holding that college students just learn professional knowledge well and can find good salary job in the future, and don't need to carry out entrepreneurship education.

Secondly, the integration of educational resources in colleges and universities is not enough (Nelson & Tracey, 2007), limiting the improvement of entrepreneurial capability of college students

- (1) Lack unified planning of entrepreneurship education (Kirby, 2004). At present, there is no systematic planning of entrepreneurship education in colleges, and there is no systematic education outline and few professional or full-time teachers.
- (2) Campus business atmosphere is not rich (Honig, 2004). On one hand, there are few students in the school, fewer teams, fewer cases of success and lack typical exemplary role and a unified project operation; on the other hand, entrepreneurial lectures, entrepreneurial academic exchanges, special entrepreneurial associations, entrepreneurial activities are rare, and the organization of entrepreneurial activities are also out of the question, let alone the formation of distinctive entrepreneurial culture (Seet & Seet, 2006).
- (3) Entrepreneurship practice is inadequate. Entrepreneurship requires practical knowledge and experience, which is difficult to obtain in textbooks (Xia & Mathematics, 2014).

RESEARCH METHODS

Based on the connotation of the college students' entrepreneurship, this study designed the questionnaire of entrepreneurial capability of college students and carried out research working on the internet, with the help of "questionnaire star", in order to complete the following two tasks. ① Select multiple options according to the entrepreneurial capability mentioned above; ② Write down other entrepreneurial capability in their views. The probability of selecting candidates for the entrepreneurial capability is shown in **Table 1** by analyzing the 149 questionnaires collected by the network. We chose the probability more than 50% of the options as the core of the study of entrepreneurial capability. These are opportunity identifying capability, learning capability, leadership decision-making capability, market insight, risk tolerance, organizational management, information access, good psychological quality and adaptability.

Based on the above analysis, scientific understanding of the entrepreneurial capability of college students is to be based on the current national conditions and the characteristics of the stage. The requirements for the cultivation of college students' entrepreneurial capability should be hierarchical and phased (Rasmussen, et al., 2011). In terms of hierarchy, it is necessary to have a comprehensive system of training and a hierarchical

Table 1. Option Distribution about the Composition of Entrepreneurial Capability

The composition of college students' entrepreneurial capability	Probability	The composition of college students' entrepreneurial ability	Probability
Opportunity recognition capability	73.49%	Investment and financial management capability	41.4%
Commitment capability	32.56%	Good psychological quality and adaptability	66.05%
Learning capability	68.37%	Market capability	34.42%
Leadership decision-making capability	72.09%	Cooperation capability	46.98%
Introspection capability	31.63%	Resource integration capability	40%
Market insight	66.51%	Strategic capability	37.67%
Risk-taking capability	58.14%	Organizational capability	39.07%
Organization and management capability	58.14%	Continuous innovation capability	44.19%
Opportunity assessment capability	40.47%	Information acquisition capability	58.6%
Opportunity using capability	49.77%	Social capability	79.07%
Cohesion capability	40.47%	Others	0.93%

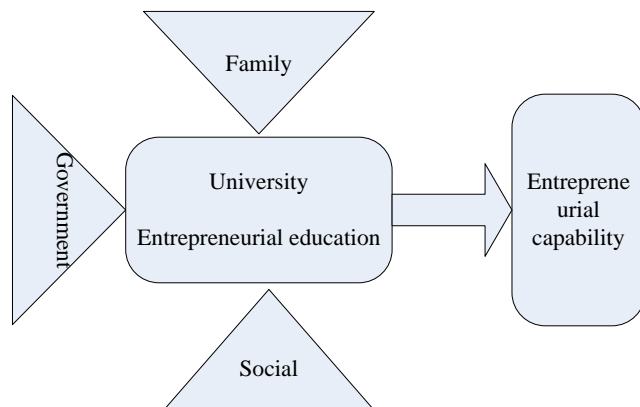


Figure 1. Research model

classification of training. From the view of system training, we should fully cultivate the overall quality of students for future entrepreneurship (O' Cinneide & Garavan, 1994).

RESULTS

Cultivating and Promoting Mode of Entrepreneurial Capability of College Students

College students' entrepreneurial capability cultivation and promotion process is a system, comprehensive and dynamic (Nelson & Tracey, 2007). Therefore, this study constructed the comprehensive model in which the entrepreneurship education in colleges and universities is as the main driving force. The family and social environment and the government are as the auxiliary support (Kirby, 2004), as shown in [Figure 1](#). Specifically, after college students accept entrepreneurship education in colleges and universities, they also need the support of government and the family. The enterprises, society, communities, and association in society could build a good business atmosphere to promote college students entrepreneurial activities (see [Figure 1](#)).

Colleges and Universities are the Core System of Cultivating College Students' Entrepreneurial Ability

Universities play a direct and guide role of entrepreneurship ability for college students and their function is to provide entrepreneurial education. The entrepreneurial knowledge and skills in the process of entrepreneurship for college students is achieved through entrepreneurship education (O'Conneide & Garavan, 1994). As the main body, universities are not only the organizer and planners of cultivating entrepreneurial capability, but also the responsible party and practitioners in the training process of the college students' entrepreneurial capability (Oosterbeek, Praag & Ijsselstein, 2010). With advanced scientific research in colleges and universities, they provide more space for college students' entrepreneurship. In addition, the culture of university has the realistic, potential and long-term impact on student's entrepreneurial capability. Therefore, colleges and universities are the main channel and position to cultivate college students' entrepreneurial capability (Rasmussen, 2011). Effect of colleges and universities on cultivating entrepreneurial capability of college students embodies in: whether the colleges and universities have the advanced concept of entrepreneurship education, various rules, regulations and measures on entrepreneurship; if there is perfecting entrepreneurship education course system, excellent teachers (Rasmussen et al., 2011); whether the colleges and universities provide the necessary time and space, and support and service system for college students' entrepreneurial activities.

Family is the Foundation System of Cultivation College Students' Entrepreneurial Capability

The family plays the most basic and most subtle role of cultivating college students' entrepreneurial capability (Hannon & Collins, 2004). The attitude of family members, family values, occupation, and family economic conditions will have an effect on college students' entrepreneurial capability. In general, if the education degree of family members is high, they can encourage their children to be more innovative, bold attempt, not afraid of failure and they also actively support their children start a business (Man, et al., 2008). The condition of the family economic conditions also influences college students' entrepreneurial enthusiasm. For example students from rich family choose the entrepreneurship as a profession is more likely.

Government is the Support System of Cultivation College Students' Entrepreneurial Capability

In recent years, to effectively promote college students' entrepreneurship, the central and local governments have issued a series of policies. Those policies undoubtedly play an important role in cultivating students' entrepreneurial capability (Man, et al., 2008). In order to do better in the training work of entrepreneurial capability, the government must first set up specialized agencies, such as the national college students' innovation service center. It is responsible for researching and solving some relative problems in college students before starting a business. It is also need to set up a local college innovation service center to provide business information, entrepreneurship training, entrepreneurship mentors and entrepreneurial base project, policy advice, legal aid, the psychological instruction and so on.

Social Environment is the Assistant System of Cultivation College Students' Entrepreneurial Capability

Social environment also plays an important role in college students' entrepreneurial capability training (Man, et al., 2008). The culture of encourage innovation, good business atmosphere, community, social institutions and enterprises all belongs to assistant system of cultivation college students' entrepreneurial capability. Cultural background has strong implications on college students' entrepreneurial motivation. Some scholars compare entrepreneurial activity to the activity of water molecules, for example, they compared "the water temperature" to the entrepreneurial atmosphere. In the metaphor, how to boil water is compared to entrepreneurial atmosphere formed in the process. Thermal conductivity of the "pot" can be regarded as exogenous environment of entrepreneurship. The exogenous environment should include: enterprise institutions, communities and

association. Their function is to provide consulting services, help and money. Therefore, the function of the assist system is to cultivate and shape a good business environment for college students.

CONCLUSION

Economic needs development, we should pay attention to education firstly. Entrepreneurial economy development and the promotion of college students' entrepreneurial capability need develop entrepreneurship education in colleges and universities. We also need to promote college students' entrepreneurial capability simultaneously from the government, families and social as auxiliaries.

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