

Analysis of the Factors Influencing Students' Willingness to Innovate and Entrepreneurship in Vocational College Entrepreneurship Education Projects

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Abstract: In recent years, China's vocational education system has made remarkable achievements. However, the large-scale influx of vocational college graduates into society has also brought new social adaptability issues. Moreover, the proportion of vocational college students participating in China's entrepreneurship and employment has been continuously increasing, but their overall entrepreneurial willingness is relatively low. Through this article, the author attempts to analyze the influencing factors of students' willingness to innovate and start businesses through entrepreneurship education projects in vocational colleges. Innovation and entrepreneurship project mentors should make full use of their research projects, drive student entrepreneurship teams to connect their research projects with entrepreneurial projects, transform research projects into achievements, and stimulate the growth of student entrepreneurship teams by tapping into the market potential of research projects. It has been observed that in China, innovation and entrepreneurship education often focuses more on cultivating students' entrepreneurial skills or providing financial support to teams in the later stages of entrepreneurship. Yet, it has not formed an effective innovation and entrepreneurship assistance education system. In the future process of entrepreneurship curriculum design, more efforts should be made to improve it.

1. Introduction

China's government recognizes that China's economic development mode is in a transitional period, so it is urgent to speed up the construction of a national innovation system. Economic development and transformation need innovative talents, and entrepreneurship education is of great significance to the cultivation of these innovative talents and the construction of an innovation system. In the process of this transformation, colleges and universities in China undertake the important mission of cultivating innovative talents for the country and promoting economic transformation. Most existing studies focus on the investigation and reflection of innovation and entrepreneurship education from the perspective of educators [1]. A case study may provide an effective path for studying the specific process of students' innovation and entrepreneurship. This is

because the main advantage of the case method lies in the comprehensive tracking and detailed description of cases, refining the variables of research in the analysis of cases, forming an effective summary, and putting forward research assumptions [2]. In recent years, China's higher vocational education has made remarkable achievements, but the large-scale influx of graduates from higher vocational colleges has also brought new social adaptability problems [3]. With the increasing employment pressure on higher vocational students, entrepreneurship education can not only provide another choice for graduates but also inject new vitality into China's economic development. As the main body of China's vocational education, students in higher vocational colleges have solid vocational knowledge, skilled vocational skills, and strong practical ability, and they have great ability and potential for self-employment [4]. However, although the proportion of students' entrepreneurial employment in higher vocational colleges in China has been rising in recent years, their entrepreneurial willingness is generally low. In this regard, the author of this paper analyzes the influencing factors of students' entrepreneurial willingness through entrepreneurial education projects [5]. As a new educational concept, entrepreneurship education is carried out on the basis of general education and vocational education. This form of education is an educational model to develop and improve the basic quality of young people's entrepreneurship and enhance the innovative spirit and ability of college students, which is the requirement of social and economic restructuring for talent demand [6]. Researchers should excavate the composition and organizational characteristics of the innovation and entrepreneurship team, and deeply analyze the influencing factors of entrepreneurship education projects in higher vocational colleges on students' innovation and entrepreneurship.

2. The Situation of Innovation and Entrepreneurship Education in Vocational Colleges

The Chinese government has successively proposed active employment policies in promoting employment through policies, market regulation of employment, and independent employment of workers. Encouraged by national policies such as taxation and small loans, vocational colleges in China have sparked a wave of innovation and entrepreneurship. In order to maintain development momentum and achieve high-quality employment, one of the important ways to transform knowledge into economy is through innovation and entrepreneurship [7]. Looking at the current research on entrepreneurship education in vocational colleges, researchers have found that there are many discussions on how to carry out entrepreneurship education at the school level, but there are very few literature reports on how to specifically carry out entrepreneurship education from the professional level and the establishment of professional courses [8]. For educational institutions, it is difficult to popularize or mobilize the enthusiasm of all students for innovation and entrepreneurship by establishing student entrepreneurship clubs, conducting innovation and entrepreneurship competitions, and establishing entrepreneurship incubation parks at the school level. Most existing research focuses on investigating and reflecting on innovation and entrepreneurship education from the perspective of educators. Case studies may provide an effective path for studying the specific process of innovation and entrepreneurship among college students, as the main advantage of case studies lies in the comprehensive tracking and detailed description of individual cases, extracting research variables in case analysis, forming effective summaries, and proposing research hypotheses [9].

The entrepreneurship education implemented in our country has expanded the connotation of education, adding "innovation" elements to form a new form of innovation and entrepreneurship education. At this point, entrepreneurial behavior no longer solely belongs to the economic field but also involves political, ideological, and cultural fields. According to a recent survey, 90% of students believe that it is necessary to offer entrepreneurship education in vocational colleges, but

they do not understand what entrepreneurship education truly is. 38% of students believe that starting a career can be called entrepreneurship, and 66% of students believe that work-study and part-time work during school are considered entrepreneurship. College students' understanding of entrepreneurship is still limited to a relatively shallow level [10]. Through independent entrepreneurship, some vocational college students have achieved unprecedented results and achieved success. However, overall, vocational college students do not have advantages in terms of entrepreneurial awareness, comprehensive quality, and entrepreneurial funds. Moreover, in many vocational colleges, educators observe that the entrepreneurial atmosphere is not strong, the innovation and entrepreneurship curriculum system is not perfect, educational resources are not abundant, and the situation of independent entrepreneurship is not optimistic. This results in a scenario where many try their hand at entrepreneurship, but few achieve notable success.

3. Analysis on the Influence of Entrepreneurship Education Project in Higher Vocational Colleges on Students' Entrepreneurship Intention

3.1. Organizational structure of entrepreneurial team

The success of college students' entrepreneurship depends on the organizational structure of the team to some extent. The organizational structure of "October" belongs to a typical network structure. A network organization is a combination of semi-autonomous organizations, with a flat and decentralized structure, self-organized teams, non-vertical communication, and knowledge-based operation. An entrepreneurship education project has teachers with entrepreneurial passion, entrepreneurial ability, and entrepreneurial practice. The process of cultivating a team of teachers with entrepreneurial awareness and quality is the key to entrepreneurship education in higher vocational colleges. For college students' entrepreneurship, a network structure organization can provide more space for college students' innovative thinking and entrepreneurial ability, but there are also obvious shortcomings. For example, the decentralization of power often makes decision-making too democratic, and it is difficult to reach a centralized and unified opinion, which will eventually affect the implementation of decision-making; Another example is that the dispersion of resources makes the centralized allocation of superior resources a difficult problem for team development, and it is easy to blur the strategic focus of team sustainable development. Administrators in higher vocational colleges should establish an effective incentive mechanism for entrepreneurship education, urge teachers to take the lead in improving their professional quality, and expand space for teachers' personal progress. At the same time, the members of the project team are in charge of and undertake the corresponding types of work, and have certain behavior decision-making rights. It can be seen that a network structure organization forms the network structure of the team with individual members as nodes, so democratic decision-making, flexible management, and efficient operation are its outstanding characteristics. In this paper, we have designed a scientific process to guide students to establish innovative and entrepreneurial projects and help better projects to incubate, thus condensing the entrepreneurial work process of "choosing a business, starting a business, and creating wealth". The overall process is shown in Figure 1.

The creation of a good atmosphere in entrepreneurship education projects can encourage students to think rationally about the future, plan their career, and create a harmonious entrepreneurial atmosphere and environment, which serves as the basic prerequisite for carrying out entrepreneurship education. The implementation of innovation and entrepreneurship education is closely related to national social and economic development, and it is a systematic and complex project that involves all aspects of education. Therefore, the government, enterprises, and vocational colleges all have the responsibility and obligation to jointly explore an innovation and entrepreneurship education system, talent training goals, and development models, and to jointly

undertake the construction of the innovation and entrepreneurship education system. The act of establishing entrepreneurship is an important manifestation of a citizen's quality and ability. Such an endeavor cultivates entrepreneurial awareness, advocates entrepreneurial spirit, and advocates the spirit of competition and tolerance for failure throughout society. For college students' entrepreneurship, network structured organizations can provide greater space for their innovative thinking and entrepreneurial abilities, but these structures also have obvious shortcomings. For example, the dispersion of power often makes decision-making too democratic, making it difficult to achieve centralized and unified opinions, ultimately affecting the execution of decision-making.

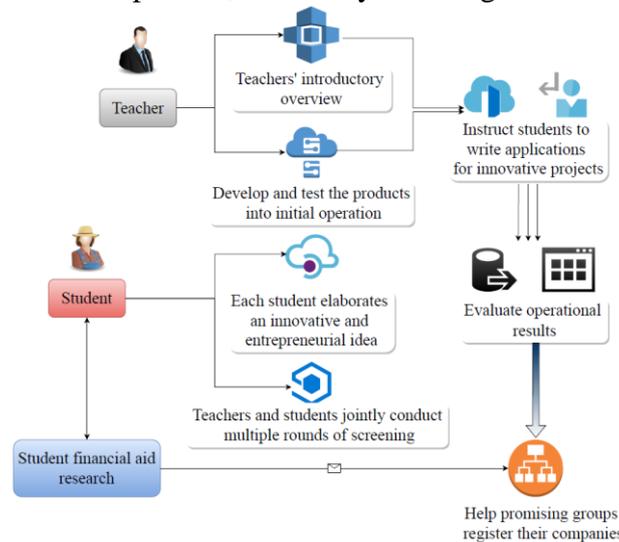


Figure 1: The process of teachers guiding students to establish innovation and entrepreneurship projects

3.2. The degree of influence of various educational factors on entrepreneurial achievements

The dedicated instructors of innovation and entrepreneurship projects should make full use of their own scientific research projects. These instructors drive the student entrepreneurship team to connect their own scientific research projects with entrepreneurial projects, transform the achievements of scientific research projects, and drive the growth of student entrepreneurship teams by tapping the market potential of scientific research projects. Entrepreneurial projects transformed from scientific research projects have strong technical barriers. Because they originate from teachers' projects, the sustainability of the projects is fully guaranteed, and they will not be stagnant because of the flow of students' graduation. To enhance this study, in order to further understand and explore the influence of entrepreneurship education projects in higher vocational colleges on students' entrepreneurial intention, and to analyze the employment attitude, job-hunting attitude, entrepreneurial attitude, entrepreneurial status, and employment status of higher vocational students, the author conducted interviews and questionnaires in several higher vocational colleges inside and outside the province. The author distributed questionnaires, and statistically analyzed the results by analyzing the questionnaires. After the data collection, the variables of each education model are analyzed by regression. The analysis result of the "regression coefficient" indicates the influence degree of each variable on the entrepreneurial achievement, and the analysis result of "significance" displays the quantitative relationship among variables. The regression analysis mainly includes the regression analysis of performance expectation, guidance mode, skill bias, and other factors on the outcome scenario. In this context, the greater the standardized regression coefficient, the greater the influence of the independent variable on the entrepreneurial results. However, when the significance

is in the range of 0-0.002, the significant correlation is the strongest, and the larger the value, the weaker the correlation is. The results of this regression analysis are summarized as follows, and the relationship between the predicted variables is detailed in Table 1.

Table 1: Regression analysis results of various factors

Independent and dependent variables	Regression coefficient	Significance
Guiding mode and outcome scenario	0.685	0.124
System Expectations and Achievement Scenarios	0.146	0.352
Assistance bias and achievement scenarios	0.621	0.102
Skill bias and outcome scenarios	0.861	0.136

Educational policymakers observe that at present, innovation and entrepreneurship education in China often focuses more on cultivating students' entrepreneurial skills or providing financial support to teams in the later stages of entrepreneurship, and has not formed an effective innovation and entrepreneurship assistance education system. Educators believe that in the future process of entrepreneurship curriculum design, more efforts should be made to improve it. Therefore, for college student entrepreneurs, it is recommended that they should continuously accumulate network and expand their social circle in their daily learning and life. To ensure success, to enable vocational college students to receive good innovation and entrepreneurship education, vocational institutions can choose and offer appropriate theoretical and practical courses. These courses cultivate students' innovation and entrepreneurship quality, instill relevant legal and regulatory knowledge, conduct on-the-job internships or train companies in daily management and business management, conduct market research, write plans, and use various channels and information. The aim is to enable vocational college students to widely participate in practical activities, understand social and market needs, and connect theory with practice. Students can then gain innovative and entrepreneurial concepts and abilities in practice. They are also encouraged to consciously integrate into society, continuously enrich one's social experience, train one's ability to withstand pressure, improve one's legal concepts, and cultivate one's risk awareness.

4. Conclusions

Educational experts note that the integration of entrepreneurship education and professional education has attracted the full attention of higher vocational colleges. Compared with the innovation and entrepreneurship education at the school level, educators find that the course "Deep Processing of Agricultural Products and Innovation and Entrepreneurship" organically integrates innovation and entrepreneurship education with professional education, which is more targeted. Educational researchers observe that in recent years, innovation and entrepreneurship education in higher vocational colleges is in full swing, but there are also many problems. For example, some reports suggest students are making money in the name of entrepreneurship, which leads to academic neglect; In some colleges and universities, critics point out that entrepreneurship education does not prioritize innovation, and entrepreneurship competition has merely become a speech competition, with a clear overemphasis on formality. In light of these observations, this paper attempts to analyze the influencing factors of students' willingness to innovate and start a business through entrepreneurship education projects in higher vocational colleges. The education

system acknowledges that the entrepreneurship education project has teachers with entrepreneurial passion, entrepreneurial ability, and entrepreneurial practice. For success, cultivating a team of teachers with entrepreneurial awareness and quality is viewed as the key to entrepreneurship education in higher vocational colleges. Administrators believe that higher vocational colleges should establish an effective incentive mechanism for entrepreneurship education, urging teachers to take the lead in improving their professional quality, and expanding opportunities for teachers' personal growth. Educational theorists argue that in essence, entrepreneurial learning is the essence and core of higher vocational students' entrepreneurship, and students' entrepreneurial behavior rooted in entrepreneurial learning will promote the innovation and development of entrepreneurship education in colleges and universities. To ensure student success, schools should implement the people-oriented educational concept, positioning students as the true focal point of learning, making entrepreneurship the motivation behind students' learning, and ensuring entrepreneurial learning serves as the tangible outcome of students' professional learning.

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