

# Study on the Construction of Trinity Entrepreneurship Teachers' Talent Pool Based on Society Capital Theory in Vocational Colleges\*

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**Abstract**—This paper is a qualitative research on the situation of entrepreneurship education in vocational colleges. It analyzes the entrepreneurship education course in regard to staff structure, teaching methodology, course content and professional development. In combination of society capital theory, this paper hence suggests to construct a trinity entrepreneurship teachers' talent pool.

**Keywords**—*entrepreneurship education; teachers' talent pool; society capital*

## I. INTRODUCTION

In 2015, the State Council issued the "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities". The Ministry of Education subsequently launched a number of specific measures to establish and improve the university's innovation and entrepreneurship education system by 2020. In the past, the research on individual entrepreneurial ability was concentrated in the fields of management (entrepreneurship) and sociology (farmers' entrepreneurship). In recent years, the government is eager to attract more teachers and students to enhance entrepreneurship and innovation. Practice has proved that teachers, who are familiar with entrepreneurship, have high entrepreneurial

consciousness or entrepreneurial ability have a greater impact on student entrepreneurship. In the next few years, the shortage of high-quality entrepreneurial teachers will become the main bottleneck hindering the development of entrepreneurship education in China's colleges and universities. Therefore, it is extremely urgent to improve the entrepreneurial ability of entrepreneurial education teachers in colleges and universities and to build a professional entrepreneurial faculty with strong entrepreneurial ability.

Shen Jian (2015) pointed out that the systematic innovation and entrepreneurship education in Chinese universities has just started. From cognition to practice, there are many misunderstandings in practice, such as the misunderstanding of innovation and entrepreneurship education. Many schools only regard entrepreneurship education as content of employment guidance for college students. Even the number of students' self-employment is used as a measure of the success of innovative entrepreneurship education. In addition, innovative and entrepreneurial teachers are mainly counselors. This team is young and generally lacks the experience of "maker" and "geek", innovation and entrepreneurship experience and entrepreneurship. Besides, there is the phenomenon of "separation" between innovation and entrepreneurship education and professional teaching. It can be seen that the construction of a professional faculty team that consciously integrates innovation and entrepreneurship education with quality education and professional education is an urgent task for promoting the reform of innovation and entrepreneurship education.

## II. LITERATURE REVIEW

Chinese scholars have recently strengthened their research on "entrepreneurship education in higher vocational college" and generally accepted the necessity of entrepreneurship education in higher vocational colleges. Using "higher vocational college" and "entrepreneurial education" in CNKI to search, a total of 2,805 documents (as of July 31, 2018) were retrieved. According to the measurement visualization analysis, research in this field is

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in the ascendant. From the perspective of the keyword co-occurrence network, relevant research is mainly concentrated in the "status quo", "problem", "countermeasure",

"employment", etc., and carries out exploration around "talent training", "entrepreneurial ability", "course system", etc.

Analysis of the general trend

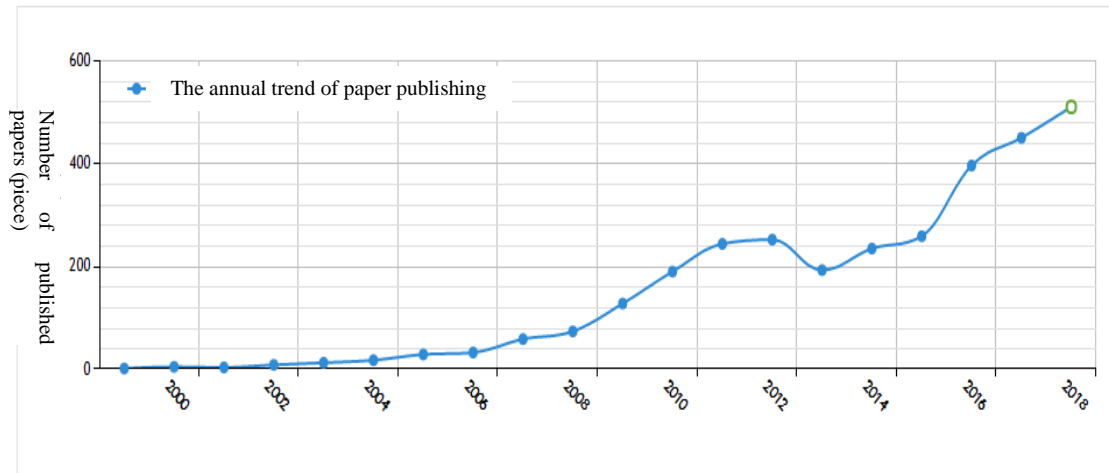


Fig. 1. Visualization analysis of the measurement of "entrepreneurship education in higher vocational schools".

Under the gratifying situation of "mass entrepreneurship and innovation", some scholars pointed out that although vocational colleges have made active efforts in entrepreneurship education in recent years and achieved certain results, in the implementation process, there are obviously some contradictions and problems, such as lagging active entrepreneurial activities and the concept of entrepreneurial education, diverse form of entrepreneurial curriculum activities and unclear target orientation; large scale of professional teachers and insufficient entrepreneurial instructors; large amount of entrepreneurial theoretical knowledge teaching and insufficient entrepreneurial quality (Li Qihua, 2012).

In terms of improving the construction of the teaching staff, some scholars have suggested that higher vocational colleges should adhere to the concept of "bringing in and going out" to build a faculty for entrepreneurship education. "Bringing in" means in the introduction of teachers, it is necessary to pay attention to the introduction of personnel with a background in business or entrepreneurial experience, and actively using the school-enterprise cooperation platform to hire relevant personnel of the company to serve as part-time teachers of the school, and strive to build the teaching staff with both full-time teachers and part-time teachers. "Going out" requires to formulate policies and encourage professional teachers to work in enterprises to accumulate practical experience of enterprises (Xu Jun, 2011). Some scholars have suggested that we can learn from the experience of the United States and establish the teaching staff with a combination of full-time and part-time teachers. Although full-time teachers are mainly from the school, they should have rich theoretical knowledge in marketing, corporate management taxation, and law, and can grasp the market development trend. In view of the current shortage of full-time teachers in vocational colleges and the lack of

practical experience, schools should employ entrepreneurs, investment experts, technical experts, and senior executives of the company to provide entrepreneurial education seminars (Bo Jianguo, Xu Jing, 2015).

In order to ensure the effective implementation of entrepreneurship education, foreign countries have vigorously cultivated and stabilized the faculty of entrepreneurship education. All schools attach great importance to the selection and specialized training of teachers in entrepreneurship education, encourage and select teachers to engage in entrepreneurial practice, and conduct case demonstration teaching or seminars on entrepreneurship education, to exchange experience in entrepreneurship education, thus effectively improving the level of teacher entrepreneurship education. In addition, entrepreneurial education teachers must include senior management talents of venture capitalists, entrepreneurs, industrialists and start-ups.

Donald F. Kuratko (2005) proposed that the faculty of entrepreneurship education should independently train a team of employees with both doctoral degrees and practical skills. It is necessary to cultivate teachers who are both professional theorists and entrepreneurial practitioners in all walks of life, so that they can simultaneously master the theoretical and practical courses of entrepreneurship education. This kind of high-quality teacher is the real power to put entrepreneurial education into practice. Entrepreneurship education has higher requirement on the quality of teachers than that of other disciplines. Teachers should stimulate students' interest in learning, have a certain degree of observation, understand students' existing knowledge level, and guide the development direction of students' entrepreneurship. At the same time, it is especially important to grasp the development and direction of the students in the field of entrepreneurship, and to analyze the

future quality requirements of entrepreneurship through their own practical experience. These are the basic professional qualities of highly qualified teachers in the course of teaching entrepreneurship education.

Foreign universities not only pay attention to the theoretical level of teachers' entrepreneurial education, but also pay great attention to teachers' entrepreneurial practice experience. Entrepreneurial teachers in American universities include not only experts and scholars, but also many entrepreneurs, etc. American colleges and universities often hire these people to serve as part-time teachers of the school. They usually participate in schools entrepreneurship education program through short-term lectures, case discussions, and entrepreneurial forums.

In summary, the research on entrepreneurship education at home and abroad is very rich, which provides an important reference for higher vocational colleges to carry out related research. In view of the fact that entrepreneurship education teacher is an important basic condition for the efficient development of innovation and entrepreneurship education, the indispensable part of the ecological chain network structure of entrepreneurship education, as well as the fundamental guarantee for improving the quality of innovation and entrepreneurship education, this study mainly carries out the investigation aiming at teachers of higher vocational education to explore the shortcomings of the current entrepreneurship education and propose improvement strategies.

### III. RESEARCH METHODS AND DESIGN

Grounded theory is a systematic qualitative research method. It refers to the theory that constructs and reflects social phenomena from the bottom up in the data on the basis of collecting and analyzing qualitative data. Through the in-depth analysis and continuous interpretation of the data, it explores the key concepts of research propositions, and then establishes a logical connection between different concepts, thus constructing a set of scientific theoretical interpretation systems. This study selects grounded theory as a research method, hoping to conduct in-depth research on the current situation of entrepreneurial education in higher vocational education from the perspective of teachers in entrepreneurship education courses. In this study, the author's unit was selected as the research object. Six entrepreneurial education course teachers were randomly selected as the interviewees in six secondary colleges, and in-depth interviews were conducted on the status quo of "high vocational education".

### IV. RESEARCH FINDINGS

#### A. *The Teacher Structure Is Dominated by a Single "Two-door" Teacher*

Judging from the research situation, there are various problems in the structure of the teaching staff for entrepreneurship education. First, the source of the faculty is single. The teachers are all "two-door" teachers who enter the "teaching door" directly after stepping out of the "school

door". Second, there are fewer teachers with senior professional titles among the teachers. Third, the distribution of specialized teachers is not balanced. The teachers are mainly counselors and there is the lack of the participation of professional teachers. Fourth, there are relatively few double-type teachers in the class. It can be seen that the construction and improvement of the structure of the faculty of entrepreneurship education is the top priority for improving the overall quality of entrepreneurship education.

#### B. *The Teaching Method Is Based on the Traditional "Expository Method"*

From the perspective of teaching process, the current teachers of entrepreneurship education are mainly young teachers. Limited by teaching experience and the objective conditions of large class teaching, traditional expository method is still used as the main means in classroom teaching, so it is difficult to attract students' attention and improve the quality of teaching. At the same time, in the survey, it was found that due to the quality of students, the participation of most students in the classroom was low, which led to a corresponding decrease in the teaching initiative of teachers. What is more serious is that there are sometimes obvious injustices when students evaluate teaching, which further dampens the teaching enthusiasm of the teachers.

#### C. *Teaching Content Can't Match Entrepreneurial Practice*

For entrepreneurship education, the instructor not only needs to have specialized theoretical knowledge, but also needs to have rich practical experience and a successful entrepreneurial experience. Judging from the current situation, the majority of teachers are young teachers because of the imbalance of the age of teachers. In the current social environment, the related entrepreneurial experience is also dominated by micro-business marketing, which seriously restricts the connotation and quality of entrepreneurship education.

#### D. *Bottlenecks in Teacher Professional Development*

The survey further reflected the two shortcomings in the quality improvement of entrepreneurship education teachers. First, there is a lack of cooperation and exchange. At present, although the second-level colleges offer the same entrepreneurship course, most of the teachers in each class are working alone and they lack interaction of teaching and research, so it is difficult to jointly improve the quality of teaching. Second, there is a lack of career planning. According to the survey, most young teachers have no clear plans for their professional goals, and they are at a loss about the development of their careers. According to Donald E. Super's career development theory, entrepreneurship is an advanced stage of career planning and development. It can be seen that teachers who lack career planning feel difficult to take courses in entrepreneurship education.

### V. RESEARCH SUGGESTIONS

The karmic connection theory (Lin Qichen, Lu Liangzhu, 2003) believes that the Chinese social network is a

retractable network. The karmic connection can start from a specific profession, from professional to industry, from discipline to academics, from the class-grade-school, and expand in circle. He Fangling (2008) then defines the capital of karmic connection of university teachers as: the relationship between university teachers and their organizations, and the relationship between teachers and their teachers, schoolmates, classmates, colleagues, peers, and students. She believes that karmic connection capital of university teacher as part of the teacher's social capital, can

promote the coordinated action of teachers in learning and work with others and organizations. Based on the problems explored in the research, this study puts forward the idea of building a talent pool of "three-in-one" entrepreneurial talents in higher vocational colleges. The construction of the talent pool advocates to taking the entrepreneurship education teacher as the main body, mining three types of industry capital, and forming a talent pool of entrepreneurial teachers, to jointly improve the quality of innovation and entrepreneurship education services.

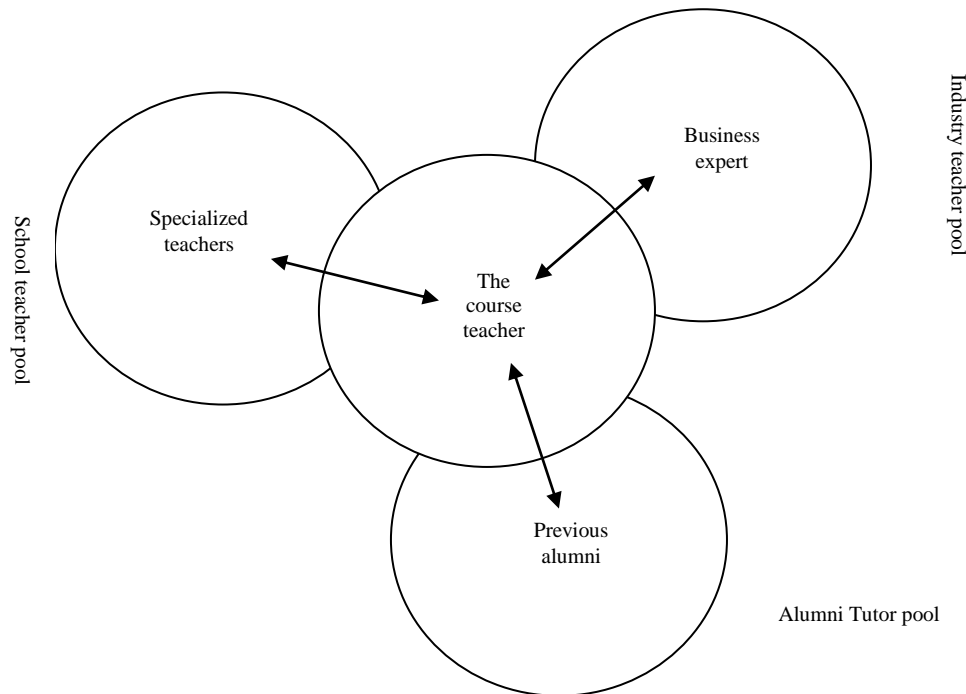


Fig. 2. "Three-in-one" entrepreneurial talent pool in higher vocational colleges.

*A. Connecting Professional Teachers to Build a School Teacher Pool*

At present, the teachers of the entrepreneurship education curriculum are mainly full-time counselors. In general, there are problems of single source of teachers and unreasonable teacher structure, which can't be solved by a short-term teacher training. It is necessary to further expand the school's teaching staff and build a school teacher pool. One of the most direct and effective methods is to introduce professional teachers into the ranks of teachers, mainly because professional teachers are generally more familiar with the professional theories and knowledge required for entrepreneurship while some practical teachers have more operational experience and title structure is also more scientific and reasonable. In recent years, with the country's vigorous promotion of the reform of public institutions, in-service personnel are encouraged to innovate and start businesses, and a considerable number of professional teachers in colleges and universities have successful

entrepreneurial experience, so they also have the right to speak in the guidance of entrepreneurship education.

*B. Integrating Enterprise Experts to Build an Industry Teacher Pool*

The orientation of "production-teaching integration, school-enterprise cooperation" in higher vocational colleges provides an innate advantage for the introduction of entrepreneurial courses into enterprise experts, but there are also various practical obstacles. Some scholars have suggested that the only way for vocational colleges to innovate institutional mechanisms and break through the bottleneck of school-enterprise cooperation is to implement "mixed ownership" in order to get close to industry demand and keep up with the pace of society (Child Weijun, Ren Zhanying, 2016). This measure will help promote the establishment of a long-lasting and deep interest ties between public vocational colleges and enterprises, solve the problem of lack of capital ties and mechanism guarantees in the current vocational education school-enterprise cooperation,

and change the current phenomenon of separation between vocational colleges and industrial enterprises. With the diversification of higher vocational education and institutional reform, the introduction of enterprise experts with rich practical experience and entrepreneurial experience into the teacher pool of entrepreneurship education can truly inject fresh blood from the front line of the industry for entrepreneurship education, and effectively enhance the connotation and quality of entrepreneurship education.

### *C. Integrating Previous Alumni and Creating Alumni Tutor Pool*

Previous graduates are valuable resources for colleges and universities. Due to their particularity in identity, their growth experience, professional experience, and entrepreneurial experience are relatively easy to arouse the resonance of students in school, which has a more obvious incentive effect. Therefore, in the entrepreneurship education curriculum, we should fully tap the resources of previous alumni, arrange alumni to combine their own experiences, undertake some lectures on the theory of entrepreneurship theory, and guide alumni and schools to jointly launch entrepreneurial simulation activities to meet the needs of the market or jointly set up a business incubation base. The teachers and students can comprehend the latest information and the needs of the times in the process of participation, and improve their entrepreneurial skills in practice.

## VI. CONCLUSION

This study discussed the “sollen” state of the construction of entrepreneurial talent pool in higher vocational school. In the era of "Internet + education", it is necessary to pay attention to the rational use of new media communication platforms, break the traditional classroom teaching model, make full use of WeChat group, QQ group, etc., carry out entrepreneurship education, and guide students to implement entrepreneurial activities. At the same time, it is necessary to excavate the typical deeds of outstanding alumni innovation and entrepreneurship, and spread in the form of news, communication, scripts, etc., through the use of campus publications, radio, Weibo, WeChat, drama, micro-movie broadcasts, etc., which not only meets the realization of alumni's own sense of honor, but also render the era atmosphere of innovation and entrepreneurship, stimulate the innovation and entrepreneurial enthusiasm of teachers and students, and inspire the innovation and entrepreneurial inspiration and enthusiasm of college students, teachers, and alumni unconsciously.

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