

# Research on the Optimization of Adversity Quotient Education for College Students' Entrepreneurship

Lin Luo<sup>1,\*</sup>

<sup>1</sup>College of Chinese & Asean Arts, Chengdu University, Chengdu, Sichuan, China

\*Corresponding author. Email: 344408931@qq.com

## ABSTRACT

The state attaches great importance to cultivating the public's innovative thinking and improving the entrepreneurial ability. College students become the living forces for innovation and entrepreneurship. At present, college students have many problems in the process of entrepreneurship. When entrepreneurship is frustrated, they cannot properly respond with a correct and positive attitude, which has become an important factor hindering college students' entrepreneurial success. This article takes college students' entrepreneurship as the research object, explores the current situation, significance and main content of adversity quotient education of college students' entrepreneurship, and then analyzes the optimization measures of adversity quotient education of college students' entrepreneurship, in order to provide theoretical support for colleges and universities.

**Keywords:** college students, entrepreneurship education, adversity quotient education

## I. INTRODUCTION

With the socialism with Chinese characteristics entering a new era, the national industry is facing a major transformation from labor-intensive to core technology-based and from manufacturing to innovation, which requires that great attention be paid to the cultivation of mass innovation thinking and the promotion of entrepreneurship. According to the document issued by the ministry of education in 2015, colleges and universities across the country should carry out innovation and entrepreneurship education for college students in an all-round way, carry out relevant education courses in the form of credit system, do a good job in the innovation and employment of college graduates, cultivate students' innovation awareness and thinking, stimulate entrepreneurship, broaden employment channels and relieve the employment pressure of graduates. During the two sessions in 2019, it was emphasized that "it is necessary to create a good development environment conducive to innovation, entrepreneurship and creation", to give impetus to reform and opening up, to maximize the energy of innovation, entrepreneurship and creation of the whole society, and to continuously enhance China's influence and competitiveness in the world's great changes". From the upsurge of "mass entrepreneurship and innovation" to the new concept of "innovation, entrepreneurship and creation", the development strategy of building an innovation-oriented country has been more firmly defined.

As the backbone of socialist construction in the new era, college students have become the vital force of innovation and entrepreneurship in order to broaden employment channels and seek more employment opportunities when they enter the society. At present, there are many problems in the whole process of entrepreneurship of college students, especially the low level of adversity quotient in innovation and entrepreneurship, which are manifested as being impatient for success, impetuous in mentality, weak in persistence and pressure resistance, lack of support of endogenous motivation for entrepreneurship. When encountering difficulties and setbacks, college students can't properly deal with them in a correct and positive attitude, which has become an important factor hindering the success of entrepreneurship of college students. As the main position of the education for college students, colleges and universities should explore the ways of adversity quotient education of college students' entrepreneurship, improve the level of adversity quotient of college students, and provide more possibilities for them in innovation and entrepreneurship and even personal achievement development.

## II. THE CONNOTATION OF ADVERSITY QUOTIENT AND ADVERSITY QUOTIENT EDUCATION

### A. The connotation of adversity quotient

Adversity quotient (AQ) is put forward by American psychologist Pau. G. Stoltz. It is used to

evaluate people's ability to overcome difficulties, relieve difficulties, cross adversity and get rid of adversity when they complete tasks. According to different dimensions, the adversity quotient is divided into four parts: control, origin and ownership, reach and endurance, which are collectively called CORE.

According to the literature in China and foreign countries, the author defines the adversity quotient as the specific way and ability level that people are faced with difficulties when completing tasks and can overcome difficulties effectively and get rid of adversity.

#### *B. The connotation of adversity quotient education*

With the rapid development of economy and the increasingly fierce competition, there are various adversities in the learning, working and practical environment. People will encounter various setbacks and difficulties in different stages of growth. In the face of these setbacks and dilemmas, most people will be hit or affected to varying degrees, so they are helpless, unable to face up to the difficulties, or even work and life are seriously affected for a long time, unable to get rid of the difficulties.

According to the psychological quality and the law of physical and mental array, adversity quotient education is a kind of education practice that educator has planned, purposeful and organized influence on the educatee, which enables people to get rid of adversity in learning, life, work, practice and other aspects with a good attitude and correct way of dealing with the adversity.

### **III. CURRENT SITUATION OF ENTREPRENEURSHIP EDUCATION AND ADVERSITY QUOTIENT EDUCATION IN COLLEGES AND UNIVERSITIES OF CHINA**

#### *A. Current situation of entrepreneurship education*

The entrepreneurship education in colleges and universities in China started in the 1990s, which is later than that of some developed countries in the West. The maturity level of entrepreneurship education also lags behind. In 2001, the content of entrepreneurship was officially included in the overall goal of vocational education. In 2000, Northwestern Polytechnic University added the elective course "entrepreneurship" for undergraduates, and pioneered the entrepreneurship course for undergraduates in colleges and universities of China. In 2014, Premier Li Keqiang put forward the call of "mass entrepreneurship and innovation" at World Economic Forum, setting off a new wave of innovation and entrepreneurship. At present, colleges and universities in China have generally incorporated the innovation and entrepreneurship courses of college

students into the training programs for undergraduate and master, and added relevant compulsory courses and elective courses, gradually forming a relatively complete curriculum training system. During the two sessions in 2019, it was proposed to "create a favorable development environment conducive to innovation and entrepreneurship", "to drive for reform and opening up, to maximize the release of the momentum of innovation and entrepreneurship in the whole society, and to continuously enhance China's influence and competitiveness in the world change. From the upsurge of "mass entrepreneurship and innovation" to the new concept of "innovation, entrepreneurship and creation", the development strategy of building an innovative country has been more firmly defined.

At present, entrepreneurship education in most colleges and universities in China has made some achievements and progress, but there are still some outstanding problems:

- The curriculum system of entrepreneurship education needs to be further improved and standardized;
- There are some limitations and one sidedness in the school's understanding of entrepreneurship education,
- The quality of teachers in entrepreneurship education is uneven, the experience in teaching knowledge reserve and practical operation is insufficient, which is difficult to meet the requirements of talent training, and the quality and quantity of teachers need to be further improved;
- There is a lack of combination and matching between innovation and entrepreneurship events and entrepreneurship education, which fails to achieve the goal of "promoting education by competition".

#### *B. Current situation of adversity quotient education*

Most of the college students are post-90s and post-00s. In the superior social and family environment, most of the students have not experienced major adversity or setbacks, and lack correct cognition of the hardships of entrepreneurship. In the process of entrepreneurship, they are helpless in the face of real difficulties, unable to deal with them in a correct way, resulting in escape psychology.

Based on a comprehensive analysis of the literature on the adversity quotient education of college students in recent 10 years, there has a conclusion. First, the adversity quotient education in colleges and universities in China lacks a complete system; the content is not systematic and sustainable; and it does not achieve the expected educational effect. It becomes a mere

formality. Second, the form of developing adversity quotient education is single, generally in the form of teaching. Third, the education practice is weak, the theory and practice cannot be effectively combined, and the ability of students to learn and apply is weak.

#### IV. THE SIGNIFICANCE OF ADVERSITY QUOTIENT EDUCATION FOR COLLEGE STUDENTS' ENTREPRENEURSHIP

##### A. *Adversity quotient is an important factor influencing the success of college students' entrepreneurship*

Setbacks and adversity are common phenomena in college students' entrepreneurial activities. Because of setbacks and adversity, college students are easy to suffer from economic, physiological and psychological negative effects. These negative effects may also suppress the confidence and motivation of college students' entrepreneurship in a sustained way, leading to entrepreneurial failure, and even affecting their future work and life. Therefore, having a high level of adversity quotient can help them to have a certain degree of anti-frustration ability in the face of entrepreneurial setbacks, make them dare to bear and solve difficulties, and help them slow down the negative impact of entrepreneurial adversity.

##### B. *It's an important duty for colleges and universities to do a good job in adversity quotient education*

It is an important educational duty for colleges and universities to cultivate innovative and entrepreneurial talents with high quality. Nowadays, with the deep development of economic globalization and global cultural diversity, there are diversified talent demand patterns. Social relations are becoming increasingly complex, and interpersonal relations are becoming more diversified and complex. Therefore, the success of college students' entrepreneurship will face a huge challenge, which requires them to have a strong comprehensive ability and psychological quality. Only with the above ability can college students not forget original intention, calm down, and strive to conquer difficulties and achieve success in the face of entrepreneurial adversity.

##### C. *Adversity quotient education is the endogenous power to carry out innovation and entrepreneurship effectively*

Adversity quotient is an important factor to promote innovation and entrepreneurship. To carry out adversity quotient education is helpful to cultivate the entrepreneurial consciousness and spirit of college students. It is the endogenous power of the whole process of college students' entrepreneurship and the source of stable psychology and behavior. Entrepreneurship consciousness and adversity quotient

complement each other. Entrepreneurship consciousness is the endogenous power of entrepreneurship. High adversity quotient promotes the formation and stability of entrepreneurship consciousness. In the process of entrepreneurship, entrepreneurs can cope with adversity and difficulties with a positive attitude, improve the ability to resist pressure, overcome difficulties and obstacles in various ways, and finally achieve entrepreneurship success.

##### D. *Adversity quotient education helps college students to succeed in starting a business*

The adversity quotient education is helpful to enhance the entrepreneurial self-confidence of college students. Confident people have a strong sense of self-efficacy. They can choose to believe in themselves, respond positively and try actively when encountering entrepreneurial difficulties. Even if things are not satisfactory, or they fail, they can have firm confidence and courage to start again. With the adversity quotient education, entrepreneurs can improve the self-confidence, gather the core emotional strength, dare to surpass themselves and achieve success in entrepreneurship.

#### V. THE CONTENT OF ADVERSITY QUOTIENT EDUCATION FOR COLLEGE STUDENTS' ENTREPRENEURSHIP

To do a good job in adversity quotient education for college students' entrepreneurship, it is necessary to first clarify the main contents. Based on the existing research and practice, the author believes that the adversity quotient education of entrepreneurship should run through the whole process of entrepreneurship, including: adversity quotient education before entrepreneurship, adversity quotient education in the process of entrepreneurship and adversity quotient education after the entrepreneurship.

##### A. *Adversity quotient education before entrepreneurship*

When people start to do a task, they must go through careful deliberation in advance, take into account the predictable problems and risks in the process as much as possible, and work out countermeasures. For college students, entrepreneurship is a new world they come into contact with, and full of many unknown and risk. It is necessary to plan and move to improve the success rate of college students' entrepreneurship. It's very necessary to do a good job in adversity quotient education before starting a business. At present, the adversity quotient education before starting a business for college students mainly involves the following aspects: entrepreneurship frustration is a basic phenomenon; starting a business should be based on its own situation; starting a business requires the

adversity quotient education with team awareness; starting a business requires the adversity quotient education with certain psychological knowledge and skills; starting a business requires adversity quotient education with certain capital and human resources.

#### *B. Adversity quotient education in the process of entrepreneurship*

In the middle period of college students' entrepreneurship, there may be various problems different from those in the early period. If the college students are not firm in their entrepreneurial will or lack self-confidence and psychological quality to deal with the entrepreneurship, they may lose their morale during this period, and finally lose the opportunity to achieve the success of entrepreneurship. In college students' entrepreneurship, the adversity quotient education mainly involves: the adversity quotient education of calm treatment in the face of entrepreneurial difficulties; the adversity quotient education of team concentration in entrepreneurial difficulties; the adversity quotient education of effectively solving problems and overcoming difficulties in entrepreneurial difficulties, etc.

#### *C. Adversity quotient education after entrepreneurship setbacks*

College students have a high risk of entrepreneurship, and the cases of entrepreneurial failure appear frequently. Colleges and universities should do a good job in the adversity quotient education of college students who are frustrated after starting their own businesses, actively guide them to rebuild their firm belief in starting their own businesses, and help them build their firm will to start their own businesses. In the adversity quotient education of college students' entrepreneurship, it is necessary to focus on the adversity quotient education of positive psychological adjustment, and the adversity quotient education of reflecting and attributing the reasons of failure.

### **VI. MEASURES TO OPTIMIZE THE ADVERSITY QUOTIENT EDUCATION FOR COLLEGE STUDENTS' ENTREPRENEURSHIP**

#### *A. Giving full play to the role of education as the main position and offering courses of adversity quotient education of entrepreneurship*

With the goal of cultivating the basic quality of college students' entrepreneurship, colleges and universities set up courses such as innovation and entrepreneurship education, college students' mental health education, and willpower cultivation education around entrepreneurship awareness education, entrepreneurship knowledge education, entrepreneurship ability education, and

entrepreneurship psychological quality education, so as to build a systematic, reasonable and effective adversity quotient education system and open up a new teaching mode. Among them, the education of entrepreneurial awareness is an important part of adversity quotient education of entrepreneurship. To set up and strengthen the education of college students' entrepreneurship consciousness and cultivate entrepreneurship spirit is helpful to enhance the endogenous power of college students' entrepreneurship, promote the stability of entrepreneurship, and cultivate their adversity quotient spirit of daring to practice, perseverance and fearlessness of failure. Entrepreneurship knowledge education and entrepreneurship ability education are the important support of adversity quotient of entrepreneurship. Through the education of entrepreneurship knowledge and ability, college students can master the knowledge and skills of entrepreneurship, effectively avoid the entrepreneurial dilemma caused by the lack of knowledge and skills reserve, broaden the knowledge vision, and effectively use them in the entrepreneurship process. The education of entrepreneurship psychology is an indispensable guarantee for the adversity quotient education of entrepreneurship. It is an important link for the success of entrepreneurship to vigorously carry out the education of entrepreneurship psychological quality, improve the comprehensive quality of entrepreneurship, and help college students to have good anti-frustration and pressure resistance ability and perseverance psychological quality.

#### *B. Carrying out entrepreneurial practice in depth, and becoming more frustrated and brave in practice*

The main reasons for the difficulties or failures of college students' entrepreneurship lie in their lack of experience, lack of correct cognition of entrepreneurship, limited vision and pattern by social experience, and deviation of entrepreneurial ideas from reality. In view of the above problems, colleges and universities can build an entrepreneurial platform for college students and improve the effectiveness of practical teaching. The college students who are willing to start their own businesses are organized to practice the entrepreneurial activities. In the practice activities, the professional skills are continuously strengthened to improve the level of adversity quotient. It can simulate the whole process of entrepreneurship, guide college students to be brave in the dilemma of entrepreneurship, and deal with the possible anxiety and other negative effects, so as to accumulate methods and experience for future entrepreneurship.

#### *C. Actively creating a healthy cultural atmosphere of adversity quotient education*

The campus culture belongs to the group culture, which can affect the belief value, moral concept and

code of conduct of college students for a long time, and can have a more lasting and profound educational impact.

The adversity quotient culture of entrepreneurship on campus mainly lies in the consciousness and spirit of the whole school teachers and students to be brave in starting a business, dare to start a business and face the adversity and failure of starting a business directly. Colleges and universities should make full use of all kinds of resources in the school, and publicize the knowledge of adversity quotient education of entrepreneurship through multiple channels such as campus radio, school official website, school bulletin board, and various cultural activities. At the same time, colleges can choose typical stories of successful entrepreneurship to carry out extensive publicity, and encourage students to remember their original intention, face difficulties and forge ahead with examples.

#### *D. Establishing the mechanism of adversity quotient education, and timely intervening and guiding the emergency situation*

It is inevitable for college students to encounter entrepreneurial setbacks in the process of entrepreneurship. Some students can't deal with the setbacks well, and some extremely negative thoughts or behaviors appear. The teachers need to take timely intervention and active guidance, encourage students to get back on their feet, help them to correctly analyze the causes, find solutions, and make them successfully survive the downturn and achieve entrepreneurial success. Therefore, it is necessary for colleges and universities to build a perfect structure of teaching staff, introduce teachers with professional quality inside and outside, guide and encourage students frustrated by entrepreneurship with professional skills, carry out adversity quotient education, and help them overcome difficulties and move towards success.

## VII. CONCLUSION

To sum up, the work of adversity quotient education for college students' entrepreneurship is a huge project, which requires the joint efforts of society, universities and college students to optimize the structure of the education, so as to overcome the adversity of entrepreneurship, achieve success in entrepreneurship and ease the problem of employment for college students.

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