

A study on the impact of entrepreneurship education on college students' employability

Chao Wei, Simeng Wang, Yang Chen* and Yanrong Jiang
Entrepreneurship Academy, Wuhan University of Technology, Wuhan, China

*Corresponding author: 1772483196@qq.com

Abstract. Since the implementation of China's entrepreneurship and innovation strategy in 2015, unique innovation and entrepreneurship education has also been incorporated into higher education, aiming to cultivate new talents with innovative ability and entrepreneurial consciousness for the society through entrepreneurship and innovation education. Higher education takes the cultivation of employment talents as the fundamental goal, and entrepreneurship education as a part of higher education has a new impact on the employability of college students. Therefore, this paper studies the relationship between entrepreneurship education and college students' employment and the influence mechanism of entrepreneurship education on college students' employment. The conclusion shows that entrepreneurship education has a significant impact on college students' employability and employment quality. Therefore, colleges and universities should pay attention to improving the way of entrepreneurship education while carrying out entrepreneurship education, actively optimize the setting of professional courses, and should link entrepreneurship education with future employment.

Keywords: entrepreneurship education; the quality of college students' employment; college students' employability.

1. Introduction

At present, China's traditional education model suffers from the disadvantages of backward talent cultivation concept, deviation of major settings from the market, relatively solidified curriculum structure, and lack of employment service system, which can no longer meet the rapidly changing employment market's demand for high-quality talents. Therefore, this study will focus on the role played by entrepreneurship education in the reformed education system of colleges and universities, and study the path of entrepreneurship education to enhance the employability of college students.

2. Concept definition and measurement

2.1 Entrepreneurship Education

Ronstadt (1984) considers entrepreneurship as a dynamic process of creating wealth [1]. Kuratko (2009) suggests that entrepreneurship is a dynamic process of vision, change and creativity through the integration of key factors, requiring energy and enthusiasm to create and implement new ideas and creative solutions[2]. Like entrepreneurship, entrepreneurship education does not have an accepted definition, and different scholars have defined it differently. Ahmad (2015) defines entrepreneurship education as the process by which individuals identify business opportunities and the insight, knowledge, confidence, and skills needed to seize those opportunities[3]. Ning, Depeng (2017) argues that entrepreneurship education is an educational system with students and universities as the main body and government, society, enterprises, families and primary and secondary schools as the supplement, imparting complete knowledge, skills and spirituality to college students to equip them with innovative thinking and entrepreneurial skills [4].

In summary, combined with the national situation of the normalization of entrepreneurship education in China's colleges and universities, this paper considers entrepreneurship education as a comprehensive education for cultivating innovative thinking and enhancing entrepreneurial knowledge, ability level and literacy education among college students. Meanwhile, based on the

consideration of high citation and credibility, this paper selects Dr. Ning Depeng's scale of Jilin University as the measurement basis, and divides entrepreneurship education into personal factors and school factors, i.e., the frequency of college students' active participation in entrepreneurship education and the frequency of colleges and universities offering activities related to entrepreneurship education.

2.2 College student employability

Hillage and Pollard (1998) consider employability as the ability to achieve self-sufficiency in the labor market through sustainable employment [5]. Rothwell and Arnold (2007) define employability as the ability to keep a current job or obtain a desired job, a definition that encompasses all aspects of future success and personal status [6]. Shi Wei (2012) believes that the employability of college students is a comprehensive ability acquired by college students in the process of learning knowledge, conducting competency training and developing comprehensive qualities [7]. Fulgence (2015) argues that employability refers to a person's possession of a range of skills and, specifically, a wide range of skill components, attitudes, dispositions, and abilities [8].

In summary, this paper defines college students' employability as the knowledge and skills acquired and comprehensive qualities developed in the educational activities of colleges and universities, which are conducive to college students' successful job search and employment, realizing their self-worth and contributing to society. Meanwhile, based on the consideration of high citation and credibility, this paper selects Dr. Wei Shi's scale of China University of Mining and Technology as the basis of measurement, and divides employability into five dimensions: emotional adjustment ability, self-development ability, interpersonal relationship ability, professional ability and job-seeking and application ability.

3. Research Hypothesis

Bridgestock (2009) found that universities integrate the required skills into the curriculum of entrepreneurship education, using appropriate teaching methods to improve the overall quality of graduates [9]. Zimmerer and Scarborough (2008) show that entrepreneurship education has a significant impact on employability, business success and performance, and that college students who receive entrepreneurship education have greater market potential and creativity, leading to positive outcomes at the individual, organizational and societal levels. outcomes at the individual, organizational, and societal levels [10]. Although the formation of college students' employability will be influenced by many internal and external factors such as individuals, families and society, the elaborate curriculum and teaching arrangements of colleges and universities, as the main institutions for cultivating talents, will certainly play a role in improving the comprehensive quality and ability level of college students. Thus, this paper puts forward the following hypotheses:

Hypotheses1. Entrepreneurship education has a significant impact on college students' employability

Employability is a necessary skill for college students transitioning from campus to the workplace, and while it does not guarantee actual employment, it greatly increases an individual's likelihood of obtaining employment. Luo Ying (2014) found that communication and cooperation skills and self-awareness among employability skills were the most influential elements on employment quality [11]. Based on the above research, this paper believes that the employability of school students is conducive to their early adaptation to the requirements of the labor market, and the outstanding performance of employability can help them get more employment opportunities and improve the quality of employment. Therefore, this paper proposes the following hypothesis:

Hypotheses2. Employability has a significant effect on the quality of college students' employment

4. Methods

This study adopts the quantitative research method of questionnaire design, the research subjects of this questionnaire are college students who are in the stage of graduation. At this time, the 22nd fall recruitment is nearing the end, and the senior and junior students have been able to deeply understand and feel the fierce competition in the job market, and this year, due to the black swan events such as the Russia-Ukraine war, the domestic and international economic situation is turbulent and unstable, which directly leads to the cold recruitment this year. This year, due to the black swan events such as the Russia-Ukraine war and the turbulent economic situation at home and abroad, this year's fall recruitment was cold.

5. Linear regression analysis

As shown in Table 1 below, with entrepreneurship education as the independent variable and employability as the dependent variable, the model equation is: $\text{employability} = 1.233 + 0.704 * \text{entrepreneurship education}$, the regression coefficient value for entrepreneurship education is 0.704 ($t=26.151$, $p=0.000 < 0.01$), indicating that entrepreneurship education has a college students' employability has a significant positive effect, so hypothesis Hypotheses1 stands.

Table 1. Linear regression analysis of entrepreneurship education on employability

	Non-standardized coefficient		Standardization factor	t	p	VIF
	B	Standard error	Beta			
Constants	1.233	0.103	-	11.964	0.000**	-
Entrepreneurship Education	0.704	0.027	0.804	26.151	0.000**	1.000
R ²	0.647					
Adjust R ²	0.646					
F	F (1,373)=683.855,p=0.000					
D-W value	1.349					

Dependent variable: employability

* $p < 0.05$ ** $p < 0.01$

As shown in Table 2 below, with employability as the independent variable and employment quality as the dependent variable, the model equation is: $\text{employment quality} = 1.064 + 0.615 * \text{employability}$, and the value of the regression coefficient of employability is 0.615 ($t=18.439$, $p=0.000 < 0.01$), indicating that employability has a significant positive effect on employment quality, so Hypotheses2 holds.

Table 2. Linear regression analysis of employability on employment quality

	Regression coefficient	95% CI	VIF
Constants	1.064** (8.114)	0.807 ~ 1.321	-
Employability	0.615** (18.439)	0.550 ~ 0.681	1.000
Sample size	355		
R ²	0.491		
Adjusting R ²	0.489		
F value	F (1,353)=340.011,p=0.000		
Dependent variable: quality of employment			
D-W value: 2.057			

* $p < 0.05$ ** $p < 0.01$ t-values in parentheses

6. Summary

Colleges and universities should integrate entrepreneurship education into professional courses, so as to promote the teaching reform of college courses. The teaching of professional courses is one of the basic work of college education, and the improvement of college students' employability is

inseparable from the refinement of professional knowledge. The traditional talent training program of colleges and universities needs to integrate the content of entrepreneurship education, so as to meet the demand of society for high-quality and innovative talents. Colleges and universities can encourage teachers to use more innovative education methods, set courses according to social needs, closely link the cultivation of college students' employability with course learning, stimulate college students' subjective initiative and cultivate independent thinking ability. Teachers can invite enterprises to participate in the course design, and through new teaching methods such as case teaching method and cooperative learning method, professional knowledge and practical activities are given equal importance, so that college students can have solid professional skills as well as practical working skills.

References

- [1] Ronstadt R, Robert R. *Entrepreneurship: Text, cases and notes* [M]. Dover, MA: Lord Publishing, 1984.
- [2] Kuratko D F. *Introduction to entrepreneurship* [M]. Australia and UK: South-Western, 2009.
- [3] Ahmad S Z. The need for inclusion of entrepreneurship education in Malaysia lower and higher learning institutions[J]. *Education+ Training*, 2013.
- [4] Ning, D.P. *Research on the mechanism of the influence of entrepreneurship education on entrepreneurial behavior* [D]. Jilin University, 2017.
- [5] Hillage J, Pollard E. *Employability: developing a framework for policy analysis*[J]. 1998.
- [6] Rothwell A, Arnold J. *Self-perceived employability: development and validation of a scale*[J]. *Personnel review*, 2007.
- [7] Shi Wei. *Study on the measures to improve the employability of undergraduate graduates from general universities* [D]. China University of Mining and Technology, 2012.
- [8] Fulgence K. *Employability of higher education institutions graduates: exploring the influence of entrepreneurship education and employability skills development program activities in Tanzania*[J]. 2015.
- [9] Bridgstock R. *The graduate attributes we've overlooked: Enhancing graduate employability through career management skills*[J]. *Higher Education Research & Development*, 2009, 28(1): 31-44.
- [10] Thomas W, Scarborough N M, Wilson D. *Essentials of entrepreneurship and small business management*[J]. 2008.
- [11] Luo Ying. *A study on the relationship between contemporary college students' employability and employment quality*[J]. *China Youth Research*, 2014(09):85-88+92. DOI: 10.19633/j.cnki.11-2579/d.2014.09.016.