



INTERNATIONAL JOURNAL OF
EDUCATION, PSYCHOLOGY
AND COUNSELLING
(IJEPC)
www.ijepec.com



EXPLORATION AND RESEARCH ON THE IMPACT OF THE COVID-19 EPIDEMIC ON THE ENTREPRENEURSHIP EDUCATION MODEL IN CHINESE UNIVERSITIES

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Article Info:

Article history:

Received date: 10.10.2022

Revised date: 15.11.2022

Accepted date: 22.12.2022

Published date: 31.12.2022

To cite this document:

Zhen, X., & Raja Kasim, R. S. (2022).
Exploration and Research on the
Impact of the COVID-19 Epidemic on the
Entrepreneurship Education
Model in Chinese Universities.
*International Journal of Education,
Psychology and Counseling*, 7 (48),
620-628.

DOI: 10.35631/IJEPC.748046

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Abstract:

The outbreak of the new crown epidemic has had a major impact on China's entrepreneurship and business, and at the same time, it has also put forward new requirements for the model and content of entrepreneurship education in Chinese universities. The reform of entrepreneurship education model is an important measure to promote the development of higher education. This article will explore the management model of entrepreneurship education from five aspects: organizational management, teaching management, teacher construction, practical application, and educational evaluation in entrepreneurship education management in combination with the current epidemic situation in Chinese universities. It is hoped that, guided by the rapid economic revitalization, more innovative technical talents who can meet the requirements of social development will be cultivated during and after the new crown pneumonia.

Keywords:

Entrepreneurship Education; Chinese Universities; COVID-19 Epidemic

Introduction

Under the rapid spread of COVID-19 around the world, the economy and development of society have been severely impacted, and China's higher education has undergone major

changes as a result. Due to COVID-19, many universities cannot reopen as normal. In response to the Chinese Ministry of Education's slogan of "suspending classes without stopping teaching, without stopping classes without learning", universities all over the country have launched large-scale online teaching, including professional courses, practical courses, and basic courses. This has promoted the innovative development of entrepreneurship education models in universities. Doing a good job in the reform of entrepreneurship education model can stimulate the vitality of universities during and after COVID-19 and promote the important path of comprehensive education management reform (Badri & Hachicha, 2019). This article uses qualitative analysis method and interview method for comparison and research.

Current Situation of Entrepreneurship Education in Chinese Universities During COVID-19 Education Model

Current Situation of Entrepreneurship Education in Chinese Universities

After the outbreak of the global epidemic, China's economy has been severely hit, and the employment of Chinese college graduates has dropped sharply. According to the website of the Ministry of Education, as of May 31, 2022, there were a total of 3,013 higher education institutions in China. There are 2,759 general universities, including 1,270 undergraduate colleges, 1,489 higher vocational (junior) colleges, and 254 adult universities. The number of college graduates in 2022 exceeded 10 million for the first time, and it is expected to be 10.76 million, an increase of 1.67 million compared with that in 2021. The employment pressure of Chinese college students is very high. With the continuous recurrence of new coronary pneumonia, the employment problem of Chinese college students has become a common problem in society. In order to prevent the employment rate of Chinese college graduates from continuing to decline and save the development of China's economy, China has called for an economic development strategy of "mass entrepreneurship and innovation". Under the background of the epidemic era, all universities have responded to national requirements, attached importance to entrepreneurship education of college students, and cultivated students' innovative thinking and entrepreneurial spirit (Handayati et al., 2020). They need to reform the curriculum of entrepreneurship practice, open general courses of innovation and entrepreneurship, and improve students' professional knowledge base and entrepreneurial practice ability. Some universities have built simulation classrooms, implemented the "action learning model", and promoted learning through entrepreneurship competitions. The teaching management model has achieved certain results. However, Chinese universities still face many problems and challenges in the process of entrepreneurship education reform. Especially during the COVID-19 period, when universities conduct online teaching, students' lack of understanding and keen sense of innovation and entrepreneurship also leads to many students who do not understand the essence and connotation of entrepreneurship education after taking this course (Hobikoğlu & Şanlı, 2015).

The Traditional Mode of Entrepreneurship Education in Universities

As far as the current situation of entrepreneurship education in China's universities is concerned, although universities offer public entrepreneurship education courses for all students, some universities do not integrate all the teaching resources of the school, nor do they provide entrepreneurship guidance for students according to their majors (Ratten & Usmanij, 2021). For example, copying the traditional entrepreneurship education curriculum fails to integrate the characteristics of students with entrepreneurship education; The level of teachers teaching innovation and entrepreneurship courses is uneven, and most of the teachers do not

have systematically trained part-time teachers or counselors to teach; There are still many universities that have set up entrepreneurship training or incubation bases, and have not brought entrepreneurship practice projects into curriculum construction; At the same time, there is also a lack of systematic entrepreneurship education management evaluation system.

Problems Existing in the Entrepreneurship Education Model in Chinese Universities

The Management Mechanism of Entrepreneurship Education in Chinese Universities is Not Perfect

The management of entrepreneurship education in Chinese universities is generally loose, and there is no standardized management mechanism. The innovation and entrepreneurship work of some Chinese universities is managed by the Academic Affairs Office or the Science and Technology Office, some are managed by the Youth League Committee or the Student Office, and even some universities do not have a clear management department. Euphemistically, it is called multi-party assistance management, but this management work is multi-sided management and the mechanism is chaotic. In the process of implementation management, it is also superficial but not in-depth, and the relevant management departments often shirk their responsibilities when encountering problems, so that entrepreneurship education cannot be carried out smoothly (Värlander et al., 2020).

The Entrepreneurship Education Curriculum System and Practice Projects are Not Perfect

At present, the curriculum system and practical projects of entrepreneurship education in Chinese universities are not perfect. Due to COVID-19, some universities treat the curriculum as an ordinary public course. Although students of all majors are required to take this course, the relevant institutions have not set up course leaders to develop courses in depth. At present, the school has not seriously organized teachers to prepare lessons or revise the content of the courses. Most of the teaching content is mainly based on teachers' teaching theory, and most of the online courses are mainly based on playing theoretical videos. Students' autonomy in this course is poor (Zhou & Zhou, 2022). In addition, even if it is online teaching, the content and form of entrepreneurship education practice courses are single, and there is also a lack of experiential practice projects. Most of them are online or offline entrepreneurship lectures, which are difficult to stimulate students' innovative thinking and entrepreneurial motivation.

Less Qualified Teachers in Entrepreneurship Education

Since entrepreneurship education is still in the initial stage of development, most Chinese universities do not have professional "mass entrepreneurship and innovation" tutors to teach. Most of them are teachers or administrative teaching assistants who attend college students' career guidance courses. This type of part-time teacher lacks actual entrepreneurial experience and experience. Without professional entrepreneurship course training and innovative thinking training, teachers can only follow the script in the classroom (Fu et al., 2022). It cannot provide comprehensive and professional guidance for students in the process of entrepreneurial practice, and cannot stimulate students' entrepreneurial interest and motivation, which directly affects the teaching effect.

Insufficient Entrepreneurship Education Evaluation Management System

Some Chinese universities lack a scientific entrepreneurship education curriculum evaluation and management system. In the face of such an important public course, the school's evaluation of the course and the teachers of the course often only arranges part-time supervisors to listen

to one class, and asks students to rate the teachers at the end of the term. Some students even forgot their teacher's name and just graded it casually. The school did not conduct a very thorough educational evaluation of the entrepreneurship education curriculum, resulting in repeated problems in some courses without further investigation and improvement (Blimpo & Pugatch, 2021).

Measures to Reform the Entrepreneurship Education Model in Chinese Universities Under COVID-19

Improve the Management Mechanism of Entrepreneurship Education

Common problems in the management mechanism of entrepreneurship education in Chinese universities under COVID-19. In terms of the school's management system, the management department and service organization should be set up well, an innovation and entrepreneurship management leading group should be established, and relevant school leaders should be set up as group leaders (Miller, 2020). Establish an Entrepreneurship Education College as permitted by policies and conditions and cooperate with relevant departments of the school to provide innovation and entrepreneurship work services for secondary colleges or departments. At the same time, the school has done a good job in the construction of the entrepreneurship education curriculum system, the development of practical projects, and the organization of innovation and entrepreneurship competitions. Chinese universities should keep pace with the times and combine their own actual conditions to continuously improve and revise the education management system for entrepreneurship education (Table 1).

Table 1: Research Framework of Entrepreneurship Education Management System

Teaching management	Online and offline teaching management of innovation and entrepreneurship courses
	Entrepreneurship education teacher team construction
Guidance service	Service management and service organization setup
	Policy guidance and support fund guarantee
Practical application	Entrepreneurship education practice management platform
	project-oriented teaching
	Student involvement in entrepreneurial practice management
Educational assessment	School internal education evaluation management
	Teacher and student feedback

Reforming Innovation and Entrepreneurship Curriculum and Hands-On Education During and After COVID-19

Innovation and Entrepreneurship Curriculum Reform During COVID-19

The contents of entrepreneurship education courses for college students include entrepreneurial perception, entrepreneur quality, entrepreneurial team, identification and evaluation of entrepreneurial opportunities, entrepreneurial policies and regulations, technological

innovation and entrepreneurship, business model and design, entrepreneurial career planning, and writing business plans (Saptono et al., 2021). Under the COVID-19 epidemic, Chinese universities should consider new industries that may emerge after the epidemic when developing innovation and entrepreneurship courses. These new industries include micro-business, e-commerce, short video, games, online education, unmanned retail, unmanned catering, drone delivery and other high-tech industries. At the same time, there are also online office software, private doctors, private psychologists, and various online consultation services (Boubker, 2021). Therefore, in the teaching process of reforming innovation and entrepreneurship courses, we should take the epidemic era as the background and focus on students' entrepreneurship and employment. Schools need to let students understand the changes in people's consumption concept, the changes in industrial development, the impact on the industry and new development opportunities. For example, in online teaching, teachers should fully guide students to develop entrepreneurial thinking, and use the post-COVID-19 development industry, using project teaching methods, case teaching methods, brainstorming methods, etc., to reform entrepreneurship education courses. Teachers can use interactive teaching methods such as role-playing and games on the learning platform. In this way, the atmosphere of the online classroom can be activated, students' innovative ability can be stimulated, and entrepreneurship teaching can be completed in a vivid and interesting part, so as to achieve a good teaching effect (Cotoi et al., 2011). The school should set up an innovation and entrepreneurship course leader, and regularly organize teachers to hold course reform seminars to analyze the characteristics of students' classes during the COVID-19 period and solve the difficulties in online teaching of entrepreneurship education courses. Schools should encourage teachers to write and publish practical teaching materials for innovation and entrepreneurship and prepare online courses for innovation and entrepreneurship. During the COVID-19 period, students with entrepreneurial dreams should be focused on and cultivated to enhance their entrepreneurial ability.

Strengthening Entrepreneurship Practice Education after COVID-19

The entrepreneurship education course is a systematic and practical course. After COVID-19, Chinese universities should build a practice management platform for entrepreneurship education, form an education model that integrates entrepreneurship education, entrepreneurship training and practice, and strengthen students' comprehensive entrepreneurship practical ability. The school can cooperate with the government and society to integrate entrepreneurial resources inside and outside the school, organically integrate majors with regional industries, and students' employment and entrepreneurship, and build an on-campus entrepreneurial project incubation base. The school can also build an industry college with industries and enterprises, build a public service platform for college students' innovation and entrepreneurship, carry out simulated company entrepreneurship training, and support students' entrepreneurship projects (Tan & Du, 2022). The project-oriented teaching method uses project practice to drive classroom teaching, encourage students to start their own businesses, and provide students with entrepreneurial platforms and entrepreneurial opportunities. In designing entrepreneurship courses, teachers not only have to arrange groups to complete entrepreneurship projects, innovative product design, and write entrepreneurship plans in the classroom, but also arrange project research, regional economic surveys, and record entrepreneurship videos after class. Through entrepreneurship courses, students can create novel products or services, innovate business models, and broaden their interpersonal networks. At the same time, students should be actively organized to participate in innovation and entrepreneurship training and competitions, entrepreneurial project incubation, and various

entrepreneurial competitions. In particular, we must attach importance to the China International "Internet +" College Students Innovation and Entrepreneurship Competition held by the Ministry of Education. Establish a training supermarket and a comprehensive building for entrepreneurship training on campus to promote innovation and entrepreneurship training projects for college students (Cui et al., 2021). Cooperate with enterprises to build an entrepreneurial incubation center, drive students to start their own companies at school, and manage them independently under the guidance of entrepreneurial mentors. Cooperative enterprises provide entrepreneurial fund support and set up entrepreneurial scholarships or entrepreneurial funds to stimulate students' innovative spirit and exercise students' entrepreneurial ability.

Building a Campus Entrepreneurial Culture During and After COVID-19

During the COVID-19 period, teachers created an entrepreneurial culture atmosphere on campus and brought corporate culture into the campus. Entrepreneurial lecturers use modern information platforms, official accounts, etc. to carry out cultural publicity for innovation and entrepreneurship. Schools and enterprises can cooperate to build an open and three-dimensional teaching interactive platform, which deeply integrates the network teaching platform, WeChat learning platform, network policy training platform, 4G real-life classroom platform, and intelligent recording and broadcasting teaching platform (Munastiwi, 2015). By building a campus information platform and integrating it into an integrated mobile learning system, the school-enterprise allows the concept of corporate culture to penetrate into every corner of the campus.

After COVID-19, it is also possible to set up an entrepreneur club on campus, set up regulations and other related systems and a roster of members. The Entrepreneurs Club is composed of three parts: successful entrepreneurs, outstanding entrepreneurial alumni, and students from the school's entrepreneurial community. They regularly hold entrepreneurial lectures, exchanges and networking activities, and invite successful business people and outstanding entrepreneurial alumni to share entrepreneurial opportunities and entrepreneurial management experience. Students not only learn entrepreneurial knowledge and participate in entrepreneurial training, but also sponsor the activities held on campus through the entrepreneurial club and operate the entrepreneurial club model on campus (Figure 1).

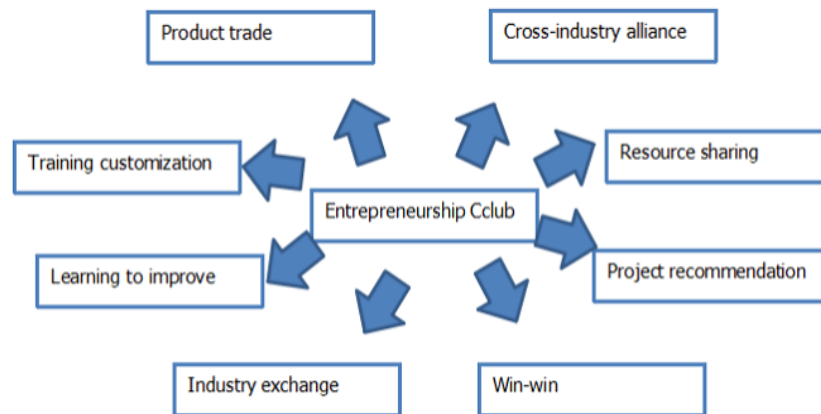


Figure 1 Operation Mode of Entrepreneurship Club

Establish a Team of "Double-Creation" Mentors

Regardless of the era or background, Chinese universities need to form a team of "mass entrepreneurship and innovation" tutors with rich teaching experience and practical experience to ensure the quality of entrepreneurship education. Schools should establish a resource information database for part-time teachers of enterprises, and hire outstanding technical and management personnel or skilled craftsmen from industries and enterprises as part-time teachers to jointly participate in teaching work. In the business model and design course, SME founders and students teach real entrepreneurial processes and experiences, and implement action teaching methods. At the same time, full-time and part-time teachers can be selected in the school to participate in the SYB entrepreneurship training developed by the United Nations International Labour Organization. Through systematic training, teachers can systematically learn the knowledge and skills of operating enterprises, and improve the ability to use industrial information technology and teaching design. Trained teachers can adopt the SYB teaching mode to teach in the classroom. In addition, the school should also formulate teacher goals and tasks, organize teachers to implement corporate practice activities through multiple channels, and improve the professional skills of "mass entrepreneurship and innovation" teachers, such as on-the-job learning, inspection and observation, and participation in national and provincial training programs for innovation and entrepreneurship. School-enterprise collaboration to create a team of full-time and part-time teachers. The goal of on-campus practice teaching is completed by professional teachers of the college in cooperation with professional part-time teachers, which has played a key role in the reform and development of the management model of entrepreneurship education in Chinese universities.

Improve the Evaluation System of Entrepreneurship Education

The entrepreneurship education evaluation system is one of the important indicators to measure the quality of education, especially in the period of COVID-19, it plays an important role in supervising the improvement of education quality. In order to build a set of entrepreneurship education evaluation system that meets the standards and requirements, Chinese universities should revise the ability training system, the "double entrepreneurship mentor" standard, and the assessment and evaluation system. By building a smart ecosystem of entrepreneurship

education in higher vocational schools and integrating various resources inside and outside the school, we can gradually improve the multi-level management of entrepreneurship education in universities. To achieve effective coordination among various departments within the school during educational evaluation. The school's teaching quality supervision office is the leading, academic affairs office, personnel office, school-enterprise cooperation office and other departments. In this way, systematic teaching evaluation standards are formulated for entrepreneurship courses, teaching systems, innovation and entrepreneurship teacher construction, and teacher-student feedback. The standard should follow the principles of comprehensiveness, science, course operability, and dynamics, and adopt quantitative assessment indicators. Entrepreneurship education is guided by the results of evaluation and assessment that promote the organic integration of professional education and entrepreneurship education, and improves the incentive mechanism for teachers to participate in entrepreneurship education (Feng et al., 2022). The responsible department incorporates the performance of student entrepreneurship education into the evaluation index system of each secondary college. In this way, the evaluation of the effect of entrepreneurship education can be strengthened, the evaluation system of entrepreneurship education can be improved, and the reform of the management mode of entrepreneurship education will be continuously promoted.

Summary

Although COVID-19 has had a negative impact on China's economy, with some companies closing down and employees losing their jobs, it also indicates that China's related industries will rebound after COVID-19. China's economy will flourish again, which will also provide our future graduates with more entrepreneurial platforms and unprecedented opportunities. At this stage, Chinese universities should actively explore entrepreneurship education models that meet the needs of social and economic development and the characteristics of college students. This is also a breakthrough for accelerating economic development and creating the characteristics of entrepreneurship education in Chinese universities. Chinese universities should continuously improve the organization and management of entrepreneurship education, teaching management, teacher construction, practical application, and educational evaluation in the process of research. Such a situation promotes the development mechanism of entrepreneurship education during the COVID-19 and post-epidemic era, and guides more college students to establish entrepreneurial ideals and beliefs, and acquire professional entrepreneurial knowledge and skills. Under the background of COVID-19, Chinese universities can cultivate more innovative, entrepreneurial and applied talents who can meet the requirements of social development.

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