

# Analysis of Factors Influencing the Innovative and Entrepreneurial Capabilities of Students in Higher Vocational Colleges

Wang,Shang Liu,Chenyang\* Kong,Chuijuan Wang,Zhiwei

Shenzhen Polytechnic University, Shenzhen, Guangdong, 518055, China

**Abstract:** With the evolution of the times, society's demand for talent cultivation have changed totally. In today's world, where the pace of life and work is constantly accelerating, how to strengthen students' innovative and entrepreneurial capabilities has become an issue that requires in-depth exploration by an increasing number of individuals. From the perspective of higher vocational colleges, this paper explores the factors that can influence the innovative and entrepreneurial capabilities of students in these institutions. Based on actual circumstances, effective methods and strategies for cultivating the innovative and entrepreneurial capabilities of students in higher vocational colleges are proposed. It is hoped that this research will contribute to enhancing the level of talent cultivation in higher vocational colleges as it should.

**Keywords:** Higher vocational colleges; Innovative and entrepreneurial capabilities; Influencing factors

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## 1. Analysis of Factors Influencing the Innovative and Entrepreneurial Capabilities of Students in Higher Vocational Colleges

### (1) Factors related to cultivation models

Currently, although China's higher vocational colleges have entered a phase of reform and development in talent cultivation models, achieving relatively fruitful results and introducing various innovative models such as school-enterprise collaboration and the integration of theory with practice, some higher vocational colleges still face the issue of a monotonous talent cultivation approach. While some colleges have introduced mechanisms for industry-education integration and school-enterprise cooperation in talent cultivation, these models lack depth. Students are only involved in one-year internship programs arranged by the school. In the process of talent cultivation, the teaching content is solely implemented according to educational standards, without establishing teaching content that aligns with regional economic development and social development trends. Many colleges

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### About the Author

Wang,Shang (1993-10), male, Mongolian ethnicity, from Shenzhen, Guangdong Province, Doctoral degree holders, Lecturer, Research Focus: New Media Communication, User Operations.

Kong,Chuijuan (1980-12), female, Han ethnicity,from Shenzhen, Guangdong Province, master's degree holder, Associate Professor, Research Focus: New Media Communication

Wang,Zhiwei (1984-12), male, Han ethnicity, from Shenzhen, Guangdong Province, Doctoral degree holders, Lecturer, Research Focus: Education, Cultural Studies.

### Corresponding Author

Liu,Chenyang (1989-10), male, Han ethnicity, from Shenzhen, Guangdong Province, Doctoral degree holders, Lecturer, Research Focus: Interaction Design, Interface, User Experience.

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still regard theoretical teaching as the key to teaching activities, with mechanical indoctrination and theoretical transmission as the core of teaching. This will result in the cultivated talent lacking innovative capabilities to adapt to the needs of social development, and losing their own core competitiveness in the fierce market competition<sup>[1]</sup>.

## **(2) Factors related to teachers**

Many teachers in higher vocational colleges fail to effectively cultivate students' innovative thinking and practical abilities in their teaching. They tend to rely heavily on textbooks, lacking comprehensive introduction and analysis of relevant professional knowledge and practical skills. Some teachers do not take into account the individual differences among students, nor do they guide them to imagine boldly, raise reasonable questions, and innovate continuously. This indicates that some teachers in higher vocational colleges overly adhere to traditional teaching concepts and lack the innovative mindset required in vocational education. Many teachers simply follow traditional teaching methodologies, with rigid teaching content and models that are severely mismatched with the needs of local economic development. Teachers in higher vocational colleges are often recruited from among graduates of various universities, who themselves possess strong theoretical knowledge and learning abilities. However, under the influence of traditional teaching concepts, these teachers become overly reliant on textbooks, lacking abilities in curriculum development, innovation, and guidance. This poses a significant obstacle and constraint to the cultivation of innovative and entrepreneurial capabilities among students in higher vocational colleges.

## **(3) Factors related to students**

Many vocational college students themselves are short of innovative concepts and entrepreneurial enthusiasm. Most students are dissatisfied with their current situation, expressing only complaints and sighs, lacking confidence and innovative consciousness in action. Many students lack perseverance, and when encountering difficulties in the actual learning process, they tend to blame themselves and are unable to complete their learning tasks smoothly. Furthermore, influenced by the traditional exam-oriented education model, many vocational college students can only imitate others and lack innovative abilities. When dealing with problems, they follow the rules blindly, not knowing how to break the routine or take the initiative to adapt and innovate. Many vocational college students also lack practical abilities, which is related to the fact that vocational colleges have not established a comprehensive teaching practice base. Students are unable to participate in necessary practical training, and there is also a serious shortage of practical class hours in vocational colleges, resulting in relatively poor practical abilities among students.

## **(4) Factors related to innovative education**

Although many higher vocational colleges have established innovative education curriculum systems, they fail to create an environment for autonomous exchange among students and do not organize corresponding activities related to technological innovation, independent innovation, and entrepreneurship when implementing innovative education. The entire curriculum system and facilities are relatively monotonous, and the teaching practice component is relatively weak. The course content in many higher vocational colleges is disconnected from industry development, with outdated specialized and basic courses. Textbooks suffer from severe lags, failing to reflect the main characteristics of the teaching content and lacking dynamic features. Constrained by inadequate funding, many higher vocational colleges have not established comprehensive teaching and practical training bases, lacking platforms to cultivate students' exploration and innovation abilities. This results in superficial and formalistic issues in students' course internships and graduation designs. The teaching content lacks extensibility and permeability, and coupled with monotonous teaching methods, it is unable to deeply tap students' learning potential, ultimately leading to a severe lack of innovative and entrepreneurial abilities among students.

## **2. Effective Strategies for Cultivating Innovative and Entrepreneurial Abilities of Students in Higher Vocational Colleges**

### **(1) Optimizing the talent cultivation model**

In the process of teaching reform in higher vocational colleges, it is imperative to adhere to the principle of alternating work and study to establish a novel talent cultivation model. It is crucial to keep in mind the objectives of talent cultivation in higher vocational colleges and align with the demands of local economic development to nurture high-quality talents who can meet the needs of local economic construction, production, and services. Efforts should be made to fully tap students' potential and strengthen their professional and practical abilities. During the teaching management process, it is necessary to deepen the cooperative education mechanism and establish strategic partnerships with surrounding enterprises, guiding students to participate in practical activities within enterprises. Based on the principles of cooperative education between colleges and enterprises, cooperative employment promotion, and cooperative pursuit of development, joint cultivation of students should be carried out with enterprises, introducing mechanisms such as order-based training and training after placement. By referring to the employment needs and standardized management systems of enterprises, a talent cultivation model combining work and study should be formulated. Additionally, professional curriculum standards in higher vocational colleges should be established according to enterprise management requirements and employment needs, improving textbook development, teaching system construction, and internship mechanism construction. The integration of teaching and practical training should be enhanced to provide a solid foundation for the continuous improvement of students' skill levels and comprehensive qualities<sup>[2]</sup>.

### **(2) Enhancing the comprehensive quality of teachers**

For higher vocational colleges, the enhancement of students' innovative abilities necessitates the guidance of a high-quality teaching team. Teachers should strengthen their professional and theoretical learning abilities, elevate their own innovative capabilities and awareness, and make full use of various means and channels to improve their overall quality. Higher vocational colleges should also introduce off-campus training, short- and long-term combined training, on-campus training, job-attachment training, and consultation services for enterprises, allowing teachers to connect with the front-line of enterprise production. This will enhance their educational abilities and innovative consciousness, and equip them with effective methods and strategies for teaching specialized courses, thereby laying a more solid foundation for the continuous improvement of students' innovative and entrepreneurial abilities in higher vocational colleges.

### **(3) Exploring pathways for entrepreneurship education**

Higher vocational colleges should continuously explore the mechanisms of entrepreneurship education to help students broaden their employment channels. Schools can establish entrepreneurship funds, offer entrepreneurship guidance courses, and provide both theoretical and financial support for student entrepreneurship. Additionally, they can leverage alumni resources by inviting successful entrepreneurs to share their experiences. The implementation of entrepreneurship education can strengthen students' employability and lay a more solid foundation for their employment and career choices. Students should be guided to independently explore methods and pathways for entrepreneurship. Autonomous entrepreneurship, as one of the important ways to address employment issues in China, is also crucial for helping students leverage their strengths and realize their self-worth. Teachers in higher vocational colleges should proceed from their own professional characteristics and introduce relevant cases of self-employment by their graduates to stimulate students' enthusiasm and participation in autonomous entrepreneurship. Meanwhile, teachers should explain the national policies related to autonomous entrepreneurship to students, enabling them to find the main pathways to realize their dreams. This will also provide a good guarantee for solving students' employment problems.

Colleges can also organize diversified vocational education entrepreneurship competitions to enhance students' awareness of autonomous entrepreneurship. Schools can host entrepreneurship project competitions for all students, select outstanding entrepreneurial works, and stimulate students' enthusiasm for entrepreneurship. Through this form of teaching practice, students can clarify the selection methods, principles, and ideas for entrepreneurial projects in competition, as well as effective methods and pathways for entrepreneurial project planning. This will enable students to have initial ideas about autonomous entrepreneurship in their minds, which will also contribute to the continuous improvement of their entrepreneurial abilities. Higher vocational colleges can also establish entrepreneurial funds exclusively for graduating students within the school, providing them with financial support for entrepreneurship on this basis. At the same time, by leveraging alumni resources, students can engage in mutual discussions about successful entrepreneurial experiences, which can inspire their entrepreneurial thinking and provide guidance for graduating students, thereby directing them towards appropriate entrepreneurial pathways.

#### **(4) Constructing an innovation and entrepreneurship platform for vocational college students**

As vocational colleges, it is imperative to construct an innovation and entrepreneurship platform for vocational college students from the perspective of their learning needs, fully coordinating social, financial, and policy resources to provide necessary support. The construction process of demonstration colleges should be accelerated, and relevant functional departments, enterprises, and social functional departments should be guided to provide necessary guarantees for college students' innovation and entrepreneurship activities. Enterprises at all levels should establish connections with higher education institutions and construct practical venues for innovation and entrepreneurship tailored to vocational college students, providing them with opportunities to practice their ideas. For valuable outcomes, the process of transforming these outcomes into productivity should be accelerated. Schools should also introduce courses on innovative thinking and entrepreneurial mindset development in conjunction with the future development directions of different majors, and conduct career planning education to provide students with a good platform to cultivate their innovation and entrepreneurship abilities, thereby providing more comprehensive support for the enhancement of students' various abilities and qualities.

### **3. Conclusion**

In summary, in the teaching management of vocational colleges, factors influencing the innovation and entrepreneurship abilities of vocational college students lie in talent cultivation models, teachers, students themselves, and the lagging behind of innovation and entrepreneurship education in schools. As vocational colleges, they should approach the issue from multiple perspectives, including optimizing talent cultivation models, enhancing the comprehensive quality of teachers, conducting innovative and entrepreneurial practical activities, and providing innovation and entrepreneurship platforms. These measures aim to ensure the proper cultivation of students' innovation and entrepreneurship awareness, thereby achieving the expected requirements for talent cultivation in vocational colleges.

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