

Analysis of the Problems in Innovation and Entrepreneurship Education for Business Administration Majors

Bihong Ma

Beijing University of Posts and Telecommunications, Beijing 100876, China

Abstract: *In recent years, China has been vigorously promoting independent entrepreneurship among college students. In order to cultivate more innovative and entrepreneurial talents, a plan combining theory and practice has been proposed to avoid overly written education. This article mainly studies the current situation of innovation and entrepreneurship education in the field of business administration, as well as the focus of teaching and education. Based on a survey of the entrepreneurial situation of business administration students, suggestions are proposed to build a professional oriented innovation and entrepreneurship education model, hoping to better solve the path problem of innovation and entrepreneurship education in the field of business administration.*

Keywords: Business Administration major; Innovation and Entrepreneurship Education.

1. INTRODUCTION

In recent years, the implementation of innovation and entrepreneurship education has not only promoted the formation of innovation and entrepreneurship awareness among Chinese college students, but also provided a stepping stone for college students to find jobs. Innovation and entrepreneurship education is an important way to reform traditional talent cultivation models and create employment opportunities and positions for society. However, innovation and entrepreneurship education is currently not fully mature, and there are still many shortcomings in many aspects, especially in the training methods and approaches in different professional fields. Therefore, this article aims to investigate and analyze the situation of innovation and entrepreneurship education in business administration majors in universities, identify the problems in innovation and entrepreneurship education in business administration majors, provide reasonable opinions based on the actual situation, provide more ideas for optimizing innovation and entrepreneurship education in universities, make innovation and entrepreneurship education more mature, and also provide some plan ideas for innovation and entrepreneurship education for Chinese college students.

2. ANALYSIS OF THE PROBLEMS

In the context of China's increasingly serious aging society, we conducted a survey on the employability of geriatric nursing graduates, looking forward to helping improve the internship program for geriatric nursing training, and helping and improving the shortage of geriatric nurses in China's aging society. This study investigates the employability of geriatric nursing graduates using quantitative and qualitative research designs. The study was conducted among 100 geriatric nursing graduates at University B, 50 teachers, and 30 employers .

2.1 Insufficient resources of teachers with entrepreneurial experience

In terms of the construction of entrepreneurship teachers, other majors also have the same problems. However, due to the closer relationship between business administration and entrepreneurship in curriculum content, the issue of teacher resources with entrepreneurial experience is more prominent than other majors. Most business majors in universities lack teacher resources with practical entrepreneurial experience in innovation and entrepreneurship education, which leads to most education relying on theoretical teaching, We cannot provide students with suggestions that are more in line with actual conditions and the current entrepreneurial environment.

2.2 The practicality of the curriculum is not strong, and the innovation and entrepreneurship education in business administration majors lacks characteristics

According to the survey, it was found that the practicality of business management courses in most universities is

not strong, and there are few practical training courses in business management that are combined with practice, and textbooks are not fully integrated with practice. The integration of teaching is not close enough, and most practical courses are just a summary for theoretical courses. And the business administration major covers a wide range of areas, making it difficult for students to grasp the key points. Innovation and entrepreneurship education conducted by students often assumes that they have taught everything in theory, but students actually do not fully understand knowledge, and there may be some understanding of knowledge in entrepreneurial practice. Unfamiliar issues are not as effective as teaching students in other majors with stronger expertise, resulting in certain obstacles in innovation and entrepreneurship education in business management.

2.3 Ambiguous entrepreneurial goals for business management majors

The wide range of subject knowledge in the field of business administration is both an advantage and a disadvantage in innovation and entrepreneurship education. If a broad learning range is not found with a specific goal for innovation and entrepreneurship education, all efforts will be disorganized. Business administration majors have a wide range of disciplines, therefore, when providing innovation and entrepreneurship education to students, there is usually no specific direction. In terms of innovation and entrepreneurship education, there is generally only a tendency to cultivate entrepreneurial concepts, and there is no specific guidance on the path that leads students towards entrepreneurship. Students are left to explore, collide, and search for everything themselves, and such innovation and entrepreneurship education is not successful.

3. COUNTERMEASURES AND SUGGESTIONS FOR INNOVATION AND ENTREPRENEURSHIP EDUCATION IN BUSINESS ADMINISTRATION MAJORS

This study aims to investigate the Geriatric Chinese Nurses' employability towards the development of an Enhanced Guidelines for Internship Program(EGIP).The research results are as follows: 1. In the work of elderly care, the first thing is to have a solid grasp of knowledge to meet the needs of the work. It is also important to reflect on the right and wrong in practice and experience, but it is not so important to have foreign language skills.2. It is very important for geriatric care alumni to be able to judge the priorities of geriatric care problems and to use common medical equipment correctly in their professional skills. Employers pay more attention to the care effect for the elderly. Among them, interpersonal skills and teamwork skills are worthy of recognition. They also value compliance with professional ethics and pursue professional ethics. Employers have higher requirements for information management capabilities.3. There is a high correlation between the employability of geriatric nursing alumni and their knowledge. Solid knowledge and ability play a positive role in the employability of geriatric nursing alumni.4. There is a high correlation between the employability of geriatric nursing graduates and their practical abilities. High practical skills can better promote the improvement of employability.5. Only through systematic learning and accumulation of theoretical knowledge can elderly nursing staff master and apply skills in practice. At the same time, feedback from practice will also prompt them to think and deepen their knowledge, thereby continuously improving their level of elderly care.6. Elderly nursing alumni work very intensively in providing care for elderly patients.

3.1 Building a teacher team with entrepreneurial experience

Innovation and entrepreneurship education not only requires sufficient teacher resources, but also requires the creation of a group of teacher talents with entrepreneurial experience, so it is necessary to enhance teachers' practical teaching abilities. To cultivate a group of teachers who possess both professional theoretical knowledge and practical skills in enterprises, the following points can be referred to: (1) establish a teacher enterprise practice base, allowing teachers to personally experience and accumulate practical experience within the enterprise; (2) Encourage teachers to bring their research works into enterprises, where they can better practice their works, identify problems and feasibility; (3) Establish a sound teacher incentive system and provide a series of reward mechanisms for teachers with excellent abilities to drive the development of other teachers into theory and practice.

3.2 Comprehensive education talents with both abilities

Integrating the Characteristics of Business Administration to Achieve Innovation in Innovation and Entrepreneurship Education. The major of business administration has great advantages in innovation and entrepreneurship education. It mainly cultivates application-oriented talents with strong comprehensive ability and

adaptability. Innovation and entrepreneurship education is mainly to cultivate students' comprehensive ability and innovation ability. Therefore, it can be said that the knowledge learned by the Kwalliso is the theoretical basis of innovation and entrepreneurship education, and innovation and entrepreneurship education is the practice of business administration. Therefore, I have the following suggestions for building a biased innovation and entrepreneurship education for business management majors: (1) Establish more practical courses, such as entrepreneurship model design and innovative thinking training courses, and establish enterprise training weeks. (2) Establish a business management innovation and entrepreneurship education base, divide the base into management and economy, law, human resources and other sectors, spend a few weeks to make students understand and learn in each sector, and then assign students to their favorite sectors for detailed study. (3) Schools can choose a suitable enterprise to sign a contract, or try to cooperate with their own enterprise. Private universities generally have their own enterprise, which is the resource. It can not only cultivate talents but also drive innovation and entrepreneurship education, and will also reduce costs. For public colleges, it is also possible to establish their own enterprise. On the one hand, it is to obtain more benefits for the school to help it develop, and on the other hand, it is to enhance the ability of innovation and entrepreneurship education and promote the success of students' entrepreneurship practice courses.

3.3 Clarify the goals of innovation and entrepreneurship education for business management majors

The business administration major aims to cultivate entrepreneurial talents in innovation and entrepreneurship education, but entrepreneurial talents can be divided into many aspects, such as professional managers with entrepreneurial and innovative spirit, senior management talents of enterprises, or excellent entrepreneurs, public affairs managers with good mentality and willingness to help others. We cannot unify these education. The goal of innovation and entrepreneurship education for business management majors should be to cultivate a group of leaders who can excel in various fields.

4. CHALLENGES ENCOUNTERED BY GERIATRIC NURSING GRADUATES IN PROVIDING CARE FOR OLDER PATIENTS

From a qualitative analysis of responses to interview open-ended questions from geriatric nursing graduates, faculty, and employers, four themes emerged that describe the challenges geriatric nursing graduates experience in providing care for geriatric nursing patients. (1) Work intensity (2) Work treatment (3) Work stability (4) Work development space. Liu Yang [3] et al. put forward in the article "Analysis of Strategies for Improving Employability of Students", that knowledge and practical skills directly affect employability. Knowledge and practical skills are closely related and complement each other. Only through systematic learning and accumulation of theoretical knowledge can students master and apply practical skills. At the same time, the feedback in practice will also prompt students to think and deepen their knowledge, so as to continuously improve their employment level. In addition, students should carry out targeted ability training based on their own characteristics, pay attention to improving their sense of responsibility and spirit of responsibility, and realize "person-job matching".

4.1 Work intensity

The increasing number of elderly people in China has made China an aging society, which has brought great challenges to the medical care industry. This requires more geriatric nursing staff, but there is a serious shortage of geriatric nursing talents, which leads to the continuous increase of the work intensity of the existing staff engaged in geriatric nursing work. Similarly, in some other special pension institutions, the work intensity of geriatric nursing work is unimaginable.

Wei Min[4] surveyed that nursing practitioners in institutions are mostly 40 to 50 years old. Facing huge work intensity, it is a great challenge in terms of physical strength. Their educational level is low, and they lack professional medical knowledge and technology.

4.2 Work treatment

The geriatric nursing graduates encountered challenges when they were engaged in geriatric nursing because of their low level of salary, which could not meet their requirements. The huge work intensity is in huge contrast with their expected work treatment.

Wang Fang [5] pointed out that the pass rate of the student nurse qualification examination was 91.53%, the pass

rate of the senior nursing staff qualification examination was 100%, and the employment rate was 96.61% in the exploration of the application method and effect of the innovative model of nursing personnel training in the geriatric department of higher vocational education. %, of which the employment rate of geriatric nursing counterparts was 27.12%, and low salary and benefits accounted for 62.71% of the reasons why students were unwilling to engage in geriatric nursing work.

4.3 Work stability

Geriatric care workers leave frequently, and it is difficult for employers to hire a long-term stable geriatric care worker. The frequent turnover of staff makes the employer's work very passive.

Geriatric nursing talents have a low sense of professional identity and a serious brain drain. The society generally believes that the geriatric nursing profession is "light on technology, heavy on physical strength, poor treatment, narrow access, and small room for advancement". Compared with hospital nurses, the social status is not high. An important factor in the elderly care industry. (Lu Xiaojing[6]).

Wang Fang [5] suggested that the government improve and implement the supporting policies for geriatric professionals as soon as possible, and promote the employment of nursing talents in pension service institutions.

4.4 Work development space

Geriatric nursing graduates will find that their job development space is very narrow and it is difficult to have a higher room for improvement when they are engaged in geriatric nursing work. Faced with this situation, they are very disappointed. From these interviews, we can learn that China's pension service system is not perfect, and no special training system has been established in the process of student training. There are still too many unknowns in many aspects, which need further exploration and research.

Chen Hangjian & Chen Jingli [7] suggested that the establishment of an elderly care service system, especially a nursing professional service system, is an important way to adapt to the transformation of the elderly care model and meet service needs in the training of Chinese geriatric nursing professionals. In general, the four main themes, namely, work intensity, job benefits, job stability, and job development space challenge geriatric nursing graduates to work in geriatric nursing.

5. SUMMARY

At present, the innovation and entrepreneurship education for business management majors in various universities is different, but it is also similar in some ways. The business administration major in Chinese universities started relatively late in innovation and entrepreneurship education compared to foreign countries. Although we have quickly developed our own innovation and entrepreneurship education model while combining foreign experience, it is undeniable that there are still some shortcomings in the business administration major in innovation and entrepreneurship education. How to better utilize and leverage our professional advantages to make the path of innovation and entrepreneurship education smoother is a question worth our educators' in-depth consideration.

REFERENCES

- [1] Kaige Cheng . Equivalence of a class of infinitesimal quantities [J]. Journal of henan institute of education (natural science edition),2020,29(01):8-11.
- [2] Yutong MAO, Husheng Qiao. Notes on equivalent substitution of infinite small quantity algebraic sum [J]. University mathematics,2019,35(04):115-121.
- [3] Songfang Jia, Yan-heng Chen. Limit of equivalent Infinitesimal Skillfully [J]. Mathematics Learning and Research,2019(12):104.
- [4] Juan F. Izquierdo,Jesús Rubio. Full modeling of wideband volumetric antennas by elementary sources placed on the ground plane[J]. Journal of Electromagnetic Waves and Applications,2013,27(6).
- [5] Haoyuan Xu, delong Wang, Yongzhong Huang. Convergence Order of Zero-limit Iterative Sequence [J]. University Mathematics, 2008,34(03):103-107.
- [6] Linlin Wang, Qiongling Liu, Yan Zhang. Further understanding of the meaning of function limit equality from the proof and wrong use of L'Obita's rule [J]. Mathematics Learning and Research, 2017(10): 5.

- [7] Department of Mathematics, East China Normal University. Mathematical analysis[M] . Higher Education Press, 2010: p.59, 61.
- [8] Ganchang Wu. Higher mathematics[M]. People's University of China, 2011: p.137.
- [9] Xiong Bingqi Don't narrow down the entrepreneurial path for college students Wen Wei Po, 2018-11-21
- [10] Chen Hu, Zhang Xuhui. Introduction to Entrepreneurship [D]. Science Press, 2015
- [11] Liu Yueyulin. Innovation and Entrepreneurship Course for College Students [D]. Tianjin: Nankai University Press, September 2016
- [12] Ying Kefu, Shi Xingguo, Zong Yunzhang. Construction and Practice of a Collaborative Applied Talent Training System for Business Administration [J]. Chinese University Teaching, 2014 (12)
- [13] Dowell. Liz. Enterprise education and part time students, Assessment Evaluation in Higher Education, 2014, 18