

College Students' Innovation and Entrepreneurship Construction Based on the Improvement of Self-Efficacy

Lijia Chang

Yili Normal University, Yining 835000, Xinjiang, China.

Abstract : This paper briefly summarizes the meaning of self-efficacy, explains the role of the improvement of self-efficacy in the improvement of contemporary college students' innovation and entrepreneurship ability, and gives the following suggestions on promoting contemporary college students' internal innovation and entrepreneurship ability, in order to promote the improvement of college students' internal self-efficacy.

Keywords : Self-Efficacy; Promote; College Student; Innovation and Entrepreneurship

1. Introduction

With the continuous enhancement of the overall competitiveness of the current society, college students often face a very serious employment situation after graduation. Therefore, colleges and universities can actively encourage college graduates to carry out entrepreneurial activities, so as to alleviate the employment pressure of contemporary college students. In order to promote the development of innovation and entrepreneurship activities in colleges and universities, the Ministry of Education issued relevant opinions in 2010 to encourage students in colleges and universities to participate in entrepreneurship independently. In the process of entrepreneurship activities in colleges and universities, the most prominent problem is that the entrepreneurial motivation is strong and the entrepreneurial ability is weak, so it is imperative to promote the improvement of students' entrepreneurial ability. In this context, based on the perspective of promoting the improvement of College Students' self-efficacy, this paper discusses the promotion of college students' innovation and entrepreneurship ability.

2. Meaning of self-efficacy

Self efficacy mainly refers to people's internal confidence in whether they can use their existing skills to complete some tasks. Generally speaking, self-efficacy is people's subjective judgment on whether they can succeed in a certain achievement. The concept of self-efficacy was first expounded by Bandura, a famous American psychologist. Bandura determined after research that there are various relevant factors affecting the overall state of personal self-efficacy, and many influencing factors can be collectively referred to as self-efficacy information. These self-efficacy information sources mainly include mastery experience, alternative experience, social persuasion, emotion and physiology. Different self-efficacy information sources will have different degrees of impact on personal self-efficacy.

3. The role of improving self-efficacy in improving innovation and entrepreneurship

3.1 Promoting students' ability to grasp and create opportunities

Whether entrepreneurs can succeed in their own entrepreneurial behavior depends on whether they can grasp the opportunities in the entrepreneurial process in time. Entrepreneurs who can succeed can usually grasp the opportunities and make relatively wise decisions, or create opportunities for themselves to obtain the initiative in the process of development. Opportunities are often

accompanied by opportunities and challenges, and they have strong uncertainty and risk. If students can grasp and create opportunities in time, they can enhance their personal confidence after completing their goals. Usually, people with a high level of self-efficacy will set some challenging overall goals for themselves in advance. At the same time, they can make more firm commitments to the overall goals, and make wise decisions or seize the opportunity to create opportunities before the opportunity comes. Therefore, paying attention to the improvement of self-efficacy can promote students' internal ability to grasp and create opportunities.

3.2 Helping students improve their anti risk ability

Because there are some risk factors in the early stage of entrepreneurship, if not handled properly, it is easy to make college students' entrepreneurship plan fail and make them bear great mental pressure. However, self-efficacy can make students maintain healthy physical and mental development and play a positive role in alleviating entrepreneurial pressure. First, adjust the entrepreneur's personal mood. Under the threat of risk factors or setbacks, it depends on how much pressure a person can bear. Usually, it depends on his confidence in dealing with problems. College students with a relatively strong sense of self-efficacy usually believe that they can deal with potential threats, and will only invest a small amount of energy to preset negative results, so as to participate in entrepreneurial activities with confidence and pleasure. Second, it can promote the improvement of entrepreneurs' internal physical condition. Improving self-efficacy can not only affect the arousal level of the autonomic nervous system to a certain extent, but also affect the internal secretion level of catecholamine and the overall release level of endogenous opioid peptides. Therefore, these biochemical substances can participate in the regulation of various functions within the immune system. People with relatively high self-efficacy usually do not show significant changes in internal secretion level, so the immune system can maintain balance.

3.3 Helping contemporary college students learn self entrepreneurship skills

First, a strong sense of self-efficacy will urge individuals to try their best to achieve their personal goals. Because most people's internal behavior motivation appears on the cognitive level, individuals can stimulate and guide their own behavior by imagining and expecting the future. In real life, we often have many selectable goals, but everyone often chooses some goals that they think can be achieved and gives up some goals that they think cannot be achieved. A strong sense of self-efficacy can stimulate individuals to choose some difficult goals, make efforts to achieve this goal and improve personal skills. Second, self-efficacy is closely related to individual performance. According to relevant research, high self-efficacy will make individuals have a higher level of performance, and a higher level of performance means that the goal can be achieved well.

4. Feasible strategies to promote the innovation and entrepreneurship ability of college students

4.1 Providing fertile entrepreneurial soil and promoting college students to realize the joy of success

Through the relevant theories of self-efficacy, we can know that whether personal success experience or failure experience will have the most direct and powerful impact on their self-efficacy. Therefore, when implementing entrepreneurship education for college students, colleges and universities should try their best to provide good entrepreneurial conditions for many college students, provide fertile entrepreneurial soil, and lead students to take action and personally experience the joy of entrepreneurial success. When leading college students to participate in entrepreneurship teaching, we should fully explore their own internal potential, select a group of students with good entrepreneurial prospects, and take key training measures. It should be noted that in the face of these students with great entrepreneurial potential, they should be encouraged to actively participate in many entrepreneurial training, such as encouraging college students to participate in various entrepreneurial design competitions and establish "simulation companies". After that, teachers can show students' training results, give corresponding encouragement and rewards, and lead students to obtain sufficient sense of achievement, so as to improve their own internal level of innovation and entrepreneurship self-efficacy.

4.2 Combining with the personal examples of successful entrepreneurs, setting an entrepreneurial example for students

Learning from the alternative experience gained by others can promote the improvement of students' self-efficacy. In the process of carrying out innovation and entrepreneurship education activities for students, colleges and universities should pay attention to the personal examples of successful entrepreneurs and set a good entrepreneurial example for students. It should be noted that many colleges and universities should pay attention to accumulation and deeply explore the past entrepreneurial success stories of their students, so as to give full play to the enthusiasm and exemplary role of typical alumni. Specifically, the activities can be carried out in a variety of forms, such as regularly inviting entrepreneurial models among excellent alumni to return to school to

make a summary report, regularly organizing students to enter enterprises on the spot, understanding the working environment of alumni entrepreneurs, compiling a collection of typical entrepreneurial success stories in the school, etc.

4.3 Creating an environment conducive to the development of entrepreneurial activities and being tolerant of entrepreneurial failure

The high-quality entrepreneurial environment and entrepreneurial atmosphere can significantly improve the entrepreneurial imagination and experience of college students. For entrepreneurs, if they encounter some temporary setbacks in the process of entrepreneurship, they can get feedback from educators with a more tolerant attitude, rather than on the basis of temporary success or failure. In this atmosphere, college students' internal innovation and entrepreneurship self-efficacy can be improved. Specifically, the key points of creating a teaching environment conducive to entrepreneurship activities are as follows: First, we should fully publicize and further create a good atmosphere of advocating innovation and entrepreneurship and tolerating setbacks and failures in the society, so that the whole society can support college students' innovation and entrepreneurship activities; Second, we should form an atmosphere of innovation and entrepreneurship in the school that encourages innovation and entrepreneurship, pioneering and enterprising, sincere cooperation, dedication and tolerance of failure; Third, we should mobilize families to actively support college students' innovation and entrepreneurship activities. We should also do ideological work for students' parents, and help students' parents break the traditional employment concept of "learning is an official", in order to encourage contemporary college students to actively participate in entrepreneurship, and dare to work hard and practice.

5. Conclusion

The cultivation of college students' sense of self-efficacy can help college students enhance their ability of entrepreneurship and innovation. In the process of carrying out entrepreneurship education for students, colleges and universities should focus on mastering experience, alternative experience, social persuasion and the influence of emotional and physiological aspects, and strive to enhance college students' sense of self entrepreneurship.

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