

Research on innovation and entrepreneurship education of college students based on psychological capital

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Abstract: Innovation and entrepreneurship is the current trend and requirements of the country and universities. In order to strengthen the training of innovative and entrepreneurial talents, this paper starts with the existing problems of college students' innovation and entrepreneurship, combines the theory of positive psychology, and discusses the strategies and mechanisms of innovation and entrepreneurship education from the perspective of psychological capital, in order to provide useful reference for the reform of innovation and entrepreneurship education in universities.

Key words: psychological capital; College students; Innovation and entrepreneurship

“Mass entrepreneurship and innovation”, the current state and universities are encouraging college students to actively innovate and start businesses. However, the success rate of college students' entrepreneurship is only 2.4%. The main reasons are not only their lack of social experience and start-up capital, but also their lack of understanding of entrepreneurship, their inaccurate self-evaluation and positioning, and their anxiety, tension and fear in the face of challenges, which lead them into psychological difficulties. And there are weak resistance to frustration, willpower and other factors leading to entrepreneurial failure. Psychological capital first appeared in sociology, economics and other fields of research literature, and later expanded to mental health, students' academic achievement, employment, job performance and other fields, attracting extensive attention in the academic circle, scholars began to explore the relationship between psychological capital and innovation and entrepreneurship. This paper aims to explore innovation and entrepreneurship education from the perspective of psychological capital, in order to provide useful reference for the education reform and innovation and entrepreneurship education in Chinese universities.

1. Psychological capital and innovation and entrepreneurship education

1.1 Psychological capital

Psychological capital is a kind of positive psychological state shown by individuals in the process of growth and development. It contains four elements: self-efficacy, optimism, hope and resilience (Luthans, 2006). Psychological capital is the core psychological element beyond economic capital, human capital and social capital. Research shows that psychological capital has a significant impact on employees' creativity and entrepreneurial performance. Positive psychological capital helps improve college students' confidence, hope, optimism, tenacity and other important psychological elements, improve their comprehensive psychological quality, and enhance their entrepreneurial competitiveness.

1.2 Innovation and entrepreneurship education

Innovation and entrepreneurship education is different from general education. Its educational goal is to cultivate individuals with innovative spirit, master innovative knowledge and ability, and promote students' active independent development. At the same time, innovation and entrepreneurship education is not aimed at employment and actual entrepreneurial activities.

2. The existing problems of college students' innovation and entrepreneurship

2.1 Deviation in self-cognition

Due to the lack of social practice experience, college students' self-cognition is biased, and they are prone to confusion and fear when facing the choice of life path. The uncertainty of the future makes college students full of anxiety and depression in entrepreneurship. Some college students may be arrogant and conceited because of overestimating their own ability, but once they encounter setbacks, they remain depressed. At the same time, the volatility of college students' self-experience at this stage makes them feel positive about their achievements, and even arrogant and complacent. However, when they encounter difficulties and setbacks, they will have strong negative emotions, and even pessimism, disappointment and self-abandonment.

2.2 The ability to regulate emotions should be improved

Erikson believes that college students are in the late adolescence to early adulthood, their psychological development is not mature, and their emotions are easily affected by external situational stimuli, resulting in unstable emotions, emotions are easy to impulse and outburst, and even derivative of anxiety, depression, low self-esteem and other bad emotions. There will be various difficulties and setbacks in the early stage of entrepreneurship, which is very easy to lead to tension, anxiety and depression of college students. However, the emotional control of college students is still weak, resulting in college students entrepreneurs are easy to lose confidence in themselves when facing setbacks, lose hope for the future, appear pessimistic, disappointed, self-abandon and other negative emotions, leading to entrepreneurial failure.

2.3 Entrepreneurial willpower and anti-pressure ability need to be strengthened

One of the important reasons for the low percentage of college students' entrepreneurial success is that their entrepreneurial will and

ability to withstand pressure are facing tests and need to be strengthened. College entrepreneurs generally face practical problems such as lack of network resources, shortage of manpower, shortage of funds, resulting in frustration, and even leave a psychological shadow, unable to adhere to the goal of entrepreneurship. Therefore, strong anti-pressure ability and firm entrepreneurial will are the key factors for the success of entrepreneurship.

3. College innovation and entrepreneurship education strategies based on psychological capital

Psychological capital is individual positive psychological resources, focusing on people's advantages and potential. Psychological capital helps to stimulate people's inner strength and develop their potential. People with high levels of psychological capital face setbacks and difficulties with more positive, optimistic and confident attitudes, recover from failure situations more quickly (Lopez et al., 2003), stick to their goals and work towards them. Psychological capital has important influence or positive prediction on entrepreneurial ability, entrepreneurial intention, entrepreneurial quality, entrepreneurial attitude, innovative behavior and entrepreneurial performance of entrepreneurs. The research shows that there is a significant positive correlation between psychological capital and innovation ability of college students, which indicates that the higher the level of psychological capital of college students, the stronger their innovation ability.

Compared with human capital, social capital and economic capital, the appreciation space of psychological capital is larger. The "exploitable" characteristics of psychological capital can quickly help college students to improve their entrepreneurial competitiveness. Existing studies have shown that innovation and entrepreneurship education is the antecedent variable of psychological capital, innovation and entrepreneurship education has a positive promoting effect on psychological capital, and innovation and entrepreneurship education is very important to enhance the social ability and psychological strength of entrepreneurs.

3.1 Enhance self-efficacy and stimulate innovation and entrepreneurship motivation

Self-efficacy refers to an individual's confidence in whether he can effectively implement an action plan in a specific situation, and represents an individual's cognition of his own ability (Bandura, 2012). Self-efficacy can make entrepreneurs believe that they have the ability to complete the task, and then affect the entrepreneurial motivation and behavior. First, colleges and universities should set up professional entrepreneurship courses in combination with professional courses. Through the learning of innovation and entrepreneurship knowledge, college students can improve their entrepreneurial cognition, cultivate their innovation and entrepreneurship awareness and spirit, and promote the formation of entrepreneurial intention. Second, colleges and universities can regularly organize lectures and forums on entrepreneurship knowledge to help students understand the social situation and development needs, broaden their horizons, tap their own resources, form an objective and positive cognition of individuals, improve self-efficacy, and stimulate the motivation and enthusiasm of innovation and entrepreneurship. Third, colleges and universities should set up entrepreneurship incubation bases to provide students with places to start their own businesses, and equip them with professional entrepreneurship tutors to provide guidance and help for students' entrepreneurial projects. Fourth, strengthen cooperation between universities and enterprises, provide students with internship and training opportunities, encourage students to participate in simulation exercises and entrepreneurial practice activities, so that students can accumulate experience in practice, enhance the sense of ability and value, stimulate the sense of accomplishment and enhance self-confidence.

3.2 Pour out hope to stimulate the drive for innovation and entrepreneurship

Hope is the persistent pursuit of a goal and, if necessary, the path from orientation to the goal in order to achieve success. The core of hope is achievement motivation. Research shows that achievement motivation has a significant impact on college students' attitude towards innovation and entrepreneurship. The stronger the achievement motivation, the stronger the sense of hope, and the stronger the entrepreneurial driving force. People with high hopes have a stronger ability to deal with "unexpected events", "unexpected events" can stimulate their potential to challenge and actively seek and create success opportunities. At the same time, the sense of hope can buffer psychological pressure and stimulate a stronger desire to challenge. In the entrepreneurial activities with uncertain risks, people with high hope are more inclined to regard risks as challenges and opportunities, and stimulate the drive to challenge and overcome risks.

3.3 Cultivate positive and optimistic spirit and strengthen psychological energy

Optimism is confidence and hope for the future and the development of things. Optimists respond positively to challenges and never give up in the face of adversity. Pessimists tend to give up in the face of difficulties. In the innovation and entrepreneurship education mechanism of colleges and universities, emphasis is placed on cultivating the optimistic spirit of college graduates entrepreneurs, guiding them to make positive attribution to the present and future, improving the psychological energy of college graduates entrepreneurs, and improving their ability to cope with difficulties in entrepreneurship. First of all, through individual psychological counseling and group psychological counseling, students are guided to form a scientific attribution model, correctly treat the success or failure in the process of entrepreneurship, form a correct positioning and reasonable cognition of themselves, tap their own potential, and cultivate the spirit of struggle without digging. Second, colleges and universities should create a good atmosphere for innovation, advocate the spirit of innovation, and guide students to take the initiative to start businesses. Colleges and universities can publicize typical cases of self-reliance and hard work of students through campus homepage, publicity column, innovation and entrepreneurship public account and other platforms, guide students to establish a positive outlook on life and values, and create a good campus atmosphere for cultivating students' optimistic and positive psychological capital. Third, good social relations are the most important source of happiness. A good emotional support system can provide psychological support for college students when they encounter setbacks and help them get out of difficulties more quickly. The group psychological interpersonal training program can help college students improve their interpersonal skills. In the group psychological

activities, college students can see their own interpersonal communication mode directly. Through the activities, students can reflect on their problems in interpersonal communication, improve their unreasonable cognition, and find their role and positioning in the team. In the group psychological training, college students can learn to improve their interpersonal communication skills, improve the quality of interpersonal relations, and lay a good foundation for the establishment of good interpersonal relations and the accumulation of human resources.

3.4 Shaping tenacious quality, enhance the strength of entrepreneurial success

Resilience, also known as mental resilience or resilience, refers to the ability to show good, positive results in the face of problems or adversities. Hao Xiling et al. (2018) conducted a study on entrepreneurs who had failed to start a business and found that entrepreneurs with high resilience could get out of the shadow of failure more quickly and thus carry out entrepreneurial activities better. When faced with setbacks in innovation and entrepreneurship, people with high resilience can calm down more quickly, analyze problems, learn lessons, snap out of it more quickly, adjust their mentality, and continue to work hard to complete their tasks. The school can arrange various innovation and entrepreneurship courses, successful entrepreneurship cases and entrepreneur lectures, so that students can understand the difficulties, risks and opportunities that may exist in the process of entrepreneurship before starting a business, and get ready for entrepreneurship. At the same time, group psychological training can improve college students' ability to cope with pressure and frustration, enhance their confidence in coping with and overcoming risks, and improve the performance of innovation and entrepreneurship activities.

Epilogue

To sum up, psychological capital has a direct impact on college students' awareness of innovation and entrepreneurship, entrepreneurial intention, entrepreneurial motivation, entrepreneurial quality, entrepreneurial attitude, innovative behavior and entrepreneurial performance, etc. In the construction of innovation and entrepreneurial education system, colleges and universities cultivate and improve college students' psychological capital through explicit education and implicit education, pay attention to exploring college students' psychological potential and improve college students' self-confidence. Stimulate the sense of hope, maintain the spirit of optimism, shape the tenacious character quality, stimulate the consciousness and spirit of college students' active innovation and entrepreneurship, promote the core competitiveness of students' innovation and entrepreneurship, enhance the success rate of innovation and entrepreneurship, and lay a solid foundation for college students to achieve their entrepreneurial goals. At the same time, the concept of psychological capital is applied to the work of innovation and entrepreneurship education in colleges and universities, which expands the concept and approach of innovation and entrepreneurship education training, and has practical results.

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