Existing Problems after Dropout Rehabilitation of Entrepreneurship Suspension of Students and Study on Related Management Mechanism

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Abstract

With the demand and call of the country, innovation entrepreneurship education in colleges and universities becomes more and more valued and related education and guidance is gradually popularized. Under this situation, it is generally accepted by the society that college students drop out of school to start a business, and the number is increasing. But college student entrepreneurship will face various problems, which is full of uncertainty. Most of the students who drop out of school for entrepreneurship may choose dropout rehabilitation to continue their schooling in a year or two years. This batch of students is a new group which needs attention after their rehabilitation in colleges and universities. How to do the management of the batch of students needs attention. This paper analyzes several aspects such as the historical background of college students' entrepreneurship, problems and strategies of dropout rehabilitation of students suspending courses to do business and other aspects, hoping to provide reference to related administrators of universities or related researchers.

Keywords

Temporary Absence from School, Entrepreneurship, Dropout Rehabilitation, Service Guide

1. Introduction

College students' entrepreneurship is a hot topic of college and social focus in recent years, and undergraduate entrepreneurship education is also a new content and research field for higher education. In September 2014, premier Li Keqiang first launched the call of "mass entrepreneurship and innovation" in the summer Davos Forum, which has raised a new wave of entrepreneurship involving the entire people. College students have become the main force of entrepreneurship and universities have become the main battleground for innovation and entrepreneurship. Ministry of education gives full attention to the entrepreneurship of the students, promoting flexible credit system in colleges and universities actively, allowing students to retain one's status as a student out of school for entrepreneurship. As the policy goes on with the time, a part of the students who drop out of school for entrepreneurship gradually return to campus for schooling. They return to the classroom to continue finishing their study. However, "Drop out of school for entrepreneurship" continues to have an influence on them, which has silent contact with their goals of life, professional learning, psychological quality, interpersonal communication or even every word and action in life. Effective service guide and establishment of
scientific management mechanism are the keys to ensure students who drop out of school for entrepreneurship to integrate themselves into the campus environment orderly after their dropout rehabilitation.

2. Relevant Policy for Entrepreneurship Suspension of College Students

Entrepreneurship suspension refers to college students who have proposed adjusting the length of schooling and completing their studies in stages because of the need for starting a business. Dropout rehabilitation refers to that when the suspension of schooling expires, students will submit their rehabilitation application to the school, and they can return to the school to complete their studies after being reviewed by the school. At home, "Entrepreneurship suspension" is first proposed at the opening ceremony of second Tsinghua business plan competition in 1999. Fomer deputy party secretary of Tsinghua university Zhang Zaixing announced that the school will allow excellent students to drop out of school for a while to start a business and it is allowed that the students can return to Tsinghua university to complete their studies at an appropriate time (Sun, 1999). In January 2000, the ministry of education about the implementation of several suggestions of the CPC and central committee "the decision about strengthening technological innovation, developing hi-tech, realizing industrialization" rules that "allow undergraduate and postgraduate students (including master and PhD) to remain one's status as a student for suspension to establish high-tech enterprise" (http://www.cutech.edu.cn/cn/zcfg/zhgl/webinfo/2003/01/1179971244985124.htm), which has triggered a strong focus on social. This rule has truly realized encouragement promotion from individual schools to nationwide. Many local governments have issued relevant policies in succession to encourage local colleges and universities actively to support college students to suspend school for entrepreneurship. In December 2014, the ministry of education requires universities to establish flexible educational system to allow college students to suspend school for entrepreneurship in the notice about completing nationwide employment and entrepreneurship work of general higher education graduates in 2015 (http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/s3265/201412/xxgk_180810.html). In May 2015, general office of the state council issued suggestion of implementation about deepening the reform of the institutions of university innovation and entrepreneurship education, which once again puts forward "the implementation of flexible learning system", "allowing students to retain one's status as a student out of school for innovation entrepreneurship" and "strengthening the teachers' teaching ability for innovation and entrepreneurship” and other specific requirements (http://www.gov.cn/zhengce/content/2015-05/13/content_9740.htm).

A survey of 1035 respondents via public opinion China network and questionnaire web according to social survey center of China Youth Daily shows that among college students, 40.1% of them say that they would choose suspension out of school for entrepreneurship, 30.5% of them won’t do entrepreneurship and 29.4% of the students are not sure. This result shows that contemporary college students have an open attitude toward entrepreneurship suspension. As long as there are suitable opportunities and platforms, most of them will be interested (Sun, 2014). However, the entrepreneurship success rate of college students in China is very low. Most of college students who choose to suspend school for entrepreneurship will eventually return to college to continue their studies. For these students, many colleges and universities don’t provide necessary psychological, academic and other docking services, which is not good for them to go back to school smoothly to finish studies. Under this circumstance, it can result in increasing phenomenon of college students choose to "drop out" as a result of failed entrepreneurship. College students who go back to school as a result of a failed entrepreneurship are faced with many aspects of the problems and under heavy psychological pressure, which requires university managers to give these students a variety of help and guidance to help them get out of the shadow of failure (Gu , 2013).
3. Existing Problems after Dropout Rehabilitation of Temporary Absence from School of College Students

Although China's ministry of education encourages colleges to set up time limit of entrepreneurship suspension by themselves, but the maximum period of suspension is two years in a row. According to the general rules of entrepreneurship, it takes at least three to five years for an enterprise from birth to gain a foothold. Therefore, when the suspension of schooling expires, many college students will face an awkward choice: They will fail on the entrepreneurship and return to school to finish their studies or continue to start their own business and drop out of the college. Or they will make one of the most difficult choices, which is starting their own business while studying. For students who choose to return to school, they are faced with several kinds of problems.

3.1. Learning Pressure Increases Because of Learning Interruption

First of all, students are faced with the pressure of academic study after they resume their studies for entrepreneurship suspension. Students may be busy with the affairs in entrepreneurship before they are absent from school, so after drop-out rehabilitation, they should not only learn new knowledge, but also study the previous courses to adapt to the cross grade adjustment of the training program. The current knowledge is updating faster and faster, which not only requires students to review and be familiar with original basic knowledge, but also new knowledge is constantly being taught to them. Learning pressure suddenly increases a lot. The set of college teaching plan follows the principle of step by step. It will be very difficult to follow up and understand the following courses effectively once the basic specialized knowledge is not mastered firmly in mind, which will lead to academic procrastination, causing the inspection is unqualified. So that it will hit students' learning enthusiasm, shake their determination of choosing rehabilitation of schooling, and influence their graduation and development.

3.2. Psychological Activities Are Complicated Because of Environmental Change

Students need to adapt to new environment constantly for the environmental change of “School-Society-School”, which brings a series of psychological fluctuation and psychological pressure. The fluctuation and pressure include hard choice of deciding entrepreneurship suspension, arduous struggle for the practice of entrepreneurship dream, bitter and astringent mood of ending entrepreneurship dream and helplessness and hesitation of going back to school to go on with their studies. Compared to the quiet campus life, the students who are temporary absent from school are facing a certain age gap with surrounding classmates for frequent environmental changes, which leads to their mental activities become more complex.

3.3. Energy Distribution Is Unbalanced Because of Wide Social Contact

Students have experienced identity conversion of "student-entrepreneur-student" after they resume their studies for entrepreneurship suspension. They live in different areas of social territory compared with common students. Their individual social network is wider and social content is richer than that of common students. The objects of their social activities are not only about teachers and students, but also more about off-campus people they met in the entrepreneurship phase. Participating in too many social activities outside the school can not only affect normal learning and daily life, but also cause a waste of time and energy.

3.4. Discipline Is Loose Because of Thin Collective Consciousness

Normal school class has become the past tense after students resume their studies for entrepreneurship suspension. Former schoolmates have become senior ones. Former schoolmates and roommates already have their own pace. Everything around is changing obviously. New group, new roommates and new environment. Personal daily behavior could be more
independent. They may persist their old ways. Being lack of the collective consciousness makes them free from the collective. They don’t care about the relevant activities and work of the collective. They don’t have the enthusiasm of participating in the activities, which makes it hard for them to fit in new environment.

4. Specific Recommended Measures for Students Who Resume Their Studies for Entrepreneurship Suspension

The students who take a break for entrepreneurship have a rich experience because they have experienced school education and social practice. If they can actively integrate themselves into the collective and the environment because they are more cognitive and insightful to study, life and society, coupled with unique qualities, while school, teacher and society are giving effective guidance service, they won't have too big problems on their own development. Meanwhile, they can also help and affect surrounding students to learn and grow, which plays a positive role and plays the effect of peer education in college students’ innovative undertaking education. Entrepreneurial students generally have good management and communication skills, which make them become outstanding student backbone, teacher's right-hand assistant. They will play a role in class construction and team building.

4.1. Learning Guidance Help Students to Complete Their Studies

As a student, the study is important. If learning problem is solved for the students who come back after entrepreneurship suspension, guidance work has succeeded more than half. Class teacher or counselor should talk through regular care guidance to formulate reasonable study program, promote the development of study and course according to plan step by step. Class teacher or counselor should also contact their teacher actively and offer certain attention and help in class. Class teacher or counselor should call up students and related teacher regularly for discussion to exchange study situation and the existing problems. At the same time, we should give full play to the strength of students' backbone to organize one-to-one or several-for-one pairing support to form a linkage to enhance their learning ability and cultivate their confidence and hope for the future.

4.2. Psychological Counseling to Cultivate Students' Healthy Personality

The students who take a break for entrepreneurship are faced with a series of new problems after coming back to school, whose psychological state is going to be choppy inevitably. Slight symptom may affect social contact and learning, and serious symptom may affect life and health. Releasing the pressure timely is particularly important. Timely communication should be kept with students to find problems in time and solve them in the bud. The principle of prevention should be insisted on the first. At the same time, Students should seek help actively to the school counseling center and related professionals for multi-line linkage. Also, we should carry out targeted collective activities to guide students into the group and become members of the team and members of the group, and enhance their sense of collective honor and belonging.

4.3. Guidance in Life to Promote the Growth of Students

Entrepreneurial students have distinct characteristics. They may not be able to keep up with their peers in life after they have come back to school because of the influence of various factors. First, guide them to adapt to the new environment to live in harmony with classmates, guide them to give full play to their own advantages to serve classmates and guide them to enrich their lives through sharing personal entrepreneurial experience. According to the interests of different students, they can be actively involved in participating in organizational life by guiding them to become student cadres. It’s generally easy for entrepreneurial students to find like-minded new partners through conversations and observations.
to find problems in time and good guidance job. Studies and life are influenced because of after-school life. Educate the students to balance order of priority of life and learning, plan life, plan study and distinguish the priorities in life.

4.4. Behavioral Constraint to Urge the Students to Obey the Rules
Entrepreneurship is a process that pays more attention to practicality, individuality and diversity (Huang & Wang, 2013). Entrepreneurs tend to have a strong sense of innovation and strong will, but they often have problems in the observance of rules. Educators should make necessary constraints to students' behavior. Educators should let students understand principles and rules. Students should be more cultured and have connotations in addition to unflinching will. If students have high self-demanding in every way, they will have a brighter and better future. We should let the students do things within the rules, develop themselves within the rules, be a good student of obeying school discipline and be a good citizen of abiding by the laws and regulations.

5. Exploration of the Management Mechanism after the Students' Relearning
In order to give full play to the function of college education, to improve tracking service management of students who come back from entrepreneurship suspension, to promote the overall healthy development of them, the suggestions are proposed as follows.

5.1. The Leadership Attaches Importance to the Coordination of Student Training
Currently, though students who come back to school after entrepreneurship in colleges and universities are a small group. But the proportion of this batch of students and students retire from the army will gradually increase in colleges and universities, who have particularity and specificity. It is the college's responsibility and obligation to provide good services for students, guide and educate the students well. Relevant leaders of colleges and universities should attach great importance to it and coordinate various departments and related management personnel to do well in the student's tracking service without forgetting and missing.

5.2. Master the Source and Guide the Whole Process
The universities should give the students the support of relevant policies to their entrepreneurship from the beginning of the approval of the suspension to the suspension of school. For rehabilitation students, colleges and universities should provide comprehensive and full range service according to students’ personalized requirements. Not just the process of suspension and rehabilitation of schooling is as smooth and simplified as possible, but also the continued support after suspension, attention in the process of entrepreneurship and guidance after resumption of schooling should be targeted. All measures should be taken because of things, because of the times and because of the potential. Support and facilitate rehabilitation of students who are temporarily absent from school in the prescribed scope. Help them to resume their studies and carry out following guidance which is customized. The service work should be done well in the whole process.

5.3. Provide a Platform to Mobilize Subjective Initiative
Students who leave school for entrepreneurship suspension after resumption need to adapt to the new environment as soon as possible and accept new knowledge. A good platform is very important for students to give full play to their advantages and enhance their confidence. Through experience sharing, they can share entrepreneurial experience and lessons for surrounding classmates and experience of social life, which can inspire their classmates and improve themselves in the sharing, which can also close the distance with the new students. Relevant clubs and organizations in university innovation entrepreneurship are also a good platform for the students, where they can accept more systematic training.

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and learning while providing their classmates services. This is not only a good opportunity for students to integrate into the new group after resuming their studies, but also the demand of educating people in colleges and universities. We should maximize the positive effects of entrepreneurship students. The success or failure of the entrepreneurial experience sharing is an effective supplement for entrepreneurship education. Enrich content and form of entrepreneurship education is an effective mean for innovation and entrepreneurship education. It is also adhere to interest and self value realization as the driving force, which aims at providing personalized and customized service to satisfy students' personalized development as the goal and building rich, diverse and optional supply structure (Zhang, 2017).

5.4. Reduce Stress and Guide Rational Planning

Colleges and universities are suggested to establish a mutual recognition of credits system aiming at the first difficulty of study problem for entrepreneurial students after rehabilitation to effectively reduce the academic pressure on students. This system can convert students' related actions or achievements of innovation and entrepreneurship into credits effectively to reduce their learning burden. It is also a recognition of students' work, which can promote students' sense of achievement in entrepreneurial endeavor, enhance students' confidence in study, life and work.

Academic career planning and profession career planning is an important part of higher education. It is particularly important to give guidance to career planning by colleges and universities to students who drop out of school for entrepreneurship after resumption. Most of the students after resumption of schooling are in a swing state in personal planning, suspecting their personal ability, specialty and life choices. Good career planning education can help them to know themselves and the society. Then they will set reasonable goals and put it into practice. Career planning education guides students to analyze themselves scientifically, plan their careers and find a personalized development path that fits their own characteristics. To students who drop out of school for entrepreneurship after resumption, on the one hand, let them firmly believe in the future, on the other hand, they are urged through career planning education to set up the goal and try hard to step forward to the target as planned step by step.

5.5. Communicate Interactively to Innovative Management Mode

University ideological and political education management should be a system project participated by various subjects such as colleges and universities, individuals, families, society and so on. Families should be an important part of college students' ideological and political education work. Schools and parents should jointly communicate with each other for the resumption of students according to the normal procedures. They should work together to know the state of mind, physical condition and entrepreneurial activity of the students before and after resumption. According to the actual situation of students, education guidance should be completed well, parents are ensured to know the entire situation. Parents are involved in the education and cultivation of their children, which forms a resultant force to the cultivation process.

Currently parent-school communication mechanism is still confined to the telephone communication, which is not enough obviously, especially aiming at the students who come back to school after entrepreneurship in the study of this paper. The overall features of this batch of students are distinct and they have relatively strong personalities. Therefore, universities must take more measures in the linkage mechanism between home and schools. According to specific situation, schools can carry out home visit, get parents' letter feedback, arrange parents visit, meeting and other communication modes to give more comprehensive and detailed service and guidance for the development of this batch of students with parents together.
6. The Epilogue

The cultivation of entrepreneurial spirit and consciousness of college students is one of the tasks to deepen the reform of higher education (state council of China, 1999). Cultivating college students' innovation consciousness and guiding the entrepreneurial activity is the demand of the times, which is also the new content of higher education. Management of entrepreneurship students is a new task and challenge faced by the university management. As managers of colleges and universities, they should encourage students to make beneficial attempt to entrepreneurship, and even more provide all aspects of convenience and guidance to entrepreneurship students. Meanwhile, they should provide service to the students' entrepreneurship suspension and resumption of returning to campus. Schools should be willing to accept their choice of the resumption of the students who drop out of school for entrepreneurship. Schools should provide full service guidance to help them to set up confidence in learning, life and future, to adapt to the new environment as soon as possible. At the same time, schools should be patient and meticulous to help them integrate into campus life, give precise and powerful academic guidance, psychological counseling, life guidance and behavioral constraints to help them complete their studies, make full use of all kinds of school resources, pay special attention to the source and grasp the key link to provide targeted platform for the students to let them practise and grow. At the same time, the home-school linkage mechanism should be developed, through multisectoral coordination efforts, the state of the students is traced. They will be given guidance in time to help them to grow and become a useful persons to realize the ideal of life.

After more than ten years of development, college enterprise education is developing into scientific, standardized and institutionalized direction (Fu, 2017). Solving all aspects of problems properly of the students after rehabilitation and doing well on comprehensive and detailed helping work is an effective complement to entrepreneurship education, which is also an integral part of entrepreneurship education.

References


