An Analysis of Tutor System of Undergraduates under the “Business Startups and Innovation”—Taking CTBU as an Example

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Keywords: Undergraduate Tutorial System; Business Startups and Innovation; Talent Training.

Abstract. For the implementation of full, all-round education and business startups and innovation, colleges and universities is facing the new challenge of talent training, and the tutorial system of undergraduates is gradually adopted and popularized. In order to analyze the implementation of this system in colleges and universities, in this paper, questionnaires, empirical analysis and interview were used to investigate and analyze the samples. It is found that most of people are satisfied and got a lot of outstanding results. However, teachers and students' enthusiasm is not high, and their responsibilities are ambiguous, and university lack of effective institution are found also. It is suggested that we should increase publicity, clear the responsibilities of teachers and students, integrate tutor resources and establish effective institution.

Introduction

The tutorial system of undergraduates originates from Oxford and Cambridge University in the 19th century. It is a personalized instruction teaching system for the student's study, moral character, life, psychology and so on, in which the teachers and students can choose each other [1]. For the implementation of full education, all-round education and business startups and innovation, colleges and universities is facing the new challenge of talent training. As a result, the tutorial system of undergraduates is gradually adopted and popularized.

After studying the advanced experience of the fraternal universities, Chongqing Technology and Business University (CTBU) implemented the tutorial system of undergraduates in 2015. In the process of implementation based on their own advantages and characteristics, a group of excellent teachers with social ability to serve the backbone are selected as a tutor, meanwhile, the enthusiasm of students voluntary participation is relatively high, basically achieve full coverage, the effect is significant. Based on the practice of 3 years of undergraduate tutorial system in CTBU, this paper makes a comparatively comprehensive investigation, collects relevant data, finds out the problems through empirical analysis, and puts forward some suggestions and countermeasures to promote the tutorial system of undergraduates.

Research Methods

Questionnaire Survey

The specific process of the questionnaire survey: in total, 150 papers were designed and issued to a sample which four classes of students (boys 51 and girls 77). The questionnaire was distributed uniformly in the class unit and taken back instantly. Questionnaire survey was conducted, 128 questionnaires were issued, 128 questionnaires were collected and 125 questionnaires were available. At length, data were analyzed via Excel and SPSS.
Empirical Analysis

The empirical analysis methods carry out the data analysis of the crosstab, the chi-square test analysis, the Fisher accurate test analysis and the correlation analysis by SPSS. In this paper, we only analyze the results with significant differences in statistical results. \( p \leq 0.05 \)

Interview

As an assistant means of questionnaire survey, the interview method can help to design and perfect the questionnaires, and to interview certain students and tutors without investigating or understanding the information [2]. The results of the study are as follows:

The Situation of Tutor System of Undergraduates under the “Business Startups and Innovation”

Students’ Cognition of Tutorial System for Undergraduates

According to the data, 57.6% of the students lack the cognition of the undergraduate tutorial system. The main problem of the tutor system is that the students are not active enough and do not make full use of the tutor resources, which account for 72% and 76%. This is also in the questionnaire survey, 64% of students do not know the tutor's office and 33% do not know the academic title of the tutor to reflect the same problems.

Guidance Time and Content of Tutor System

According to the exchange of time and content of teachers and students, 13.6% of the students did not have a communication with the tutor, 70.4% of the students meet one to two times and 16% of the students have more than twice a semester.

The content of the conversation is mostly comprehensive. Employment, living and emotional theme make up about 8%, 5% and 1% respectively of the content. And learning content ranks the first, the percentage being 25%. Evidently, guidance is diverse.

Help to Students after the Implementation of Tutorial System for Undergraduates

The survey data showed that among the tutor resources, professors accounted for 31%, associate professors accounted for 17%, and lecturers accounted for 19%. The tutor's help to students mainly adapts to college life, accounting for 34%.18% of the students think that the cognition of the professional situation and the extended knowledge is helpful, and scientific research competitions and professional interest in the cultivation of help accounted for 11%. And students are generally eager for mentors to be able to fully understand themselves and identify development and participate in social practice to receive support and help, respectively, accounted for 20% and 18%. This reflects the diversified and individualized guidance of students’ needs under the diversity of tutors’ roles.
The Mode of Guiding and Communication of Undergraduate Tutor System

According to the Fig.1, irregular meeting accounted for 66.4% and regular meeting accounted for 24%. The main mode of communication with no theme in the office, accounted for 63%. Mail, telephone, teaching and other guidance mode are included as well. The main way of communication is to give reasonable opinions and suggestions to the tutor after they confide, accounting for 58.4%. The tutor alone accounted for 21.6%. In exchange, 3.2% of tutors rarely speak.

Student Satisfaction

According to the degree of satisfaction of undergraduate tutor system, satisfaction accounted for 88.8% and dissatisfaction accounted for 11.2%. It can be seen that although the tutorial system has not been implemented for a long time, but the majority of students have been affirmed [3].

Attitude of Teachers and Student

In the student's cognition, the present tutor system’s biggest problem is that the tutor is busy working. Some students are pessimistic about the developing of the system quality undergraduate tutor system, which account for 70.4%. Secondly, the tutorial system is too formal, neglect of practice, lack of normative system guarantee and operability is not strong, and this view accounted for 68.8% and 43.2%. It is thought that the tutor system is in the content and the practice is 43.2%, which reflects that the college students are eager to apply the theory to practice and accumulate experience so as to relieve the pressure of employment and study. 56.8% of students believe that the tutor system guidance of the content is fuzzy. 32% of the students think that the tutorial system of undergraduates lacks the hardware and software facilities and 40% of the students believe that the college lacks the supervision and performance evaluation of the undergraduate tutorial system.

Analysis of Causes

Empirical Analysis

This paper mainly analyzes the teacher's attitude towards students and work, the closeness of the relationship between teachers and students, and the frequency of meeting and communication between teachers and students, which will affect the implementation of tutorial system.

The degree of the teacher's attitude towards students and work, the closeness of the relationship between teacher and student, and the frequency of communication between teacher and student were analyzed.

Hypothesis 1: The tutor's attitude towards the guiding work and the students will affect the degree of satisfaction of the tutor system implementation.

Hypothesis 2: The closeness of the relationship between teachers and students will affect the degree of satisfaction of tutor system implementation.
Hypothesis 3: The frequency of meetings and exchanges between teachers and students will affect
the degree of satisfaction of the tutor system implementation.

The results of the SPSS operation are as follows:

According to the table 1, the data of tutor's attitude and satisfaction from SPSS, it can be seen that
100% of the students are satisfied with the implementation of the tutorial system. In the case of
teacher's indifference, 100% of the students were dissatisfied with the implementation of the tutorial
system. The more positive the tutor is, the more satisfied the students are. The more successful the
tutorial system is, the more solid the foundation for business startups and innovation will be.

And we can see that in the cross table between teacher-student relationship intimacy and
satisfaction, 100% of students with close student-teacher relationship are satisfied with the
implementation of undergraduate tutorial system, and no one is satisfied with the alienated
relationship. And from the table of comparative analysis, it is easy to see that the relationship between
teachers and students is better, the student's attitude of tutor system to implement is also biased
towards satisfaction.

Table 1 also gives us an overall picture of the frequency of teacher-student meetings and the degree
of satisfaction of undergraduate tutorial system implementation. When students meet their tutor more
than 2 times, they get 100% satisfaction. The more times you meet, the higher your satisfaction is.
Then when it is reduced to 1-2 times, the satisfaction is decreased to 95.5%. In conditions of no
meeting the dissatisfaction rise to 58.8%. We can speculate that some people are dissatisfied with the
lack of communication between teachers and students, and others are still satisfied with the attitude of
expectation or the overall implementation of the tutorial system.

Table 2 is the chi-square test results table, from the footnote section of table 2 we note that 50% of
the expected count is less than 5, and the frequency is more, so we can only use Fisher accurate test
results for analysis or likelihood ratio analysis. As can be seen from the above table, the two-side test
of Fisher Precision Test is less than 0.05, and with the significant difference, we can draw the
conclusion that the teacher's attitude in the course of instruction will affect the students' satisfaction
to the implementation of the tutor system. This also shows the tutor system in the implementation
process, and the tutor's own factors in the above phenomenon plays an important role.

According to table 2, 33.3% of the expected count is less than 5%, with more frequency, we can
only use Fisher accurate test analysis or likelihood ratio analysis. And the bilateral significance level
of the test was less than 0.05, so it is significant difference. We can think that teacher-student
relationship is the factor that influences the satisfaction of tutor system implementation. Because we
realize the relationship between teachers and students greatly affects the communication, cooperation
and mutual trust. Good relationship between teachers and students can promote communication and
mutual trust. In the strategy of cultivating innovative entrepreneurial talents in undergraduate tutorial
system, students are more willing to collaborate with good tutors, and tutors are more inclined to let
their trusted students get enough exercise to promote the development of the whole link. Meanwhile
we have reason to believe that the frequency of students and mentors to communicate with each other
is a factor affecting students' satisfaction with the implementation of tutorial system. For the reason
that only in the process of communication with the tutor, the guidance of the instructor and the
acquisition of innovative entrepreneurial knowledge and ability have been improved, students will be
the implementation of the undergraduate tutorial system with a satisfactory attitude.

Current Situation Analysis

It is issue that cognitive level of undergraduate tutor system between teachers and students.
Since the tutor system does not originate from China, it is inevitable that some "graft" is not adapted
to the system of foreign tutor grafting in Chinese higher education. What’s more, our school is the
first time to carry out undergraduate tutorial system, students are not familiar with the system’s
substantive content and objectives and they don’t realize the importance of the implementation of
tutorial system, for that they are more perceptual knowledge of the system. This can give rise to bad
situations, as it did in the case of many students who didn’t full adapt to the system and even take the task of the tutor assigned as a burden.

It is issue that the effectiveness of tutorial system for undergraduates. First, the function and the counselor coincide. Colleges and universities should implement the management system of counselors by legal. In this condition of university, one or more counselors are responsible for the students’ study, life and psychological status, and provide information, resources and platform for the students. The instructors’ duties are in conjunction with tutors’, who is responsible for the team members in learning, life, psychology and innovation in the direction of entrepreneurship, which leads to the reduction and lack of the substantive function of tutorial system.

Second, the role of the tutor is blurred. On the one hand, the tutor cannot be fully related to the professional guidance, on the other hand, there are some difference between the cognition of teachers and students and the core idea of the British undergraduate’s training. Therefore, there are some problems in the professional and substantive aspects of the business startups and innovation training, which is not conducive to the cultivation of the elite.

Finally, the level is different, and the management cost is high. Because of the differences in the degree of accreditation, the development direction and the level of development of the tutorial system, there is a situation of "People's heart is not aligned" and the position is not allowed in the course of management and training. This leads to a high degree of enthusiasm among students who are willing to accept and are willing to promote innovative thinking and entrepreneurial skills to a higher level. A negative impact, or even a burden, is created by the unwilling or dissatisfied team members. For long-term contact with the market and innovative entrepreneurship mentor, the talent training program implementation is more professional, and more easily smooth, and the utility is bigger. For instructors who deviate from this research direction, the level of benefit is lower. Thus, the time cost and economic cost of Tutor role transformation, group adjustment and teacher-student coordination are increased.

It is issue that the construction of tutor team. Tutor resources are different from teachers’ resources. Tutor resources are mainly existed in the social market demand for innovative entrepreneurship training and professional elite training has outstanding talent team. The concentration of Tutor education resources and the low level of exclusive space, without a clear and clear guiding ideology and the implementation of programs and low training efficiency, is a key factor in the development of undergraduate tutorial system.

It is issue that the guideline and performance evaluation, evaluation and supervision system of undergraduate tutor system. The tutor training system differs from the teacher's teaching system, the former is mainly under the mechanism of work compensation agreement, and there is no obligation of law. Therefore, the imperfect construction of tutorial system is an important factor of the lack of motivation. First, the establishment of the tutor threshold is not standardized, the uneven tutor resource and the complexion of responsibility lead to the discordant development. Second, the basic principles are imperfect. The teacher-student behavior criterion, the duty criterion, the right stipulation are imperfect to cause the tutor work fuzziness and the lack of the external binding force. Finally, a complete set of performance management model is not formed. There are no detailed rules on the plan evaluation before the implementation of the undergraduate tutorial system, the behavior supervision in the course of implementation and the rewards and punishments for the results after implementation. Single executive order cannot play the independent advantage and subjective initiative.
The Countermeasures to Improve the Tutorial System of Undergraduates under the Background of “Business Startups and Innovation”

Increase the Publicity Efforts

Schools and colleges should vigorously publicize the institution to students. The business startups and innovation under the undergraduate tutor system is included in the talent training plan, which is included in the development plan of extracurricular quality of students, coming into being a new idea and highlight of enrollment. To convene the mobilization conference of undergraduate tutor system, the leaders of college and university explain the implementation meaning, aim and achievement of undergraduate tutorial system. Finally, teachers' and students' cognition and confidence of undergraduate tutor system are improved, and promote the implementation of innovative pioneering talents training strategy. Secondly, the specific person in charge should explain to the students and tutors of the tutorial system of undergraduates, let them know their responsibility scope and rights and obligations, and impel the tutor system to carry out more smoothly. It established a good foundation for the strategy of cultivating talents with business startups and innovation.

Clarifying the Work Content of Tutor System and Perfecting the Implementing Rules

The tutor's responsibility and the instructor's responsibilities are clearly divided, and the tutor's duty pays more attention to the students' guidance on the professional knowledge skills and the scientific research of business startups and innovation. Based on starting from the professional, the ability of employment and entrepreneurship is cultivated, on view of the scientific research, innovative ability is cultivated. Meanwhile, the standard of conduct and work, rights and obligations of the tutor is defined and the behavior norms and rights and obligations of students in the course of carrying out tutor system are standardized.

Integrating Mentor Resources

The key point of tutor teaching is to cultivate students' ability to knowledge something correctly and synthesize analysis, and what students can acquire is critical thinking under the guidance system, not blindly [4]. Fully excavate and apply, realizes with the Association Tutor System, the Project Tutor System and the Talented Tutor System and so on unifies, takes the theory as the foundation, unifies the practice, synthesizes uses each kind of pattern, plays its superiority [5]. We should fully integrate the resources of tutors in the school, and regularly carry out multi-level training for tutors to improve the tutor's guidance level.

At length, a professional and multi-level integrated tutoring team is built. We would pay attention to students' individual differences and aptitude. In the open information age, the individual difference becomes more and more obvious, the students' independent access to knowledge and information is more convenient, and the heterogeneity of college students becomes more and more obvious. To meet personalized needs, we can introduce outside experts to guide and set up innovation pioneering platform to make up for the lack of resources in school tutors. Then the school forms a system of choice between teachers and students.

School will lead the innovation and entrepreneurial experience and practice into the curriculum to complete the good relationship between curriculum and market. Tutors and students communicate directly, equally and frequently, at different levels, so as to solve the interactive problem of tutorial system and enhance the enthusiasm of everyone. Tutors focus on cultivating students' ability to think independently, improving teaching quality and efficiency, and fully tapping and cultivating students' potential and ability of business startups and innovation.
Establishment of Assessment, Evaluation, Supervision and Incentive System

Schools and colleges achieve a high degree of consensus on macro-management monitoring, the occasional feedback, and create a flat open management system to convert "allow" management to "prohibited" management. College creates a variety of channels of communication institution between teachers and students to enhance interaction, which stimulate a good academic atmosphere. Within the framework of the system, we can give full play to the initiative and independent creativity, and establish an open, impartial and effective performance appraisal institution. The satisfaction of teachers and students is evaluated regularly, and the reward and punishment institution is established, such as the assessment standard of students' creation, the guidance, time, content and so on. To establish the exit institution for the teachers and students who are unfit to carry out the tutorial system and to establish the compulsory exit institution under the open and transparent standard. A supervision mode is created by new type of ladder form management and group member system. The teachers and students who have excellent results of evaluation and supervision are rewarded by material and spirit regularly, which strengthen spiritual rewards to solve the positive problems in the process of tutorial system implementation. Special funds are set up and the tutor pay is linked with the undergraduate tutor system work, according to the normal working hours pay standard to count the workload. Link staff salaries, job promotions and work files to tutorial system. The extra salary will be cancelled or reduced for the continuous unqualified tutors. If it is more serious, they will be ordered out of the mentor team to ensure that the tutor team elite.

Summary

This paper analyzes the tutorial system and talent training of undergraduates from the aspects of present situation, problems and suggestions. The undergraduate tutor system through the choice of professional knowledge and responsibility of the teaching of excellent teachers as tutors, can guide students to correctly understand the professional training program and objectives, reasonable arrangement of their own learning and life, master the structure of professional knowledge and skills, which forms a creative ability and perfect personality of comprehensive quality talent [6]. However, there is a great space to improve the accreditation of teachers and students, the operating institution of tutorial system, the mode of management and the pattern of training. As far as the research is concerned, how to reform the education system and thought when the undergraduate tutor system is advancing comprehensively, and the influence of the students ' heterogeneity on the college students' group under the tutorial system of undergraduates are worth analyzed.

Acknowledgement

"Three Special Action Plan" Specialty in Chongqing in 2016: Labor and Social Security Specialty. (No.: 62011600320)
Study on the adjustment strategy of university layout structure based on the balance of talent supply and demand. (No.:2014YBJY074)
Research on the promoting mechanism of business startups and innovation of university students in Chongqing in the era of business startups and innovation. (No.:2016-GX-121)

Reference

Table 1. Crosstab.

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<th>degree</th>
<th>Count</th>
<th>Expected Count</th>
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|                   | Total          | 20.0 | 20.0           |
Table 2. Chi-Square Tests.

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<th>Exact Sig. (2-sided)</th>
<th>Exact Sig. (1-sided)</th>
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