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“GRADUATE SCHOOL CONFERENCE 2022 iHappiness: ความสุขและคุณภาพชีวิตที่ดีอย่างยั่งยืนในยุคสังคมดิจิทัล”

Research on the Optimization of Innovation and Entrepreneurship Education Management Model in S University in Guangxi Province

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Abstract

Taking S University of Guangxi Province as the research object, this paper firstly elaborated the background and significance of innovation and entrepreneurship education management. By drawing on the current situation of domestic and foreign research, the author fully understood its development trend. By elaborating the theory, the author analyzed the innovation and entrepreneurship education management by using public management theory and found out its development path. Finally, the author summarized the shortcomings of innovation and entrepreneurship education management in S University by means of questionnaires and interviews, and this study made suggestions in terms of management objectives, improving the system, strengthening financial support, strengthening the faculty, and improving the curriculum.

Keywords: innovation and entrepreneurship, education management, education management model

Introduction

As the ultimate hub for cultivating talents to the society, colleges and universities not only shoulder the important responsibility of teaching and educating people, but also undertake the mission of scientific research and innovation. In the face of the rapid development of new technologies, new industries and new models, it is imperative to vigorously develop innovation and entrepreneurship education. Vigorously promoting innovation and entrepreneurship education requires higher education managers to change their thinking and keep pace with the times. They need to abandon the traditional test-oriented education model and study the innovation and entrepreneurship education management model. As the cradle of cultivating social talents, colleges and universities still have many problems in the management model of innovation and entrepreneurship education. Based on these backgrounds, the author took S university in Guangxi Province as the research object, and analyzed the problems existing in the management of innovation



and entrepreneurship through questionnaires and professional interviews, hoping to provide some new ideas and new methods.

Objectives

The research objectives of this paper are as follows:

1. Research on the management model of innovation and entrepreneurship education in S university
2. Explore the literature review of innovation and entrepreneurship education management in universities
3. Verify the current situation of innovation and entrepreneurship education management in S university
4. Interview and questionnaire on the management of innovation and entrepreneurship education in University S
5. Analyze the problems and causes of the management of innovation and entrepreneurship education in S University

Research Scope

This study investigated the innovation and entrepreneurship education in S university in Guangxi province by questionnaire and interview. It summarized the current situation and results of innovation and entrepreneurship education management of S university in Guangxi province, which analyzed the problems and causes in the implementation of innovation and entrepreneurship education in of S university in Guangxi province.

Literature Review

1. Domestic Related Research

By sorting out the domestic literature, the author found that the academic research on innovation and entrepreneurship education involves various aspects and research angles, which has achieved relatively rich research results in the following aspects. Guo (2006) proposed three typical organizational structures for the management of innovation and entrepreneurship education, namely point-like structure and virtual star-like structure, are the establishment of full-time institutions. Regarding the research on innovation and entrepreneurship education model, Wang (2019) believed that universities should include entrepreneurship education in professional courses. Within the scope of schools, they can form a separate entrepreneurship education course and strengthen the cross integration with other disciplines. Liu, (2018) believed that undergraduate colleges can provide innovation and entrepreneurship education services for college students and promote the effective



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development of innovation and entrepreneurship education in local colleges and universities by establishing a base-based, regional-based and project-based "three-in-one" approach.

2. Overseas Related Research

The author consulted the data, and the foreign research on innovation and entrepreneurship education was obviously earlier than the domestic research. European and American countries divide universities into three types, namely the teaching type focusing on education and teaching, the research type focusing on postgraduate education and the newly evolving entrepreneurial type (Rao, 2018) . Foreign research on entrepreneurship and innovation education not only has a very rich theoretical basis, but also forms a complete system on this basis. These research results have important reference significance for entrepreneurship and innovation education in Chinese universities. The United Kingdom launched the "Higher Education Entrepreneurship" program in 1987, which gave guidance for the development and implementation of innovation and entrepreneurship education for college students at the national level. In terms of innovation and entrepreneurship education management, Stanford University actively provides students with venues and funds for entrepreneurial projects, which promotes the transformation of scientific research projects into industrial practice. Therefore, its innovation and entrepreneurship education practice has achieved considerable results. In his book "Innovation and Entrepreneurship"(Guo, 2018), Peter Drucker, a famous American management scientist, analyzed the unique trends of American economic development from 1970 to 1984, and he proposed that innovation and entrepreneurship are the keys to the success of American employment policy(Liu & Chen, 2016).

To sum up, China's innovation and entrepreneurship education management started relatively late, and the results of theoretical research and practical summary are relatively few. Although governments, schools and other functions have achieved some success in supporting policy measures, models and teaching methods, they often suffer from the following shortcomings when it comes to educational administration: (1) There is a shortage of innovation and entrepreneurship teachers, and there are few incentive analysis and curriculum system design. (2) Management is relatively poor. Whether it is a worker engaged in innovation and entrepreneurship education or an expert and scholar focusing on innovation and entrepreneurship research, the management courses of innovation and entrepreneurship education mainly focus on the special education of college students, and there is little evaluation on how the university achieves the ultimate goal. Therefore, research of this paper clarified the role of innovation and entrepreneurship education management from the perspective of university management, which provided reference materials for the management of college students' innovation and entrepreneurship education in Guangxi's



applied undergraduate colleges.

Methodology

1. Research Methods

A. Literature Research Method

In this study, relevant books, newspapers and periodicals were searched through university libraries and periodicals, papers and other materials were searched with the help of Internet search engines such as CNKI and Baidu. It conducted scientific analysis and research on the basis of extensive review of domestic and foreign related literature.

B. Questionnaire Survey Method.

The author distributed electronic questionnaires to the students of S University in Guangxi Province to conduct a survey to collect students' ideas and opinions on innovation and entrepreneurship education as much as possible. This research analyzed and summarized the data collected by the investigation, which provided an effective factual basis for the research of the thesis.

C. Individual Interview Method.

In the form of interviews, this research conducted interviews with teachers and students engaged in entrepreneurship and innovation, which summed up the shortcomings of innovation and entrepreneurship education management, thus supplementing the research.

D. Combination of Quantitative and Qualitative Analysis

This paper categorized, analyzed and processed the data collected by the survey, which combined the theory of innovation management, going on the mutual transformation of quantitative and qualitative.

2. Survey Design

This research investigated the situation of innovation and entrepreneurship education in S university in Guangxi province in the form of questionnaires and interviews, and it summarized the current situation and achievements of innovation and entrepreneurship education management in S university in detail. Based on the results of the questionnaires, it analyzed the problems and it reasons existing in the implementation of innovation and entrepreneurship education.

3. Questionnaire Content

The questionnaire for college students mainly includes the basic information of the survey group, the innovation situation of the school, the students' understanding of innovation and entrepreneurship, and the respondents' opinions and satisfaction with the school's innovation and entrepreneurship education management.



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4. Data Process

The research strategy of this paper was to use the survey method, based on this, this research adopted the questionnaire survey method. After obtaining the recovery data, the author conducted descriptive analysis.

5. Questionnaire Design

The main contents of the questionnaire for college students included the basic information of the survey group, the innovation situation in the school, the willingness and awareness of innovation and entrepreneurship, and the opinion and satisfaction of the management of innovation and entrepreneurship education. The questionnaire on students' awareness of innovation and entrepreneurship education and management was distributed through a web link. The author distributed 400 questionnaires, and 385 valid questionnaires were returned, obtaining a large number of first-hand statistics and conducting comparative analysis accordingly.

Findings

Through the survey questionnaire of the students in the S university in Province B, it is easy to find that although the university has made some achievements in the management of innovation and entrepreneurship education, there are still many problems. Now, combined with the interviews with teachers responsible for innovation and entrepreneurship education in school, the findings were summarized as follows.

1. Insufficient Innovation Output

Through the analysis of the questionnaire, it can be seen that the students' awareness of innovation and entrepreneurship in school is weak, the innovation achievements are small, and the number of those who have applied for intellectual property protection and participated in innovation and entrepreneurship competition is small.

2. Imperfect Management Model of Innovative Entrepreneurship Education

Inadequate Organization

At present, the school's innovation and entrepreneurship management department has a series of problems, such as each department has its own duties, it is too loose, and the management is not well connected and professional enough, which makes it difficult for the school to carry out long-term and effective dual-innovation activities. As shown in Figure 9 and Figure 10 of the questionnaire, students' participation in innovation and entrepreneurship activities in school is not high, and their understanding of relevant innovation and entrepreneurship policies is not enough. This indicates that there are some problems in the school's promotion of innovation and entrepreneurship and the setting of innovation and entrepreneurship courses and activities, so many students think that the overall atmosphere



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of innovation and entrepreneurship in the school is not high.

In the interview with the teachers of the school's innovation and entrepreneurship management department, the teachers also mentioned that the positioning of the school's innovation and entrepreneurship management is not clear now. The current management tends to be the daily management of work, and it does not play a role in promoting innovation and entrepreneurship activities. Its articulation in propaganda, education, consultation and practical work is not in place, no unified line has been formed, and there is still room for improvement in integrating resources, introducing talents and promoting education reform.

The Unclear Goal of Talent Cultivation

At present, the innovation and entrepreneurship education in schools still stays in the traditional teaching level of teaching examinations, which is more formalized, so it is difficult for students to really devote themselves to innovation and entrepreneurship.

Innovation and Entrepreneurship Education Ideas are not in Place

Influenced by traditional concepts, some educators and education managers fail to attach importance to innovation and entrepreneurship education. The ideology cannot keep up with the times, which leads to innovation and entrepreneurship education is always in the stage of reading from the book. At the same time, the education department and education management department in schools fail to form a good linkage mechanism, which to a certain extent hinders the development of innovation and entrepreneurship education.

3. Lack of Support Funds for Innovation and Entrepreneurship

At present, through the survey and analysis, it can be concluded that the lack of entrepreneurial funds has basically become one of the important constraints for students to choose to start their own business or not. At present, although there is a full-time innovation and entrepreneurship department in schools, the innovation and entrepreneurship management department only manage the arrangement of innovation and entrepreneurship education activities, and which does not think about how to get students to engage in innovation and entrepreneurship activities from the perspective of managers. In the interview with the teacher of the school's innovation and entrepreneurship education management department, the teacher said that the school is still exploring the management of innovation and entrepreneurship funds. At present, the school also actively carries out external liaison, hoping to provide more financial support for students through external enterprises or investment institutions.

4. Lack of Professional Innovation and Entrepreneurship Teachers

In the analysis of the questionnaire, it can be concluded that many students are not interested in participating in innovation and entrepreneurship activities, which is directly



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related to the innovation and entrepreneurship education of the school. Teachers play an important role in education activities. When interviewing teachers engaged in innovation and entrepreneurship education, it can be found that many front-line teachers currently engaged in innovation and entrepreneurship are teachers of theoretical courses, and although they have rich knowledge reserves, they lack practical experience and enterprise management experience. Especially innovation and entrepreneurship experience, so they also mostly talk about theory in innovation and entrepreneurship education, which makes it difficult for students to understand the real meaning of innovation and entrepreneurship, thus lacking enthusiasm for innovation and entrepreneurship.

5. Single Curriculum of Innovation and Entrepreneurship

From the survey and analysis, it can be seen that the ratio of theoretical courses to practical courses in the innovation and entrepreneurship curriculum is out of proportion, and there is a lack of practical courses and internship opportunities. Students cannot intuitively experience what innovation and entrepreneurship is, and there is no way to improve their practical ability. In the interviews with innovation and entrepreneurship teachers in the school, they also pointed out that the construction of the curriculum system of the innovation and entrepreneurship course is still in the exploratory stage.

Conclusion and Discussion

Through questionnaire surveys and interviews with S university, this paper sorted out the current problems in the management of innovation and entrepreneurship education in schools, which gave some reasonable suggestions. It is hoped that S University can form an education management model with its own characteristics in terms of innovation and entrepreneurship education management according to local conditions.

First of all, S university should strengthen the publicity of innovation and entrepreneurship in schools, popularize the concept of innovation and entrepreneurship, and enhance the awareness of innovation and entrepreneurship. Secondly, S university deepens the reform of innovation and entrepreneurship education management, strengthens teachers, and optimizes the curriculum model, so as to mobilize the enthusiasm and enthusiasm of students for learning. Finally, to strengthen the management role of the school, S University should establish a sound innovation and entrepreneurship management system to help students succeed in innovation and entrepreneurship activities. All in all, the school's innovation and entrepreneurship education management work has achieved some achievements, but there are still many problems.



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Suggestions

Clarify the Management Objectives of Innovation and Entrepreneurship Education

S university needs to comprehensively sort out the talent cultivation system and establish the concept of cultivating innovative talents in the new era. It needs to organically combine traditional academic education with innovation and entrepreneurship education, using the knowledge imparted by academic education as students' theoretical knowledge reserve.

1. Improve the Innovation Incentive System

For the innovation and entrepreneurship achievements of students, the school should give recognition and reward in time. S university can establish and improve the relevant incentive mechanism to encourage students to invent and create and write papers. Students can apply their innovative achievements for intellectual property protection in time. University S should encourage students to participate in R&D projects and innovation and entrepreneurship competitions. If students actively explore innovation points from R&D projects and carry out technical innovation, and they use innovation and entrepreneurship competitions as an exercise of entrepreneurship, which will accumulate practical experience for themselves.

2. Strengthen Financial Support

It is well known that successful entrepreneurship plays an important role in the development of economy and solving the employment of college students. Therefore, to study the current situation of entrepreneurial financing channels for college students, the author combined with the successful experience of foreign developed countries to find the direction of expanding financing channels suitable for the current situation in China, which was of great theoretical significance and practical value to promote the smooth development of entrepreneurial activities of college students.

3. Strengthen Faculty Power

The level of innovation and entrepreneurship teachers is an important part of the management of innovation and entrepreneurship education. At present, there are problems such as insufficient teachers and a single curriculum system in innovation and entrepreneurship in S university of province B. Therefore, S university must integrate resources and strengthen the faculty, which is a necessary means to strengthen the management of innovation and entrepreneurship education.

4. Improve the Curriculum

The curriculum of innovation and entrepreneurship education is different from traditional lecture courses, which should pay more attention to the breadth of students' knowledge. It uses various forms of lectures to enhance students' understanding and interest



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in innovation and entrepreneurship. At the same time, its goal is to try to improve students' practical ability, so that students can understand the process of innovation and entrepreneurship in the process of practice, and then they could clarify their own innovation and entrepreneurship goals.

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