

Research on Influencing Factors of Innovation and Entrepreneurship Education System in Application-Oriented Universities

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Abstract. In the process of establishing the education system of innovation and entrepreneurship in the applied universities, we can draw lessons from the theories and thoughts of the stakeholders. In combination with the characteristics, objectives and the concept of stakeholders of innovative and entrepreneurial education in applied universities, This paper holds that the stakeholders of innovative and entrepreneurial education system in applied universities can be defined as: benefit or damage from the development plan and implementation activities of college students' innovative and entrepreneurial education; People or groups that can affect the key and goals of innovative and entrepreneurial education of college students or are affected by the realization of the objectives of innovative and entrepreneurial education are all stakeholders in the system of innovative and entrepreneurial education.

Foreword

Since 1963, when a research group at Stanford University first defined stakeholders, there are many concepts about stakeholders, of which Freeman's definition is the most representative. In its book *Strategic Management: a stakeholder approach*, stakeholders are defined as people who can influence the achievement of an organization's goals or can be influenced by the processes through which the organization achieves them. Since the 1990s, many scholars have put forward their own views from different perspectives: the stakeholders are those groups that have a legitimate claim on the enterprise; they are established through the existence of an exchange relationship. That is, they provide enterprises with critical resources in exchange for their personal interests to meet the goal[1,2]. They believe that the stakeholders invest some physical capital, human capital, financial capital or some valuable things in the enterprise, and therefore bear some form of risk; or they assume the risk as a result of the business activities.

Analysis of stakeholders in the Teaching system of Innovation and Entrepreneurship in Application-oriented Universities

There are many aspects involved in the construction, implementation and improvement of the innovative and entrepreneurial education system[3]. According to the questionnaire survey and the analysis results of the innovative and entrepreneurial education system.

The main body includes: the school itself, the institute (department), the school scientific research institution, the university student, the teacher; the object includes: the school party committee organization, the administrative organization, the teaching auxiliary organization, the government, the social organization, the party committee personnel, the administrative organization personnel[4-6].

Now applied university organization is a complex group of interests, it involves the government, the university itself, faculty, students and service personnel and other interests. According to the different causes of conflict, it can be divided into two categories: conflict of interest and conflict of ideas. The former refers to the conflict between internal stakeholder groups and external stakeholder

groups, mainly reflected in the conflict between the school and the government; while most of the conflicts between individuals are the conflicts between concepts, administrative organizations and teachers, students[7].

Research project design

Choice of research methods.The main purpose of this project is to objectively understand the basic situation of the development and implementation of innovative and entrepreneurial education in research and application universities in our country, to explore the influencing factors of innovative and entrepreneurial education, and to design the rules that are in line with the training of innovative and entrepreneurial talents.

Questionnaire design.There are three types in the design of the questionnaire: the questionnaire on innovation and entrepreneurship education in colleges and universities (Students), the questionnaire of innovative and entrepreneurial education in institutions of higher learning (graduates), the questionnaire of innovative and entrepreneurial education in institutions of higher learning (teachers). For different subjects, we use different forms of questions according to different emphasis.

Questionnaire statistics.A total of 500 questionnaires were sent out, 486 were recovered, and 457 valid questionnaires were selected, accounting for 91.4%. Of the valid questionnaires, 221 were from students, accounting for 48.36% of the total effective questionnaires; 107 were from graduates, accounting for 23.41% of the total effective questionnaires; and 129 were from teachers, accounting for 28.23% of the total effective questionnaires.

Using Excel for a preliminary analysis of the data, the structural distribution of the sample can be obtained, as shown in Table 1, Table 2, Table 3.

Table 1

Category	Sample number	Percentage	Total
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Distribution of sample structure of questionnaire (students at school)

Category		Sample number	Percentage	Total
Gender	Male	61	57.01%	107
	Female	46	42.99%	
Degree	Undergraduate course	64	59.81%	107
	Master	43	40.17%	
Professional category	Neo-Confucianism	14	13.08%	107
	Engineering	46	42.99%	
	Management science	27	25.23%	
	Grammar	11	10.28%	
	Agronomy	3	2.80%	
	Medicine	6	5.61%	

Table 2 Distribution of sample structure of questionnaire (graduates)

Table 3

Gender	Male	123	55.66%	221
	Female	98	44.34%	
Degree	Undergraduate course	129	58.37%	221
	Master	92	41.63%	
Professional category	Neo-Confucianism	41	18.55%	221
	Engineering	73	33.03%	
	Management science	61	27.60%	
	Grammar	27	12.22%	
	Agronomy	7	3.17%	
	Medicine	12	5.43%	
Category		Sample number	Percentage	Total
Gender	Male	57	44.19%	129
	Female	72	55.81%	
Degree	Undergraduate course	61	47.29%	129
	Master	68	52.71%	
Professional category	Neo-Confucianism	26	20.16%	129
	Engineering	29	22.48%	
	Management science	41	31.78%	
	Grammar	22	17.05%	
	Agronomy	2	1.55%	
	Medicine	9	6.98%	
Category		Sample number	Percentage	Total
Gender	Male	57	44.19%	129
	Female	72	55.81%	
Degree	Undergraduate course	61	47.29%	129
	Master	68	52.71%	
Professional category	Neo-Confucianism	26	20.16%	129
	Engineering	29	22.48%	
	Management science	41	31.78%	
	Grammar	22	17.05%	
	Agronomy	2	1.55%	
	Medicine	9	6.98%	

Distribution of sample structure of questionnaire (graduates)

This project uses the commonly used reliability test method coefficient test, through the scale measured results of homogeneity test to investigate the internal consistency of the questionnaire level, it is generally believed that the higher the reliability of the scale; The more stable the measurement results are. Furthermore, the accepted acceptable metric value is 0.7. According to the

measured results, we can see that the reliability of each part of the three questionnaires are higher than, indicating that the reliability and consistency of the questionnaire are high, and the design of the questionnaire is ideal. only when each load coefficient is greater than 0.5, and the statistical value $KMO > 0.5$, Bartlett & LTH 0.01; Only then can we use factor analysis to combine the options of the questions in the questionnaire into one factor for analysis. Through statistical calculation and analysis, it is concluded that all KMO coefficients are greater than 0.5, all loads are greater than 0.5, and all of them have passed the Bartlett test, which shows that all the options have good discrimination, and at the same time, all the explanatory quantities are above, indicating that the structure is reasonable; Basically meet the requirements.

Structural equation Modeling Analysis of data. The use of structural equation software LISREL to analyze the relevant data requires the use of maximum likelihood estimation, so the sample size is required to reach a certain scale. The effective sample number of this questionnaire survey is 486 & GT, 100, which meets the requirements. Generally speaking, the overall fitting degree of a model includes three aspects, namely, absolute fitting degree, value-added fitting degree and simple fitting degree. According to the analysis of model data, each index of the model is in an ideal state. Therefore, it can be considered that the selected samples have a high degree of fit with the preset of the model, and there is no obvious difference between the observed values and the estimated values in the covariance matrix. Finally, the verification results of the structural equation analysis software operation, as shown in Table 4.

Table 4 Validation of model assumptions

Model hypothesis	Parameter estimation	T	Conclusion
EP-BW: Innovation and Entrepreneurship Education incentive and support Policy has a significant positive impact on College students' Entrepreneurship intention	$\xi_{11}=0.18$	2.32	Support
EP-AF: The positive effect of Innovation and Entrepreneurship Education incentive and support Policy on all aspects of Innovation and Entrepreneurship of College students	$\xi_{12}=0.62$	3.81	Support
RD-BW: The allocation of innovative and entrepreneurial resources in colleges and universities has a significant positive impact on college students' willingness to innovate and start a business.	$\xi_{21}=0.29$	2.91	Support
RD-AF: The positive effect of the allocation of Innovation and Entrepreneurship Resources on the Innovation and Entrepreneurship of College students	$\xi_{22}=0.22$	2.59	Support
RD-IW: The allocation of Innovation and Entrepreneurship Resources in Colleges and Universities has a significant positive impact on the implementation of Innovation and Entrepreneurship Education	$\xi_{23}=0.18$	2.32	Support
RD-BW: The allocation of innovative and entrepreneurial resources in colleges and universities has a significant positive impact on college students' willingness to innovate and start a business	$\xi_{31}=0.31$	3.02	Support
AD-AF: The degree of emphasis on College students' Innovation and Entrepreneurship has a significant positive impact on all aspects of College students' Innovation and Entrepreneurship	$\xi_{32}=-0.05$	-0.14	Support
AD-IW: The degree of emphasis on college students' innovation and entrepreneurship has a significant positive impact on the implementation of college students' innovation and entrepreneurship education.	$\xi_{33}=-0.13$	-1.29	Support
IW-AF: The positive influence of the implementation way of College students' Innovation and Entrepreneurship Education on all aspects of College students' Innovation and Entrepreneurship	$\xi_{32}=0.11$	1.84	Support

As can be seen from Figure 1.4, the estimated values and values of the parameters of the path and the path are both negative, so the path is not significant and needs to be corrected. The fitting degree of modified model is still very high; for the reduced degree of fit, PNFI and PGFI are greater than

0.5, meeting the parsimonious standard of fit; in terms of value-added fitting, NFI, NNFI, CFI are greater than 0.9, also reached the ideal state. According to the results of the model modification, the main influencing factors of the innovation and entrepreneurship education system of applied universities can be obtained by removing the factors of little influence, as shown in the Table 5:

Table 5 Main influencing factors of innovative and entrepreneurial education system in application-oriented universities

First level indicator	Main influencing factors
Entrepreneurial will	Entrepreneurial idea source
	Entrepreneurial purpose
Influencing factors of Innovation and Entrepreneurship	Support at all levels
	School help
	Entrepreneurial difficulties
	Cultivate the channel of innovation and pioneering ability
Degree of attention to innovation and entrepreneurship	The importance of Innovation and Entrepreneurship Education
	The goal of innovation and entrepreneurship education
Allocation of innovative and entrepreneurial resources	Offering courses related to Innovation and Entrepreneurship
	Teachers of innovative entrepreneurship education
	Innovation and entrepreneurship guidance
	Lack of innovative and entrepreneurial education resources
Innovating the way of carrying out Entrepreneurship Education	Innovative and entrepreneurial education content
	Innovative and entrepreneurial training mode
	Innovative Entrepreneurship course Teaching Mode
	Entrepreneurial practice form
Encouraging and supporting College students' Innovation and Entrepreneurship	Incentive Mechanism of Innovation and Entrepreneurship Education
	Government support policy

Conclusion

According to the measured results, the reliability of each part of the three questionnaires are higher than that of the questionnaire, indicating that the reliability and consistency of the questionnaire are high, all options have a good discrimination, at the same time, each explanation is above, indicating that the structure is reasonable.

The whole fitting degree of the model includes three aspects: the absolute fitting degree, the increment fitting degree and the simple fitting degree. According to the analysis of model data, each index of the model is in an ideal state. Therefore, it can be considered that the selected samples have a high degree of fit with the preset of the model, and there is no obvious difference between the observed values and the estimated values in the covariance matrix. The modified model fit degree is still very high; and for the parsimony fit meet the parsimony fitting standard; in the value-added fit, also reached the ideal state.

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