

Exploration of the Value and Practical Path of Higher Education Management Based on the “Double Innovation” Educational Concept

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Abstract:

Based on the "double innovation" educational concept, this study explores the value and practical path of higher education management from the perspective of the "double innovation" educational concept. It analyzes the current implementation and practical status of innovation and entrepreneurship education in higher education. The study highlights the direct impact of innovation and entrepreneurship education on enhancing the value of higher education management, enabling universities to adapt to changes and developments in the era. Through practical verification, the study also identifies the application path of this educational concept in university management. It concludes that the concept of innovation and entrepreneurship education comprehensively embodies the value of higher education management, effectively promotes the reform of innovation and entrepreneurship education in universities, enhances the effectiveness of talent cultivation, and to some extent, optimizes and addresses the issue of "employment difficulties" for students.

Keywords: double innovation education; higher education management; value implication; practical path

With the rapid development of socio-economy, the demand for talents in various fields of society is increasing. Among them, innovative, professional, and high-quality talents are the most needed in the development process of various sectors of society [1]. Innovative education is a new educational concept that conforms to the requirements of the era in the education industry. It can be traced back to the late 1980s. Due to the rapid development of the socio-economy at that time, a wave of reform emerged in society. As an important part of political and economic reforms, educational reforms received attention from the national government and society. At the same time, countries around the world began to carry out educational reforms based on the requirements of the future era. From the perspective of higher education,

the focus of reform in national universities is concentrated on how to equip talents with the "key abilities" required by the new era, and this ability is mainly reflected in innovation and practical skills. Scholars and experts in the field of higher education have found that it is impossible to effectively cultivate these abilities solely through traditional teaching methods and strategies. Therefore, when the concept of innovative education was proposed, it received attention from universities and national education departments. In China, innovative education refers to the innovation of educational content and the innovation of quality education. It emphasizes the cultivation of students' innovative qualities and deepening the practical teaching content and educational goals of quality education. Furthermore, according to the view of innovative education in the field of education in China, it is explicitly stated that innovative education will cultivate people's innovative spirit and innovation ability as the basic principles and value orientation of higher education management. Through multiple in-depth innovations and reforms in the process and activities, students in higher education institutions can pay attention to personal development, and teaching staff in institutions can respect the personalized development needs of students, with the goal of promoting individual development, developing creative potential, promoting the spirit of autonomy, and driving harmonious development. The focus is on cultivating innovative talents with innovation ability and entrepreneurial practical ability, thereby achieving the goal of aligning educational activities with social development. Therefore, innovative education has become a new direction for reform and innovation in modern educational concepts. It is a journey that must be experienced in the process of era development and a fundamental goal of educational reform.

Under these circumstances, as higher education institutions responsible for talent cultivation, they combine the needs of talent development in the era, base their reforms and innovations in various aspects of higher education management on the concept of innovation and entrepreneurship education, and implement them in practice. By using practical verification, the feasibility of reform and innovation strategies in higher education management can be confirmed. Through analysis and summarization, the most suitable path for innovation and reform in educational management in higher education institutions can be found, fully demonstrating the value implication of higher education management [2-3].

1 Basic Theory

1.1 Concept of Innovation and Entrepreneurship Education

The concept of innovation and entrepreneurship education refers to the education

of spirit and qualities, rather than knowledge and theory, in the field of innovation and entrepreneurship [4]. Innovation and entrepreneurship education aims to cultivate individuals' awareness of innovation, entrepreneurial thinking, entrepreneurial spirit, entrepreneurial skills, and various comprehensive qualities, ultimately enabling the educated individuals to possess certain innovation and entrepreneurship abilities. In the field of education, the concept of innovation and entrepreneurship education primarily applies to higher education institutions and vocational colleges. By implementing the concept of innovation and entrepreneurship education, reforms and innovations in professional education can be carried out within the institutions. This enables students and teachers to enhance their awareness of innovation, develop innovative abilities, optimize teaching and innovation strategies, and ultimately improve the overall educational level and quality of the institutions, meeting the current demands for talent education in the era [5]. Refer to Figure 1 for illustration.

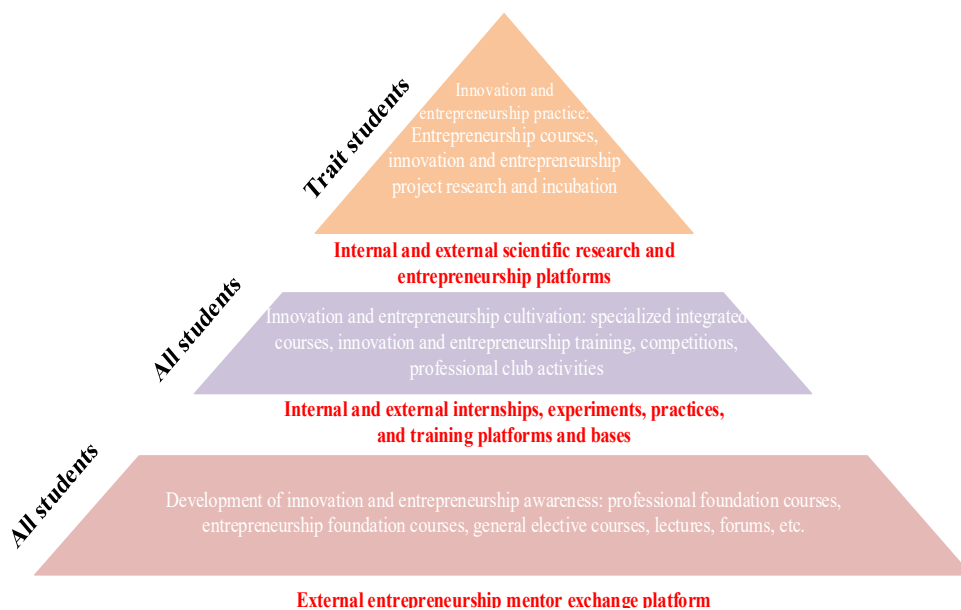


Figure 1: Curriculum System of Innovation and Entrepreneurship Education

1.2 Value Implications and Practices of Higher Education Management

The value implications of higher education management refer to the value enhancement of various management activities in universities, which is achieved by meeting sustainable internal requirements, adapting to new development situations, and serving as an important foundation for implementing the strategy of strengthening the nation through talent. The goal is to further improve the value of various management activities in universities and to build a sound and comprehensive higher

education management system. In terms of practice, the principles of "student-centeredness", optimizing talent cultivation mechanisms, establishing a professional education management personnel team, and improving education management systems are followed. This enables the value of higher education management to be reflected in practical activities, the role of higher education management to be demonstrated in the practical educational and management activities of teachers, and the value of higher education management systems to be reflected in students' self-management behaviors [6], as shown in Figure 2.

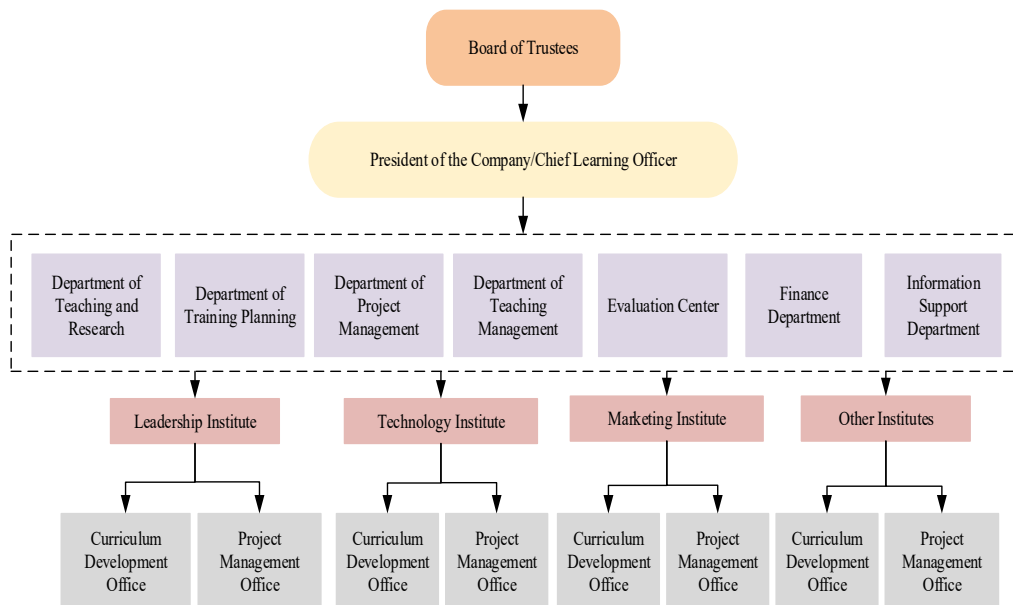


Figure 2: Diagram of Different University Management Organizational Structures

2 Using MS University as an Example

2.1 Data Source

The data for this study is sourced from MS University. The analysis of students' employment status is primarily based on a sample survey conducted on the employment situation of graduates from universities nationwide. The analysis of students' employment conditions is mainly based on survey data from graduates of certain majors at MS University in September 2020. The survey data was obtained by conducting surveys on graduates of specific majors, and the results were analyzed. The analysis of the survey results focused on 155 participants who took part in the survey. The content of the analysis is as follows [7].

2.2 Analysis of Students' Employment Status

According to the survey data, graduates from MS University in the period from 2015 to 2020 are an important force in the new era's talent pool. The employment issues of these graduates have received significant attention from universities and enterprises, as shown in Table 1.

Table 1. Employment Ratios of Graduates from MS Higher Education Institutions from 2015 to 2020

Time: Year	2015	2016	2017	2018	2019	2020
Ratio: (%)	35.8	22.4	22.6	26.4	21.9	23.4

In addition, a comprehensive analysis of the actual situation of graduates from various majors at MS University reveals that the university has developed targeted innovative entrepreneurship education based on the students' actual conditions. This approach effectively promotes proactive employment among students and provides valuable insights for innovation and entrepreneurship education in other universities. It has effectively addressed the problem of high unemployment rates among college graduates [8].

2.3 Analysis of Student Employment Situation

According to the survey results, as shown in Table 2, the departments and specialized courses of the university are relatively lacking in targeted innovation and entrepreneurship education. The proportions in various categories are relatively low. The organizational structure and operation of specialized innovation and entrepreneurship education management in all universities are of great importance [9].

Table 2: Employment Situation of Graduates in a Specific Major at MS University, September 2020

Major	A		B		C		D	
Subdivision	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Employed	42	61.8	32	68.1	17	68.0	55	67.1
Unemployed	26	38.2	15	31.9	8	32.0	27	32.9
Total	68	100	47	100	25	100	82	100

From Table 2, it can be seen that the average employment rate of four

subdivisions in a specific major at MS University is 66.25%, with an unemployment rate of 33.75%. Comparing with the data from the previous year, it can be observed that the employment rate in 2020 has increased by approximately 6.52%.

2.4 Analysis of Survey Results

This study analyzed the employment survey data of students in a specific major at MS University. The basic findings are presented in Table 3.

Table 3: Basic Findings of Employment Survey Data for Students in a Specific Major at MS University

Gender	Number	Entrepreneurial Intention		Non-entrepreneurial Intention	
		Number	Percentage	Number	Percentage
Male	62	48	77.42	14	22.58
Female	93	35	37.63	58	62.37
Total	155	83	100	72	100

From Table 3, it can be observed that there are more female students than male students. In terms of entrepreneurial intention, the proportion of males is higher than that of females. The number of females willing to receive innovation and entrepreneurship education is lower than that of males. The educational impact of innovation and entrepreneurship education is difficult to achieve gender balance. Even if their salary levels do not meet their expectations, females are more focused on stability. In addition, there have been successful female entrepreneurs in recent years, and their entrepreneurial experiences have greatly encouraged and stimulated many women to actively engage in entrepreneurial activities. This group of women has become one of the driving forces for positive social development.

2.5 Employment Direction Survey

A comprehensive analysis of the implementation of the innovation and entrepreneurship education concept was conducted through a survey on the employment direction of students in a certain major at MS University. As shown in Figure 3.

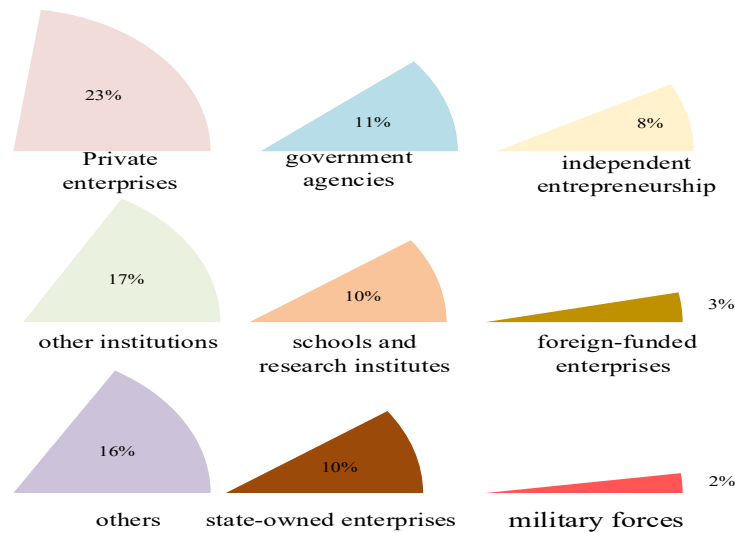


Figure 3. Employment Expectations of Students in a Certain Major at MS University

According to Figure 3, among the graduating students, only 8% are preparing to choose their employment direction. The proportion of students choosing employment in state-owned enterprises is 10%, in universities and research institutes is 10%, in foreign-funded enterprises is 3%, in public institutions is 17%, and in other employment directions is 16%.

In addition, in the traditional employment methods, most students will prioritize more stable companies and institutions, and few students will choose independent innovation and entrepreneurship. This is largely due to the risks involved in entrepreneurship, but there are also some reasons that some older generations believe that working in state-owned enterprises or institutions is the best job. As shown in Figure 4.

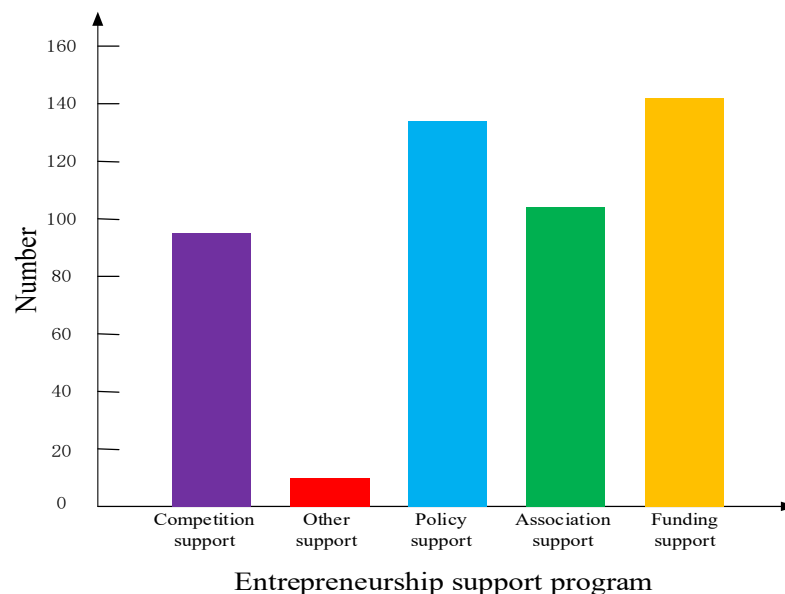


Figure 4. Statistics on the support for entrepreneurial aspirations of students in a certain major at MS University

According to Figure 4, it is evident that students have a high demand for external support in the process of employment and entrepreneurship. In the process of entrepreneurship and employment, students hope to receive assistance from policies, funding, and relevant associations. They also desire to enhance their entrepreneurial experience by participating in more entrepreneurial competitions, aiming to optimize and improve their entrepreneurial behavior. In comparison to support in competitions, policies, associations, and funding, other forms of support are significantly less prominent. This suggests that students place greater importance on competitions, policies, associations, and funding in the process of employment and entrepreneurship, but overlook other aspects of entrepreneurship and employment. Consequently, it indicates that the surveyed students may have certain shortcomings in their actual entrepreneurial and employment capabilities. The majority of students solely rely on their entrepreneurial enthusiasm, initiative, and a narrow mindset, which can lead to encountering numerous difficulties in actual entrepreneurship and pose risks of entrepreneurial and employment failures.

3 Discussion

By investigating, researching, and analyzing the relevant survey results of the aforementioned MS higher education institutions and integrating them into higher education management, the following conclusions can be drawn:

1) Under the theory of entrepreneurial education, the value and significance of higher education management work are mainly limited by unclear positioning of educational goals, inadequate construction of educational faculty, inconsistency between educational practice and theory, imperfect educational mechanisms, vague evaluation standards, and insufficient evaluation effects. As a result, the overall efficiency and level of higher education management work present a relatively weak state. Most of the work in higher education management is focused on problem-solving, especially in the functional departments responsible for basic student management, there are certain deficiencies in the efficiency, communication, and coordination between functional departments and management departments, which seriously hinder the efficient development of higher education management work [10].

2) As one of the important concepts for innovation and reform in higher education management, the theory of entrepreneurial education plays a significant role in promoting talent cultivation, employment education, and quality education in higher education management [11]. The value of higher education management in universities can be reflected through the employment situation of graduates.

3) The value and significance of higher education management under the theory of entrepreneurial education ultimately need to be demonstrated by students. For example, in terms of innovative thinking, students should be able to flexibly deal with challenges in their work or research. In terms of innovative management, students should be able to form rigorous and scientific work teams by drawing on the management methods of the institution. Therefore, the value and significance of higher education management under the theory of entrepreneurial education are inherent. It is the internal value that universities give to higher education management by improving the level, quality, mode, and approach of educational management. Finally, all the value is utilized for the students, cultivating industry professionals with strong professional abilities, innovative thinking and capabilities, and comprehensive qualities [12].

4 Value implications and practical paths of university education management based on the concept of innovation and entrepreneurship education

4.1 Value implications of university education management

4.1.1 Optimizing talent cultivation goals and enhancing the value of education management

When cultivating talents in university education management based on the theory of innovation and entrepreneurship education, it is necessary to base it on the actual

situation of the institution and fully reflect the positioning of talent cultivation. In addition to the traditional directions of knowledge, skills, and qualities, the cultivation of innovative and entrepreneurial abilities and qualities of professional students should be incorporated. At the same time, when optimizing talent cultivation goals, a series of education management activities and strategies must be implemented according to higher standards. Through continuous practice and summarization of the strengths and weaknesses of education management methods and activities, the value of education management can be improved from practice, ultimately making it a normalized education management work.

4.1.2 Improving the value implications of professional curriculum design in developing education management

When designing professional courses based on the theory of innovation and entrepreneurship education, universities should attach importance to the preliminary argumentation and discussion with industry experts, enterprise representatives, and relevant department heads and key teachers from universities. The person in charge of the profession should organize and coordinate the discussion of the undergraduate talent training program, while the recorder should record the requirements and expectations of industry and employers for talent cultivation in detail. The opinions of the main administrators of the college and the suggestions for key teachers should be combined. During the implementation process, university teachers should conduct scientific analysis of students' innovative and entrepreneurial abilities and training goals, conduct research on students' entrepreneurial abilities, and deeply explore the potential value of education management, so that its implications can be reflected in daily curriculum education management.

4.1.3 Strengthening the Construction of Faculty Team in Higher Education Institutions to Ensure the Value of Education Management

Firstly, teachers should maintain regular contact with schools, enterprises, human resources departments, and managers of enterprises to understand the perspectives of schools and enterprises on students. If conditions permit, relevant personnel from other universities and enterprises can be hired to provide guidance on professional innovation and entrepreneurship education. Secondly, colleges can also invite relevant operation and management personnel from enterprises to give lectures to faculty and students through online platforms such as "Tencent Meeting," establishing a good model of school-enterprise cooperation. In response to this teaching method, effective education management systems and regulations should be developed to not only manage students but also enrich teachers' teaching methods and approaches. Lastly, under the leadership of disciplinary leaders, all teachers in the respective disciplines

should actively engage in learning activities related to education management. Collaborative learning activities with "sister institutions" in teaching and research can be organized to assist young teachers and stimulate innovation in education management. This will enable the value of education management to be reflected in practical educational activities and teaching content [15].

4.2 The Practical Path of Higher Education Administration Management

4.2.1 Implementation of student-centered educational philosophy

The essence of higher education management in colleges and universities lies in the management of students, as a series of educational and teaching activities carried out by higher education institutions, as well as the implementation of various educational and teaching strategies, ultimately impact students. As educational administrators, when carrying out educational management work, it is first necessary to establish a correct attitude as an educator, holding an absolute sense of fairness and justice towards different students, while also prioritizing the protection of student interests. It is essential to strictly adhere to the principle of student-centeredness and comprehensively grasp the various needs of student development and interests in order to carry out high-quality educational management work. Furthermore, in order to cultivate innovative talents, educational management work should be carried out around the goal of fostering innovation. Efforts should be made to actively act as "guides" and prevent the limitation of students' development due to one's own ideologies. Considering students' actual learning and living situations, personalized educational management work should be conducted from the perspective of students' internal needs. This includes planning and arranging in advance to cultivate students' awareness and abilities in innovative thinking and entrepreneurship. Moreover, in the process of cultivating students' knowledge and skills, emphasis should be placed on the construction of theoretical knowledge systems and frameworks in the design and compilation of theoretical professional courses. At the same time, practical activities should be included as a means to verify students' learning situations. This approach not only clarifies teaching goals and tasks but also provides practical courses that correspond to the professional theories. In addition, this content emphasizes the proportion of theoretical courses and practical courses, with a control range of 2:1 for the ratio of theory to practice. As students' progress through grades, the proportion of theory and practice courses can be transformed into 1:2. Lastly, in the management of higher education institutions, when implementing the concepts of innovation and entrepreneurship, it is necessary to adopt problem-oriented and goal-oriented principles in practice. The evaluation of the value and significance of higher education

management should be based on students' sustainable development, satisfaction with teacher work, and learning fulfillment. It is important to use methods that are suitable for students and do not cause student resistance, in order to comprehensively promote students' development through educational management work. Ultimately, this will highlight the position of students as the main focus, deepen the effectiveness of innovative entrepreneurial cultivation methods in colleges and universities, demonstrate the practical value of higher education management, and encourage students to actively participate in educational management activities in collaboration with teachers and the school, while actively complying with various educational management systems proposed by the teachers and the school.

4.2.2 Enhancing and optimizing the construction of educational management personnel team.

Improving the team of educational administrators, from the perspective of the implementers of educational management work, higher education administrators should possess high professional ethics, sense of responsibility, professional competence, empathy, and a modest image. In the process of building the team of educational management personnel, the principle of selecting the best should be implemented, and the mechanism of rewards and punishments for the educational management team should be improved. Specific educational work responsibilities should be clearly defined to ensure that each educational management task and responsibility are assigned to individual educational management personnel. Additionally, periodic or random surveys should be conducted to evaluate the actual management efficiency and quality of educational administrators by utilizing feedback from students and assessing the completion of daily tasks.

Furthermore, optimization can be achieved by conducting educational training for educational administrators, using detailed and periodic training plans that emphasize the innovative and entrepreneurial concept of "student-centered" education. This further enhances the urgency and importance of cultivating "new talents" among educational administrators, enabling them to implement the concept of "innovation and entrepreneurship" in their practical work, solidify their thinking, conceptual, technical, and knowledge foundations, and continuously improve their educational management level and capabilities. Encouraging educational administrators to actively engage in innovative educational management and providing them with essential support are also important for the implementation of various innovative and entrepreneurial educational management concepts.

Moreover, the improvement and optimization of the team of educational administrators require the support of relevant systems and institutions. Therefore, in

the process of implementing this practical path, corresponding systems must be formulated. These systems should be continuously adjusted, modified, and expanded according to the actual practice, integrating them with the practical path to construct a complete higher education management system.

Conclusion:

In conclusion, this study explores the value and practical path of university education management based on the "double innovation" education concept. Firstly, the basic theory is expounded to provide theoretical support for this research and clarify the research topic to a certain extent. Secondly, taking MS University as an example, the employment and entrepreneurship situation of graduates from a certain major is analyzed to demonstrate the role of the "double innovation" education concept in university education management. Then, through discussions, the value and implications of university education management are integrated, leading to the above two ideas. Finally, a value and practical path of university education management based on the "double innovation" education concept is proposed, highlighting the specific content of the value and practical path through three strategies, thus completing this study. Due to the relatively limited scope of the investigation in this study, the targeted nature and connection with reality are relatively weak. In future studies of a similar nature, it will be important to approach the investigation and research from a practical perspective, clearly define the objects and content of the investigation, refine the research content, and increase the practicality of the study. This will enhance the study's feasibility, reference value, and research significance.

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