

# Cultivating the Competence of University Entrepreneurship Instructors within a High-Quality Education Framework

Shasha Cui, Yunlong Wu

Jiangnan University, Wuhan, Hubei 430056

**Abstract:** In the context of constructing a high-quality education system, universities, as the main venues for innovation and entrepreneurship education, bear the responsibility of cultivating high-quality innovative and entrepreneurial talents. Key issues in Chinese university entrepreneurship education are low motivation, limited practical experience, and insufficient instructor competence. This paper proposes a Trinity Model involving universities, government, and enterprises to enhance the competence of these instructors.

**Keywords:** Competence Cultivation; Entrepreneurship Instructors; Innovation and Entrepreneurship Education; Trinity Model

The '14th Five-Year Plan' focuses on building a high-quality education system essential for China's development, with universities playing a crucial role in cultivating innovative and entrepreneurial talents. Entrepreneurship instructors significantly impact the quality of education in this field, yet issues like low motivation, limited practical experience, and inadequate competence remain prevalent. Addressing these challenges requires enhancing instructor professionalism through coordinated efforts among universities, government, and enterprises. Modern society's demand for multifaceted talents highlights the need for an improved training system that better aligns with students' needs in innovation and entrepreneurship education.

Many universities lack systematic training for entrepreneurship instructors, who often have limited entrepreneurial experience and face a gap between theory and practice. This research examines the current status of instructor competence, identifies challenges, and proposes strategies for improvement. By developing a theoretical and practical framework, this study aims to guide the enhancement of instructors' skills. Using the Trinity Model of universities, government, and enterprises, it explores sustainable solutions for cultivating talents aligned with a high-quality education system and improving graduate employment outcomes.

## 1 Problems in the Development of University Entrepreneurship Instructors

### 1.1 Insufficient Self-Development Motivation

The insufficient self-development motivation of entrepreneurship instructors. University evaluation systems prioritize research over entrepreneurship education, reducing instructors' motivation. This evaluation orientation results in a lack of motivation among entrepreneurship instructors to participate in innovation and entrepreneurship education.

### 1.2 Lack of Practical Entrepreneurial Experience

Many university teachers' career paths are primarily concentrated in academic research and teaching activities, with little direct involvement in entrepreneurial practice. Most teachers start their academic careers from graduate school, leading to a relative lack of practical entrepreneurial experience. Additionally, the gap between theory and practice exacerbates this problem. Students often find the education disconnected from real entrepreneurial needs, hindering skill development.

### 1.3 Inadequate Competency in Innovation and Entrepreneurship Education

University entrepreneurship instructors face challenges due to inadequate competency in innovation and entrepreneurship education. This includes gaps in professional knowledge, interdisciplinary integration, and effective teaching methods. Many instructors struggle to incorporate innovation concepts into their teaching, relying on traditional methods instead of project-based or experiential approaches. Additionally, their limited interdisciplinary skills hinder their ability to connect diverse fields like management, economics, and law, affecting their capacity to guide students comprehensively and inspire entrepreneurial thinking. These issues reduce classroom interaction and limit students' problem-solving abilities in real-world scenarios.

## 2 Influencing Factors of Cultivating the Competence of University Entrepreneurship Instructors

### 2.1 Analysis and Evaluation of Intrinsic Factors

#### 2.1.1 Instructors' Personal Qualities and Abilities

Instructors' personal qualities and abilities are key intrinsic factors influencing their performance in innovation and entrepreneurship education. Professional knowledge and skills are fundamental, enabling them to accurately impart entrepreneurial knowledge. Communication and leadership abilities are also essential. Communication and leadership are key to guiding students. Continuous learning and self-improvement are crucial for teachers to maintain competitiveness and innovation.

#### 2.1.2 Educational Philosophy and Attitude of Instructors

The educational philosophy and attitude of entrepreneurship instructors significantly impact teaching outcomes. A student-centered approach that fosters individual growth and innovation is key to stimulating initiative and creativity. Instructors should embrace open-mindedness, encouraging diverse perspectives and ideas. Continual improvement in teaching methods ensures they meet modern demands for innovation and entrepreneurial skills.

## 2.2 Analysis and Evaluation of Extrinsic Factors

### 2.2.1 Government Policies and Support

The government's role in developing entrepreneurship instructors' competence is crucial, mainly through policy support and resource allocation. Policies should guide innovation and entrepreneurship education, encouraging specialized training, funding, and incentives for instructors. Financial support can include establishing labs, purchasing equipment, and offering scholarships for training. Additionally, the government can foster collaboration among universities, enterprises, and research institutions to enhance knowledge sharing and practical skills.

### 2.2.2 University Institutions and Culture

University institutions and culture influence entrepreneurship instructors through institutional arrangements, resource support, and cultural atmosphere. Universities should create favorable conditions by setting evaluation systems, encouraging practice, and providing resources. This includes establishing education centers, training bases, and funding support. Fostering a campus culture of innovation is key, with competitions and forums to build an entrepreneurial environment. Promoting cooperation and exchange further helps instructors gain practical experience and knowledge, enhancing their competence.

### 2.2.3 Enterprise Participation and Collaboration

Enterprise participation drives the development of university entrepreneurship instructors by providing real-world cases and industry resources, helping instructors align their teaching with market needs. Businesses offer training and share practical experiences, enhancing instructors' guidance skills. Utilizing these resources boosts instructors' practical capabilities, aligning education with market demands to cultivate more competitive talents.

## 3 Trinity Perspective: Government, Universities and Enterprises

### 3.1 Universities: High-quality Faculty, Superior Student Resources, and Innovative Technology

Universities play a central role in this model by leveraging their abundant faculty, superior student resources, and innovative technologies. The presence of a well-qualified and experienced faculty is essential for providing high-level guidance to aspiring entrepreneurs. Additionally, universities attract high-quality students who are eager to engage in entrepreneurial activities, creating a vibrant environment for innovation. Moreover, universities are often at the forefront of technological advancements, providing the necessary tools and resources to support entrepreneurial endeavors. For example, Finnish universities have integrated entrepreneurship education into all disciplines using project-based learning and case analysis to enhance students' innovative thinking and practical skills.

### 3.2 Government: Financial Investment, Policy Support, and Effective Supervision

Government investment provides resources for sustaining entrepreneurial programs. Policy support from the government helps create a conducive environment for entrepreneurship by removing bureaucratic hurdles and providing incentives for innovation. Effective supervision ensures that all stakeholders adhere to the highest standards of quality and accountability. Spanish national legislation encourages the integration of university education and entrepreneurship, and promotes the popularization of innovation and entrepreneurship at all stages of the education system.

### 3.3 Enterprises: Information Feedback, Human Resources, and Hardware Investment

Enterprises contribute to the model by providing information feedback, human resources, and hardware investment. Information feedback from enterprises helps universities tailor their entrepreneurial programs to meet the evolving needs of the market. Enterprises can also contribute human resources by involving experienced professionals who can serve as mentors to entrepreneurial instructors. Furthermore, enterprises can invest in hardware and infrastructure, such as providing access to advanced technological tools and platforms.

### 3.4 University to Government: Talent Delivery

The interaction between universities and the government is characterized by supplying talents. Universities play a crucial role in developing and nurturing talented individuals who can contribute to the country's entrepreneurial ecosystem. By providing the skilled graduates, universities help the government achieve its goals of economic growth and innovation.

### 3.5 University to Enterprise: Achievement Transformation

Universities also play a pivotal role in transferring knowledge and technology to enterprises. Through research collaborations, internships, and joint projects, universities can help enterprises stay at the cutting edge of technological advancements. This transfer of knowledge and technology not only benefits the enterprises but also provides valuable practical experience to students and faculty. By fostering strong partnerships with enterprises, universities can ensure that their entrepreneurial programs are aligned with industry needs and trends.

### 3.6 Government to University: Policy Guidance

The government provides policy guidance to universities, helping them navigate the complex regulatory landscape and align their programs with national priorities. Policy guidance from the government ensures that universities' entrepreneurial programs are supported by a legal and regulatory framework. This support helps universities innovate and experiment with new approaches to entrepreneurship education. By working closely with the government, universities can ensure that their programs are relevant, effective, and influential.

### 3.7 Government to Enterprise: Investment and Financing

The government's relationship with enterprises is characterized by investment and financing. By providing financial support and

incentives, the government can help enterprises undertake innovative projects and expand their operations. This financial support is crucial for enterprises, particularly startups and small businesses, which may struggle to secure funding from traditional sources. By fostering a supportive environment for enterprises, the government can stimulate economic growth and innovation.

#### 3.8 Enterprise to University: Entrepreneurship Guidance

Enterprises provide entrepreneurial guidance to universities by sharing their expertise and experience. Experienced professionals from the business world can serve as mentors, advisors, and guest lecturers, providing valuable insights to students and faculty. By collaborating with enterprises, universities can enhance the quality and relevance of their entrepreneurial education programs.

#### 3.9 Enterprise to Government: Consulting and Guidance

Enterprises can offer consulting and advisory services to the government, helping shape policies and strategies that support entrepreneurship. By leveraging their industry expertise, enterprises can provide valuable insights into market trends, technological advancements, and business needs. This collaboration ensures that government policies are well-informed and responsive to the needs of the entrepreneurial ecosystem. By working together, enterprises and the government can create a supportive environment that fosters innovation and growth.

## 4 Conclusion

The competence cultivation of university entrepreneurship instructors is a critical factor in enhancing the quality of innovation and entrepreneurship education. By addressing the current issues and deficiencies and adopting a Trinity Model, a comprehensive and effective model can be established. This model, supported by government policies, university systems, and enterprise collaboration, can provide a solid foundation for the continuous improvement of entrepreneurship instructors' competence.

## References

- [1]Poo M. Innovation and reform: China's 14th Five-Year Plan unfolds[J]. National Science Review, 2021, 8(1): nwa294.
- [2]Mei W, Symaco L. University-wide entrepreneurship education in China's higher education institutions: Issues and challenges[J]. Studies in Higher Education, 2022, 47(1): 177-193.
- [3]Joensuu-Salo S, Peltonen K, Hämäläinen M. The importance of HEI managerial practices in teachers' competence in implementing entrepreneurship education: Evidence from Finland[J]. The International Journal of Management Education, 2023, 21(2): 100767.
- [4]Qiu Y, García-Aracil A, Isusi-Fagoaga R. Critical issues and trends in innovation and entrepreneurship education in higher education in the post-COVID-19 era in China and Spain[J]. Education Sciences, 2023, 13(4): 407.

**Author Introduction:** Shasha Cui, teacher from the Teaching and Research Section of Career Planning and Employment Guidance at Jiangnan University, with a research focus on higher education and ideological and political education.

Yunlong Woo, teacher of ideological and political education at Jiangnan University, with a research focus on ideological and political education and higher education.