

The Research of Educational Management for Entrepreneurship Based on  
Creativity Value Chain

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**Abstract**

Cultivating the spirit of innovation and entrepreneurship is a concrete manifestation of the comprehensive national strength of the sustainable development of a country and the people, which is realized by the young talent is the first resource, smoothly into a revolutionary innovation of science and technology productivity. The socialist modernization construction of an innovative country with Chinese characteristics requires the cooperation of the whole society in efforts for higher education. With China's comprehensive strength and core competitiveness of demand for innovative talents, management has aroused great attention from the domestic educational circles and the theory of innovative talents cultivation in universities. Higher education management process must strengthen the cultivation of contemporary college students' awareness of innovation, entrepreneurship, and entrepreneurial ability in talent, so that in the fierce competition in the job market is not only capable of self-occupation, flexible employment, but also to actively do pioneering work independently, be innovative talents. Services in the construction of an innovation-oriented country need to be diversified, and multi-level innovative entrepreneurial talent, which requires high education in China, and the whole society should strive to promote the implementation of entrepreneurship education management innovation. This study use questionnaire to collect data from a total of 500 respondents, aiming to explore the factors which has influence on entrepreneurship education management. The results show that the entrepreneurship education management needs various supports from the stakeholders involved in the creativity value chain.

**Keywords:** Creativity, Value Chain, Entrepreneurship

## Introduction

In the 21st century, known as the era of education on innovation and entrepreneurship, the core competitiveness of a country is gradually reflected in its ability to allocate, utilize, and manage human and intellectual resources, including the production and application of intellectual property rights. In China, the issue of innovation and entrepreneurship has been increasingly raised at the national level. At the National Conference on Science and Technology in January 2006, General Secretary Hu Jintao put forward the need to adhere to the path of independent innovation with Chinese characteristics and to build an innovation-oriented country (Xinhua, 2006). In his work report at the 18th National Congress of the Communist Party of China, Hu Jintao also stressed the need to expand employment channels and forms and to encourage entrepreneurship to promote employment, including to further strengthen support for the employment of university graduates (Hu, 2012). The Decision of the Central Committee of the Communist Party of China on Several Major Issues Concerning Comprehensively Deepening the Reform also requires us to “improve the system and mechanism to promote employment and entrepreneurship, and strengthen policy support and service system” (Central Committee of the Communist Party of China, 2013). In response to national needs, as one of the key places to cultivate innovative and high-quality talents, colleges and universities should build employment, entrepreneurship, and innovation into a long-term and systematic action, and form a more systematic innovation and entrepreneurship training mechanism (Ministry of Education of the People’s Republic of China, 2014).

Against the background of the continuous development of my country's social economy, the rising tide of entrepreneurship, and the deepening of entrepreneurship research and related academic exploration, entrepreneurship education for college students has become a long-term concern of society and scholars, and it is a hot topic that needs in-depth research. Many universities and social groups at home and abroad have paid attention to the concept and effect of entrepreneurship education for college students from their own perspectives, and have conducted in-depth exploration of corresponding entrepreneurship education methods in different ways, and put them into various forms of practical efforts. However, at present, there are relatively few studies on the creativity value chain in entrepreneurship education. The creativity value chain reflects the comprehensive ability training requirements and becomes one of the paths to creatively integrate resources. Innovation and change are core requirements of the creativity value chain. Guided by the relevant theories of the

creativity value chain, this paper attempts to explore a way to build a public platform for the management of innovation and entrepreneurship education in colleges and universities, to promote the multi-entrepreneurship cultivation environment of the government, colleges and universities, society, and enterprises, and build a good educational support. And promote the establishment of a long-term mechanism for entrepreneurship education to encourage the continuous innovation and development of entrepreneurship education in universities, and to effectively implement entrepreneurship education management.

### Research Objectives

To study the factors that influence entrepreneurship education management

### Conceptual Framework

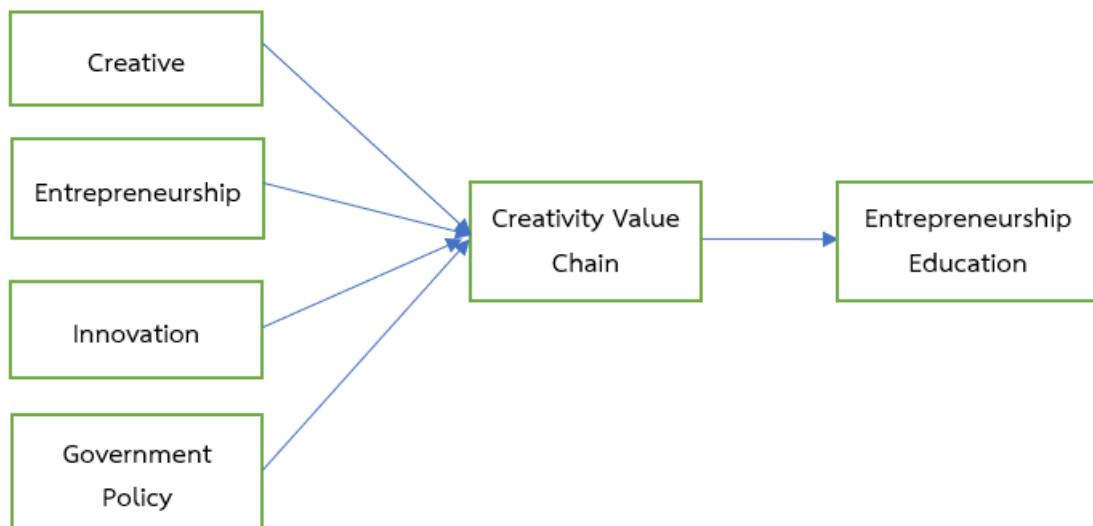


Figure 1: Conceptual Framework

### Research Methodology

**Population and Sample Group:** This study selects the students and staffs base on Northeastern University, Shenyang Jianzhu University, Shenyang Agricultural University, Liaoning Normal University, Shenyang University of Science and Technology, Shenyang University, Dalian University, and Shenyang Vocational and Technical College. The total population size is around 300,000 persons.

A random sample questionnaire survey was conducted among students and managers. The Taro Yamane (Yamane, 1973) formula was employed to calculate the sampling size. According to the calculation, at least 400 sets of valid questionnaires need to be collected at a confidence level of 95%. So a total of 500 questionnaires were distributed, 450 questionnaires were distributed to students, and 50 questionnaires were distributed to management staff. Finally, we got 452 valid questionnaires returned, and the effective rate was 90.4%.

**Data analysis method** in order to calculate the frequency and percentage of the different question groups, we use Microsoft excel program to calculate and generate the tables and diagrams and generate the tables and diagrams.

## Results and Finding

Analysis of questionnaires on entrepreneurship and entrepreneurship education of university managers.

All colleges and universities in the survey carry out entrepreneurship education courses, which shows that college students' entrepreneurship education has been widely carried out in our province, and all colleges and universities attach great importance to college students' entrepreneurship education. Table 1 Statistics of entrepreneurship education survey in colleges and universities

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	Often (%)	Available (%)	Not available (%)
Invite experts to give lectures	20.4	70.3	9.3
Hold entrepreneurship education seminars	19.8	60.9	19.3
Business Plan Competition	12.5	65.3	22.2
Cooperate with enterprises to carry out entrepreneurial activities	12.6	55.9	31.5

	Often (%)	Available (%)	Not available (%)
Venture capital support		75	25
Entrepreneurial policy support		87.5	12.5

First, from the perspective of the teaching system of entrepreneurship education for college students, the social status of entrepreneurship education is marginalized, the system is not perfect, and there is no clear professional and disciplinary setting. Although entrepreneurship education courses are set up in colleges and universities, the cultivation of entrepreneurial and innovative ability is not regarded as an important part of the mainstream education system, and the management of the teaching system has not paid enough attention to this aspect. It can be seen that "entrepreneurship education" is still a course offered by colleges and universities, rather than a relatively standardized major or discipline. Secondly, the current teaching methods of college students' entrepreneurship education are very simple. The current teaching format is classroom lectures and some case discussions. However, entrepreneurship education in particular needs to focus on practical operation. Colleges and universities need to carry out research study courses for college students to develop students' teamwork and active exploration spirit, so that students can get exercise in practice. Due to differences in schools, teachers, and other factors, the teaching content of entrepreneurship education is also very different, and there is no unified basic curriculum or scientific teaching training objectives. There is no standard for course offerings. Some schools refer to the MBA curriculum; some regard it as an aspect of quality education, and take the form of elective courses for ordinary undergraduates. School curricula are often related to the region where they are located. For example, schools located in a relatively developed food industry tend to offer food courses. For the integration of entrepreneurship education resources, various colleges and universities do not have corresponding organizational coordination and sense of belonging, and each teacher engaged in entrepreneurship education teaches independently without communication and cooperation. Entrepreneurship education management needs to promote the construction and integration of entrepreneurship education resources in a certain form of organization and leadership, and rise to the level of education.

#### **The Bottleneck of College Students' Entrepreneurship Education Management**

At present, the chaos of entrepreneurship education management has attracted the attention of education departments, colleges, and universities. Most colleges and universities have also started research on entrepreneurship education and entrepreneurship education management under the country's active entrepreneurship policy. Under the guidance of the scientific concept of entrepreneurship education, colleges and universities take the education of college students' entrepreneurial awareness, entrepreneurial skills, and innovation ability as one of the basic goals of higher education. College graduates are truly job creators, not just job seekers. Therefore, it is particularly important to find out the reasons that hinder the development of today's entrepreneurship education management. After analyzing the data, the author found the following reasons. At present, entrepreneurship education courses are carried out in colleges and universities across the country. As one of the important contents of college education, entrepreneurship education does not doubt its status as a subject. However, the cultivation of entrepreneurial ability, i.e., pioneering and creativity, has not been regarded as a part of the mainstream education system of higher education, and it has not given sufficient attention to teaching management. The marginalization of the status of entrepreneurship education is one of the bottlenecks of current entrepreneurship education. On the one hand, the "utilitarian value orientation" of college students' entrepreneurship education is relatively common. Entrepreneurship education management for college students is regarded as an educational management model for entrepreneurs, and the entrepreneurship education activities carried out are also "student start-up companies", training "students to be bosses", and so on. Obviously, this kind of entrepreneurship education activity that encourages the development of seedlings cannot meet the needs of high-quality talents for my country's economic development. The management of entrepreneurship education in colleges and universities should be different from employment training aimed at solving survival problems in society, nor should it be a kind of "accelerated education for entrepreneurs. Generations set the 'Entrepreneurial Genetic Code' to create the most innovative entrepreneurial generation as its basic value orientation." On the other hand, entrepreneurship education is considered only for technological innovation. Under the background of my country's vigorous promotion of technological funding innovation, domestic colleges and universities are also actively focusing on the practical needs of cultivating creative talents who are good at technological innovation, creating and promoting high-tech industrialization, so that when it comes to entrepreneurship education for college students, first of all What comes to mind is the transformation and application of technological

innovation and high-tech, while ignoring "creative" entrepreneurship and social innovation. Technological innovation and entrepreneurship are very important to the entrepreneurship education management of college students, but the entrepreneurship education management of college students should not only focus on technological innovation, but also pay more attention to "market innovation, that is, demand innovation. In a sense, social awareness, innovation, and ideological innovation are more important.

**Entrepreneurship education management lacks the necessary educational resources.**

In entrepreneurship education, the main educational resources are funding and teachers. Teachers are the necessary foundation for any kind of education. Entrepreneurship education is starting slowly in my country, so its teaching staff is very scarce. Since there is no entrepreneurship education major in my country, there are not a large number of teachers who have received systematic entrepreneurship education to teach entrepreneurship education. In the process of entrepreneurship education, most universities rely on teachers from the School of Economics and the School of Management to offer courses or lectures on entrepreneurship education. The practical activities of entrepreneurship education often rely on activities such as entrepreneurial mobilization, entrepreneurial speeches, and entrepreneurial plan competitions organized by schools. In some subjects with strongly related professional types, such as the production of a certain food, the testing of a certain drug, the design of a certain program, etc., teachers who teach in these areas often act as technical leaders. At present, colleges and universities are seriously lacking professional teachers of entrepreneurship education with innovative consciousness and entrepreneurial skills. Most teachers in colleges and universities teach students after receiving short-term entrepreneurship education training, so that entrepreneurship education is often a theoretical explanation, without practical experience, which can not really cultivate students' entrepreneurial awareness and ability. Teachers are a major obstacle that restricts the development of entrepreneurship education in schools. The weak faculty of entrepreneurship education affects and restricts the development of entrepreneurship education management. In teaching, there is a lack of entrepreneurial experience and experience in teaching, and it is difficult to achieve an organic combination of theory and practice. Secondly, due to the lack of financial investment in education, colleges and universities at all levels can only do everything possible to raise funds by themselves to make up for the gap in financial investment, in order to ensure basic teaching conditions. At present, the funds to solve the

problem of student entrepreneurship education mainly include funds established by the government and entrepreneurial funds established by schools. On the whole, there are not many funds, and the threshold for setting up is high, making it difficult for students to obtain. Under such circumstances, the funds for building and implementing entrepreneurship education platforms, projects, and other hardware aspects are particularly tight. However, the financial investment and school self-raised funds for entrepreneurship education are very limited, and the long-term periodicity and uncertainty of the return of entrepreneurship education make the enthusiasm for social investment not high. The lack of these educational resources has led to the marginalization of entrepreneurship education. Although there is a desire to develop, there is no economic foundation to support it. As a result, entrepreneurship education is often a mere formality and has not been well developed.

## Discussion

Entrepreneurship education is a new type of education and a new way of cultivating talented people with its own characteristics. In the context of economic globalization, the subject, the environment, and the content of entrepreneurship education are all undergoing in-depth development and continuous change. Therefore, entrepreneurship education should develop in line with the international educational tide. In view of the current situation of entrepreneurship education and entrepreneurship in colleges and universities in China, entrepreneurship education is not valued enough, and entrepreneurship education management is still in the exploratory stage (Cao & Lei, 2009; Dong, 2009).

Especially in the last few years, with the graduates' pursuit of stable work, particularly in the civil service, to a certain extent, has prompted us to review whether there is something wrong with our entrepreneurship education, so that these high-quality students who are creative and enterprising choose employment. If the application situation for the municipal administrative posts in various big cities, such as Shanghai, is observed, it can be seen that many applicants are postgraduates, and more of them are undergraduates of high quality, especially from excellent universities. The civil service is undoubtedly a form of value realization for graduates to choose, but if excellent students are still crowded into the civil service, there is a problem with the underdevelopment of creativity and entrepreneurship in college students. From the education incentive mechanism, the reasons for this phenomenon may be that the school education incentive mechanism is not perfect enough, and from the

management of entrepreneurship education in colleges and universities, the construction of entrepreneurship education management structure and mechanism is not complete enough (Brandstätter, 2011; Altinay et al., 2012).

From the theoretical perspective of the subject research on entrepreneurship education management, the connotation of entrepreneurship education and entrepreneurship education management has been gradually clarified in the in-depth research on the connotation of entrepreneurship education. On this basis, entrepreneurship education management of college students can be defined as the application of the management methods and methods of educational theories on entrepreneurship education by the state education administrative department and higher education institutions, under the guidance of entrepreneurship education, the specific expression is through the rational allocation of education resources, the guidance and organization of education workers and education practitioners, and the systematic implementation of entrepreneurship education activities to achieve the expected goal of entrepreneurship education talent training (Dong, 2009; Liu, 2011).

From the above connotation analysis, the subject of entrepreneurship education management in colleges and universities is the state education administrative department and higher education institutions, and the goal is the innovative and entrepreneurial talent training. This understanding is to improve the awareness of the subject and goal of management. The research on the theoretical connotation of entrepreneurship education management is conducive to the improvement of related policies, the coordination of institutional construction, and the long-term mechanism construction.

## Suggestion

Based on the current status and problems of college students' entrepreneurship education management in our country, we must integrate the creativity value chain into college students' entrepreneurship education management in theory and practice. The essence of the creativity value chain lies in the organic integration of the four links of creativity, creation, entrepreneurship, and innovation to achieve the optimization of efficiency and maximize the value of creation. Through the organic integration of various links, the system efficiency of things can often be exceeded beyond expectations. However, the current management of college students' entrepreneurship education in my country has not yet

reflected the effect that the creativity value chain can achieve, and to a certain extent, has not been able to promote the coordinated development of college students' entrepreneurship education and society. Therefore, it is urgent to improve the quality and efficiency of college students' entrepreneurship education management, to drive the gradual improvement of college students' entrepreneurship education, and to meet the needs of social progress. With the help of the construction of the entrepreneurship education platform and its functions, the practice of entrepreneurship education in colleges and universities can be brought into full play. The practice platform of entrepreneurship education here mainly refers to the tangible, all-real platform that includes various enterprise market elements and government guidance.

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