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Beyond Traditional Skills: The Link between Innovative Entrepreneurship Education and Employability Outcomes in Chinese Universities

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This study examines the impact of innovation and entrepreneurship education (IEE) on the employment paths of college students, focusing specifically on two key objectives. First, it explores how IEE influences the entrepreneurial mindset of Chinese university graduates and enhances their employability in an increasingly competitive job market. Findings reveal that students exposed to IEE are more likely to develop creativity, adaptability, and resilience, traits that align well with employer demands and boost employability. The second objective investigates how IEE affects the overall educational quality and self-efficacy of students, which serves as a mediating factor in their post-graduation career success. The quantitative data collected demonstrate a positive relationship between IEE and employability, with IEE also significantly improving students' comprehensive educational quality, critical thinking, and confidence. These results underscore the role of IEE not only in shaping career readiness but also in enriching educational outcomes, ultimately positioning graduates for success in a dynamic job market.
Keywords: Innovation and entrepreneurship education, Chinese universities Employability, Comprehensive quality, Self-efficacy.

1. Introduction

In the era of global economic integration, innovation and entrepreneurial spirit have gradually become important driving forces for promoting social progress and development. Entrepreneurship education, as an emerging educational concept (Y,2023) is gradually occupying an increasingly important position in higher education. This article will delve into the concept, origin, and development process of entrepreneurship education, as well as how it has a profound impact on the career development, innovation ability, and psychological characteristics of college students. At the same time, the research focuses on comparing and analyzing the implementation of entrepreneurship education at home and

abroad, in order to provide useful reference and inspiration for Chinese universities to carry out entrepreneurship education (Li， 2022).

Entrepreneurship education, also known as entrepreneurial education, is an educational approach that aims to enhance individuals' ability to respond to social changes and achieve self-development by cultivating their innovative thinking, entrepreneurial spirit, and entrepreneurial skills. This concept originated in the United States and was initially mainly introduced as entrepreneurship related content in MBA courses. Over time, entrepreneurship education has gradually developed into an independent disciplinary field and expanded to the undergraduate education stage. Nowadays, many higher education institutions around the world have offered entrepreneurship education courses aimed at cultivating future leaders with innovative thinking and entrepreneurial abilities (Xi， 2022).

The benefits of entrepreneurship education for college students are multifaceted. Firstly, entrepreneurship education can cultivate students' innovative thinking and problem-solving abilities, which have extremely high value in their future careers. Secondly, entrepreneurship education can help students understand the entire process of entrepreneurship, including market analysis, product development, marketing strategies, etc., laying the foundation for them to become entrepreneurs or excellent in the workplace in the future. In addition, entrepreneurship education can also cultivate students' teamwork and communication skills through practical activities, and improve their psychological resilience(T&W， 2022).

However, college students also face some challenges in receiving entrepreneurship education. Firstly, the systematic and scientific nature of the curriculum needs to be improved, and it needs to comprehensively cover areas such as innovative thinking, entrepreneurial skills, and business management (Yu,2022). Secondly, there is a shortage of teaching staff and limited resources of teachers with rich entrepreneurial experience and theoretical knowledge. In addition, more opportunities for college-enterprise cooperation need to be provided for college students, in order to integrate social resources and provide students with more practical opportunities(Y,2022).

The impact and specific manifestations of entrepreneurship education on the career development, innovation ability enhancement, and psychological characteristics for college students (L,2022).

RESEARCH OBJECTIVES

The overall purpose of this study is to explore the impact of innovation and entrepreneurship education on the employment path of college students. However, to answer its core question, this study has the following specific objectives.

• Objective 1: To investigate the impact of innovation and entrepreneurship education (IEE) on the development of an entrepreneurial mindset among graduates from Chinese universities and its subsequent effect on their employability in the dynamic job market.

• Objective 2: To explore the influence of innovation and entrepreneurship education (IEE) on students' comprehensive educational quality and self-efficacy within the Chinese university context.

• Objective 3:To study the impact of comprehensive quality and self-efficacy on students' employability.

• Objective 4: To determine whether students' perceived comprehensive educational quality and self-efficacy act as mediating variables in the relationship between innovation and entrepreneurship education (IEE) and their employability after graduation.

2. Literature Review

Innovation Entrepreneurship Education and Employability

College students, who are the most advanced talent representatives and the founders of future economic foundations of a country, not only need to have solid professional theoretical knowledge, but they also need to have rich professional practical skills. This means that they are able to solve practical problems, innovate, and start businesses based on what they have learned. In order to foster practical talents, the only way to do so is to combine education in innovation and entrepreneurship with education in professional fields. It is necessary to have professional education in order to strengthen the foundation of education regarding innovation and entrepreneurship. Additionally, it is necessary to have education regarding innovation and entrepreneurship in order to compensate for the shortcomings of professional education. The process of increasing the employability of college students is one that is both interactive and intricate. The accumulation of professional knowledge is contingent upon the cultivation of professional education, and the formation of ability is contingent upon the substantial and wide professional knowledge that is a prerequisite for the construction of said ability. The development of practical competence is not something that can be accomplished overnight. The transformation of professional knowledge from theory to practice is accomplished by education in innovation and entrepreneurship, which is characterized by the features of cross-disciplinary teaching and practical instruction. College students have the opportunity to further develop their understanding of the research field, stimulate the cultivation of new thinking, and improve the overall quality of their work by the means of the solution of specific professional problems and the practical application of professional abilities. When it comes to ability, classroom instruction is not the only factor that matters; it must also be linked with thinking, hands-on experience, learning, and innovation. The interdisciplinary and practical nature of education in innovation and entrepreneurship provides the conditions for this to become a reality. This not only helps students find and solve problems through repeated practice, but it also supports professional education in its efforts to broaden and deepen students' knowledge. As a result, students are able to form experience, acquire skills, gain knowledge, change their ideas, and ultimately become capable. Furthermore, on the basis of this, the following research hypotheses are proposed in this paper:

Innovation Entrepreneurship Education and Comprehensive Quality of College Students

A study that investigates the influence that education in innovation and entrepreneurship has on the overall quality of college students is of tremendous practical value. In the first place, this research contributes to a better understanding of the function that education in innovation and entrepreneurship plays in university education, which in turn provides valuable direction for educational policy and practice. Educational programs that focus on innovation and entrepreneurship have the potential to develop students' innovative capabilities, cultivate their awareness of entrepreneurship, and enhance their capacity to provide complete quality. As a result of the fact that the future job market requires individuals who are capable of creativity and entrepreneurship, this is extremely important for the growth of future careers. In addition, education that focuses on innovation and entrepreneurship has the potential to also contribute to the growth of the social economy. Students have the potential to become the driving force behind social and economic growth if they are given the opportunity to develop their innovative and entrepreneurial skills. This will result in the creation of job opportunities and the promotion of innovation.

By analyzing the changes in the quality and capabilities of college students both before and after they participated in the innovation and entrepreneurship education program, we will be able to verify this hypothesis. These changes include the ability to innovate, the awareness of entrepreneurialism, leadership, communication ability, teamwork ability, and problem-solving ability. By providing a scientific basis for education policymakers, promoting the development and enhancement of innovation

and entrepreneurship education, and further emphasizing the significance of innovation and entrepreneurship education in college education, this hypothesis will be supported by the findings of the research, which will further underline its importance. Students in higher education will benefit from this study because it will help them receive a more comprehensive education, which will allow them to better adapt to the requirements of future careers, boost their competitiveness, and support the growth of both people and society.

Employability and College Students' Comprehensive Quality.

It is of utmost importance to investigate the influence that employability has on the overall quality of graduates from academic institutions. There are many different factors that comprise the comprehensive quality of college students, including cognitive, social, inventive, and practical operation, amongst many others. Employability is a talent and quality that college graduates need to possess in order to successfully utilize themselves and build their careers. The cultivation of employability can stimulate the demand of college students to improve their comprehensive quality and ability, while vocational skill training can improve their practical operation ability, seeking job opportunities can enhance their social ability and interpersonal relationship, solving practical problems can improve their innovation and problem-solving ability, the employment process can improve their self-management skills and career planning, international job opportunities can enhance their cross-cultural and international experience, and facing employment pressure can cultivate their adaptability and resistance ability.

Self-efficacy and innovation and entrepreneurship education.

Individuals who have a higher level of self-efficacy are also shown to have a greater capacity for learning and a higher tolerance for risk, as indicated by the outcomes. People who are entrepreneurial and have a strong sense of self-efficacy in the realm of entrepreneurship are better equipped to actively cope with the problems that come along the process of becoming an entrepreneur and changing careers. Individuals that possess these characteristics are also more self-assured, optimistic, and daring, and they have a higher tolerance for taking risks. Self-efficacy has a close relationship with innovation and entrepreneurship education. Students with strong self-efficacy often have more advantages in resisting pressure ability, optimistic attitude, strain ability and innovative thinking, which is more conducive to the cultivation of entrepreneurial spirit and ability.

In order to study the relationship between innovation and entrepreneurship education and employability, comprehensive quality and self-efficacy, establish a research hypothesis:

H1: There is a positive relationship between innovation and entrepreneurship education (IEE) in students' employability.

H2: There is a positive relationship between innovation and entrepreneurship education and comprehensive quality.

H3: There is a positive relationship between innovation and entrepreneurship education and self-efficacy?

H4: There is a positive relationship between comprehensive quality and students’ employability.

H5: There is a positive relationship between self-efficacy and students’ employability.

H6:Perceived comprehensive quality of education mediates the relationship between innovation and entrepreneurship education (IEE) and student employability.

H7:Self-efficacy mediates the relationship between innovation and entrepreneurship education (IEE) and student employability.

Based on this, the following research model is established : The model consists of four variables:

innovation and entrepreneurship education, self-efficacy, comprehensive quality and employability, among which innovation and entrepreneurship education is the independent variable, self-efficacy and comprehensive quality are the coordinating variables, and employability is the dependent variable.

Innovation and entrepreneurship education has four dimensions, namely: innovation and entrepreneurship education teachers, practical activities, policy measures, and curriculum; employment ability has three dimensions: employment view, employment skills, and innovation ability; self-efficacy has three dimensions: language persuasion, emotional arousing, success or failure experience, substitution experience; and comprehensive quality has five dimensions: ideological quality.

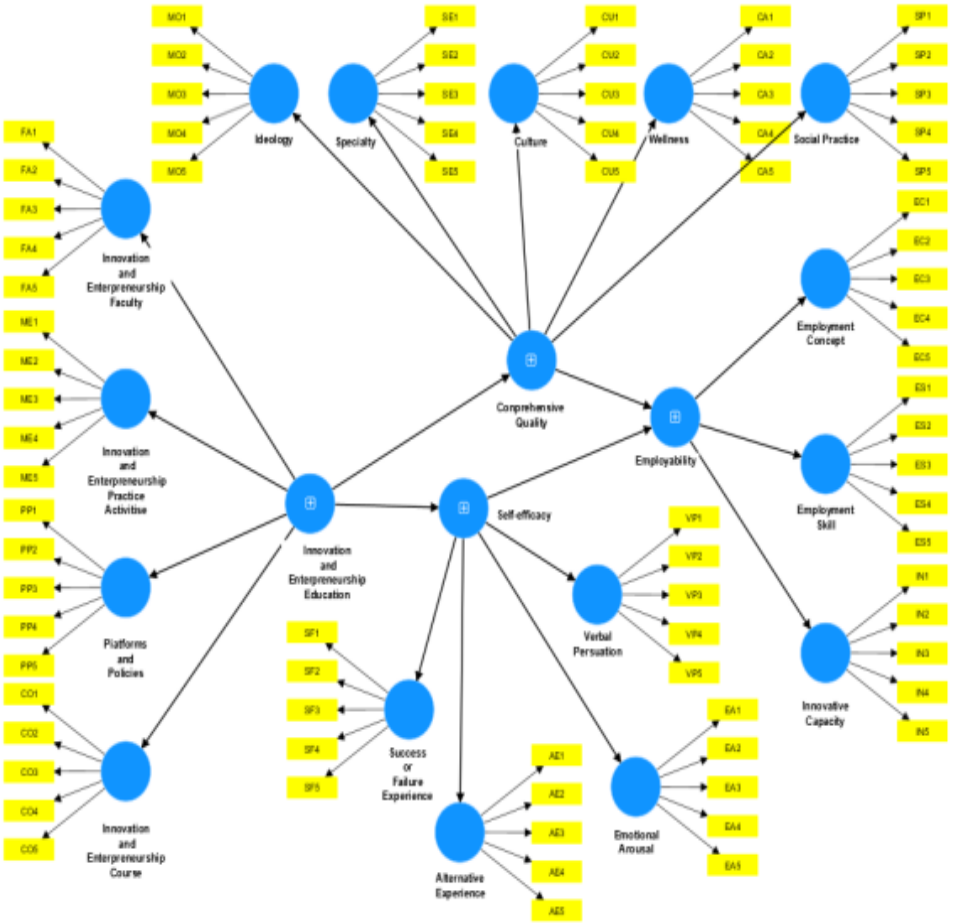

Figure 1 Research Model

3. Research Methods

The study combines quantitative methods with the questionnaire as the research tool. Qualitative research methods included in-depth interviews and sampling surveys. The researchers designed and tested the questionnaire based on the theoretical basis through in-depth collation of various relevant literature and resources. The researchers conducted in-depth interviews and sampling survey with 30 people from universities and related institutions, and conducted empirical research on the conclusions

of the paper through random sampling and interviews. To test the quality of the research tool, the validity of the questionnaire was professionally verified by researchers and expert consultants, and three to five experts determined the objective consistency of the project performance indicators, in order to make the IOC value of all questionnaires above 0.50, i. e., the questionnaire was reliable.

This study utilizes a quantitative exploratory design. Quantitative research involves collecting and analyzing numerical data to test hypotheses and establish relationships between variables (Saunders et al., 2016). As the research topic is relatively unexplored, the exploratory approach allows us to gather initial data for further investigation.

In the field of social survey research, the most common form of data collection is a questionnaire survey questionnaire. The "survey" includes not only a set of questions, but also the complete process of collecting, summarizing, and analyzing the responses to these questions."Questionnaire" refers to a set of written questions, while "survey" includes not only a set of questions but also the whole process. For the purpose of this survey, the questionnaire method was used in combination with the study subjects and materials. The purpose of the survey is to collect information about college students and then conduct a scientific statistical analysis on them. The data collected from these individuals were then used to inform the conclusions of the survey. For the purpose of this survey, we constructed a "questionnaire" that asked the participants to provide answers to the questions contained in the survey instrument. The study scale was developed through a process of engaging in dialogue and obtaining input from professionals and peers. This was done to ensure that the design of the questionnaire was standardized. This can be achieved by referring to previously established scales and including the educational background.

4. Research Results

PLS path modeling lacks global goodness-of-fit criteria. Consequently, Chin (1998) introduced a set of criteria for assessing partial model structures. This two-step evaluation process encompasses (1) external model assessment and (2) internal model assessment. Initially, the focus is on the measurement model. The systematic assessment of PLS underscores the reliability and validity of measurements associated with the reflective external model. Latent variable scores demonstrate meaningful reliability and validity exclusively when assessing internal path model estimates.

We employed Cronbach's alpha coefficient and Confirmatory Factor Analysis to scrutinize pilot survey data. Furthermore, we conducted full collinearity and Harman's single factor tests to address common method bias. Subsequently, we tested the reliability and validity of the formal research data. Utilizing PLS-predict, we evaluated the model's predictive power. In quantitative research, we initially model and evaluate causality through SmartPLS, SEM (structural equation modeling), and path analysis to ascertain the model's reliability and validity. Then, we delve into the intricate variable relationship network, examining their mutual interactions and roles. SmartPLS offers visual pathway and structural equation maps, facilitating the construction and validation of the study model.

Based on the research hypothesis established in the previous chapter, a questionnaire encompassing various influencing factors was formulated. To enhance the scientific rigor of the study and ensure high reliability and validity of the relevant research scales, a small-sample pre-survey was conducted prior to the large-sample formal survey. Through item analysis and exploratory factor analysis, the preliminary results of the preliminary survey were revised to form the final questionnaire. Subsequently, a formal survey and data collection were carried out, and the survey samples were analyzed to verify the reliability of the formal questionnaire. This chapter primarily encompasses formal research, data collection, Cronbach's alpha analysis, exploratory factor analysis, and confirmatory factor analysis.

Table1: Validity analysis results table

Variable	Variable proton code	KMO	Bartlett-test	Number of Items
Innovation and Entrepreneurship Education	FA	0.837	<0.05	5
	ME	0.834	<0.05	5
	PP	0.828	<0.05	5
	CO	0.955	<0.05	5
comprehensive quality	MO	0.807	<0.05	5
	SE	0.882	<0.05	5
	CU	0.825	<0.05	5
	CA	0.847	<0.05	5
	SP	0.821	<0.05	5
employability	EC	0.873	<0.05	5
	ES	0.832	<0.05	5
	IN	0.812	<0.05	5
Self-efficacy	SF	0.852	<0.05	5
	AE	0.856	<0.05	5
	EA	0.820	<0.05	5
	VP	0.839	<0.05	5

As shown in the table, the KMO values of the sixteen dimensions all meet the test standard of KMO ≥ 0.5 in factor analysis. Among the results of Bartlett sphericity test, 8 variables met the test standard of Bartlett sphericity test Sig < 0.05, which means that the questionnaire scale selected in this study has good structural validity and can be used as factor analysis.

Table 2: Innovation and entrepreneurship education

Variable	Variable proton code	Coding meaning
	FA1	1.Innovation and entrepreneurship education mentors to effectively encourage your creativity and adventure.
	FA2	2. The innovation and entrepreneurship program provided me with access to resources (e.g., mentors, funding opportunities) that would be valuable for starting a business.
	FA3	3. The innovation and entrepreneurship education program has increased my interest in pursuing a career path related to innovation or entrepreneurship.
	FA4	4.Innovation and innovation education has increased my courage to explore things and overcome difficulties.
	FA5	5.Innovation and entrepreneurship education has improved my teamwork ability and management skills.
	ME1	1. Innovation and entrepreneurship education has enabled me to acquire more practical skills
	ME2	2. Innovation and entrepreneurship education makes practice easier
	ME3	3. Innovation and entrepreneurship education makes practice more constructive and effective
	ME4	4. Practice increases the development of innovation and entrepreneurship education
	ME5	5. The positive nature of practice driving student innovation and entrepreneurship

Innovation and Entrepreneurship Education	PP1	1. China's innovation and entrepreneurship policies are very good
	PP2	2. Policies are conducive to the development of innovation and entrepreneurship education
	PP3	3. Policies can innovate and change entrepreneurship education
	PP4	4. The policy of innovation and entrepreneurship education drives the foundation of student entrepreneurship
	PP5	5. Innovation and entrepreneurship education policies can promote curriculum innovation
	CO1	1. The course incorporates innovation and entrepreneurship education
	CO2	2. Innovation of the course
	CO3	3. Discover innovative points in the course
	CO4	4. Integrating innovative methods into the curriculum
	CO5	5. The course provides you with a more innovative and entrepreneurial education

In the second segment, the overarching quality is fundamentally comprised of aspects such as professionalism, culture, ideology, practical experience, and others, amounting to a total of 20 constituent elements. For a detailed elaboration, please refer to Section 4.4 on Comprehensive Quality.

Table 3: The discriminant validity of second-order variables

	Comprehensive _Quality	Employ-ability	Innovation_ and_ Entrepreneurship _Education	Self-efficacy
Comprehensive _Quality				
Employ-ability	0.669			
Innovation_ and_ Entrepreneurship _Education	0.677	0.639		
Self-efficacy	0.673	0.705	0.678	

According to the above table, the HTMT between the second-order indicators is less than 0.85, which also indicates that there is a good discrimination validity between the second-order indicators.

Table 4: Specific indirect effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Innovation_ and_ Entrepreneurship _Education -> Comprehensive _Quality -> Employ ability	0.235	0.237	0.042	5.641	0.000
Innovation_ and_ Entrepreneurship _Education -> Self-efficacy -> Employ-ability	0.279	0.279	0.042	6.632	0.000

According to the table 4, Innovation_ and_ Entrepreneurship _Education-> Comprehensive _Quality-> Employ-ability The coefficient of the indirect effect of this bar is 0.235, A p-value of <0.001, Suggesting that this indirect effect is significantly established, That is, Comprehensive _Quality has a mediating role in Innovation_ and_ Entrepreneurship _Education and Employ ability. The coefficient of Innovation_ and_ Entrepreneurship _Education-> Self-efficacy-> Employ ability has an indirect effect of 0.279 and p-value <0.001, indicating that the indirect effect is significantly established that Self-efficacy has a mediating role in Innovation_ and_ Entrepreneurship _Education and Employ ability.

5. Conclusion and Discussion

In today's rapidly changing era, traditional skills have become insufficient to meet the diverse demands of society for talents. Meanwhile, innovation and entrepreneurship education in Chinese universities is gradually emerging as a crucial pathway for students to surpass traditional skills and enhance their employ-ability. This educational model not only emphasizes the accumulation of professional knowledge but also places greater emphasis on cultivating students' innovative thinking, entrepreneurial spirit, and practical abilities, enabling them to flexibly tackle various challenges in their future careers (C,2022).

The connection between innovation and entrepreneurship education and employ-ability outcomes is primarily manifested in stimulating students' innovative thinking. Through systematic course learning and practical activities, students are able to break out of the framework of traditional thinking, learn to examine problems from different perspectives, and propose innovative solutions. The cultivation of this innovative thinking not only helps students stand out in the job search process but also enables them to continuously create value in their future work positions and drive the innovative development of enterprises and industries (L,2024).

Innovation and entrepreneurship education emphasize the cultivation of entrepreneurial spirit. It encourages students to be brave in trying and taking risks, viewing entrepreneurship as an important path to achieving self-worth. Through participating in entrepreneurial projects, simulated entrepreneurial competitions, and other activities, students can accumulate valuable entrepreneurial experience and master the basic skills and knowledge required for entrepreneurship. The cultivation of this entrepreneurial spirit not only helps students start their own businesses after graduation but also provides motivation for them to seek higher-level development in the workplace (W,2024).

Furthermore, innovation and entrepreneurship education also emphasizes the cultivation of practical abilities. Unlike traditional education, which focuses on imparting theoretical knowledge, innovation and entrepreneurship education places greater emphasis on students' practical operational abilities. Through participating in practical activities such as market research, product design, and the preparation of business plans, students can apply their learned knowledge to real-world scenarios, honing their practical skills and team collaboration abilities. The cultivation of such practical abilities makes students more competitive in the job-seeking process and better able to adapt to the workplace environment (Y, 2024).

However, there are still many deficiencies in the following aspects:

In this study, the establishment of college students' innovative industry education on employability, comprehensive quality. However, there are several inevitable limitations in the following aspects:

To begin, the constraints of the samples. For the purpose of this study, the primary technique of data collection was a questionnaire survey, and the participants were selected at random from students who were enrolled in higher education institutions in China. It was determined that the research samples were limited geographically. This could have an impact on the reliability of the responses to the questionnaire, and it could also result in skewed or restricted perspectives among a bigger number of persons. Other students will be included in the scope of the research that will be conducted in the future.

The constraints of the questionnaire design are the second topic. Through, the utilization of mature versions of measures originating from the United States of America as well as other countries, this study's scale was constructed. The fact that the scale has a high degree of reliability and validity does not change the reality that there will always be variations in the scale based on the conditions. In addition, this article takes a novel method to splitting the several areas of education that pertain to innovation and entrepreneurship, and the components that were picked do not cover all of the important bases. This article is a good example of this. In subsequent research, it will be important to develop

other scientific scales that are appropriate to a range of circumstances. Additionally, it will be necessary to continue working to modify the format of the questionnaire in order to ensure the precision and objectivity of variable measurement.

The third point is the constraints that structural models have. This work does not investigate any other factors that may have been involved in the education of students about innovation and entrepreneurship in the past; rather, it conducts an empirical investigation into the impact that education regarding innovation and entrepreneurship has on the students' intention to engage in entrepreneurial endeavors. Due to this, the findings of the model study might not be as rich and thorough as they otherwise would be.

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