Asia Pacific Science Press

Asia Pacific Economic and Management Review
ISSN(O):3005-9275
ISSN(P):3005-9267
Vol. 1 No.6 (2024)

Innovation and Entrepreneurship Education Reform in Finance and Economics Universities: A Study Based on Internet+ Era

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Abstract: This study investigates the determinants of innovation and entrepreneurship education and the challenges of its reform in finance and economics universities in Guangdong Province, China, within the context of the "Internet+" era. Surveys, interviews, and case analyses were employed to pinpoint barriers to enhancing innovation and entrepreneurship education. The findings indicate challenges including outdated educational paradigms, inadequate faculty resources, fragmented curricula, underdeveloped practical platforms, and flawed evaluation and incentive mechanisms. This paper outlines reform strategies, such as optimizing the educational framework, establishing a "dual-qualification" mentor team, transforming practical teaching models, fostering an innovation and entrepreneurship culture, and strengthening practical training management. These strategies provide theoretical and practical guidance for advancing reform in innovation and entrepreneurship education within finance and economics universities.

Keywords: Innovation and Entrepreneurship Education; Finance and Economics Universities; "Internet+"; Influencing Factors; Reform Strategies

Published: Dec 27, 2024

DOI: https://doi.org/10.62177/apemr.v1i6.94

1.Introduction

The emergence of the "Internet+" era has driven significant progress in innovation and entrepreneurship education while simultaneously presenting both opportunities and challenges. As institutions committed to cultivating talent in economics and finance, universities specializing in these disciplines should harness innovation and entrepreneurship education as a strategic approach to stimulate student creativity, enhance employability, and develop educational models tailored to their unique disciplinary strengths. However, in China, innovation and entrepreneurship education is still in its nascent stage, with numerous universities struggling with inadequate frameworks and insufficient resources. Finance and economics universities in Guangdong Province serve as pioneers in educational reform, offering a representative case for analyzing developmental trajectories, identifying pressing challenges, and understanding key influencing factors. Such insights are pivotal for advancing innovation and entrepreneurship education and refining the overall educational landscape.

Innovation and entrepreneurship education has attracted growing academic attention worldwide. Western scholars were the first to explore the theoretical dimensions of innovation and entrepreneurship education in higher education. Vesper and Gartner (1997) proposed the "Five Pillars of Entrepreneurship Education," which include entrepreneurial processes,

individuals, environments, opportunities, and pedagogy, establishing a foundational framework for educational practice [1]. Fayolle (2013) expanded this work by proposing a conceptual model of entrepreneurship education from the perspectives of the individual, process, and context, offering a systematic theoretical framework [2]. Additionally, Nabi et al. (2017) conducted a comprehensive review elucidating the complex relationships among entrepreneurship education, entrepreneurial intentions, and behavior [3]. These foundational contributions have broadened the theoretical scope of the field.

In contrast, Chinese scholars have focused on localized approaches to innovation and entrepreneurship education. For instance, Zhang Yongji et al. (2022) utilized the triple-helix theory to investigate collaborative innovation mechanisms encompassing government, industry, academia, research, and application [4]. Chen Yuanyuan (2022) employed Actor-Network Theory (ANT) to develop a framework that identifies key elements in university innovation and entrepreneurship systems [5]. Similarly, Zhao Dandan (2024) examined systemic barriers in practice-oriented education and suggested solutions centered on industry-education integration, practical education, and cultural leadership [6]. Xie Xin et al. (2024) observed that China's "Double First-Class" universities promote innovation and entrepreneurship through a dual strategy of "openness and concentration" [7]. These studies, grounded in Chinese theoretical paradigms, have provided valuable contributions to localized educational reforms.

Despite these advancements, much of the existing literature focuses on macro-level analyses of institutional and policy environments, while offering limited empirical research on regional or institutional differences in innovation and entrepreneurship education. Since the early 21st century, the "Internet+" initiative and innovation-driven strategies have created both opportunities and challenges for Chinese universities. In finance and economics universities, innovation and entrepreneurship education is a critical mechanism for aligning with national development strategies, advancing educational reforms, and promoting high-quality graduate employment [8][9]. However, few studies provide in-depth empirical analyses of the specific challenges and practical solutions encountered by these institutions in the "Internet+" context, highlighting a critical research gap [10].

Anchored in a Marxist perspective on education and informed by advancements in innovation and entrepreneurship theory, this study investigates six prominent finance and economics universities in Guangdong Province. Drawing on primary data collected through surveys, interviews, and case analyses, as well as statistical and comparative approaches, this study examines the present landscape, critical challenges, and influential factors shaping the effectiveness of innovation and entrepreneurship education. The manuscript proposes tailored reform strategies and delineates the theoretical foundation, research methodology, current developments, major challenges, practical issues, strategic recommendations, and prospective directions for building a robust education ecosystem and advancing the strategic missions of finance and economics universities.

2. Research Content and Methodology

2.1 Research Content

This study examines the reform of innovation and entrepreneurship education in finance and economics universities within the "Internet+" context by analyzing several key dimensions. It evaluates the overall development of this form of education in Guangdong Province, with an emphasis on students' entrepreneurial awareness, participation, and satisfaction, as well as teachers' instructional competencies and engagement. The research further identifies practical challenges, such as limited faculty resources, fragmented curriculum structures, underdeveloped practical platforms, and obsolete quality evaluation mechanisms. Moreover, it investigates the impact of the "Internet+" initiative on innovation and entrepreneurship education and its underlying mechanisms. It synthesizes successful practices and unique experiences from representative universities in Guangdong Province to offer actionable insights. Additionally, the study delineates key factors influencing the effectiveness of innovation and entrepreneurship education, considering both subjective and objective variables and the dynamic interplay between enabling and constraining factors.

2.2 Research Methodology

This study bridges theory and practice, utilizing both qualitative and quantitative analyses to identify developmental trends and underlying patterns in innovation and entrepreneurship education in finance and economics universities. A comprehensive

literature review was undertaken to compile and organize representative studies, with a focus on finance and economics universities, aiming to identify entry points and novel approaches to guide the research. Furthermore, a questionnaire survey was distributed to full-time students at six representative universities in Guangdong Province. Employing stratified sampling, the survey encompassed entrepreneurial cognition, intentions, educational demands, and satisfaction levels, yielding 1,100 valid responses, which were analyzed using statistical methods to ensure reliability and validity.

To supplement the survey, the study incorporated case analyses through on-site visits, document reviews, and active participation in activities at the same six universities. Analytical tools, such as SWOT analysis, were utilized to synthesize best practices and uncover prevailing challenges. By integrating macro- and micro-level perspectives, the study employs scientific methodologies to delineate the current state, contradictions, and potential breakthrough pathways for reforming innovation and entrepreneurship education. These insights seek to strengthen discipline development, foster model innovation, and enhance educational quality, thereby contributing to the theoretical expansion and refinement of a China-specific innovation and entrepreneurship education system.

3. Current State of Innovation and Entrepreneurship Education in Finance and Economics Universities

3.1 Analysis of Student Questionnaire Results

3.1.1 Understanding of Innovation and Entrepreneurship Education

Table 1: Factors Influencing Innovation and Entrepreneurship Competence

Factors	Rational Content	Advantages of "Internet+"
Personal Innovative Thinking	0.155**	-0.189**
Teamwork Ability	0.140**	-0.174**
Personal Psychological Resilience	0.170**	-0.172**
Clear Entrepreneurial Goals	0.100	-0.218**
Theoretical Foundation of Entrepreneurship	0.152**	-0.170**
Entrepreneurial Experience	0.089	-0.140**
* p<0.05 ** p<0.01		

Data Source: Results from the Current Survey

Table 1 presents students' perceptions of the role of innovation and entrepreneurship education. The data reveal that students broadly recognize the positive role of innovation and entrepreneurship education in fostering innovative thinking, teamwork abilities, psychological resilience, and a robust foundation in entrepreneurship theory. These findings suggest that students demonstrate a relatively comprehensive understanding of the significance of innovation and entrepreneurship education, highlighting not only skill development but also the nurturing of entrepreneurial qualities.

3.1.2 Students' Entrepreneurial Motivation and Tendency

Entrepreneurial motivations among finance and economics university students are varied, with intrinsic motivators such as the desire for self-fulfillment (67.46%) and personal interest (58.52%) ranking as the most prominent. The findings suggest that students place greater emphasis on personal fulfillment and interest in their entrepreneurial pursuits, reflecting robust self-motivation. Conversely, extrinsic factors such as "pursuing financial gain," "employment pressure," and "optimism about entrepreneurial prospects" appear less influential, although employment pressure (32.18%) slightly outweighs the other factors. This underscores the impact of a competitive job market on students' entrepreneurial aspirations, implying that increasing employment pressure may encourage more students to consider entrepreneurship as a viable career path in the future.

To capitalize on this alignment, universities should customize innovation and entrepreneurship education to align with students' professional backgrounds and competencies. By offering clear guidance on entrepreneurial pathways and embedding industry-relevant content, institutions can enable students to maximize the benefits of their academic training. Furthermore, creating educational models that reflect the distinctive attributes of finance and economics disciplines can establish a unique

and impactful identity in innovation and entrepreneurship education, thereby ensuring that students are well-equipped for success in these dynamic fields.

3.1.3 Status of Innovation and Entrepreneurship Education Courses

Table 2: "Internet+" Innovation and Entrepreneurship Course Requirement

"Internet+" Course Characteristics	Content	Improvements for "Internet+" Courses
Convenience	-0.098	-0.009
Practicality	-0.184**	-0.005
Timeliness	-0.158**	0.016
Interactivity	-0.189**	0.011
	* p<0.05 ** p<0.01	

Data Source: Results from the Current Survey

Data from Table 2 clearly indicate that university students, as the primary beneficiaries of innovation and entrepreneurship education, place significant importance on the interactivity, practicality, and timeliness of the educational process, with significance levels below 0.01. These results suggest that interactivity, practicality, and timeliness constitute critical considerations for university students in evaluating the quality of innovation and entrepreneurship education.

The survey results also reveal that university students express general satisfaction with the interactivity and convenience of existing innovation and entrepreneurship education. Nevertheless, the strong emphasis on and demand for the timeliness of educational content and delivery formats represent critical feedback that innovation and entrepreneurship educators at universities should not overlook.

Universities should take proactive measures to address student needs and refine educational offerings while enhancing the interactivity, practicality, and timeliness of innovation and entrepreneurship education through the integration of cutting-edge technologies and ideas, and the innovation of educational models, thereby offering students a superior, more efficient, and accessible learning experience.

3.1.4 Student Participation in Innovation and Entrepreneurship Practice Activities

Table 3: Students' Willingness to Participate in Practice Activities

Actively participate in various practices	Actively participate in on-campus projects	Unwilling to participate in practices
2.32%	38.95%	58.72%

Data Source: Results from the Current Survey

The findings from Table 3 indicate that the majority of students dedicate limited time to participating in innovation and entrepreneurship practice activities. Only a small proportion of students actively explore and capitalize on entrepreneurial opportunities, while the majority develop an entrepreneurial mindset only after engaging in innovation and entrepreneurship education.

Notably, students generally view innovation and entrepreneurship courses as positively influencing their career trajectories and skill development. The survey also revealed that students exhibit strong enthusiasm for participating in on-campus innovation and entrepreneurship initiatives, including university-level competitions and national contests, such as the "Challenge Cup" and "Creating Youth" programs. In contrast, students exhibit relatively low willingness to pursue independent entrepreneurial ventures.

Therefore, in advancing innovation and entrepreneurship education, universities should maintain their emphasis on fostering entrepreneurial awareness and skills while simultaneously strengthening support mechanisms to offer students comprehensive and multi-tiered entrepreneurial support.

3.2 Teacher Interview Survey Results Analysis

Teacher interviews revealed that although the overall trajectory of innovation and entrepreneurship education is positive, substantial challenges remain. The findings indicate that 95.1% of teachers believe universities lack effective leadership in innovation and entrepreneurship education due to inadequate top-level planning and policy guidance. Additionally, 91.2% of teachers identify students' weak entrepreneurial awareness and intrinsic motivation as major obstacles. Furthermore, 92.4% of respondents underscore the lack of governmental and societal support, particularly in policies and resource allocation. Notably, 93.6% of teachers contend that innovation and entrepreneurship education is overly dependent on classroom instruction, lacks practical components, and necessitates methodological innovation.

Resolving these challenges requires a methodological approach to exploring solutions. Survey results suggest that the internet has emerged as a critical resource for contemporary university students in acquiring knowledge. Among surveyed teachers, 93% express openness and support for utilizing the internet as a means of delivering innovation and entrepreneurship education. They concur that integrating internet-based education with traditional methods can drive educational innovation, maintain teaching practices at the cutting edge of professional development, and foster students' holistic growth.

Teachers further emphasize that "Internet+ Innovation and Entrepreneurship Education" enhances participant engagement and awareness, substantially stimulating their intrinsic motivation. Through the integration of digital tools and platforms, this approach sustains innovative talent development models that align with contemporary societal and professional demands. This integration not only facilitates experiential learning but also bridges the divide between theoretical instruction and real-world application.

Overall, the findings highlight the imperative for finance and economics universities to leverage the opportunities afforded by internet-based education. By strategically integrating digital resources with innovation and entrepreneurship training, universities can overcome existing deficiencies, empower both teachers and students, and establish a comprehensive, future-oriented educational framework.

4.Key Factors Influencing Innovation and Entrepreneurship Education

Through surveys, interviews, and case studies, this study identifies five critical factors shaping innovation and entrepreneurship education in finance and economics universities, namely, educational philosophy, faculty development, curriculum design, practical platform establishment, and innovation and entrepreneurship culture.

4.1 Philosophy of Innovation and Entrepreneurship Education

The philosophy of innovation and entrepreneurship education is fundamental to shaping talent cultivation models, curriculum frameworks, and teaching reforms. However, case studies indicate that some universities fail to fully recognize its significance, as evidenced by insufficient integration between innovation and entrepreneurship education and professional training. Moreover, some educators persist in exam-oriented practices, emphasizing knowledge transmission over skills cultivation, thereby limiting students' innovative potential. To address these challenges, universities should redefine their educational philosophy by aligning general and professional education, integrating theoretical knowledge with practical application, and achieving a balance between classroom and extracurricular activities. This holistic approach ensures that innovation and entrepreneurship education is seamlessly integrated into the entire talent cultivation process, thereby fostering a well-rounded and impactful educational framework.

4.2 Building Faculty Capacity

A high-quality faculty is the cornerstone of effective innovation and entrepreneurship education. However, surveys reveal significant challenges, such as inadequate faculty numbers, disproportionate ratios of full-time to part-time instructors, and a lack of practical experience among educators, all of which impede efforts to enhance teaching quality. Many educators recognize the pressing need to improve their competencies in delivering innovation and entrepreneurship education. To tackle these issues, universities must optimize faculty recruitment, training, evaluation, and incentive systems, with an emphasis on attracting high-caliber educators with expertise in innovation and entrepreneurship. The creation of "dual-competency" teaching teams that integrate theoretical expertise with practical experience is vital. Furthermore, bolstering training programs to augment teachers' practical skills can enhance the relevance and impact of innovation and entrepreneurship education,

thereby ensuring alignment with contemporary educational demands.

4.3 Developing the Curriculum System

An effective curriculum system is indispensable for achieving high-quality talent cultivation. However, case studies highlight critical shortcomings in innovation and entrepreneurship courses at certain universities, including fragmented course structures, outdated content, inadequate practical components, and poor alignment with academic disciplines. These deficiencies have led to low student satisfaction with the structure, relevance, and practicality of these courses. To overcome these challenges, universities should adopt integrated curriculum designs that fuse innovation and entrepreneurship education with professional training. Enhancing curriculum planning, implementing multi-tiered frameworks, and restructuring courses to prioritize practical training are essential measures. Moreover, adopting innovative teaching methodologies can improve student engagement and satisfaction, ensuring that the curriculum remains both dynamic and impactful.

4.4 Developing Practical Platforms

Practical platforms play a crucial role in enhancing students' hands-on skills within innovation and entrepreneurship education. However, case studies reveal issues such as homogenization, underutilization, and limited effectiveness in the practice bases of certain universities. University-enterprise collaborations frequently lack depth, providing students with minimal substantive practical opportunities. To address these challenges, universities should leverage their distinctive strengths and regional industrial advantages by establishing robust partnerships with local governments, enterprises, and research institutions to develop integrated practice bases. Moreover, utilizing online platforms to establish virtual innovation and entrepreneurship communities can broaden opportunities for faculty and students alike and enhance the breadth and quality of practical learning experiences.

4.5 Fostering Innovation and Entrepreneurship Culture

A dynamic culture of innovation and entrepreneurship serves as the cornerstone of an educational ecosystem and plays a pivotal role in nurturing creativity and cultivating an entrepreneurial mindset among faculty and students. Case analyses highlight initiatives such as cultural festivals and expert lectures designed to promote entrepreneurial spirit; however, these initiatives often lack integration, strong leadership, and interactivity. To overcome these shortcomings, universities should cultivate a culture of innovation and entrepreneurship that integrates modern values, institutional distinctiveness, and professional depth, embedding these elements into their strategic planning. Extracurricular programs and creative applications of new media can extend cultural outreach and spark entrepreneurial enthusiasm. Furthermore, highlighting exemplary individuals in innovation and entrepreneurship can offer inspiring role models, thereby reinforcing entrepreneurship as a central aspiration within the academic community.

5.Major Challenges in Innovation and Entrepreneurship Education

This study conducted an in-depth analysis of the development status of innovation and entrepreneurship education in finance and economics universities in Guangdong Province through surveys, interviews, and case studies. The findings reveal that while universities have achieved notable progress in advancing innovation and entrepreneurship education reforms in recent years, significant challenges and gaps remain when compared to national policy mandates and the developmental needs of students.

5.1 Improving the Innovation and Entrepreneurship Education System

Surveys indicate that 95.1% of teachers believe universities lack effective top-level design and coordinated planning in innovation and entrepreneurship education, with inadequate emphasis on talent cultivation plans, credit system reforms, and teaching evaluations. Moreover, many universities fail to effectively integrate innovation and entrepreneurship education with professional education, resulting in limited specificity, systematic coherence, and sustainability. Interviews also reveal that some teachers and students perceive this education as merely an extension of career counseling, indicating a limited appreciation of its necessity and urgency. These challenges underscore the necessity of adopting a more strategic and integrated approach to improve the effectiveness of innovation and entrepreneurship education.

5.2 Strengthening Faculty Development for Innovation and Entrepreneurship

Case studies indicate that most finance and economics universities experience considerable faculty shortages in innovation

and entrepreneurship education, characterized by disproportionate student-teacher ratios and an unbalanced composition of full-time and part-time instructors. Surveys reveal that 76.4% of teachers express an urgent need to enhance their competencies in this domain, highlighting substantial deficiencies in practical experience. This challenge primarily arises from recruitment policies that emphasize professional expertise over innovation-related qualifications and insufficient support and incentives for faculty involved in innovation and entrepreneurship education. Interviews further reveal that teachers regard these teaching responsibilities as demanding and challenging and note that existing training and guidance programs lack timeliness and effectiveness. Effectively addressing these challenges necessitates targeted policies for recruiting, supporting, and training faculty.

5.3 Strengthening Practical Teaching in Innovation and Entrepreneurship

Case studies indicate that innovation and entrepreneurship curricula at many finance and economics universities are poorly designed, characterized by inadequate practical teaching components and a lack of specificity and effectiveness. Surveys reveal that 67.2% of students report insufficient opportunities to engage in meaningful practical activities, citing short durations, limited scope, and a lack of diversity as primary concerns. Additionally, existing practice platforms exhibit low levels of openness and accessibility, with limited participation in subject competitions and entrepreneurial salons. University-enterprise collaborations also lack both depth and breadth, and the availability of high-quality project resources falls short of addressing students' growing and diverse needs. Enhancing practical teaching necessitates broadening resource accessibility, deepening enterprise collaborations, and diversifying practical learning opportunities.

5.4 Gaps in Evaluation and Incentive Mechanisms

An overwhelming 93.6% of teachers report the lack of systematic and standardized evaluation criteria for innovation and entrepreneurship education, noting that assessments are often superficial. Incentive mechanisms, such as teacher performance evaluations and student credit recognition, are similarly inadequate. Case analyses indicate that most universities lack robust feedback systems, as evaluations are narrowly outcome-oriented, often neglecting the subjective experiences of faculty and students. Interviews further underscore that insufficient evaluation and incentive mechanisms erode the intrinsic motivation of both teachers and students to actively participate in innovation and entrepreneurship education. Enhancing these systems is essential for fostering engagement and achieving sustained improvements in educational quality.

5.5 Enhancing Resource Coordination

Case studies underscore weak policy alignment between universities, local governments, and industries in key areas such as talent development, project collaboration, and platform creation. Inadequate information sharing and underutilization of resources further hinder collaborative efficiency. Furthermore, 92.4% of teachers emphasize the need for enhanced government and societal support. Interviews reveal ambiguous departmental roles and the absence of routine coordination mechanisms within universities, resulting in inefficient resource allocation. Although Guangdong finance and economics universities have advanced educational reform under the "mass entrepreneurship and innovation" initiative, they continue to face challenges in aligning with regional development priorities and optimizing talent cultivation strategies.

6.Strategies for Advancing Innovation and Entrepreneurship Education Reform

6.1 Strengthening the Education Framework and Fostering Collaborative Synergy

Finance and economics universities should embrace a holistic approach to innovation and entrepreneurship education, integrating it as a core component of the broader educational framework. This entails actively advancing industry-education integration and fostering university-enterprise collaborations to construct a cohesive framework that connects "teaching, innovation, and industrial chains." Universities should formulate reform strategies aligned with their unique strengths, enhance talent development programs, and integrate innovation and entrepreneurship education across all stages of the academic journey. By integrating innovation education with professional and practical training, institutions can develop a multi-tiered and integrated curriculum. Moreover, optimizing resources from schools, government, and enterprises is crucial to creating a collaborative force that sustains innovation and entrepreneurship education.

6.2 Building Dual-Skilled Innovation and Entrepreneurship Mentor Teams

Universities should develop targeted faculty development programs for innovation and entrepreneurship and establish a

comprehensive system for mentor selection, training, management, and deployment. Recruitment should prioritize attracting innovation leaders, industry professionals, and experienced entrepreneurs, with practical enterprise experience serving as a core criterion. Collaboration between academic faculty and entrepreneurship mentors should be encouraged to ensure a holistic and well-rounded educational approach.

Faculty promotion criteria should be revised to recognize contributions to innovation teaching and mentoring as key evaluation metrics. Universities should create a mentor talent pool and establish collaborative platforms to facilitate connections between internal and external mentors, offering tailored and comprehensive support to students and entrepreneurial teams. Furthermore, institutions should incentivize faculty participation in advanced domestic and international training programs to enhance their teaching and mentoring competencies, enabling them to effectively guide students in innovation and entrepreneurship.

6.3 Innovating Teaching Models and Establishing Practical Platforms

Universities should prioritize transitioning from traditional "teaching" to active "learning" by reforming educational models, emphasizing project- and problem-based learning while integrating theoretical concepts with practical applications. Engaging students in innovation and entrepreneurship projects can foster creativity and entrepreneurial skills through experiential learning. Competitions, exhibitions, and forums can function as platforms for showcasing and sharing student achievements, thereby fostering an innovation-driven culture.

Furthermore, universities should partner with local governments and industries to jointly develop practice bases, establish robust incubation services, and offer comprehensive support for student entrepreneurs. Demonstration bases and innovation-focused think tanks can serve as models for establishing exemplary platforms for advancing teaching practices and supporting innovation and entrepreneurship education.

6.4 Fostering a Culture of Innovation and Entrepreneurship

Universities should emphasize fostering a culture of innovation and entrepreneurship by integrating it into their educational philosophies and embedding it across all phases of talent development. This entails aligning classroom instruction with Marxist principles, Chinese socialist perspectives on innovation and entrepreneurship, and core socialist values to shape students worldviews, life perspectives, and entrepreneurial aspirations.

Outside the classroom, universities should utilize the second classroom by organizing activities such as cultural festivals, entrepreneurship forums, and project roadshows to cultivate a dynamic and pioneering cultural atmosphere. Moreover, outreach initiatives leveraging online platforms, social media channels like WeChat, and bulletin boards can highlight role models and exemplary projects, inspiring students and reinforcing a strong culture of innovation and entrepreneurship.

6.5 Enhancing Management and Evaluation in Innovation and Entrepreneurship Practices

Comprehensive management should encompass all stages and elements of innovation and entrepreneurship education. A robust evaluation and feedback system is critical, integrating metrics for talent cultivation, discipline evaluations, and teaching assessments within the innovation and entrepreneurship framework. Universities should implement a credit accumulation and transfer system alongside flexible academic structures to provide personalized pathways for talented students. Furthermore, a structured record and evaluation mechanism should measure students innovation skills, entrepreneurial competencies, and practical experiences, establishing these as integral components of their academic profiles.

To enhance coordination and engagement, universities should establish interdepartmental collaborative mechanisms with clearly defined roles to promote cooperation. Incentive systems, such as financial subsidies, should be implemented to motivate faculty involvement in innovation teaching and mentorship. These initiatives aim to streamline management practices, improve the quality of innovation education, and establish a cohesive framework for cultivating entrepreneurial talent.

7.Conclusions and Implications

This study provides a systematic analysis of the reform of innovation and entrepreneurship education in Guangdong's finance and economics universities under the "Internet+" framework. It highlights both achievements and challenges, emphasizing that while these universities have cultivated entrepreneurial awareness and competencies, significant gaps remain in meeting

socio-economic demands and top-tier talent cultivation goals. Key shortcomings include inadequate policies, limited faculty capacity, insufficient practical teaching platforms, and weak evaluation and incentive mechanisms. Addressing these issues necessitates a coordinated strategy that integrates policy support, resource optimization, and institutional safeguards and is reinforced by innovative teaching models and enhanced industry-education collaboration.

The study recommends targeted reform strategies, including the establishment of dual-skilled teaching teams, the enhancement of practical teaching models, and the creation of comprehensive platforms for innovation and entrepreneurship. It emphasizes fostering a robust entrepreneurial culture and improving evaluation frameworks through multi-stakeholder collaboration among governments, universities, and enterprises. These recommendations aim to align educational initiatives with socio-economic demands while ensuring systematic improvements in quality and sustainability. The findings provide practical and theoretical insights for refining educational philosophies and driving reforms within the higher education ecosystem.

Limitations and Future Directions

The study recognizes certain limitations, such as its narrow focus on six undergraduate finance and economics universities in Guangdong, its reliance on subjective cross-sectional data, and the necessity of validating the proposed strategies in practical settings. Future research should expand its scope to encompass diverse regions and types of universities, leveraging advanced technologies like big data and AI for comprehensive analysis. Collaborating with policy agencies, industries, and financial institutions can further deepen insights into the innovation and entrepreneurship education ecosystem. Moreover, examining the unique contributions of vocational and technical institutions to this field could yield valuable insights for advancing educational reforms.

Funding

This study was supported by 2024 Guangdong University of Finance and Economics Student Work Project.

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