

Building Bridges: Integrating Entrepreneurial Education into Professional Development

Yunfeng Wang*

Graduate School, Adamson University, CO 1000, Philippines

* Corresponding author: Yunfeng Wang (Email: 16079335@qq.com)

Abstract: This research investigates the incorporation of entrepreneurial education into professional development programs for university teachers and its influence on equipping students for future professions. The study reveals primary obstacles faculty encounters, such as limited involvement in guest lectures and speaker series, reluctance towards creative teaching approaches, perceived insignificance of entrepreneurship in specific fields, time limitations, and absence of well-defined goals and results. The research employed faculty members and a heterogeneous group of students. The study used a mixed-methods approach, integrating quantitative data from surveys with qualitative data from interviews. This technique enabled a complete comprehension of the involvement of teachers and students in entrepreneurial activity. The results emphasize the significance of customizing programs to particular demographic groups and executing optimal strategies to improve efficacy. Suggestions include enhancing the frequency and diversity of guest lectures, delivering specialized professional development workshops, creating multidisciplinary resources, providing adaptable online courses, and defining explicit objectives and criteria for entrepreneurial education endeavors. These initiatives are designed to cultivate an environment that encourages creativity, enhances the involvement of teachers and students, and provides students with the necessary skills and mindsets to thrive in today's ever-changing labor market. The research results emphasize the crucial importance of entrepreneurial education in higher education and provide practical insights for institutions to improve their professional development programs and overall educational influence.

Keywords: Entrepreneurial Education; Workshops and Training; Sessions; Professional Networking Events; Mentorship Programs.

1. Introduction

With a rising emphasis on creating a culture of innovation and entrepreneurship within its educational institutions, China has observed a huge spike in entrepreneurial activity in recent years (Foltz & Sinha, 2018). Furthermore, China has witnessed a large increase in the number of entrepreneurial activities. Within the context of this attempt, the concept of intrapreneurship holds utmost importance. This concept encompasses the development of entrepreneurial abilities and mindsets within the context of traditional academic institutions, as stated by Fayolle and Liñán (2018). The concept of intrapreneurship has arisen as a crucial method in Chinese educational institutions for the purpose of providing students with the skills that are essential for achieving success in the dynamic and competitive global market.

The cultivation of intrapreneurial abilities among students is significantly aided by the incorporation of entrepreneurship education within professional development programs for faculty members at universities. Faculty members are given the ability to effectively incorporate entrepreneurial principles into their teaching methodology through a variety of different paths, including but not limited to seminars, guest lectures, networking events, mentorship programs, experiential learning projects, internet resources, and joint efforts.

Following an exhaustive analysis of the relevant literature, it becomes clear that each of these professional development activities plays a significant role in promoting education about entrepreneurship. Faculty members have the opportunity to improve their knowledge and pedagogical skills in the field of entrepreneurship education through

participation in workshops and training sessions (Hannon, 2018). In addition to providing a structured environment for learning and skill development, these seminars also provide educators with the opportunity to gain insights into novel teaching approaches and best practices for entrepreneurs.

In addition to providing teachers and students with the opportunity to get exposure to real-world entrepreneurial experiences, guest lectures and speaker series provide useful insights from industry professionals (Zhao, 2019). Within the context of the entrepreneurial ecosystem, these events serve as a platform for networking and collaboration, so enabling the sharing of knowledge and providing possibilities for mentorship.

According to Breuer and Luthje (2018), professional networking events have a significant role in linking faculty members with industry professionals and fellow educators, which in turn fosters opportunities for cooperation and partnership. The learning experience of both the teachers and the students is enhanced as a result of these events, which serve as a venue for the exchange of ideas, resources, and best practices in the field of entrepreneurship education.

Arenius and Minniti (2018) affirmed that mentoring programs provide direction and assistance, hence creating an environment that is friendly to the development of entrepreneurial endeavors. The faculty members get the opportunity to obtain vital insights into excellent teaching strategies and techniques for student engagement through one-on-one meetings with mentors who have years of related expertise. Also, according to McMullan and Long (2018), experiential learning projects give students the opportunity to apply theoretical knowledge in practical contexts, which assists in the development of entrepreneurial competencies.

Students learn skills that are crucial for the success of entrepreneurs by participating in hands-on activities such as business simulations, case studies, and internships. These activities help students improve critical thinking, problem-solving, and decision-making abilities.

Meanwhile, Kuratko (2018) asserted that online resources and webinars offer learning materials that are both easily available and diversified, thereby catering to the ever-changing requirements of both students and faculty members. These tools provide educators with flexible learning options, enabling them to access knowledge that is pertinent to their profession and participate in activities that enable professional development whenever it is convenient for them.

It has been found that collaborative projects encourage teamwork and innovation, which in turn improves the general culture of entrepreneurship inside educational institutions (Shane, 2018). Students can benefit from the faculty members' different knowledge and points of view when they work together on interdisciplinary projects. This allows the faculty members to create learning experiences that have a significant impact on the students.

There is no possible way to overestimate the significance of students engaging in entrepreneurial activities within the framework of China. As a result of the nation's rapid economic development and move towards a knowledge-based economy, there is a rising realization of the necessity of cultivating entrepreneurial potential in order to drive innovation and sustainable prosperity. Because of this, the incorporation of entrepreneurship education into professional development programs for university professors is of the utmost importance in order to adequately prepare Chinese students for the opportunities and difficulties that will be there in the future.

In spite of the fact that China is placing a greater emphasis on entrepreneurship education, there is still a significant research vacuum concerning the efficient incorporation of entrepreneurial principles into professional development programs for university professors. There is a limited amount of research that specifically addresses the integration of entrepreneurship education and professional development activities within the context of Chinese education, despite the fact that current literature offers insights into the many components of these activities through professional development. In order to fill this need, the purpose of this study is to investigate the existing landscape of professional development programs for university teachers in China, with a particular emphasis on the incorporation of entrepreneurial education. The purpose of this research is to give significant insights and recommendations for boosting the efficacy of professional development activities in promoting intrapreneurship among Chinese students. This will be accomplished by an in-depth exploration of the attitudes, practices, and obstacles faced by faculty members.

2. Statement of the Problem

This study aims to evaluate the integration of entrepreneurial education into professional development for university faculty and students. Specifically, this study sought answers to the following questions:

- (1) What is the status designation of the respondents:
 - 1) faculty
 - 2) student
- (2) How often do faculty and students engage in professional development activities related to

entrepreneurship education as to:

- 1) Workshops and Training Sessions
 - 2) Guest Lectures and Speaker Series
 - 3) Professional Networking Events
 - 4) Mentorship Programs
 - 5) Experiential Learning Projects
 - 6) Online Resources and Webinars
 - 7) Collaborative Initiatives
- (3) Is there a significant difference in the frequency of engagement in professional development activities related to entrepreneurship education when respondents are grouped according to their profile?
 - (4) How do university faculty members adapt their teaching methodologies to incorporate experiential learning opportunities in entrepreneurship education?
 - (5) What are the best practices in designing and delivering professional development programs for university faculty members focused on entrepreneurial education?
 - (6) What are the perceived barriers to integrating entrepreneurial education into professional development programs for university faculty?
 - (7) How do university faculty members perceive the importance of entrepreneurial education in preparing college students for future careers?
 - (8) Based on the results of the study, what policy recommendation can be designed to promote entrepreneurship in professional education?

3. Hypothesis

There a significant difference in the frequency of engagement in professional development activities related to entrepreneurship education when respondents are grouped according to their profile.

4. Scope and Delimitation

The primary objective of this research was to examine the integration of entrepreneurial education into professional development initiatives for both university educators and students. The research selected participants from five colleges using a stratified selection technique. This approach guaranteed the inclusion of institutions in the sample with diverse institutional characteristics, such as different sizes, geographical locations, and academic specialties. The study sought to investigate various aspects of entrepreneurial education, including faculty engagement in professional development activities, adaptations in teaching methodologies, best practices in program development, identified barriers to integration, and the importance of entrepreneurial education in preparing college students for their future careers. The research aimed to comprehensively comprehend the present condition of entrepreneurship education at the chosen colleges by concentrating on these significant facets. Its primary objective was to provide substantial insights that might be used to enhance and optimize professional development initiatives.

While this research addressed several subjects, it is crucial to acknowledge its limits. The study's findings may need to be more generalizable to other institutions since the sample size was restricted to just five schools, which were chosen using a stratified sampling method. Therefore, using care when extrapolating the results to broader populations is prudent. Moreover, the research relied on self-reported data from professors and students, which may be susceptible to

response bias and social desirability effects. Efforts were made to mitigate these biases by using validated survey tools and developing processes for collecting private data.

Furthermore, the study's extent may have been limited by temporal constraints, financial resources, and participant accessibility, consequently impacting the meticulousness and comprehensiveness of the investigation. The research aimed to uncover perceived barriers to integration, however it may not have comprehensively considered all contextual factors that influence the implementation of entrepreneurial education programs at the selected colleges. The study intended to provide valuable insights into the integration of entrepreneurial education into professional development programs despite some limitations. Additionally, it sought to build a basis for future research in this area.

5. Research Design

The study used a mixed-methodologies research strategy, which included a combination of quantitative and qualitative research methods in a single investigation. This approach aimed to provide a comprehensive understanding of how entrepreneurial education may be integrated into the professional development of university professors and students. The research aimed to get a thorough comprehension of the issue under investigation by using both quantitative and qualitative approaches.

A quantitative data collection was conducted to assess the frequency of engagement in professional development activities related to entrepreneurship education. This included identifying patterns and trends among various participant profiles. Furthermore, quantitative surveys were conducted to evaluate the perceived importance of entrepreneurial education and its impact on faculty members' teaching methods and students' preparedness for their future professions.

Conversely, qualitative methodologies, such as interviews or focus groups, provided a more comprehensive investigation into the participants' experiences, attitudes, and perspectives. These strategies offer comprehensive explanations and essential perspectives on the process of integration. The research sought to enhance its results' dependability, accuracy, and comprehensiveness by examining both quantitative and qualitative data. The report offered pragmatic observations and suggestions for all parties involved.

A mixed-methods approach was ideal for this research, as it enabled the investigation of both quantitative patterns and qualitative subtleties, leading to a thorough understanding of the complexities involved in integrating entrepreneurial education into professional development programs in university settings.

6. Results

Table 1 presents the frequencies and percentages of the demographic characteristics of the chosen teachers, encompassing their gender, age, area of expertise, and years of professional experience. Based on the tabulated data, 33% of the individuals were female, while 68% were male. The data indicates that a substantial share of the participants are male teachers. Regarding their age distribution, 30% fell within the age range of 30 to 39, while 48% fell within the age range of 40 to 49. 10% of the individuals fell between the age range of 50 and 59, while 13% were 30 years old or

younger. According to the research, a significant proportion of teachers fall within the age range of 40 to 49 years. As to their expertise, 10% of individuals specialized in business/management, 21% specialized in education, 15% specialized in engineering/technology, 5% specialized in natural sciences, and 18% specialized in social sciences/humanities. The data analysis indicated that a significant proportion of the teachers have educational backgrounds in the field of education.

Table 1. Frequencies and Percentage of Demographic Factors of Faculty

Sex	Counts	% of Total
Female	13	33 %
Male	27	68 %
Age		
30-39	12	30 %
40-49	19	48 %
50-59	4	10 %
Under 30	5	13 %
Specialization		
Business/Management	4	10 %
Education	21	53 %
Engineering/Technology	6	15 %
Natural Sciences	2	5 %
Social Sciences/Humanities	7	18 %
Years of Experience		
11-15 years	8	20 %
16-20 years	9	23 %
5-10 years	6	15 %
Less than 5 years	5	13 %
More than 20 years	12	30 %

Finally, in terms of their years of experience, 20% had been working for 11–15 years, 23% had been working for 16–20 years, 15% had been working for 5–10 years, 13% had been working for less than 5 years, and 30% had been working for more than 30 years. According to the tabulated data, the majority of them have over 20 years of teaching experience.

7. Conclusion

1) The demographic characteristics of the participants indicate that professional development programs and entrepreneurial education efforts should take into account the distinct requirements and preferences of mostly male faculty members aged 40-49 and students primarily enrolled in engineering and technology programs. Customizing these initiatives to suit these specific demographic groups might improve their level of involvement and overall impact.

2) The relatively low participation in professional development activities related to entrepreneurship education indicates the possibility of greater engagement via focused tactics and incentives. This suggests potential for expansion in both engagement and enthusiasm.

3) The absence of any disparity in involvement frequency across various profiles suggests that existing programs are similarly accessible and captivating. Nevertheless, it may be necessary to use more individualized methods to tackle specific obstacles or preferences within smaller groups.

4) Faculty need to make changes to provide experiential learning opportunities, which is vital for students to get practical and applied learning experiences. These modifications are crucial for successful entrepreneurship education, as they strengthen students' entrepreneurial competencies and preparedness for real-world situations.

5) By implementing optimal strategies, such as allocating sufficient resources, cultivating an environment that encourages creativity, providing adaptable and multidisciplinary programs, establishing explicit goals and results, and utilizing collaborations with industry, the quality and effectiveness of entrepreneurial education can be significantly enhanced. These methods guarantee faculty members are adequately prepared to mentor and motivate their pupils.

6) To successfully integrate entrepreneurial education, overcoming obstacles such as insufficient institutional support and resources, opposition to change, perceived irrelevance to specific disciplines, time limitations, and unclear goals and results is crucial. Practical approaches to address these obstacles include bolstering institutional backing, offering specialized instruction, showcasing the applicability of entrepreneurship in other fields, and explicitly outlining the objectives and advantages of such initiatives.

7) Faculty members recognize the significance of incorporating entrepreneurship education into the curriculum, emphasizing its usefulness in preparing students for future jobs. This program provides students with vital competencies and attitudes that improve their chances of finding employment, stimulate originality and inventiveness, develop abilities in leading and organizing, promote the willingness to take risks and bounce back from setbacks, and prepare them for entrepreneurial endeavors. This emphasizes the crucial significance of entrepreneurial education in the current changing work environment.

8. Recommendations

1) To increase their involvement and effectiveness, create targeted entrepreneurial programs tailored for male faculty members between the ages of 40 and 49 and engineering and technology students.

2) Implement diplomas, credits, and incentivized contests to encourage entrepreneurial engagement.

3) Perform needs assessments and provide individualized coaching to meet distinct obstacles and preferences within subgroups.

4) Collaborate with nearby enterprises for practical assignments and internships using business simulations and case studies.

5) Obtain financial support, cultivate an environment that

encourages creative thinking, and create adaptable multidisciplinary curricula for teaching entrepreneurship.

6) Enhance institutional backing, provide focused instruction, emphasize the significance of entrepreneurship across all fields, and give growth prospects during less demanding times.

7) Incorporate entrepreneurial skills into the primary curriculum, invite guest speakers to lecture, create leadership training programs, and promote resilience and risk-taking via hands-on learning experiences.

References

- [1] Hannon, P. D. (2018). Teaching pigeons to dance: Sense and meaning in entrepreneurship education. *Education+ Training*, 57(1), 2-20.
- [2] Foltz, C. B., & Sinha, P. N. (2018). Entrepreneurship in the informal sector of Africa: A theoretical model and research agenda. *Journal of Business Research*, 86, 1-6.
- [3] Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75-93.
- [4] Breuer, K., & Lüthje, C. (2018). Entrepreneurship education: A systematic review of the methods in impact studies. *Journal of Business Economics*, 84(3), 407-429.
- [5] Arenius, P., & Minniti, M. (2018). Perceptual variables and nascent entrepreneurship. *Small Business Economics*, 24(3), 233-247.
- [6] Hannon, P. D. (2018). Teaching pigeons to dance: Sense and meaning in entrepreneurship education. *Education+ Training*, 57(1), 2-20.
- [7] Zhao, H. (2019). Entrepreneurship and education in China. *International Journal of Comparative Education and Development*, 21(3), 193-208.
- [8] McMullan, W. E., & Long, W. A. (1987). Entrepreneurship education in the nineties. *Journal of Business Venturing*, 2(3), 261-275.
- [9] Shane, S. (2000). Prior knowledge and the discovery of entrepreneurial opportunities. *Organization Science*, 11(4), 448-469.
- [10] Kuratko, D. F. (2017). Entrepreneurial thinking and the entrepreneurial mindset: A review and critique. *Entrepreneurship Theory and Practice*, 41(1), 104-140.