

Research on the development path of innovation and entrepreneurship of campus associations jointly built by teachers and students

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Abstract: Clubs play a beneficial role in the cultivation and development of university students' qualities and abilities, and they significantly contribute to advancing innovation and entrepreneurship education. Utilizing club development to promote students' innovation and entrepreneurship capabilities not only reflects the implementation of quality education but also aligns with important trends in the development of higher education in the new era. This paper systematically analyzes the value and current status of university clubs in supporting the cultivation of students' innovation and entrepreneurship abilities. It explores effective strategies to provide insights and contribute to the sustainable development of innovation and entrepreneurship education in universities.

1. Introduction

Club development creates a favorable environment for cultivating university students' innovation and entrepreneurship capabilities and provides effective practical pathways for the advancement of innovation and entrepreneurship education. By actively exploring strategies for using club development to enhance students' innovation and entrepreneurship abilities, universities can foster the integration of club education with innovation and entrepreneurship education. This approach not only promotes the expansion of students' innovative thinking but also actively supports the enhancement of their innovation and entrepreneurship skills. It serves as a key reflection of universities' commitment to the principle of "cultivating virtues and fostering talent through culture."

2. The Value of University Club Development in Enhancing Students' Innovation and Entrepreneurship Skills

2.1 Creating a Positive Innovation and Entrepreneurship Atmosphere

To enhance university students' innovation and entrepreneurship capabilities, higher education institutions first need to create an environment that fosters an atmosphere of innovation and entrepreneurship education. In such an environment, students are subtly influenced by the educational concepts of innovation and entrepreneurship, gradually developing an awareness of

these concepts and subsequently their capabilities. The construction of university clubs plays a crucial role in meeting the demand for cultivating an innovation and entrepreneurship atmosphere. Clubs not only stimulate participation enthusiasm but also attract like-minded students to leverage their professional strengths. This results in multi-faceted and multi-level exchanges and collaborations, addressing practical issues in innovation and entrepreneurship activities, and facilitating interdisciplinary integration to advance students' innovation and entrepreneurship awareness and thinking, thus enhancing their individual capabilities. Moreover, the free, relaxed, and open atmosphere within university clubs positively impacts the development of students' innovative thinking. In clubs, students have greater autonomy and are not restricted in their thinking and actions. They are encouraged to propose innovative ideas and solutions without fear of failure, which helps foster a supportive innovation environment within the club. This expands students' innovative thinking and spirit, laying a solid foundation for their future participation in the workforce and entrepreneurship.[1]

2.2 Enhancing Students' Innovation and Entrepreneurship Structure to Meet National and Social Development Needs

University clubs often have complex membership structures with significant professional intersections. Consequently, students from various disciplines can leverage their specialized skills to support the successful execution of innovation and entrepreneurship club activities. Through these activities, students solidify their theoretical foundations, enhance their practical abilities, address their shortcomings, demonstrate their value, and achieve personal growth and improvement. This process continuously optimizes and perfects their innovation and entrepreneurship knowledge structures, thereby enhancing their individual capabilities. Furthermore, General Secretary has emphasized that innovation is the soul of social progress, and entrepreneurship is a crucial means of promoting economic and social development and improving people's livelihoods. Young people are the hope of the nation and the driving force behind innovation and entrepreneurship. Actively developing club activities in higher education institutions to foster students' innovation and entrepreneurship abilities aligns with national development trends and is a necessary means to advance social progress. On the one hand, cultivating students' innovation and entrepreneurship skills meets the needs of contemporary development and can alleviate employment challenges by supplying the country and society with more innovative talents. On the other hand, in the era of high technology, enterprise development relies on innovation. Fostering and developing university students' innovation and entrepreneurship abilities is essential for the innovative transformation of businesses and is a key factor in China's transition from a "manufacturing giant" to a "nation of innovative vitality."

2.3 Integrating Innovation and Entrepreneurship into Practical Environments

The development of innovation and entrepreneurship education in higher education institutions, as well as the cultivation of university students' innovation and entrepreneurship capabilities, relies heavily on the construction of an innovation and entrepreneurship culture. University clubs, with their high degree of innovation, openness, and inclusiveness, align well with the need to foster students' innovation and entrepreneurship skills. They serve as an important platform for enhancing the effectiveness of innovation and entrepreneurship education. Through various club activities, students gain access to professional resources and apply theoretical knowledge in practical settings, thereby boosting their innovation and entrepreneurship capabilities. Additionally, these activities help students solidify their theoretical foundations, enrich their knowledge systems, and accumulate advanced experiences. Students can then feed their learning, thoughts, and ideas back into the

theoretical knowledge systems of the clubs, creating a vibrant, confident, and optimistic innovation and entrepreneurship culture. This atmosphere promotes effective development of their capabilities and strengthens their innovative thinking, injecting new vitality into the construction and development of innovation and entrepreneurship culture in higher education institutions. For example, Beijing University of Posts and Telecommunications has established clubs such as the "Baidu Innovation Club" and the "Robotics Team" to build a school-wide innovation and entrepreneurship culture system and cultivate students' innovation and entrepreneurship abilities. These clubs offer numerous technology innovation projects each semester, which not only helps stimulate students' enthusiasm for innovation and entrepreneurship but also plays a positive role in developing their capabilities and facilitating resource integration among clubs, businesses, and society. Moreover, they create a conducive innovation and entrepreneurship culture environment, naturally integrating students into innovation and entrepreneurship practices and enhancing their individual capabilities. The university's clubs also actively organize various interdisciplinary competitions to promote cooperation, interaction, and exchange among members, fostering the collision and integration of diverse viewpoints. This helps members develop practical problem-solving and innovative skills, laying a solid foundation for their future employment and entrepreneurship.[2].

3. Current State of University Club Development in Enhancing Students' Innovation and Entrepreneurship Skills

3.1 Insufficient Top-Level Cognition and Lack of Student Willingness

Cultivating university students' innovation and entrepreneurship capabilities by integrating innovation and entrepreneurship education into club development is a long-term, complex, and systematic project that requires strong top-level support from higher education institutions to achieve the desired educational outcomes. Currently, while some universities are actively working to advance the cultivation of students' innovation and entrepreneurship capabilities through club development, there is insufficient recognition of the importance of university clubs in enhancing these capabilities. Many practices are only reactive and superficial, lacking the necessary ideological guidance and top-level support for effective club development and the cultivation of students' innovation and entrepreneurship skills. As a result, the role of clubs is not fully maximized, making it challenging to sustain the development of students' innovation and entrepreneurship capabilities. Additionally, the weak entrepreneurial willingness among students is an undeniable fact. Influenced by factors such as the pandemic and economic development, many students hold a pessimistic view of employment prospects and fear entrepreneurial failure, leading to lower entrepreneurial motivation. This results in reduced attention and participation in innovation and entrepreneurship competitions organized by clubs. Over time, the construction of an innovation and entrepreneurship culture within the clubs is also affected, and students' willingness to innovate and start businesses fails to reach the desired level.

3.2 Lack of Dual-Creation Atmosphere Platforms

To encourage and cultivate university students' innovation and entrepreneurship capabilities, it is crucial to create a strong practical environment that immerses students and stimulates their innovative thinking and entrepreneurial intent, thus promoting their personal development. However, with the continuous expansion of university enrollment, the rapid increase in student numbers, and frequent shortages in educational funding, there is often insufficient support for practical experiences. This lack of experience can significantly increase the difficulty of finding

employment, which in turn affects students' career and entrepreneurial outlooks, leading them to hesitate before venturing into entrepreneurship. Additionally, while some universities have introduced innovation and entrepreneurship courses to provide students with knowledge and encourage participation in innovation and entrepreneurship competitions, there are still many instances where the integration of university clubs and innovation and entrepreneurship education is inadequate. Due to the lack of effective support, many university clubs can only offer basic theoretical courses in innovation and entrepreneurship, failing to provide more in-depth, practical, and actionable educational experiences. As a result, students' knowledge in innovation and entrepreneurship remains superficial, and they are unable to engage in practical exploration and deeper development. This lack of practical exposure diminishes the appeal of clubs to businesses and does not effectively support students' employment prospects, ultimately reducing their enthusiasm for learning innovation and entrepreneurship courses.[3].

3.3 Inadequate Resource and Policy Support

Currently, the resource allocation for university clubs can be divided into three main areas: material support, professional guidance, and external social resource support. (1) Material Support: Due to limitations such as institutional capabilities and local government financial support, universities often struggle to invest sufficient funds into innovation and entrepreneurship education. This financial constraint hampers the ability to deeply expand such education, making it difficult to effectively cultivate and develop students' innovation and entrepreneurship capabilities. (2) Professional Guidance: Although university clubs organize various activities, they often lack adequate specialized faculty and practical course support. This leads to a disconnect between theory and practice, making it challenging to provide professional guidance essential for advancing students' innovation and entrepreneurship capabilities. External Social Resource Support: Some universities focus solely on conducting innovation and entrepreneurship activities but neglect aspects such as internal promotion, external support, and university-business cooperation. This lack of coordination hinders the successful implementation of student innovation and entrepreneurship projects. Furthermore, without professional guidance and practical experience to refine their projects, students' innovation and entrepreneurship plans often lack maturity and feasibility. For instance, in innovation and entrepreneurship competitions organized by university clubs, many student proposals are not viable and lack competitive advantages, failing to attract the attention of potential partners. As a result, students may lose interest and motivation to participate in such activities.

4. Strategies for Enhancing University Club Development to Cultivate Students' Innovation and Entrepreneurship Skills

4.1 Strengthening Top-Level Design and Support

Universities should approach the enhancement of innovation and entrepreneurship education through top-level design and comprehensive planning. By strengthening innovation and entrepreneurship education and constructing a robust cultural system, universities can empower various clubs with sufficient authority and promote the integration of club practice with innovation and entrepreneurship education. Combining the "first classroom" of innovation and entrepreneurship education with the "second classroom" of clubs will reinforce club development and deepen management concepts, thereby providing a solid foundation for cultivating students' innovation and entrepreneurship capabilities. Additionally, universities can enhance club culture to create a favorable environment for students' innovation and entrepreneurship, fostering their

development. In club development, universities should stay informed about national policies related to "mass innovation and entrepreneurship" and center their activities around innovation and entrepreneurship, aiming to cultivate members' capabilities. This includes carefully planning activity content and processes, reflecting on and learning from experiences, and creating a vibrant innovation and entrepreneurship culture within clubs. Furthermore, universities should focus on training core team members to improve their overall quality. These key members can lead club activities effectively and motivate other members to actively participate in innovation and entrepreneurship activities, thereby enhancing their skills. For example, the KAB Entrepreneurship Club at Huanghuai University, under the macro-management of the university's Party Committee and the guidance of the Student Affairs Department and Youth League Committee, has continuously strengthened internal planning and focused on building the club's brand and innovation and entrepreneurship culture. Through diverse and enriching club activities, the club provides practical opportunities for its members. Emphasizing the theme of "innovation and entrepreneurship," the club has developed various activities, culminating in a new innovation and entrepreneurship system that integrates competitions, training, and events. This system has achieved notable success. The KAB Entrepreneurship Club at Huanghuai University uses the club platform to encourage students to develop their own projects and participate in activities, guiding them to transform their professional knowledge into practical skills and explore entrepreneurial paths. Teachers help refine students' projects, improving their feasibility and effectiveness through collaboration, and thus enhancing students' innovation and entrepreneurship experience and capabilities. Under the guidance of the university's leadership and club teachers, nine students from the KAB Entrepreneurship Club have been selected as top 100 national student entrepreneurs, and ten students have won awards such as the third prize in the "Creative Youth" National Student Entrepreneurship Competition and gold and silver medals in the National Student Micro-Entrepreneurship Action Competition.[4].

4.2 Integrating Resources and Increasing Funding

School and social resources are crucial for the development of university clubs. To advance club development and enhance students' innovation and entrepreneurship capabilities, universities should integrate and utilize various resources as much as possible. This includes providing support in terms of human, material, and financial resources, establishing a comprehensive support mechanism, and aligning club development with educational objectives. Universities should allocate adequate funding and hardware support to clubs, especially focusing on viable and outstanding entrepreneurial projects. By creating high-quality clubs, the effectiveness of club activities can be significantly improved. Additionally, universities should actively engage with social resources, gradually introducing them into club innovation and entrepreneurship activities to expand projects and increase their feasibility, thereby enhancing students' success rates in entrepreneurship. For instance, the 409 Studio at the School of Architecture, Chongqing University of Urban Technology, exemplifies a successful collaborative innovation studio. Led by faculty and involving students, the studio integrates practical projects with specific teaching goals. Its mission is to center around students, with teachers providing core guidance, based on teaching and aimed at practical application. The studio has been using actual engineering projects as a training tool and has received support from the university to undertake school projects. Over time, the studio has developed a strong cultural ethos of hard work, perseverance, teamwork, artistic innovation, and continuous learning. This positive spirit creates a supportive environment that fosters the personal and professional growth of team members. Through activities, students in the 409 Studio have the opportunity to interact with a broader range of social resources, which enhances their overall innovation and entrepreneurship skills. This experience strengthens their entrepreneurial determination, improves team cohesion and sense of honor, and helps them better integrate into

society. Such exposure and practical engagement have a positive impact on expanding their innovation and entrepreneurship perspectives and enhancing their capabilities.

4.3 Constructing "Market-Oriented" Clubs

University clubs can enhance the effectiveness of innovation and entrepreneurship activities by adopting corporate and market-oriented approaches. This helps students integrate into business management early, improving their innovation and entrepreneurship awareness, developing their skills, and enhancing their social adaptability. Here's how universities can achieve this: (1) Restructure Club Organization: Universities should reorganize the club's structure, establishing functional departments that blend traditional club management with corporate principles. This integration will create a management model that combines club dynamics with business operations. (2) Enhance Activity Content: Improve the content of club activities by organizing various training sessions to raise members' awareness of innovation and entrepreneurship. Hosting competitions and engaging in social practice can help cultivate and enhance practical skills. (3) Leverage Entrepreneurial Projects: Use entrepreneurial projects to align with market needs, which can increase students' chances of entrepreneurial success and boost their confidence. Engaging in project development and practical applications will help students better understand market demands and refine their entrepreneurial skills. By implementing these strategies, universities can effectively prepare students for the entrepreneurial landscape, making them more adaptable and successful in their future endeavors.[5].

5. Conclusion

Clubs are crucial organizations and platforms for student development in universities, playing a significant role in cultivating students' innovation and entrepreneurship abilities. Universities should prioritize club development by integrating internal optimization and external expansion strategies to consolidate various resources, laying a solid foundation for student innovation and entrepreneurship activities and supporting their capability development. Additionally, universities should adopt multi-channel and deep-level approaches to build a comprehensive innovation and entrepreneurship culture within clubs. This involves integrating knowledge, innovative thinking, and entrepreneurial training to develop students into well-rounded professionals with solid theoretical knowledge and strong practical skills in innovation and entrepreneurship.

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