

INNOVATION AND ENTREPRENEURSHIP EDUCATION MANAGEMENT OF THE LITTLE LAMB INTERNATIONAL CHRISTIAN SCHOOL CHUMPHON PROVINCE

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Abstract

The aims of this research were to 1) investigate the innovation and entrepreneurship education management status and 2) propose solutions to problems according to the innovation and entrepreneurship education management of the Little Lamb International Christian School Chumphon Province, a quantitative research approach. The population consisted of 76 teachers, and the collected data were questionnaires and opened-end, analyze quantitative data, describing frequency distribution, percentage, mean and standard deviation, and content analysis for proposed solutions to problems. The research results were as follows: 1) The innovation and entrepreneurship education management status in overall is at a high level. 2) The proposed solutions to problems according to the innovation and entrepreneurship education management which are (2.1) Innovative management; Integrate or combining with the actual management of innovation and entrepreneurship education, (2.2) Entrepreneurship management; utilization of existing resources to business model design, (2.3) Curriculum design management; set up innovation and entrepreneurship courses, challenges and opportunities management; jointly launch innovation and entrepreneurship projects and activities.

Keyword: Innovation and Entrepreneurship, the Little Lamb International Christian School

Introduction

Innovation and entrepreneurship education integrated into the whole process of talent cultivation in Chinese universities are the strategic deployments of China's innovation-driven development. It is also the need for educational institute to train high-quality talents. At present, innovation and entrepreneurship education is restricted in the concept, talent training mechanism, teachers and other aspects (Jean, B. & Denis, G. ,2005: 155). In view of the existing problems and from the perspective of the whole process of innovative and entrepreneurial education personnel training, this paper puts forward a smooth and effective training path for innovative and entrepreneurial talents from the aspects of concept renewal, mechanism improvement, curriculum construction, practical training and teacher team construction. (Lie, 2019, p. 831).

The recently, the management in the Little Lamb International Christian School Chumphon Province found that the problems with regard to the curriculum setting of innovation and entrepreneurship education, implements the project-based teaching mode, and provides the entrepreneurship incubation platform, impact to aiming at cultivating students' innovation and entrepreneurship ability and practical ability. There is an increasing need for innovation in business education to address and develop the characteristics and skills of those considering an entrepreneurial career. We describe two curriculum innovations taking place in a business school program that target the development of these characteristics and skills and overcome the weaknesses of traditional educational methods. Each of the innovations has incorporated experiential activities designed to stimulate entrepreneurship and strengthen the student learning process (Jack, 2009, p. 162)

However, some problems and challenges remain through in-depth analysis of existing problems and putting forward effective solutions, the quality and effect of innovation and entrepreneurship education management set up reasonably on the functional structure for enhancing students' ability of innovation and entrepreneurship management of includes 5 sections: 1) Innovative management 2) Entrepreneurship management, 3) Curriculum design management. Thus the researcher must to study innovation and entrepreneurship education management by case study in the Little Lamb International Christian School Chumphon Province

Objective

1. To investigate the innovation and entrepreneurship education management status in Little Lamb International Christian School Chumphon Province.
2. To propose solutions to problems according to the innovation and entrepreneurship education management of Little Lamb International Christian School Chumphon Province.

Research scope

1. Scope of content
Research on innovation and entrepreneurship management
2. Scope of area
The Little Lamb International Christian School Chumphon Province
3. Scope of time
July – December 2023
4. Scope of population
The population used in the research was 76 teachers

Research Methodology

This research study on Innovation and entrepreneurship education management of the Little Lamb International Christian School Chumphon Province, used a quantitative research approach. The research process is designed to investigate the innovation and entrepreneurship education management status. This research used quantitative analysis and research questionnaires were used to collect data. The descriptive statistics were used to analyze the data collected consisted of frequency, percentage, mean, and standard deviation. and content analysis of the collected information.

Research Result

1. The innovation and entrepreneurship education management status in overall is at a high level ; as follow on table 1

Table 1: Mean, standard deviation of the innovation and entrepreneurship education management

The innovation and entrepreneurship management status	\bar{x}	SD	level
1. Innovative management	3.86	0.79	High
2. Entrepreneurship management	4.02	0.80	High
3. Curriculum design management	3.89	0.77	High

Total	3.92	0.78	High
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Table 1 show that the innovation and entrepreneurship education management in overall is at a high level ($\bar{x}=3.92$, $SD=0.78$)

For the innovation and entrepreneurship education management status, there are 3 indicators which whole are at a high level, The indicator (Entrepreneurship management) is at the highest mean score ($\bar{x}=4.02$, $SD=0.80$) followed by the indicator (Curriculum design management) that receives the next highest mean score ($\bar{x}=3.89$, $SD=0.77$) while the indicator (Innovative management) is at the lowest mean score ($\bar{x}=3.86$, $SD=0.79$)

2. The propose solutions to problems according to the innovation and entrepreneurship education management of the Little Lamb International Christian School Chumphon Province

For the proposed solutions to problems according to the innovation and entrepreneurship education management of 3 indicators, there are the propose solutions to problems according to this issue so the researcher conclusion as follows;

1. Innovative management;

1) Combining with the actual management of innovation and entrepreneurship education

2) The course is mainly to teach students the basic theoretical knowledge needed for innovation and entrepreneurship activities

3) Cultivating a Culture of Innovation:

4) Adapting to changing market conditions innovative management

5) Innovative management nurtures an entrepreneurial mindset among employees.

2. Entrepreneurship management;

1) Utilization of existing resources to business model design by recognize the basic connotation of entrepreneurship and the particularity of entrepreneurial activities

2) Resource integration and utilization, master the integration of entrepreneurial resources and the process of enterprise establishment.

3) Entrepreneurial team construction and management required public course

4) Currently in view of innovative entrepreneurship education, the importance of the school is higher, but because of started late, so the construction of the curriculum system is still in the groping stage,

5) Set the plan to develop some more forms rich practice course, let the students have a more intuitive understanding of innovative entrepreneurship.

6) Set up formulate the financing plan for introducing the responsibilities of the Innovation and Entrepreneurship Management Office of the School of Science.

3. Curriculum design management

1)Teaching methods and implementation in teaching innovation and entrepreneurship courses

2) Cultivate innovative thinking and entrepreneurial spirit by teachers of our school, most of whom are backbone teachers of professional courses in various universities.

3) Open interdisciplinary innovation and entrepreneurship courses by occasionally, invite some experts from outside the school to give special lectures on this field.

4) Evaluation and continuous improvement of teaching quality by basically still pass

the situation of examination paper examination.

5) Assessment of student achievement and social impact by the assessment method of innovation and entrepreneurship courses.

6) Practical teaching and project implementation by present, some students have the idea of innovation and entrepreneurship, and will come to discuss within traditional thinking, after graduation, take the postgraduate entrance examination, civil service or find a job.

Discussion

Based on the research result there are two important issues as follows;

1. The innovation and entrepreneurship education management, in overall, is at a high level and the indicator (Entrepreneurship management) is at the highest. This may be due to innovation and entrepreneurship education is an educational concept that meets China's economic development and national strategic needs. To vigorously promote innovation and entrepreneurship education in universities is of great practical significance and long-term strategic significance for promoting the scientific development of higher education, deepening the reform of education and teaching, and improving the quality of personnel training. It is the responsibility entrusted to universities in the new era to strengthen the management of innovation and entrepreneurship education and deepen the management mode of innovation and entrepreneurship education. Therefore, the innovation and entrepreneurship education management should be gradually integrated into the whole education management system, and gradually develop to the direction of institutionalization and scientific. These are relevant to a study of Saji (2018) who studied intends to identify important variables that create a relationship between entrepreneurship and innovation education and entrepreneurship attitudes, perceptions and intentions among students. Implications of the Study: The study will add value to existing knowledge on entrepreneurship in United Arab Emirates. It will enable educators and universities to design and improve curriculum and course delivery emphasizing competencies and skills that can improve entrepreneurship education. The same as Chen and Wang (2018) set up the goal is to cultivate students' innovative spirit, entrepreneurial awareness and innovative entrepreneurship as a result, the innovation and entrepreneurship curriculum of colleges and universities is in the form. The competition for innovation and entrepreneurship is only a means for students to improve their comprehensive evaluation. The innovation and entrepreneurship education have become very utilitarian. Innovation has become an important source of strength in promoting China's economic and social transformation and development. Giving full play to the role of universities in the cultivation of innovative and entrepreneurial talents and improving the quality of university personnel training are important guarantees for China to remain invincible in the international competition.

While the indicator Innovative management is at the lowest—may be for the Necessary for Innovation and Entrepreneurship Education to be Integrated into the whole Process of Talent Cultivation in Universities. These are in accordance with the study of Liu and He (2018) who found that full of the spirit of innovation and entrepreneurship, the current talent cultivation mode in Chinese colleges and universities includes the “homogenization” and “simplification” of the cultivation of college students' innovation and entrepreneurship ability. In the process of carrying out the cultivation of innovation and entrepreneurship talents, there is a lack of investigation and

solidification. It rarely makes active adjustment according to the changes of students and lacks the thinking of the whole process of talent cultivation. Although the starting point of the training mode is to cultivate innovation and entrepreneurship ability, the actual effect is that college students lack innovation spirit and entrepreneurship ability, and it is difficult to meet the needs of diversified development of personality of college students in the new era, unable to mobilize the enthusiasm of students, and affect the effective improvement of college students' innovation and entrepreneurship ability. Innovation and entrepreneurship education in colleges and universities is a systematic project, which needs to integrate innovation and entrepreneurship education into the whole process of talent cultivation. In order to achieve this goal, it is necessary to combine innovative ideas, and improve talent cultivation mechanism, curriculum construction, practical training and teacher team construction.

2. The propose solutions to problems according to the innovation and entrepreneurship education management found that there are some recommendations by the propose solutions to problems according to Innovative management; Integrate or combining with the actual management of innovation and entrepreneurship education, providing the objective of innovation and entrepreneurship course due to in combination with their own reality, are constantly exploring ways to integrate innovation and entrepreneurship education into the whole process of talent cultivation, it is necessary to integrate education, and strive to cultivate the needs of adapting to the new era. Innovation and entrepreneurship education has become an innovation, a development and a sublimation of the talent training model in Chinese higher education institutions—the same as Wu (2018) proposed to integrate innovation and entrepreneurship education into the whole process of talent cultivation from the aspects of professional education in the first class well, ideological and political education, activities in the second class and school-enterprise cooperation and cultivating a culture of innovation, show that the current talent cultivation mode includes the “homogenization” and “simplification” of the cultivation of students' innovation and entrepreneurship ability. In the process of carrying out the cultivation of innovation and entrepreneurship talents, there is a lack of investigation and solidification.

The results of this research are relevant to the studies of Channuwong et al. (2024) and Liu and He (2018) who found that it rarely makes active adjustment according to the changes of students and lacks the thinking of the whole process of talent cultivation. Although the starting point of the training mode is to cultivate innovation and entrepreneurship ability, the actual effect is that college students lack innovation spirit and entrepreneurship ability, and it is difficult to meet the needs of diversified development of personality of college students in the new era, unable to mobilize the enthusiasm of students, and affect the effective improvement of college students' innovation and entrepreneurship ability. In the actual cultivation process, the education management of Chinese universities inevitably puts the talent cultivation mode of “application type, diversification, production, study and research combination” as the training mode of innovation and entrepreneurship education talents, and some universities believe that innovation and entrepreneurship education. It is aimed at the entrepreneurial practice and employment behavior of some college students.

However, the proposed solutions to problems according to Cao and Zhou (2018, p. 1612) suggested the innovation and entrepreneurship education management in Curriculum design management, there are some issue that interest such as set up innovation and entrepreneurship

courses, cultivate innovative thinking and entrepreneurial to professional courses in various universities and practical teaching and project implementation as the same a result research of, the innovation and entrepreneurship curriculum of colleges and universities is in the form. The competition for innovation and entrepreneurship is only a means for students to improve their comprehensive evaluation. The innovation and entrepreneurship education have become very utilitarian. The development of enterprises depends on innovation, and innovation comes from universities. Actively build a platform for entrepreneurship practice in enterprises and colleges, broaden the practice base of colleges and universities, enrich the practice mode of college students, and effectively combine innovation and entrepreneurship education with the actual needs of enterprises, let demand lead the entrepreneurship, and let entrepreneurship promote the development of enterprises.

Recommendation

1. Innovation and entrepreneurship management by focus on development innovative management should be review and adjust innovation strategies, tolerance of failure, and continuous learning and improvement.
3. Entrepreneurship management should be encouraged to use resource integration and utilization
4. Curriculum design management should be open interdisciplinary innovation and entrepreneurship courses
5. Practical work management should cultivate managers' leadership ability in innovation.
6. Challenges and opportunities management should be jointly launch transnational innovation and entrepreneurship projects and activities

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