STUDY ON THE INFLUENCE FACTORS OF COMBINING INNOVATION AND ENTREPRENEURSHIP EDUCATION AT NANJING COMMERCIAL COLLEGE

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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE OF COMMERCIAL ADMINISTRATION GRADUATE COLLEGE OF COMMERCIAL SIAM UNIVERSITY

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Commercial Administration in International Commercial Management

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ABSTRACT

This paper aimed to study on the influence factors of combining innovation and entrepreneurship education and professional education at Nanjing Commercial College. The objectives of this study were: 1) To analyze the current situation of innovation and entrepreneurship education and professional education in finance and commercial major at Nanjing Commercial College; 2) To explore the factors that affect the combination of innovation and entrepreneurship education and financial and commercial professional education in Nanjing Commercial College.

This study adopted quantitative research method. The research object was selected from the students of finance and commercial major in Nanjing Commercial College, and 339 questionnaires were distributed to the students on campus.

This paper found that: 1) Innovation and entrepreneurship education and professional education in Nanjing Commercial College's students lack strong innovation awareness, the college had imperfect construction of teaching staff，poor integration between innovation and entrepreneurship education and professional education programs, and unreasonable education assessment and evaluation mechanism. 2) There are four factors influence the combination of innovation and entrepreneurship education and professional education in Nanjing Commercial College, which are innovation and entrepreneurship awareness; Faculty strength; Curriculum integration; and teaching evaluation mechanism. Through data analysis, it is found that the above four factors all directly affect the integration of innovation and entrepreneurship education and professional education in Nanjing College of Commerce and Technology, and the four factors are positively correlated with the integration of innovation and entrepreneurship education and professional education.

Keywords: Nanjing Commercial College; Major in finance and trade; Innovation and entrepreneurship education; Professional Education

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Declaration

I, RUI MAO, hereby certify that the work embodied in this independent study entitled "International Parcel Delivery Services: A Case Study of Overseas Customer Satisfaction with XJB Express" is result of original and has not been submitted for a higher degree to other university or institution.

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Chapter 1 Introduction

In the context of today's innovation driven development strategy, the demand for innovative and entrepreneurial talents in society is becoming increasingly urgent. In this situation, higher education has become an important way to cultivate innovative and entrepreneurial talents. In the cultivation of innovative talents in higher education, innovation and entrepreneurship education in higher vocational colleges accounts for a large proportion in higher innovation and entrepreneurship education. In the process of cultivating innovative and entrepreneurial talents, the fundamental goal is to adapt to changes in market demand and target high skilled talents in production, service, and management. Therefore, from this perspective, carrying out innovation and entrepreneurship education has positive practical significance. At present, driven by national policies, vocational colleges are continuously deepening the reform of innovation and entrepreneurship education, promoting its deep integration with professional education. This not only meets the current social requirements for cultivating innovative talents in higher education, but also provides important opportunities for vocational colleges to promote their high-quality development.

1.1 Research Background

With the changes of the times and the rapid development of society, the role of vocational education in education is becoming increasingly prominent. Since the implementation of the "innovation driven" development strategy at the 18th National Congress of the Communist Party of China, the important role of innovation in technological development has been further emphasized. With the increasing demand for innovative talents in society, it effectively promotes the high-quality development of higher education. Higher vocational education is a key link in higher education and shoulders equally important missions. Vocational education and general education are two different types of education. (Fu, T &Zhao ,B &Xu, M. 2021) tended vocational education places more emphasis on the cultivation of comprehensive abilities in practical skills and theoretical knowledge. It is an important way for high-quality talents in production, construction, service, and management to improve their abilities and help students adapt to the challenges brought about by changes in market demand. In recent years, the country has vigorously supported the development of vocational education and has successively introduced multiple policies and regulations.

In January 2019, the State Council issued the "Implementation Plan for National

Vocational Education Reform", emphasizing that vocational education must be in line with technological development trends and market demand, and improve the construction of vocational education and related training systems. for three consecutive years, the "Government Work Report" proposed a plan to expand vocational education enrollment, emphasizing the enhancement of the adaptability of vocational education to society and technology, deepening the integration of industry and education, College enterprise cooperation, and further promoting the vocational skill level certificate system. The continuous expansion of enrollment can reveal the high demand for vocational and technical talents in society and the market, which also indirectly reflects the current shortage of high-quality professional talents and the heavier mission of vocational education. In March 2021, the State Council expects to further improve the Vocational Education Law of the China, requiring vocational education to adhere to reform and innovation, and to think about the combination of work and learning and College enterprise joint education, which will be more in line with the reality of education, encourage the public to put forward new opinions on it, and provide a new direction for the development of vocational education , (Guo, S. J &Yu, L. L & Zhang ,H. B. 2022) proposed.

However, currently, some universities often conduct innovation and entrepreneurship education through competitions, lectures, and other forms, which artificially alienates the relationship between innovation and entrepreneurship education and professional education. From this perspective, this is not in line with the positioning of innovation and entrepreneurship education in China. There are many difficulties encountered in the integration process with vocational education, especially in terms of curriculum and teaching staff, and there are still many problems that need to be solved. In this study, a case study of the finance and commerce major at Nanjing Commercial College is conducted to further analyze and elaborate on the effectiveness of the integration of innovation and entrepreneurship education and professional education in the finance and commerce major at higher vocational colleges.

1.2 Research Problem

At present, with the continuous promotion of the integration model of innovation and entrepreneurship education and professional education, Nanjing Commercial College is also actively integrating innovation and entrepreneurship education with professional education in teaching. However, in the actual process of integration, due to the lack of corresponding precedent references, deviation in understanding the integration model and methods of the two, low integration of curriculum settings, and insufficient cross docking between the College and college practical platforms

Inadequate implementation of government support policies and factors such as incomplete evaluation and assessment mechanisms have led to problems in the integration of innovation and entrepreneurship education with professional education at Nanjing Commercial College. Problems identified in the course of the study include four aspects, Respectively, the lack of appropriate policy support has led to insufficient teaching staff; insufficient awareness of innovation and entrepreneurship among teachers and students; low integration between courses; imperfect construction of faculty and irrational educational assessment and evaluation mechanisms.

Therefore, in this situation, only by effectively integrating innovation and entrepreneurship education with professional education, based on the analysis of its problems, can we improve it through measures such as enhancing cognition, building an innovative integrated curriculum system, increasing teacher training, building a high-quality integrated teaching staff, and building a shared practice platform to promote the high-quality development of practical activities.

1.3 Research Objectives

1. To analyze the current situation of innovation and entrepreneurship education and professional education in finance and commercial major at Nanjing Commercial College.
2. To explore the factors that affect the combination of innovation and entrepreneurship education and financial and commercial professional education in Nanjing Commercial College.

1.4 Scope of the Study

This paper takes Nanjing Commercial College as the research object. Integration of innovation and entrepreneurship education with professional education refers to the cultivation of students' innovation and entrepreneurship awareness through effective means in education and teaching (scientific research, teaching, management, etc.) practice activities, the improvement of cross-disciplinary teachers' education and teaching ability, and the promotion of the deep integration of innovation and entrepreneurship education with discipline-specific professional education. The research object is the students of International Trade Department of Nanjing Commercial College. A total of 350 questionnaires were distributed, 339 were recovered, 339 were valid, and the validity rate was 96.8%.

1.5 Research significance

1.5.1 Theoretical significance

At present, with the development of the times and social progress, innovation driven vocational colleges have put forward new requirements to provide creative knowledge that can adapt to innovation driven. Innovation and entrepreneurship education as a vocational education in vocational colleges the component of learning, which emphasizes the cultivation of students' practical abilities and creative thinking, is clearly closely related to innovation driven. Therefore, from this perspective, integrating innovation and entrepreneurship education with professional education in vocational colleges has become the main form of vocational education in vocational colleges. By organically integrating innovation and entrepreneurship education with professional education in vocational colleges, it can first enrich the theory of higher education reform, Provide beneficial references for the current reform of higher education; Secondly, being able to establish an innovation driven development strategy is beneficial for solving the reform problem of integrating innovation and entrepreneurship education into the professional settings of local universities; Once again, it is possible to innovate the talent training models and theories of local colleges and universities, so as to keep up with the times in talent training; Finally, we can break the traditional transformation development model of local colleges and universities, and enrich the transformation Development theory of local colleges and universities.

With the continuous deepening of research on the organic integration of innovation and entrepreneurship education and professional education, the relationship between the two can be further clarified, the position of the two can be straightened out, and on this basis, the talent training plans of vocational colleges can be adjusted and transformed, integrating the cultivation of innovation and entrepreneurship abilities into professional education, so that innovation and entrepreneurship education can play its maximum role. From this perspective, it has high theoretical value for optimizing the concepts and methods of innovation and entrepreneurship education, as well as innovative vocational education models.

1.5.2 Practical significance

From a practical perspective, in today's rapidly changing and developing era, promoting innovation and entrepreneurship education and majors the integration of education is an important task in vocational colleges, which is huge and complex. Through research and literature review, it has been found that there are still many

difficulties in the integration process, especially in the issue of "teaching" and "learning". Based on the data analysis and research results of this study, in order to promote the deep integration and development of innovation and entrepreneurship education and professional education in vocational colleges, fully leverage the personal role models of students in the field of innovation and entrepreneurship and the advantages of leading departments and majors, this study attempts to explore a "bottom-up infiltration+gradual integration" development model, and puts forward some immature relevant suggestions to encourage teachers to be willing to teach and good at teaching Students are willing to learn and good at it, promoting the integration and development of innovation and entrepreneurship education and professional education in vocational colleges.

1.6 Hypotheses

This paper argues that the integration of innovation and entrepreneurship education with professional education is very important for improving the comprehensive quality of students. In addition, the quality of the integration of the two types of education is relatively high due to the timeliness and effectiveness of the establishment of the integration system and the platform. This paper responds to the evaluation of data value on the basis of literature review and questionnaire survey. The research background is based on students' innovative and entrepreneurial awareness, faculty strength, the degree of integration between courses, and the important role played by the educational assessment and evaluation mechanism in the integration process. the literature and relevant studies conclude as four hypotheses:

H1： The innovation and entrepreneurship awareness of students at Nanjing Commercial College directly affects the integration of innovation and entrepreneurship education and professional education.

H2: Faculty strength directly affects the integration of innovation and entrepreneurship education and professional education at Nanjing Commercial College.

H3: Curriculum integration directly affects the integration of innovation and entrepreneurship education and professional education at Nanjing Commercial College.

H4: The Teaching evaluation mechanism directly affects the integration of innovation and entrepreneurship education and vocational education at Nanjing Commercial College.

Chapter 2 Literature Review

2.1 Introduction

This chapter describes the purpose, conceptual explanation, theoretical foundation and literature review of this study. It mainly explains the concepts of innovation and entrepreneurship education and professional education, explores the possibility of the integration of innovation and entrepreneurship education and professional education as well as the problems in the process of the integration of innovation and entrepreneurship education and professional education through the study of the relationship between innovation and entrepreneurship education and professional education, and explores the new integration mechanism and development path of the integration of innovation and entrepreneurship education and professional education. Finally, this chapter conducts a literature review to identify the theoretical gaps through the previous research results and clarify the theoretical contribution and research objectives of this paper.

2.2 Literature Review

2.2.1 Innovation and Entrepreneurship Education

In terms of connotation research, (Li,Y,Y. 2016) extracted the basic connotation of innovation and entrepreneurship education as a new educational concept and model centered on cultivating students' innovation and entrepreneurship awareness, spirit, and ability, aiming to comprehensively reform traditional education and teaching, and effectively cultivate innovation and entrepreneurship talents. (Wang,Z,R.2018) proposed a deep analysis of the concepts of "broad innovation" and "broad entrepreneurship". (Shen,A.F.,& Li,Y.J. 2022) extracted that in a broad sense, innovation becomes the hub of entrepreneurship, reflecting the internal connection and essential exchange between innovation education and entrepreneurship education. This is the theoretical and practical foundation of innovation and entrepreneurship education. (Zhang,B & Bai,H.2017) believe that innovation and entrepreneurship education is a new path to employment education, and its essence is to cultivate students' innovative spirit and entrepreneurial awareness, which is an extension of employment education. Scholars have different interpretations of the concept of innovation and entrepreneurship education, but they all emphasize the cultivation of innovation awareness and the importance of innovation and entrepreneurship education in promoting individual development and teaching reform, (Wang,X. 2022) proposed.

From the perspective of model construction research, (Le,L & Lei S,P. 2019) summarized the innovation and entrepreneurship education models that have been formed and are being constructed in vocational colleges, including "broad-spectrum", "selection", "experiential", and "practical" models, and proposed to focus on the application of broad-spectrum education models, adjust measures to the College and individual, scientifically select models that are suitable for the actual situation, and allocate them reasonably. (Chen,A,X. 2017) proposed a new model of innovation and entrepreneurship education in colleges and universities in the context of "Internet plus", advocated the adoption of a three-dimensional model, worked hard to improve students' comprehensive quality, and cultivated students' innovation and entrepreneurship ability through the "theory+practice+practice" model. (Lin,L.X 2019) proposed innovation and entrepreneurship education started and developed relatively late in China, lacking mature theoretical guidance. Vocational colleges, unlike ordinary undergraduate colleges, should be more proactive and practical in mode selection, but should be based on the actual situation of the College, keep up with the current situation, and carry out in-depth development.

From the perspective of curriculum system construction research, (Shang,D,J. 2015) proposed the establishment of core courses and peripheral courses as the theoretical basis for students' innovation and entrepreneurship activities; Establish a connection between practical activities and two types of courses to achieve the integration of professional practical courses and innovation and entrepreneurship activities (Zhu,Y,X.2016) proposed to adopt a structural model of "platform+module" as the curriculum system, reasonably set up various types of courses, fully utilize practical platforms, enhance their integration with professional teaching modules, ensure the effectiveness of the curriculum system, and continuously improve the quality of talent cultivation in innovation and entrepreneurship education in practice. (Jia,X,M.2017) believes that in the process of promoting the innovation and entrepreneurship education system, the innovation and entrepreneurship curriculum system should be combined with the current talent cultivation mode of domestic universities, so as to continuously improve and improve the teaching mode and curriculum. The curriculum system plays an important leading and supporting role in educational reform. Scholars fully recognize that in the process of innovation and entrepreneurship education, the curriculum should have both theoretical and practical aspects. Only in practice can students' theoretical knowledge be consolidated and applied.

2.2.2 Professional Education

Professional education originated from European guilds in the 11th and 12th centuries; By the 17th and 18th centuries, the European Industrial Revolution explosion has catalyzed the development of higher education; Professional education became the core of higher education in the late 19th century heart composition; After entering the 20th century, guided by the market economy, society faced a comprehensive reform of colleges and departments the professionalization characteristics of the education system are becoming increasingly evident, and the alignment between professions has become an inevitable trend, (Zhang,T.T.,&Zhang,B 2018) tended; To the previous world At the end of the century, there were over 1300 types of majors. The goal of professional education is to enrich theoretical knowledge enhance practical abilities, cultivate professionals with professional skills and professional ethics, and ensure that they are able to excel in their profession use your own abilities within the domain.

In 1987, John S. Brubeck pointed out in the Philosophy of education that professional education should focus most on the knowledge that directly solves social practical problems, which can be immediately transformed into action, which reflects the external relevance of professional knowledge. Unlike the growth and formation of personal thoughts and deep understanding abilities that reflect internal relevance, professional education can more directly respond to social expectations, Students can obtain higher social status and better living conditions through professional knowledge and skills.

British scholar Peter elaborated on the training objectives of professional education in his book "Professional Education". He believed that professional education is aimed at cultivating competent professionals. Professional education can be divided into three aspects: firstly, through pre and post employment training and continuing education, acquiring knowledge and skills to cope with real situations and solve practical problems; Secondly, students can deeply understand the core concept of Professional ethics by accepting the integration of relevant professional knowledge and basic social values; Finally, professional education should realize the cultivation of students' Critical consciousness and the concept of Lifelong learning.

At the end of the 20th century, the number of literature on "professional education" in China exceeded the total amount of foreign research, and showed a rapid growth trend, indicating that China's research enthusiasm for professional education remained undiminished and continued to rise. Usually, Chinese scholars conduct comprehensive research on professional education and different stages and types of education models, and have published books specifically targeting professional education research in early European countries. This article mainly selects the talent cultivation mode of

professional education for comprehensive analysis.

In China, Johannes Chan and other scholars (2011) divided the innovative talent training model into four subsystems, namely, curriculum management system, social practice system, graduation design system, and employment training system, and expressed the structural relationship between them in detail through system engineering modeling technology. (Deng,M,Y.2013) proposed the trinity "dual Mentorship" talent training mode based on the deep integration of College enterprise cooperation, which was founded by learning from the experience of the British "Mentorship" and the German "dual system" vocational education. (Qin,L,T& Shen ,G,L. 2018) proposed an applied talent training model that combines College enterprise joint initiation of professional education, College enterprise joint construction of professional practical teaching system, and the use of industry education integration to strengthen pre job training and open recruitment. (Wu ,N,Z & Xie,H.2020) proposed a holistic approach to talent cultivation that highlights the subjectivity of learners and their composite abilities based on the National Vocational Education Reform Implementation Plan. They constructed a vocational education curriculum system based on the logic of the 1+X certificate system, deepened the teaching and learning process of cultivating composite talent abilities, and consolidated the supportive conditions for the practice of talent cultivation models under the 1+X certificate system, Steadily promoting the open enrollment of vocational education and accelerating the talent cultivation model of credit conversion. The talent cultivation model of vocational education emphasizes "learning by doing" and highlights the importance of practice.

2.2.3 The Relationship between Innovation and Entrepreneurship Education and Professional Education

(Zhang,J,S & Chu,X,D. 2012) believe that professional education plays a dominant role in the integration of innovation and entrepreneurship education with professional education. Innovation and entrepreneurship education plays a supporting role, and innovation and entrepreneurship education is integrated into the process of professional education through infiltration and guidance. (Liu,X,T.2014) believes from a historical perspective that the growth foundation of innovation and entrepreneurship education in vocational colleges lies in professional education, and the development achievements of innovation and entrepreneurship education will in turn promote the advancement of professional education. From the research of the above scholars, it can be seen that the academic community has a relatively consistent understanding of the relationship between innovation and entrepreneurship education and professional education, and the two are closely related and should penetrate each other. Further promoting the integration of innovation and entrepreneurship education and

professional education in vocational colleges can not only provide a foundation for the development of innovation and entrepreneurship education, but also inject impetus and guide the direction of professional education. (Jiang,W,F & Li,W. 2014) believe that professional education provides strong support for innovation and entrepreneurship education, achieving a smoother implementation of innovation and entrepreneurship education. (Liu,Y&Yan,G,D. 2014) believe that the integration of innovation and entrepreneurship education with professional education is a higher-level talent cultivation model that needs to be integrated into curriculum teaching and practical teaching processes to achieve the construction of a new higher education system that connects research and technology application in interdisciplinary contexts, and combines teaching with innovation and entrepreneurship.

2.2.4 The Integration Mechanism of New Entrepreneurship Education and Professional Education

(Lu,S,J.2015) proposed that the operational models for integrating innovation and entrepreneurship education with professional education include professional embedding model, cross professional joint model, and socialized cooperation model. (Li,A,M.2017) proposed a new model for the optimization and integration of innovation and entrepreneurship education and professional education with "one core, two fulcrums", adhering to the core framework, focusing on classroom fulcrums, strengthening practical fulcrums, and constructing a high-quality talent practice system that integrates professional education and innovation and entrepreneurship education. (Dong,H,T. 2019) believes that universities should start with educational concepts, curriculum structure, teaching staff, practical platforms, and other aspects to achieve the integration mechanism of innovation and entrepreneurship education and professional education, and improve the quality of university education and teaching. Scholars have proposed integration models that draw on foreign experiences and achievements, as well as building integration mechanisms from aspects such as curriculum, teaching, and teaching staff. However, their focus on integration includes curriculum and practice.

2.2.5 Problems in the integration of innovation and entrepreneurship education and professional education

(Xuan,C,X.2019) pointed out that in the current process of integrating innovation, entrepreneurship, employment, and professional education in vocational colleges, there are problems such as inadequate alignment between training objectives and industrial innovation trends, lack of systematic support between professional courses and practical platforms, and inadequate evaluation systems and management mechanisms.

(Li,Y,L.2020) analyzed that the main problems in the current process of integrating innovation and entrepreneurship education into professional education are: inadequate understanding in Colleges, and the serious phenomenon of "two skins" between innovation and entrepreneurship education and professional education; The actual effect of innovation and entrepreneurship education is not outstanding; The low degree of integration between innovation and entrepreneurship education and professional education restricts the integration of the two. From scholars' research, it can be seen that there is a common deviation between innovation and entrepreneurship education and professional education. Both have problems in terms of concept, curriculum, practice, and evaluation system, but the problems are not detailed enough and are biased towards theoretical analysis, lacking empirical evidence.

2.2.6 The Integration and Development Path of Innovation and Entrepreneurship Education and Professional Education

(Zeng,X,Z. 2020) demonstrated the development trend of the "specialized innovation integration" curriculum in vocational colleges. Based on the "Taylor principle", he elaborated on the implementation path of the "specialized innovation integration" curriculum from four aspects: curriculum objectives, curriculum content, curriculum implementation, and curriculum evaluation, emphasizing its effectiveness in improving students' innovation and entrepreneurship abilities. (Chen,W,J.2012) proposed that the establishment of innovation and entrepreneurship education courses should be tailored to the major, with a focus on creating professional courses with innovation and entrepreneurship advantages, striving to become national and provincial high-quality courses, in order to drive and radiate the construction of innovation and entrepreneurship courses in other disciplines, and provide strong support for the comprehensive integration of innovation and entrepreneurship education into classroom teaching. Integration of practical platforms. (Sun,H,F. 2019) proposed adopting the concept of "three-level progression and integration of training and competition", constructing a practical teaching system of integration of specialization and creativity from classroom to practice, promoting the integration and sublimation of the concept of integration of specialization and creativity and the spirit of "craftsmanship" in talent cultivation. Integration of teaching staff. (Tian,L,L. 2020) believes that the teaching staff is the key to the integration of the two. Based on the perspective of modern apprenticeship, in different stages of innovation and entrepreneurship practice teaching systems, College entrepreneurship mentors, enterprise mentors, and enterprise entrepreneurship mentors should collaborate and provide students with full attention, timely identify problems, and jointly cultivate talents. From existing research, it can be seen that the early academic community did

not pay attention to the integration of innovation and entrepreneurship education and professional education. With the deepening of innovation and entrepreneurship education, research on the integration of the two has only begun in the past two years. However, most of the research focuses on the theoretical exploration level, and the research results mostly focus on courses, teachers, practical platforms, and other aspects, providing certain research ideas and directions for this study.

2.2.7 The inevitability of integrating innovation and entrepreneurship education with professional education

Firstly, innovation and entrepreneurship education needs to be based on professional education. Through the analysis of the development of professional education and innovation and entrepreneurship education in universities, it can be seen that for professional education, innovation and entrepreneurship education is like a "newcomer". In order to face all students and achieve substantial implementation and development, education for innovation and entrepreneurship needs to rely on and also rely on the central and dominant position of professional education in higher education. To provide innovation and entrepreneurship education to all students, so that they can truly immerse themselves in it and engage in practical learning, innovation and entrepreneurship education must start from professional education, leverage the stable and powerful influence of professional education, and drive the development of innovation and entrepreneurship education. Secondly, professional education urgently needs the collision of innovation and entrepreneurship. The rapidly changing society has an increasingly strong demand for talents, but many of our college graduates face the problem of difficult employment every year. There is a certain gap between the talent delivered by universities and the needs of society. Overall, we cannot compare with some universities in Europe and America, nor can we compare with some new Colleges developed in Hong Kong. This is something that our universities based on professional education need to reflect on. Our talent cultivation needs to be improved. Our social atmosphere and international situation have challenged our professional education, and professional education, which is the main position in higher education, must make certain changes. On the one hand, the arrival of innovation and entrepreneurship education is conducive to changing the general closeness and conservatism in the nature of Chinese students, bringing some innovative elements to our talent training, playing a certain stimulating role in changing the traditional closeness and conservatism of students, and indirectly opening the first door of thinking for professional education to cultivate more innovative and entrepreneurial talents that meet social needs, Ultimately, we can cultivate more talents who can adapt to the rapidly changing society.

2.2.8 The possibility of integrating innovation and entrepreneurship education with professional education

Firstly, in terms of educational targets, innovation and entrepreneurship education is oriented towards the whole, while professional education has its own specific characteristics there is no conflict between integrating innovation and entrepreneurship education into professional education, and there is a prerequisite for integration allowing all students to receive innovation and entrepreneurship education is also in line with the expectations of contemporary society for the talent output of higher education institutions, it is very beneficial for students. Secondly, in terms of professional direction, the interdisciplinary nature of innovation and entrepreneurship education puts it in a marginalized and detached state within the discipline categories, making it difficult to plan it specifically into any specific category and lacking a sense of disciplinary belonging. Therefore, developing innovation and entrepreneurship education in universities is an unavoidable disadvantage. On the contrary, professional education has a strong sense of belonging, and each major has its own clear position and destination in the subject category. This is the unshakable position of professional education and the advantage of professional education. Therefore, when innovation and entrepreneurship education and professional education are integrated, the two can be optimized and combined. Especially, innovation and entrepreneurship education should leverage the advantages of professional education to enter professional education, achieve separate integration with different majors, rely on professional education for foothold and diffusion, and achieve education for all. Once again, in terms of curriculum design, innovation and entrepreneurship education has openness and can be integrated with many majors, which creates inherent conditions for integration with professional education. On the other hand, looking at professional education, it has a large degree of closeness, which creates a great gap and exclusion between different majors. However, this exclusion between majors does not affect innovation and entrepreneurship education, and it can be integrated with entrepreneurship education with openness. Finally, in terms of talent cultivation, traditional professional education places more emphasis on the study of knowledge and theory in talent cultivation. However, the ultimate goal is to deliver frontline workers to society and practice these theoretical knowledge in social work. In terms of talent cultivation, innovation and entrepreneurship education places more emphasis on innovation practicality and is closer to the forefront of social needs, allowing students to be exposed to actual social needs earlier, Practical application of simulation professional theoretical knowledge. Integrating the talent cultivation methods of the two is in line with the principle of combining theory and practice, and also plays a certain promoting role in each of them.

2.3 Explanation and Definition of Relevant Academic Terms

2.3.1 Vocational colleges

Higher vocational colleges are often abbreviated as vocational colleges or vocational colleges, and are a part of higher education. When it comes to vocational education, what the public is familiar with is the cultivation of vocational education, often neglecting undergraduate education. In fact, the cultivation of vocational education in higher vocational colleges includes two types: vocational education and undergraduate education. The enrollment targets are high College graduates and high College students with equivalent academic qualifications. After graduation, students will obtain a vocational or undergraduate diploma, which is equivalent to a regular higher education institution in terms of educational level. In China, "vocational and technical college" or "vocational college" is a proprietary suffix for the name of higher vocational colleges. Vocational colleges cultivate students with rich theoretical knowledge and strong practical abilities, aiming to cultivate specialized talents with strong technical and skilled comprehensive strength in frontline positions in enterprises, factories, and industries.

2.3.2 Major in finance and trade

At present, finance and commerce is one of the largest professional categories in vocational education, mainly responsible for cultivating basic skilled talents in finance and commerce affairs that society needs. The majors that students study include accounting, computerized accounting, statistical affairs, financial affairs, insurance affairs, trust affairs, commodity management, specialty goods management, chain operation and management, Commercial foreign languages, marketing, and e-commerce.

2.4 An overview of the independent variables

2.4.1 Student innovation and entrepreneurial awareness

(Yin.2023)Innovation and entrepreneurship are mutually reinforcing and cannot be separated. Innovation is the means and basis of entrepreneurship, and entrepreneurship is the carrier of innovation. (Zheng.2022)Entrepreneurs only through innovation, in order to make the development of the cause of survival, development and maintain lasting vitality. As a college student to start a Commercial, it is more necessary to have innovative consciousness, innovative thinking, innovative skills, innovative quality, in order to open up the road to entrepreneurship in the harsh market

environment. It can be said that innovation is the core of entrepreneurs to achieve entrepreneurship.

(Wang,X,F.2013) In recent years, China has attached great importance to the cultivation of innovative and entrepreneurial composite talents. Many universities have actively researched and explored innovation and entrepreneurship education for college students, accumulating valuable experience and achieving fruitful results. However, due to the traditional concept of higher education in China, innovation and entrepreneurship education for college students is generally still conducted through extracurricular or fun activities rather than through curriculum or training, and is still in a state of unplanned, non-systematic, low-level education and management.

2.4.2 Faculty strength

(Guo.2023)Teachers are the foundation of education and the source of education. To cultivate high quality teachers, there must be corresponding financial investment. The quality of teachers directly affects the quality of education of our next generation.

(Guo.2023)Improving the level of teachers is an important measure to improve the quality of education, which helps to promote education equity, improve the quality of education, enhance the efficiency of education resource allocation, expand the scope of education services, and improve the level of education development. (Guo.2023)Having high-quality teachers can better serve education, especially in colleges in rural areas. The improvement of teachers' quality and teaching level will benefit students a lot. The improvement of college teachers' level is also in order to implement the policy of education equity.

(Wang,H,F.2018) There are problems with a small number of innovation and entrepreneurship teachers in vocational colleges in China, as well as unreasonable knowledge background and educational level. Especially with the implementation of "broad-spectrum" innovation and entrepreneurship education, the above issues are becoming more prominent. Specifically, firstly, the innovation and entrepreneurship teacher team has not kept up with the requirements of different disciplines and diverse student needs, and the homogenization of teaching content and methods implemented by innovation and entrepreneurship teachers has affected the effectiveness of innovation and entrepreneurship education. Secondly, the professional literacy of innovation and entrepreneurship teachers is relatively single, and the proportion of professional and part-time teachers is imbalanced, lacking professional backbone and subject leaders. Thirdly, the connection between the entrepreneurial experience of innovation and entrepreneurship teachers and their disciplines and majors is not strong.

2.4.3 Curriculum Integration

(Ling.2017)The penetration of innovation and entrepreneurship education into traditional professional education requires a process of exploration and accumulation. Higher vocational colleges need to systematically design innovation and entrepreneurship education and professional education, following the principles of pertinence, divergence and applicability. (Ling.2017)Through the integration of ideas and courses, teachers and projects, practice and experience, platform and resources, guidance and system, and form and culture, the reform of talent training mode is promoted.

(Ling.2017)The idea of integrating innovation and entrepreneurship education into professional education runs through the whole process of curriculum design; Actively expand the campus activities, project carriers, according to interest, type, direction of the construction of students' practical project system; Strengthen students' role experience, process experience and environment experience in practice; Build a platform conducive to the integration of innovation and entrepreneurship education into professional education, and make reasonable allocation of resources; （Ling.2017） Step out of the professional level, the training carrier of the general ability of innovation and entrepreneurship in the training process of top-level design talents, and the supporting system guides the mutual penetration of innovation and entrepreneurship education and professional education; The organizational form, teaching form, institutional form, spatial layout form and innovation and entrepreneurship education culture into the whole process of talent training.

(Fu,T.2021) In the field of integrating innovation and entrepreneurship education with professional education, universities as the main body of education must occupy a dominant position, which is determined by the differences in the nature of educational activities and regional innovation activities. The mechanism and path for the integration of innovation and entrepreneurship education and professional education should be designed by universities, and specific educational practices should also be implemented by universities. The government and enterprises need to play the role of collaborators and assistants. The former provides policy support and resource allocation services for the implementation of education plans and activities related to universities, while the latter provides innovation and entrepreneurship practice bases and necessary training resources for university education, and achieves self-development through collaborative innovation with universities. Secondly, at the level of subject function, as the main body of education, universities should focus on the function of resource introduction and aggregation, do a good job in controlling education goals, forming education systems, and establishing collaborative education mechanisms, introduce market rules in education, and encourage enterprises and governments to play a role in the education environment.

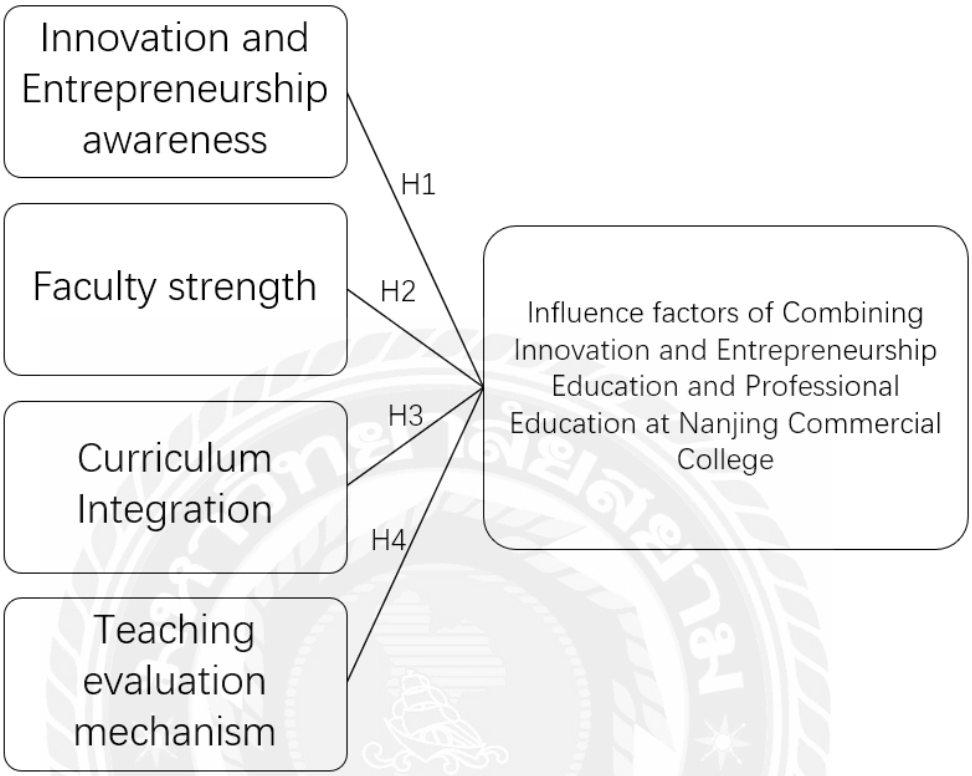
2.4.4 Educational evaluation mechanism

(Shu.2022)Educational evaluation mechanism is an important part of educational management activities and an important tool of educational quality management. The educational evaluation system mainly includes: evaluation object, evaluation method, evaluation content, evaluation standard and evaluation result. Its effective implementation can improve the level of educational management.

(Deng.2018)Educational evaluation mechanism can help colleges identify students' learning progress and performance, and take timely measures to improve the quality of education.(Xi.2021) It can also help educational institutions better understand the characteristics and performance of students in order to formulate more targeted education policies. In addition, educational evaluation also helps to protect the rights and interests of teachers. An effective educational evaluation mechanism can help teachers identify and discover students' learning styles and performance, so as to better help students achieve success, and also give teachers more recognition. In addition, educational evaluation also helps to improve the educational level of the society and promote the fair and balanced development of education.

2.5 Theoretical framework

Figure 1 Theoretical framework



Chapter3 Research Methodology

3.1 Introduction

This study mainly adopts literature analysis and quantitative analysis.In the process of carrying out the research, relevant literature was searched using keywords such as "innovation and entrepreneurship education", "professional education", "finance and commerce and trade majors" and " Nanjing Commercial College " to get a comprehensive understanding of the current status of the research and related research theories. The literature review lays a good theoretical foundation for this study. This study adopts a quantitative research method, using measurement as a research tool, using the SPSS program to analyze the raw data of the survey, and performing statistical calculations on the results of the questionnaire, including correlation and regression analyses, etc. The reliability value before the confidential statistics is used as the construct validity, in order to determine the relationship between innovation and entrepreneurship education and professional education in Nanjing Commercial College, the possibility of the integration of innovation and entrepreneurship education and professional education, as well as the innovative and entrepreneurship education and professional education integration process. All these variables must ensure that the reliability values meet the standardized criteria. From the data obtained from the questionnaire survey, we explore the new integration mechanism and development path of innovation and entrepreneurship education and professional education in Nanjing Commercial College.

3.2 Questionnaire design

This study involves the relationship between innovation and entrepreneurship education and professional education, the theoretical basis of the organic integration of the two, the current situation of the organic integration of the two in local colleges and universities, and the practical path of the organic integration of the two. This study analyzes the current status of research in depth and in detail by reviewing several works on innovation and entrepreneurship education, professional education and the organic integration of the two, as well as a large number of domestic and foreign journal articles, newspapers and related literature. On this basis, questions are set and questionnaires are designed.

In terms of specific research, firstly, through collecting and summarizing the existing questionnaires at home and abroad, mainly selecting the relevant questionnaires for students, screening the questionnaire contents, and reorganizing and integrating the screened questionnaire questions suitable for this research; secondly, according to the results of student questionnaires, we understand the students' cognition and views of innovation and entrepreneurship education; lastly, according to the current status of the survey and research, we will deeply explore the problems and analyze the reasons for the problems and put forward the optimization strategy for the integration of the innovation and entrepreneurship education of finance and commerce and trade majors of Nanjing Higher Colleges of Commerce and the integration of the professional education in a focused way.

3.3 sampling and sample size

This study investigates the integration of innovation and entrepreneurship education and professional education in finance and commerce majors at Nanjing Commercial College, with students as the survey subjects. These Colleges are the most representative among vocational Colleges in Nanjing, with a leading position in College development and construction, and the participants are representative.

1. Student sample

This study selected students and teachers majoring in finance and commerce from Nanjing Commercial College to conduct a survey on the integration of innovation and entrepreneurship education with professional education in May 2023. The student survey questionnaire is randomly distributed within the College, and the questionnaire data is obtained through online answering through the questionnaire star link. A total of 350 questionnaires were collected during the survey, of which 339 were valid, with an effective rate of 96.86%. The participants in the questionnaire survey included 159 male students, accounting for 46.90% of the total; There are a total of 180 female students, accounting for 53.10%, and the proportion of male and female students is in line with the proportion of students in vocational Colleges in China. Among them, there are a total of 165 first grade students, 144 second grade students, and 30 third grade students. This is mainly because third grade students do not attend classes and mostly go out to participate in internships, so the data in this survey sample is relatively reliable. The specific description and statistics of the student sample are shown in Table 1.

Table 1 Student Sample Statistics Table

project	category	Number of people	rate
name	male	159	46.90%
	female	180	53.10%
grade	First grade	165	48.67%
	Second grade	144	42.48%
	Third grade	30	8.85%
Finance and Commerce	Big data and Accounting	48	14.16%
	Financial Services and Management	21	6.19%
	Big data and Financial Management	72	21.24%
	e-commerce	87	25.66%
	Commercial Data Analysis	57	16.81%
	financial management	54	15.93%
Of student household registration	towns	71	20.94%
	countryside	268	79.06%

3.4 Questionnaire reliability analysis

The questionnaire was analyzed for reliability using SPSS, as shown in Table 2. The Cronbach's Alpha value is 0.806, which is between 0.8 and 0.9, indicating that this questionnaire has good reliability.

Table 2 Reliability Analysis of the Questionnaire

	Cronbach's Alpha
questionnaire	0.806

3.5 Questionnaire validity analysis

In this paper, in the process of examining and analyzing the validity, it is mainly divided into Content validity and structure validity.

(1) Content validity

The investigation of the Content validity of the questionnaire is mainly to judge that the design of the questions is suitable for the needs of the research purpose and research hypothesis. The questions are not parallel or subordinate to each other. The language expression is simple, intuitive, and logical. It can ensure that the scope of the question design covers all dimensions of the research more completely. Because Content validity cannot be tested with quantitative indicators, in actual measurement, scholars often conduct systematic analysis of test questions according to the dimensions of the questionnaire. When scholars judge that test questions accurately reflect the content of the questionnaire, it indicates that the Content validity of the questionnaire is good. In this study, the corresponding questions of the questionnaire were consulted with experts and scholars in vocational and technical education, and received good comments, indicating that the questionnaire has good Content validity.

(2) Structural validity

The questionnaire uses SPSS26.0 for validity analysis, KMO sample suitability test and Bartlett sphericity test to test the suitability of data before factor analysis, as shown in Table 3. The KMO value of this study is 0.858, ranging from 0.8 to 0.9; The Sig value is 0.000, which is less than 0.05 and reaches a significant level. Therefore, it indicates that this questionnaire has good structural validity.

Table 3 Validity Analysis of the Questionnaire

KMO sampling suitability quantity	0.858	
Bartlett sphericity test	Approximate chi square	154.904
	freedom	15
	significance	0.000

The reliability test is the information data of each component to verify whether its reliability value is up to the good standard. The optimum value for reliability should be greater than 0.6 or 0.7. Krumbach's coefficient of awareness of innovation and entrepreneurship was 0.706, the strength of teachers was 0.714, the degree of integration between courses was golden ratio, the degree of integration between two types of education teachers was 0.633, and the evaluation mechanism of education was 0.615, all above 0.6, indicating that the items of the scale have high reliability.

The total standardized value of the reliability coefficient has 5 latent variables whose value range is between 0.6 and 0.7, which is close to the hundred-point value, and has high reliability for the target group. Results The variable values to determine the reliability of the structure are given.

Table 4 The reliability in construct testing

variables	N	Cronbach Alpha Value
Innovation and entrepreneurship awareness	4	0.706
- Learn about innovation and entrepreneurship - Understand the market situation of innovation and entrepreneurship - Receive training on innovation and entrepreneurship - Try to innovate		
Faculty strength	4	0.714
-The teacher's understanding of innovation and entrepreneurship -The teacher's explanation of innovation and entrepreneurship - Teachers attach importance to innovation and entrepreneurship - Teachers' help to innovation and entrepreneurship		
Curriculum Integration	4	0.618
- College changes to the curriculum - Degree of integration between courses - Innovation in curriculum integration - Performance of curriculum integration		
Integration of the two types of education	4	0.633
- Communication between the two learning styles - Degree of cooperation between the two types of learning - Breadth of knowledge for both types of learning - Two kinds of educating teachers for the long term		
Teaching evaluation mechanism	4	0.615
- Innovation of educational evaluation mechanism - The rationality of educational evaluation mechanism - The index comprehensiveness of educational assessment and evaluation mechanism - The degree of emphasis on the integration of the two in educational assessment		

KMO test and Bartlett sphericity test were used to evaluate the questionnaire data. The KMO contribution value of innovation and entrepreneurship awareness was 0.706, the faculty strength was 0.714, the integration degree between courses was 0.618,

Integration of the two types of education was 0.633, and the educational assessment evaluation mechanism was 0.615, indicating a high validity test level with a significance value of 0.001, and the standardization degree of each factor was above 0.5.

Table5 The validity of influencing factors on higher vocational innovation and entrepreneurship education

KMO &Bartlett's test						
Variable		innovation and entrepreneurship awareness	faculty strength	integration degree between courses	Curriculum Integration	Teaching evaluation mechanism
KMO		0.712	0.746	0.610	0.697	0.668
Bartlett's test	Approx.Chi-square	197.325	185.943	128.391	118.334	123.017
	Degree of freedom	6	6	6	6	6
	Significant value	.000	.000	.000	.000	.000

3.6 Data analysis

This study used SPSS software to analyze the data collected from the questionnaire. The aspects selected for analysis include students' perception and awareness of innovation and entrepreneurship, faculty strength, integration between courses, and educational assessment and evaluation mechanisms. The purpose is to gain an in-depth understanding of the current situation and impact of the integration of innovation and entrepreneurship education and professional education in Nanjing Commercial College of Higher Education.

By examining these specific aspects, this study aims to identify areas that need to be improved in order to promote the sustainable development of the integration of innovation and entrepreneurship education and professional education in Nanjing Commercial College of Higher Education. Strengthening these four areas could bring far-reaching benefits to Nanjing Commercial College of Higher Education by facilitating the efficient integration of innovation and entrepreneurship education and professional education, optimizing the allocation and utilization of resources, as well as strengthening the curricular system across the college and building a new platform for integration.

The findings of this study provide valuable insights into the current state of information management in higher education and emphasize the importance of focusing on these four areas for future development. By addressing the identified areas for improvement, Nanjing Commercial College of Higher Education can make significant progress on the road to effectively realizing the integration of innovation and entrepreneurship education and professional education, and ultimately contribute to the sustainable development and progress of the field of innovation and entrepreneurship education and professional education in China.

Chapter4 Finding

4.1 Introduction

By conducting corresponding questionnaire surveys on students majoring in finance and commerce at Nanjing Commercial College, a detailed understanding and understanding of the implementation of innovation and entrepreneurship education and professional education can be obtained from students. Based on this, reliability and validity analysis can be used to further prove the scientific and rational integration of innovation and entrepreneurship education and professional education, Further promote the organic integration of innovation and entrepreneurship education and professional education in finance and commerce majors at Nanjing Commercial College. Although the integration of innovation and entrepreneurship education and professional education plays an important role in cultivating innovative talents with mixed social needs, there are also certain problems and shortcomings in the specific teaching and training process of innovation and entrepreneurship talents. Therefore, this article mainly analyzes the problems and shortcomings in the research.

4.2 Correlation analysis

As can be seen from the table, there is an obvious relationship between innovation and entrepreneurship awareness, teacher strength, integration degree between courses, and educational assessment and evaluation mechanism. All constructs conform to 99% significance value. The correlation coefficients of innovation and entrepreneurship awareness, Faculty strength, curriculum Integration, and teaching evaluation mechanism were 0.510, 0.403, 0.431 and 0.556, respectively, and Pearson's correlation analysis reached 0.01. After analysis, the original hypothesis above was accepted.

Therefore, this study takes Nanjing Commercial College as an example to illustrate the impact of higher vocational innovation and entrepreneurship education with necessary data. The integration performance of innovation and entrepreneurship education of finance and Commercial major and professional education in Nanjing Commercial College is obviously related to management and innovation and entrepreneurship consciousness, faculty strength, integration degree between courses, and education assessment and evaluation mechanism.

Table 6 The correlation coefficient of higher innovation and entrepreneurship education

	Data	Security	Resource	Infor.	Higher.
Innovation and entrepreneurship awareness	1				
Faculty strength	.618**	1			
Curriculum Integration	.448**	.424**	1		
Teaching evaluation mechanism	.510**	.403**	.431**	.556**	1

**. Correlation is significant at the 0.01 level (2-tailed).

4.3 Multiple Regression analysis

The linear regression analysis between innovation and entrepreneurship awareness, faculty strength, integration degree between courses, educational assessment and evaluation mechanism and the integration performance of innovation and entrepreneurship education and professional education of finance and Commercial major in Nanjing Commercial College has a significant value at the level of 0.01. Statistical analysis can evaluate the assumptions in the model, explore the relationship between the variables in the model, and the result statistically predicts the outcome.

Table 7 Multiple regression result

	B	**Std.**	**Beta**	**t**	**sig**
Innovation and entrepreneurship awareness	1.031	.249		4.025	.000
Faculty strength	.218	.066	.246	3.517	.000**
Curriculum Integration	.003	.060	.003	.042	.967
Teaching evaluation mechanism	.386	.051	.385	6.109	.000**

Significant present at 0.01**

Chapter5 Conclusion and Recommendation

5.1 Conclusion

This study aims to realize two main objectives. First, to analyze the current situation of innovation and entrepreneurship education and professional education in Nanjing Commercial College of Higher Education. Second, to explore the factors that affect the combination of innovation and entrepreneurship education and financial and commercial professional education in Nanjing Commercial College, and to provide corresponding references for the integration of innovation and entrepreneurship education and professional education in other universities..

In order to realize the above objectives, we conducted a questionnaire survey on 339 college students in Nanjing Commercial College of Higher Education. SPSS was used to analyze the collected data, and the results showed that the correlation between the four factors, namely, students' innovation and entrepreneurship cognition and awareness, faculty strength, integration between courses, and education assessment and evaluation mechanism, indicated that these factors had an important influence on Nanjing Commercial College of Higher Education and were interdependent. It emphasizes the connection between the integration of innovation and entrepreneurship education and professional education and the above factors, and their influence on the overall efficiency and success of the integration of innovation and entrepreneurship education and professional education.

5.2 The current situation of Innovation and Entrepreneurship Education and Professional Education in Nanjing Commercial College

5.2.1 Students lack strong innovation awareness

Most students majoring in finance and commerce at Nanjing Commercial College are admitted to vocational Colleges through regular junior high Colleges. In the past in the process of learning, students mostly accept Teaching to the test, and are accustomed to receiving knowledge from teachers in a one-way way. They lack enthusiasm for active learning and have a low sense of innovation. After entering College, students receive knowledge related to innovation and entrepreneurship through compulsory or

elective courses, hoping to achieve good grades at the end of the term and complete course studies and assignments diligently, earning enough credits. Many times, students do not subjectively want to participate in innovation and entrepreneurship activities and training, and the actual participation in innovation and entrepreneurship education is low. In addition, students pursue a stable learning state during the learning process, believing that learning innovation and entrepreneurship knowledge is an additional burden and difficult, and are unwilling to spend their time. They only need students who want to start a Commercial to learn, and will not consider integrating innovation and entrepreneurship into their majors to achieve professional innovation.

5.2.2 Imperfect construction of teaching staff

Nanjing Commercial College advocates the establishment of a "dual teacher" teaching team for finance and commerce majors. This not only requires teachers to have strong teaching abilities but also good professional practical abilities. However, carrying out innovation and entrepreneurship education also requires teachers to inspire students' thinking awareness in teaching. In addition to having a solid professional foundation, teachers are also required to have a keen innovation awareness and rich innovation experience. At present, in the teaching of finance and commerce majors, the development of applied technology is ignored, only to complete the teaching content in the textbooks, and the cultivation of students' innovation awareness is ignored. At the same time, professional education mainly focuses on the cultivation of professional technical skills, and pays more attention to the teaching of professional knowledge. There is a lack of guidance process for students' innovative consciousness and thinking, which cannot effectively stimulate their innovative ability. Most of the full-time teachers of innovation and entrepreneurship education in Colleges have become full-time teachers of entrepreneurship and entrepreneurship through job transfers. They have only received learning and training on innovation and entrepreneurship related knowledge, but have not received systematic learning and training on innovation and entrepreneurship knowledge. They do not understand the essence of innovation and entrepreneurship education, and cannot truly achieve innovation and entrepreneurship education. At the same time, they lack relevant innovative practical training, In the teaching process, theoretical knowledge is also introduced based on the textbook, making it difficult to truly provide innovative guidance and thinking inspiration.

5.2.3 Poor integration between innovation and entrepreneurship education and professional education programs

Although professional education and innovation and entrepreneurship education do not belong to the same kind of educational activities in the system, the mutual assistance and support of the two can improve the quality of teaching and learning to a certain extent. For the students of Nanjing University of Commerce, the fusion of professional education and innovation and entrepreneurship education can help them to improve their professional ability and at the same time, enhance their competitive ability in employment. At present, dual-creation education is mainly in the form of "innovation and entrepreneurship foundation" courses, organizing and participating in various types of innovation and entrepreneurship competitions to enhance the development of professionalism, the college has set up both professional education and innovation and entrepreneurship education, but in the setting of the curriculum, it is still mainly independent. In the setting of training programs, teaching plans, teaching contents and teaching objectives, the degree of disconnection between professional education and innovation and entrepreneurship education is high, and the intersection and cross content of the two are lacking. This, to a certain extent, affects the cultivation of innovative thinking of students in Nanjing Commercial College.

5.2.4 Unreasonable education assessment and evaluation mechanism

Currently, there is no relatively scientific evaluation system for innovation and entrepreneurship education in the finance and commerce majors of Nanjing Commercial College. As the evaluation subject, the College actively explores innovation evaluation standards during the in-depth development stage of innovation and entrepreneurship education, and adds evaluation standards with unique characteristics of innovation and entrepreneurship education from the original aspects of teaching quality, class hours, and project projects. For example, incorporating teacher guided innovation and entrepreneurship competition projects into the evaluation will provide certain incentives for guiding students to win awards in competitions. However, the formulation of standards is not yet scientific enough. On the one hand, the assessment of professional teachers is mainly based on class hours and hosting projects. Most professional teachers pay more attention to the teaching and research of their respective majors, and their enthusiasm for innovation and entrepreneurship education is not high; On the other hand, guiding students to participate in competitions and win awards requires a lot of effort from teachers, and professional teachers often fall short, leading to a significant decrease in teachers' enthusiasm for participating in guidance. In this situation, it makes it easy for students and teachers to develop a tendency of

"competition first", thereby weakening the practical exploration and exercise of innovation and entrepreneurship education in the teaching process.

5.3 Influencing factors

The most important findings exploring the factors affecting the integration of innovation and entrepreneurship education with professional education are as follows：

1. Innovation and Entrepreneurship awareness
2. Faculty strength
3. Curriculum Integration
4. Teaching evaluation mechanism

From the Pearson correlation analysis, innovation and Entrepreneurship awareness and entrepreneurship awareness, faculty strength, curriculum integration, and teaching evaluation mechanism, and Integration Degree of Innovation and Entrepreneurship Education and Financial and Commercial Professional Education is 0.01.The relationship between innovation and Entrepreneurship awareness with Integration Degree of Innovation and Entrepreneurship Education and Financial and Commercial Professional Education is 0.510, which is positively correlated (accepting the main hypothesis H1). The relationship between Faculty strength and Integration Degree of Innovation and Entrepreneurship Education and Financial and Commercial Professional Education is 0.403，with a direct relationship(accept the main hypothesis H2). The relationship between curriculum integration and Integration Degree of Innovation and Entrepreneurship Education and Financial and Commercial Professional Education is 0.431, which is positively related (accept the main hypothesis H3). The relationship between teaching evaluation mechanism and Integration Degree of Innovation and Entrepreneurship Education and Financial and Commercial Professional Education is 0.556, which is positively related (accept the main hypothesis H4).

Through research, It was found that the cognitive level of the students of Nanjing Commercial College of Higher Education on the combination of innovation and entrepreneurship education and professional education is at an average level. In terms of the relevant variables in different situations, according to the study of four factors, namely, innovation and Entrepreneurship awareness and entrepreneurship awareness, faculty strength, curriculum integration, and teaching evaluation mechanism, there are obvious differences in the results during the survey. This is related to the current situation of combining innovation and entrepreneurship education with professional education in Nanjing Higher Commercial College. Through the analysis, the higher the four factors of students' innovation and entrepreneurship awareness, teachers' strength, curriculum integration and evaluation system, the higher the evaluation of integration, which is positively correlated.

5.4 Recommendation

5.4.1 Building an Innovative Curriculum Integration Model

The course content is the carrier of implementing classroom teaching, and the course quality is the embodiment of teaching quality. The integrated teaching content is not only about incorporating the concept of innovation and entrepreneurship into the classroom teaching of professional education, but also integrating the concept of innovation and entrepreneurship into every link of professional knowledge classroom teaching. The concept of innovation and entrepreneurship is added to the teaching of theoretical knowledge, and the advantages of innovative thinking and innovation ability are demonstrated in practical operations, which not only includes the factors of innovation and entrepreneurship, but also reflects the systematic nature of professional education, Fully reflecting the significance of innovation. Therefore, for the finance and commerce majors at Nanjing Commercial College, it is necessary to promote and encourage the development of a modular and systematic training course system to comprehensively enhance students' practical abilities. At the same time, teachers are encouraged to actively think and innovate in the work process, combining academic achievements with social practice, and promoting industry innovation, technological innovation, and conceptual innovation.

5.4.2 Improving the Comprehensive Quality of Teaching Personnel

As an important part of higher education, the finance and commerce majors at Nanjing Commercial College have solid professional knowledge foundations and good classroom teaching abilities among their teachers. However, carrying out innovation and entrepreneurship education also relies on their practical abilities in innovation and entrepreneurship. Teachers of finance and commerce majors at Nanjing Commercial College need to actively participate in innovation and entrepreneurship education practice activities and training both inside and outside the College, enrich their theoretical knowledge of innovation and entrepreneurship education, accumulate practical experience in innovation and entrepreneurship activities, integrate innovation and entrepreneurship content into professional education, and continuously improve the level of professional education and teaching. The College management department actively advocates for communication and collaboration among professional teachers among colleges, utilizing their own professional advantages and teaching experience for training and exchange, highlighting the integration of professionalism and innovation, learning from each other's strengths and weaknesses, reforming teaching

methods and assessment methods, and helping teachers in various majors effectively improve their teaching abilities. In addition, professional teachers should be organized to visit and learn within well-developed enterprises in the industry, closely related to the actual work process of the enterprise, absorb the frontline work process and advantageous technologies of the industry, analyze and summarize the differences between College education and frontline work, develop talent training plans that integrate innovation and entrepreneurship content, and reflect them in the classroom. In the teaching practice process, enhance personal innovation and entrepreneurship teaching ability.

5.4.3 Improving Curriculum Integration

Integrated Curriculum Design: Develop a curriculum that integrates innovation and entrepreneurship education with professional education, emphasizing how innovation and entrepreneurial thinking can be applied to real-world problem solving in specific fields.

Interdisciplinary Faculty Teams: Create interdisciplinary faculty teams, including innovation and entrepreneurship experts and field professionals, to co-design and teach the curriculum. This will help integrate innovative thinking into professional education.

Real-world cases and projects: Introduce real-world cases and projects that require students to solve problems in a cross-disciplinary context, facilitating real-world applications of entrepreneurial thinking.

Comprehensive Assessments: Comprehensive assessments are designed to require students to demonstrate the application of the knowledge and skills they have acquired in different courses in real-world scenarios.

Industry Partnerships and Internships: Establish partnerships with relevant industries to provide students with internships and real-world project opportunities to enable them to apply their knowledge across multiple sectors in real-world environments.

Fostering a culture of innovation and entrepreneurship: A culture of innovation and entrepreneurship is fostered throughout the college, encouraging students to develop integrated skills across different fields.

5.4.4 Building a development platform based on College enterprise cooperation

In the stage of continuous deepening of College enterprise cooperation, the finance and commerce majors of Nanjing Commercial College should coordinate with the cooperating enterprises, improve resource utilization efficiency in cooperative exploration, rely on enterprise resources, and vigorously promote the construction of extracurricular innovation and entrepreneurship education practice base through the platform of College enterprise cooperation. On the one hand, the finance and commerce majors at Nanjing Commercial College carry out extracurricular practice through the combination of professional cognition and innovative practice, promoting the coordinated development of students' innovation and entrepreneurship abilities and professional abilities; On the other hand, professional training and practical activities can also be carried out in conjunction with the actual working environment of the enterprise, encouraging students to extend the theoretical knowledge learned in the first classroom to practical training for in-depth learning and practice. In addition, when cooperating with enterprises in the finance and trade majors of Nanjing Commercial College, excellent technical personnel from enterprises can be actively introduced and appointed as part-time teachers of the College. Communication between the off campus practice base and professional teaching teams can be strengthened, achieving the sharing of personnel and technical experience both on and off campus. Difficulties and weaknesses in teaching can be identified in a timely manner, and targeted improvements can be made to improve the teaching quality of on campus teachers, Promote closer integration of professional teaching activities with innovation and entrepreneurship education activities.

5.5 Further Study

Overall, although this article has achieved positive results in the integration of innovation and entrepreneurship education and professional education in finance and commerce majors at Nanjing Commercial College, on the other hand, there are still many issues that need further research. For example, in this study, the subjects were limited to a certain College in Nanjing, and subsequent research can expand the scope of the subjects. Here, we can combine theoretical analysis with scientific practice, design more scientific and reasonable survey questionnaires, increase the sample collection size, and make the data more explanatory of the research conclusions.

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Appendix

Research on the Integration of Innovation and Entrepreneurship Education and Professional Education in Finance and Commerce Majors at Nanjing Commercial College

Dear classmates

Hello!

To further promote the development of innovation and entrepreneurship education, it is necessary to integrate innovation and entrepreneurship education with professional education investigation of the current situation. This survey was conducted anonymously. Please respond objectively based on your personal situation

Answer the following questions. Thank you for your support and cooperation!

1. Do you understand innovation and entrepreneurship education

A. Very familiar B. Relatively familiar C. Generally familiar D. Not very familiar E. Not at all familiar

2. Are you interested in innovation and entrepreneurship education

A very interested B quite interested C generally interested D not very interested E not at all interested

Do you understand the relevant policies of the government for innovation and entrepreneurship education?

A. Understand, regularly follow B. Occasionally follow, know some C. Do not actively follow, know very little D. Have heard of it, do not know the specific details E. Completely do not understand

Do you understand the relevant measures taken by the College for innovation and entrepreneurship education?

A. Very familiar B. Relatively familiar C. Generally familiar D. Not very familiar E. Not at all familiar

What do you think is the relationship between innovation and entrepreneurship education and professional education?

A. The two complement each other and are indispensable. B. The two intersect, but the relationship is not significant. C. The two are unrelated and can be carried out independently

Have you studied innovation and entrepreneurship courses at College?

A. Yes B. No C. Not clear

What do you think of the current content of the College's innovation and entrepreneurship courses or activities* (Multiple choice questions)

A. Dull and unattractive B. Vivid and attractive C. Disjointed from the major studied D. Closely connected to professional learning E. Closely connected to social hotspots

Do you think if innovation and entrepreneurship knowledge is involved in professional

courses, students' enthusiasm is high?

A. Very strong B. Relatively strong C. Moderate reaction D. Relatively uninterested E. Not interested

What are the teaching methods of the teacher when you take professional theoretical courses? (Multiple choice questions)

A. Theory based teaching B. Frequent use of video teaching C. Frequent discussion teaching D. Frequent case teaching E. Frequent experiential teaching

10. What is the assessment method for the innovation and entrepreneurship basic courses you studied* (Multiple choice questions)

A. Theoretical Exam B. Writing a Commercial Plan/Plan C. Submitting an Overview of Innovation and Entrepreneurship Cases D. Innovation or Entrepreneurship Project Practice E. Classroom Performance F. Completion of After Class Assignments

What is the assessment method for the professional courses you have studied* (Multiple choice questions)

A. Theoretical Exam B. PPT Report C. Completion of After Class Homework D. Classroom Performance E. Professional Works or Projects F. Innovative Works or Projects

12. Are the innovation and entrepreneurship practice activities you participated in relevant to your major?

A. Very relevant B. Relatively relevant C. Generally relevant D. Basically unrelated E. Unrelated

13. Awards for various levels and types of innovation and entrepreneurship competitions you have participated in

Situation?

A. First Prize B. Second Prize C. Third Prize D. Excellence Award