

# A review of the educational model of cultivating entrepreneurial talents in higher vocational colleges: toward enrichment

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**Abstract:** The purpose of this doctoral dissertation is to review the educational model of cultivating entrepreneurial talents in higher vocational colleges. The study examines the current model and proposes new ways to enrich it. The research is based on a comprehensive literature review, data analysis, and expert interviews. The study finds that the current educational model needs to be enriched to cultivate entrepreneurial talents effectively. The proposed model emphasizes the importance of practical training, mentorship, and a multidisciplinary approach. The study concludes that higher vocational colleges should adopt the proposed model to prepare students for the demands of the modern economy.

**Key words:** higher vocational colleges; entrepreneurial talents; educational mode; curriculum design; practice platform

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## 1 Introduction

Higher vocational colleges are the cradle of cultivating skilled talents. As an important force for national development, skilled talents are partly employed in skilled positions, and a larger part of them rely on their skills to re-enter the business. These entrepreneurial talents will become the driving force of industry in this century. At present, China's higher vocational colleges have not paid enough attention to the cultivation of entrepreneurial talents, and there is almost no special training for entrepreneurial talents in the classroom. As a response to theory and practice, the research of entrepreneurial talent educational model needs to be launched urgently. This dissertation provides a comprehensive review of the current state of the educational model of cultivating entrepreneurial talents in higher vocational colleges. The dissertation is focused on identifying best practices and making recommendations for future improvements [1].

## 2 About the research

### 2.1 Theoretical framework

The theoretical framework for this dissertation is based on the principles of entrepreneurship education, human capital theory, and social learning theory. These three theories provide a foundation for understanding the educational model of cultivating entrepreneurial talents in higher vocational colleges.

Entrepreneurship education is a discipline that has emerged in recent years to promote the development of entrepreneurial skills and attitudes among students [2]. The goal of entrepreneurship education is to encourage students to think creatively, identify opportunities, and take risks in pursuit of their goals. This education can take different forms, such

as classroom lectures, case studies, simulations, or experiential learning. The effectiveness of entrepreneurship education depends on the quality of the educational model and the teaching methods used [3].

## 2.2 Significance of the study

The study on the educational model of cultivating entrepreneurial talents in higher vocational colleges is significant for several reasons. It will provide insights into the effectiveness of the current educational model and identify best practices that can be adopted by other institutions [4]. By reviewing the literature, evaluating the outcomes, and considering the challenges and barriers, the study will provide a comprehensive analysis of the strengths and weaknesses of the educational model and contribute to the development of the educational model of cultivating entrepreneurial talents in higher vocational colleges. By providing recommendations for future improvements in areas such as curriculum design, teaching methods, and the integration of entrepreneurship education into the broader educational system, the study will help institutions to design and implement more effective educational models [6]. This will promote the development of human capital, increase the number of successful startups, and contribute to economic growth and innovation. The mode of cultivating entrepreneurial talents needs to be integrated into the curriculum system of higher vocational education, including how to discover entrepreneurial points adapted to the contemporary economic environment, how to run the business model for the entrepreneurial points, and the basic knowledge that entrepreneurial talents need to master.

## 2.3 Objectives of the study

- (1) Describe the educational model for cultivating entrepreneurial talents in higher vocational colleges;
- (2) Identify issues in the educational models;
- (3) Give suggestions for improvement of the models.

## 2.4 Methodology

The research will employ a mixed-methods approach, combining a systematic literature review and semi-structured interviews to analyze the educational model for cultivating entrepreneurial talents in higher vocational colleges [5]. The systematic literature review will address the research question: "What is the current state of the educational model, and what are the best practices for promoting entrepreneurship education in higher vocational colleges?" The review will involve searching databases using keywords related to entrepreneurship education, higher vocational colleges, and educational models. The screening process will be carried out in three stages, and data extraction will include study design, sample size, educational model, outcomes, and limitations. This mixed-methods approach aims to provide a comprehensive analysis, incorporating both findings from the literature review and insights from experts in the field.

## 2.5 Research design

The research design for this dissertation will use a mixed-methods approach that combines a systematic literature review and semi-structured interviews to explore the educational model of cultivating entrepreneurial talents in higher vocational colleges.

The literature review will involve a qualitative analysis of the content and themes present in the literature, including academic articles, books, and reports on the topic. The mixed-methods approach will enable triangulation of data from multiple sources, providing a more comprehensive analysis of the educational model of cultivating entrepreneurial talents in higher vocational colleges. The qualitative analysis of the literature and interviews will allow for a more nuanced understanding of the experiences, perspectives, and opinions of the experts, which will inform recommendations for the improvement of the educational model [7].

## 2.6 Selection criteria for research subjects

### 2.6.1 Inclusion criteria

The study will involve experts in entrepreneurship and vocational education, including professors, administrators, and entrepreneurs. Data will be gathered through semi-structured interviews with five respondents selected based on specific criteria. The sample size will be determined using purposive and snowball sampling, ensuring a diverse and knowledgeable participant group. Sampling will continue until data saturation is achieved, meaning no new themes or patterns emerge. This group of experts was chosen for their significant knowledge and experience, providing valuable insights into the strengths, weaknesses, and potential improvements of the educational model for cultivating entrepreneurial talents in higher vocational colleges.

#### 2.6.2 Exclusion criteria

This study will not use educational experts who do not have experience in entrepreneurship and are fundamentally unable to understand the importance and need for entrepreneurial industries without actual entrepreneurial experience.

#### 2.7 Data collection tools

The data collection tools for this research will be semi-structured interviews and a systematic literature review.

##### 2.7.1 Semi-structured interviews

Semi-structured interviews will be conducted with experts in the field of entrepreneurship education and/or vocational education, such as professors, education administrators, and entrepreneurs.

##### 2.7.2 Systematic literature review

The systematic literature review will be conducted to collect and analyze relevant academic articles, books, and reports on the topic of the educational model of cultivating entrepreneurial talents in higher vocational colleges.

#### 2.8 Data gathering procedures

The data gathering procedures for this research will be as follows:

##### 2.8.1 Semi-structured interviews

(1) Identify and recruit participants using purposive and snowball sampling among experts in entrepreneurship and vocational education.

(2) Provide participants with informed consent, explain the study's purpose, scope, and their rights, and ensure anonymity and confidentiality.

(3) Conduct interviews in person or online via a video conferencing platform, record and transcribe verbatim.

(4) Questions designed to capture experiences, perspectives, and opinions on the educational model in higher vocational colleges.

(5) Continue interviews until data saturation is achieved.

##### 2.8.2 Systematic literature review

(1) Conduct a systematic literature review to collect academic articles, books, and reports on the educational model for entrepreneurial talents in higher vocational colleges.

(2) Follow established guidelines for a comprehensive search and ensure the inclusion of high-quality sources.

#### 2.9 Treatment of data

The treatment of data in this research will involve a qualitative analysis of the data collected from the semi-structured interviews and the systematic literature review [8]. The collected data will be analyzed using qualitative content analysis to identify themes, patterns, and categories that emerge from the data.

The following steps will be taken to treat the data: (1) Transcription and data cleaning, (2) Coding, (3) Analysis, (4) Synthesis.

Overall, the treatment of data in this research will be a rigorous and systematic process that involves a qualitative analysis of the data collected from the semi-structured interviews and the systematic literature review. The findings from the analysis will be synthesized to provide insights into the educational model of cultivating entrepreneurial talents in higher vocational colleges.

#### 2.10 Ethical consideration

To ensure that the research is ethical, the following considerations will be taken into account:

(1) Informed consent: Participants will be provided with a detailed description of the research, its purpose, and procedures before agreeing to participate.

(2) Confidentiality: The confidentiality of the participants will be ensured by maintaining anonymity in all reporting of results.

(3) Data protection: All data collected during the research will be stored securely and treated in accordance with relevant data protection laws and regulations.

(4) Protection of vulnerable groups: The research will avoid any harm or distress to vulnerable groups such as minors, people with disabilities, or people with mental health problems.

(5) Debriefing: At the end of the research, participants will be debriefed and provided with a summary of the research findings. They will also have the opportunity to ask any questions they may have about the research.

(6) Risks and benefits assessment: The cultivation of entrepreneurial talents in higher vocational education requires a high level of professionalism from teachers, and independent teachers with entrepreneurial experience are needed to take charge of teaching tasks.

(7) Withdrawal criteria: The interviewer may decide to terminate the interview if the interviewee refuses to answer questions, deliberately misrepresents information, or displays hostility or threats.

### **3 Discussion**

#### 3.1 The existing problems and differences of the innovative talent training mode of higher vocational colleges

Although the innovative talent training mode of higher vocational colleges has achieved certain results, there are still some problems. First of all, the curriculum is not scientific and systematic enough, and lacks innovation. Secondly, the practical teaching method is single and has not kept pace with the times. Thirdly, social practice activities lack real practicality and innovation, and students' enthusiasm for participation is not high. Comparing the training modes of innovative talents in higher vocational colleges at home and abroad, there are certain differences in the training of innovative talents in higher vocational colleges at home and abroad.

#### 3.2 Analysis of interview results

##### 3.2.1 Innovative talent training models and methods

In terms of curriculum setting, the interviewees generally believe that the curriculum setting of higher vocational colleges is relatively comprehensive and systematic, which can help students master the necessary knowledge and skills.

##### 3.2.2 Existing problems and suggestions for improvement

The interviewees believe that there are still some problems in the training mode of innovative talents in vocational colleges. Among them, the curriculum is not scientific and systematic enough, lacks innovation, the practical teaching method is single, lacks the concept of advancing with the times, social practice activities lack real practicality and innovation, students' enthusiasm for participation is not high, entrepreneurship education lacks practicality and systematic, the cultivation of students' entrepreneurial ability is not comprehensive enough.

##### 3.2.3 Data analysis

The results of this interview reflect the advantages and disadvantages of the innovative talent training mode in higher vocational colleges, and provide important references for the training of innovative talents in higher vocational colleges.

### 3.3 Suggestions for higher vocational colleges to cultivate innovative talents

In response to the problems and suggestions mentioned in the interview results, this paper believes that higher vocational colleges should:

- Enhance the scientific and practical aspects of the curriculum.
- Explore new practical teaching methods.
- Conduct innovative and practical social practice activities.
- Foster students' innovation and entrepreneurship through an innovative education system, participation in entrepreneurial projects, and practical activities.
- Strengthen teacher training and guidance, focusing on improving professional and practical abilities, encouraging innovation in teaching methods, and enhancing overall teaching quality.

## 4 Conclusion

The research on innovative talent training in higher vocational colleges reveals a strong entrepreneurial spirit in the existing training modes. Emphasis should be placed on cultivating students' innovative consciousness, addressing shortcomings, and focusing on practical skills and innovation. However, challenges include insufficiently scientific curriculum settings, limited practicality in teaching methods, and a lack of innovation in social practice activities. To address these issues, improvements are proposed, such as enhancing the scientific and practical aspects of the curriculum, exploring new teaching methods, promoting innovative social practice activities, and reinforcing teacher training and guidance.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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