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Analysis of Stakeholder Behavior Adjustment Strategies for Entrepreneurship Education in Higher Education Institutions from the Perspective of Digital Collaboration

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Abstract

Under the background of digital age, this study discusses the behavior debugging strategies of stakeholders in entrepreneurship education in colleges and universities. The research significance is that with the rapid development of information technology, digital collaboration has become an important force to promote the development of entrepreneurship education in colleges and universities. Through questionnaire survey and data analysis, it is found that college students' cognitive interest in innovation and entrepreneurship fluctuates regularly with time, and college entrepreneurship education should adjust curriculum design and teaching methods according to this cognitive law. The research suggests that colleges and universities should integrate the resources and advantages of teachers, students, parents, businesses, financial institutions and communities, strengthen cooperation through digital platforms, and optimize the implementation path of entrepreneurship education. At the same time, the government should provide policy support, narrow the digital gap between universities, build a cooperation platform, and promote data security and privacy protection. These strategies aim to improve the quality of education and cultivate innovative entrepreneurial talents to meet the needs of the digital age.

Keywords

Digital collaboration; Entrepreneurship education; Stakeholder; Behavioral debugging.

1. Introduction

The report of the 20th National Congress of the CPC proposed that we should "run education to the satisfaction of the people. Education is the national and the party's major plan." We should spare no effort to "promote the digitalization of education and build a learning society and a learning country with lifelong learning for all." The key to the digitalization of education lies in "transformation", which refers to the systematic reform of education in the digital era, so as to build a new educational ecology. From the Internet, cloud computing, the Internet of Things to today's big data, virtual reality, blockchain, artificial intelligence, the metauniverse, etc., are constantly driving the digital education to the transformation and wisdom stage. At the same time, the reform of entrepreneurship education is becoming increasingly important. In the era of digital economy, cultivating innovative and entrepreneurial talents is also an urgent task for higher education. Therefore, it is of great practical significance to explore the behavioral adjustment of entrepreneurship education in the context of digitalization. Through digital collaboration, we can break the limitations of time and space, integrate various advantageous resources, and promote deep communication and cooperation among stakeholders of entrepreneurship education in universities. Through digital platforms, students can interact in real-time with teachers, corporate mentors, investors, and others, sharing their ideas and experiences; Universities can collaborate more closely with

enterprises to jointly develop courses and practical projects; Investors can more conveniently evaluate entrepreneurial projects and provide accurate support, which is also the focus of this study. It aims to optimize the implementation path of entrepreneurship education in universities, provide strategic guidance, improve the quality and effectiveness of education, and promote effective cooperation among stakeholders to form a collaborative innovation force, jointly promote the development of entrepreneurship education in universities, and cultivate innovative entrepreneurial talents that meet the needs of the digital age.

2. Related theoretical foundations

Relying on relevant theories and guiding practice with theory to correctly cultivate college students' innovation and entrepreneurship views is the foundation for actively adopting behavior adjustment and innovative development strategies in entrepreneurship education in universities to adapt to economic and social development. It is also a prerequisite for carrying out entrepreneurship education work in universities and improving the effectiveness of entrepreneurship education work.

2.1 Stakeholder theory

The concept of stakeholders was first proposed by the Stanford Research Institute in 1963, and later developed into a stakeholder theory framework through research and organization by scholars. The definition of stakeholders has been continuously enriched and developed with the development of the times. From the initial concept of "mutual influence and common interests among enterprises of the same type" to today, the most representative in the academic community is Freeman's (1984) proposal that "stakeholders refer to individuals or groups who can influence the achievement of corporate goals, or can be influenced by the process of achieving corporate goals", including broader groups such as shareholders, creditors, employees, suppliers, consumers, government departments, etc. And according to Clarkson's (1994) definition, stakeholders are divided into first and second levels. First level stakeholders refer to individuals or groups who have a direct relationship with the enterprise, while second level stakeholders refer to individuals or groups who have an indirect relationship with the enterprise and have a relatively small impact. Later, numerous scholars both domestically and internationally classified stakeholders from different perspectives. Some scholars have also put forward their views from the perspective of higher education, among which (2009) proposed that higher education institutions are facing constantly changing social environments and more complex needs. Therefore, in addition to cooperating with the government, they also need to participate in their activities with other participants. Jovana Savanovic (2014) also believes that although universities are different from businesses, it is necessary to consider the stakeholders involved. Based on this, Jiao Lei (2018) identified stakeholders of universities using one-dimensional and two-dimensional classification methods and attribute classification methods, including the main objects, groups, partial owners, and public media of universities. Ma and Zhang (2024) divide the stakeholders in the data element market into data element trading entities, data element trading platforms, and government regulatory agencies from the perspective of the data element market. Tang and Le (2023) focus on continuing education in universities and propose that the stakeholders involved mainly include the government's regulatory role, the leading role of universities, and the collaborative role of the general public. Based on this, this article also clarifies the stakeholders involved in the process of entrepreneurship education in universities. After the previous explanation, this article divides the stakeholders in entrepreneurship education in universities into three levels: Macro-view, Meso-view, and Micro-view. The Macro-view level refers to government departments, the Meso-view level refers to university management, the

business community, financial institutions, and communities, and the Micro-view level refers to teachers, students, and parents.

2.2 Concepts related to digital collaboration

Digital collaboration is not a theory, but rather, with the development of information technology and the arrival of the digital age, enterprises, organizations, governments, and even schools need to undergo digital transformation and collaboration from different perspectives. Ge Liyu and Pang Lei et al. (2023) took the Guangdong Hong Kong Macao Greater Bay Area as the research object and proposed that the tax collection and management cooperation in the Guangdong Hong Kong Macao Greater Bay Area actively utilizes digital technology in tax information collection and other aspects, while also preventing risks involved. Anuradha Verma (2010) also studied the advantages and disadvantages of using digital collaborative webinars in student digital collaborative schools through case studies. Jan B. Schmutz and Neal Outland (2024) examined the complexity of the integration of artificial intelligence and humans, as well as their impact on team coordination, communication, and trust. They found that the results were not satisfactory, mainly due to insufficient cognitive and understanding abilities of the team. Guacas M F A and Morales M A J (2023) examined the relationship between students' digital abilities and collaborative attitudes in higher education, and found that students who are more capable of using digital tools are more inclined to collaborate with teachers and professors in virtual environments. Stranger P A and Varas G (2023) found that digital collaboration between higher education institutions, driven by policies, enhances their partnerships and plays an important role in the sustainable development of education in Europe. The digital collaboration mainly focuses on organizational areas, teaching methods (like teaching support, learning assessment, curriculum design), and technical aspects (like relevance of software selection).

Regarding the characteristics of digital collaboration, it has the ability to transcend time and space, that is, regardless of when or where students, teachers, or even universities are located, as long as there is a network connection, they can communicate and collaborate with students, teachers, and universities around the world in real-time, share ideas, solutions, and engage in division of labor and cooperation; Efficient and convenient, able to quickly transmit information, reduce time costs, and convenient file sharing also enables stakeholders to edit and modify document information in a timely manner, greatly improving work efficiency; Multiple interactions can be conducted, in addition to text communication, through various communication methods such as voice and video, which can improve the communication effectiveness among stakeholders and increase their cohesion to a certain extent; The optimization and integration of resources, through digital networks, can further enrich digital resources, while also making stakeholders such as experts, investors, partners, etc. more closely connected to universities, making it easier for university entrepreneurship education teams to connect to various external resources.

3. Stakeholder analysis of entrepreneurship education in universities

3.1 Micro-view level

At the Micro-view level, the main focus is on the direct participants of entrepreneurship education: teachers, students, and parents. In entrepreneurship education in universities, teachers are the main implementers, responsible for the teaching and practical guidance of entrepreneurship education courses. Therefore, the teaching level and professional competence of teachers directly affect students' learning outcomes and entrepreneurial abilities. Secondly, students are the direct beneficiaries and participants of entrepreneurship

education in universities. Whether they can become students with entrepreneurial awareness, spirit, and ability through education is one of the important indicators reflecting the effectiveness of entrepreneurship education; Finally, parents have a significant impact on their students' career planning and life choices. Additionally, some parents may have some entrepreneurial experience or a certain level of recognition, funding, resources, and spiritual support for entrepreneurship. They can work together with schools to cultivate and educate students.

3.2 Meso-view level

At the Meso-view level, university management, the business community, financial institutions, and communities also play important roles in entrepreneurship education. Firstly, it is the management of universities who need to integrate resources for the strategic positioning of the school's development and the planning of entrepreneurship education, such as the establishment of entrepreneurship courses, the construction of entrepreneurship practice bases, and the allocation of teaching staff. In addition, the management of universities also plays an important role in the smooth implementation of entrepreneurship education courses in terms of organizational coordination and institutional guarantees; Next is the business world, which can provide ample practical opportunities for college students. This is an important place for entrepreneurship education, allowing students to exercise their abilities in a real business environment and combine theory with practice. At the same time, enterprises can also collaborate with universities to promote industry university research, and drive technological innovation and entrepreneurial development; Next is financial institutions, which play an important role in financial support and venture capital, such as providing financial support for students' entrepreneurship, solving their initial funding problems, and providing project risk assessments for students and their entrepreneurial teams. Finally, there is the community, which is the social environment in which universities are located and has a significant impact on entrepreneurship education in universities. Communities can create an entrepreneurial culture atmosphere and provide entrepreneurial services and resource support for entrepreneurship education in universities.

3.3 Macro-view level

ThereAt the Macro-view level, the main role is government departments. The government can formulate a series of policies to encourage universities to carry out entrepreneurship education, in order to provide a favorable policy environment for entrepreneurship education, such as entrepreneurship support policies, tax incentives, etc., and thus encourage universities to carry out entrepreneurship education, attracting more social resources to participate in entrepreneurship education. In addition, policies should be implemented to guide the integration of entrepreneurship education in universities with the needs of national and regional economic and social development, in order to cultivate innovative and entrepreneurial talents in related fields for social development. The government can continuously improve the quality and level of entrepreneurship education in universities through supervision and evaluation. The overall stakeholder relationship diagram is shown in Figure 3-1.

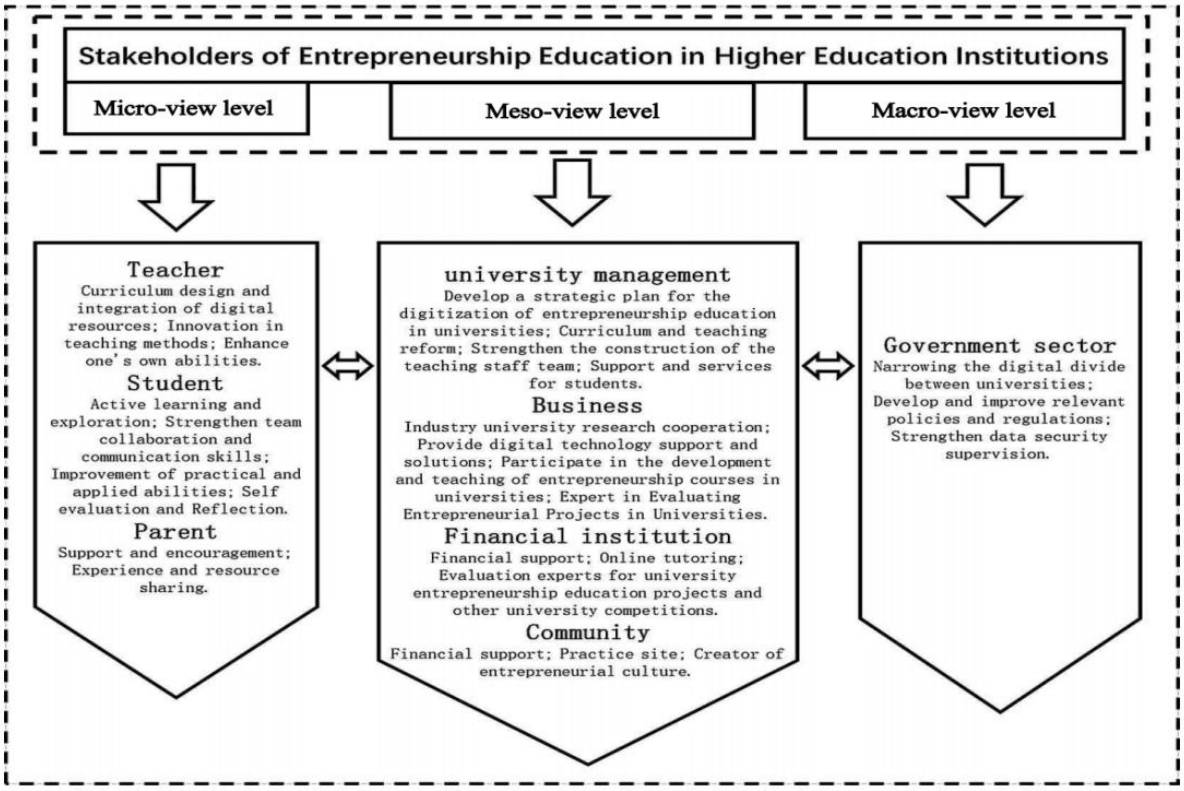

Figure 3-1 Stakeholder relationships in entrepreneurship education in universities

4. Optimizing the behavioral path of stakeholders in entrepreneurship education in universities under digital collaboration

This article found through distributing survey questionnaires and data processing to students from twelve universities, including Southern College of Sun Yat sen University in Guangdong and Tongren College in Guizhou, that college students' interest and cognition of innovation and entrepreneurship theory will show regular fluctuations with the passage of enrollment time (as shown in Figure 1). In Figure 1, the horizontal axis T represents time, and the vertical axis I represents students' interest and awareness of innovation and entrepreneurship concepts. Freshman students first come into contact with innovation and entrepreneurship education, and their interest and thirst for knowledge grow rapidly. Their awareness of innovation and entrepreneurship reaches a peak at point A at the end of their sophomore year (T1), and then begins to decline to point B throughout their junior year (T1-T2). However, with the arrival of graduation season, senior students' interest and awareness of innovation and entrepreneurship begin to grow rapidly again.

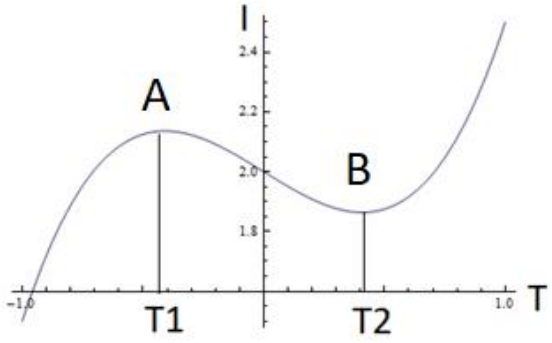

Figure 4-1: The fluctuation pattern of college students' interest and cognition in innovation

and entrepreneurship

This process indicates that the interest and cognition of college students towards innovation and entrepreneurship are fluctuating and regular. The curriculum design, class scheduling, and teaching methods of entrepreneurship education in universities should be based on the interests and cognitive laws of college students. For example, in the first and second years of college, emphasis should be placed on offering theoretical foundation courses for entrepreneurship education, popularizing the basic knowledge and theories of entrepreneurship education to universities, and cultivating their entrepreneurial spirit and innovation consciousness; During the junior year, a small number of entrepreneurship training courses will be offered to maintain their interest in innovation and entrepreneurship as much as possible; In the senior year, school enterprise cooperation can be carried out, where schools and enterprises jointly carry out entrepreneurship education to prepare students for entering society, employment, or self entrepreneurship. In the new era of socialism, society is more complex and diverse. Faced with new situations, characteristics, contradictions, and needs, entrepreneurship education in universities should not only follow the interests and cognitive laws of college students in innovation and entrepreneurship to design educational strategies and conduct teaching behavior tests, but also adapt to the characteristics of entrepreneurship education in the new era of socialism. We should adhere to creating a campus culture with innovative spirit, long-term influence and subtle influence, as the saying goes, "Spring breeze turns into rain, moistening things silently.

Based on the above research, this article proposes relevant strategies for adjusting the behavior of stakeholders in entrepreneurship education in universities from the perspective of digital collaboration:

（1）Micro-view level

As direct participants or stakeholders in entrepreneurship education in universities, teachers, students, and parents can play a direct role in the following aspects. Firstly, there are teachers. On the one hand, teachers need to further improve their curriculum design and fully utilize digital resources for resource integration. By combining online and offline, theory and practice, fully integrate various resources such as online courses, entrepreneurship case libraries, industry data, etc. On the other hand, it is necessary to innovate its teaching methods and adopt diverse digital teaching methods and tools, such as online discussion platforms, questionnaire surveys, voting, etc., to enhance students' participation and learning enthusiasm. And use digital intelligent tools with the help of data to fully analyze students, verify teaching effectiveness in real time, and implement personalized teaching. The most important thing is to constantly improve one's own abilities, constantly learn and master new digital technologies and tools, understand the latest entrepreneurial digital platforms and tools, introduce them to students in a timely manner, enhance one's digital teaching abilities, and better apply them to entrepreneurship education courses.

Next is the students. On the one hand, students should learn to actively learn and explore, actively participate in entrepreneurship education courses, enhance their basic knowledge, and gain a deep understanding of the knowledge and information in the field of entrepreneurship. Then it is also necessary to strengthen team collaboration and communication skills, actively participate in team projects, and communicate and collaborate efficiently with team members through digital tools to improve project communication efficiency. On the other hand, it is necessary to improve one's practical and application abilities. Apply the entrepreneurial knowledge and digital skills learned to practical entrepreneurial projects, actively participate in various entrepreneurial practice activities, such as entrepreneurship competitions, entrepreneurship training camps, etc. Using digital

tools for market research, data analysis, etc., to provide a basis for decision-making in entrepreneurial projects, attempting to promote one's entrepreneurial project through digital platforms and channels, and increasing the project's visibility and influence. Finally, it is necessary to learn self-evaluation and reflection, summarize one's strengths and weaknesses, clarify one's improvement direction, and promote the further development of entrepreneurial projects.

Finally, parents should provide more support and encouragement to their children. Let children feel that their entrepreneurial dreams are recognized. It is also possible to share experiences and provide relevant resources appropriately, utilizing one's social relationships and resources to provide children with information, connections, and opportunities related to entrepreneurial projects, helping them expand their entrepreneurial horizons.

（2）Meso-view level

University management, business community, financial institutions, and communities, as important roles in entrepreneurship education in universities, also need to undergo certain reforms with the rapid changes in information technology to support the development of entrepreneurship education in universities and fully leverage their role as a link between Macro-view and Micro-view levels.

As the specific implementers of innovation and entrepreneurship education, universities are the key entities in promoting the reform of innovation and entrepreneurship education. Therefore, it is necessary to actively collaborate with stakeholders in entrepreneurship education, integrate various resources, strengthen our own advantages, and actively construct and optimize the work path of innovation and entrepreneurship education for college students. By using various methods to inspire college students to consciously learn about innovation and entrepreneurship knowledge and deepen their understanding of it, we encourage them to actively recognize innovation and entrepreneurship education and enhance their entrepreneurial abilities, establish correct values of innovation and entrepreneurship, and practice them in society. Under the Macro-view guidance of national policies, the management of universities can formulate strategic plans for the digitalization of entrepreneurship education, clarify its development goals and key areas, and incorporate digital collaboration into the overall development of the school, providing direction guidance for entrepreneurship education. Secondly, it is necessary to carry out curriculum and teaching reforms: actively carry out digital reforms of entrepreneurship education courses, develop online courses, virtual simulation experiment courses, etc., fully utilize digital teaching tools, and cultivate students' innovative thinking and entrepreneurial abilities. Once again, it is necessary to strengthen the construction of the teaching staff: teachers can be regularly organized to participate in digital teaching training and entrepreneurship training to enhance their digital teaching ability and entrepreneurial guidance level. Invite teachers with experience in enterprise practice, entrepreneurship practice, and digital background to enrich and strengthen the teaching staff of entrepreneurship education. Finally, support and services for students: digital entrepreneurship guidance and consulting services can be provided to students, helping them solve problems encountered in the entrepreneurial process anytime, anywhere. At the same time, students are also encouraged to participate in various online and offline entrepreneurial activity competitions to promote learning and innovation through competition. The massive China "Internet plus" Undergraduate Innovation and Entrepreneurship Competition will be held nationwide, making the innovation and entrepreneurship competition an important carrier of entrepreneurship education reform in colleges and universities and an important platform for college students to exercise their entrepreneurial ability.

The collaborative education model of industry university research cooperation can be achieved by universities providing knowledge and human resources, enterprises providing practical business needs and data resources, and universities leveraging their research and talent advantages to jointly carry out technological research and innovation, promoting the development of entrepreneurship education and the implementation of actual scientific research achievements. The digital technology support and solutions provided by enterprises to universities, such as cloud computing, big data, artificial intelligence, etc., are also beneficial for helping universities improve their digital teaching and entrepreneurial practices. In addition, the participation of enterprises in the development and teaching of entrepreneurship courses in universities, and the integration of actual cases and experiences of enterprises into teaching content, is conducive to making teaching more in line with the actual market demand. Understanding the market demand and industry dynamics can help students understand the actual market demand and provide market direction for entrepreneurial projects. Finally, enterprises can serve as evaluation experts for university entrepreneurship projects, providing professional opinions or suggestions for students' entrepreneurship projects, thereby providing valuable feedback for students' entrepreneurship projects.

The development of entrepreneurship education in universities cannot be separated from the policy support and public opinion guidance of the country, as well as the monetary support of financial institutions. On the one hand, financial institutions can provide financial support for entrepreneurial projects in universities, including start-up loans, angel investments, etc., to provide financial support for potential student entrepreneurial projects and help them land. On the other hand, online tutoring can provide courses and training on financing, risk assessment, and other aspects for entrepreneurial projects in universities, or serve as evaluation experts for university entrepreneurship education projects and other university competitions, allowing students to better understand the channels and methods of financing, improve their financial literacy, financing ability, and entrepreneurial success rate.

The role of communities in creating a culture of entrepreneurship and providing entrepreneurial services and resource support for entrepreneurship education in universities should not be underestimated. Firstly, the community can collaborate with enterprises to jointly invest and provide financial support for the digital construction of entrepreneurship education or potential college student entrepreneurship projects in their respective universities. Some practical venues can also be provided, and commercial places within the community can serve as practice bases and activity centers for college student entrepreneurship projects. In addition, communities can serve as creators of culture. Create a positive entrepreneurial culture atmosphere through promotion, recognition, and other means, and enhance the entrepreneurial awareness of community residents and students at the universities where the community is located.

（3）Macro-view level

Since March 2012, China has issued the Action Plan for Promoting the Development of Big Data, which proposes to accelerate the opening and sharing of government data, promote resource integration, and enhance governance capabilities. And we need to further promote industrial innovation and development, cultivate emerging business models, and assist in economic transformation. The subsequent release of the "Ten Year Development Plan for Educational Informatization", the "Thirteenth Five Year Plan for Educational Informatization", and the 2021 proposed action plan for factual education digitization all demonstrate the country's emphasis on educational digitization with the advancement of social information technology, and have introduced a series of policies and planning outlines to actively guide the

development of the education industry. After the National Education Work Conference in 2024, the "Year of Expanding Excellence and Improving Quality" will be launched, and the demonstration action of artificial intelligence application in the education system will be implemented. Currently, various regions around the world are actively promoting the deployment of artificial intelligence to empower education and other actions. However, through research and analysis, this article believes that the digital teaching resources of many universities have been continuously enriched, such as actively building online course platforms, launching a large number of MOOCs, high-quality open courses, etc., and the level of educational management information has also been improved to a certain extent. However, there is still a significant digital divide between many regions and universities, and there are significant differences in the level of digital construction. Secondly, some university teachers have insufficient mastery of digital teaching tools and methods. In addition, data security and privacy issues are also a major hot topic worth paying attention to. So what can the government do in promoting digital education and entrepreneurship education?

Based on this, this article suggests that the government can improve digital collaboration and entrepreneurship education in universities from these three aspects. Firstly, we need to narrow the digital divide between universities, such as increasing funding for these regions and universities, establishing special funds to support their digital construction. It is also possible to establish a college student entrepreneurship data platform to collect and analyze relevant data on college student entrepreneurship projects. Secondly, it is necessary to formulate and improve relevant policies and regulations, clarify the development direction and goals of digital entrepreneurship in universities. Provide tax incentives, financial subsidies, and other means to encourage universities and enterprises to cooperate in digital entrepreneurship education, in order to enhance the enthusiasm of both parties to participate. Once again, it is necessary to establish a cooperation platform between universities, enterprises, and research institutions, providing information on market trends, industry trends, entrepreneurial projects, etc. to help universities better carry out entrepreneurship education. The formulation of relevant standards is also worth paying attention to, such as the quality standards and evaluation system for digital entrepreneurship education in universities, in order to standardize digital teaching content, teaching methods, and their quality. Regularly organize digital training for entrepreneurship education teachers in universities to improve their teaching skills. Finally, it is necessary to strengthen the security supervision of data and standardize the data management and usage behavior of universities. At the same time, we provide data security technology support and guidance to universities, helping them establish a comprehensive data security protection system to ensure the security and privacy of data。

（4）Digital collaboration among stakeholders

Although this article categorizes the stakeholders of entrepreneurship education into Macro-view, Meso-view, and Micro-view levels, these stakeholders are interconnected and not isolated individuals. What breaks down the barriers between these stakeholders is the exchange of information and collaboration. Digital technology has further bridged the distance between stakeholders, significantly reducing communication costs and increasing the effectiveness of entrepreneurship education. However, there are still many areas worth paying attention to in digital collaboration. How to use digital technology to break down the information barriers between stakeholders and achieve real-time communication of data information? Based on this, this article believes that the government can guide and support policies, build digital collaboration platforms, integrate resources from all parties, promote platform integration with universities, enterprises, financial institutions and other systems, achieve data interconnection and improve collaboration. Subsequently, universities can achieve more convenient cooperation and interaction with the business community, financial

institutions, communities, etc., to enhance students' innovation awareness, entrepreneurial sense, and entrepreneurial ability at the practical level. According to policy guidance, cooperation and interaction between universities, enterprises, financial institutions, etc., after planning the strategy and positioning of entrepreneurship education talent cultivation, knowledge output can be achieved through the teacher level.

5. Conclusion

Exploring the behavioral adjustment of stakeholders in entrepreneurship education in universities from the perspective of digital collaboration has certain practical significance and value. Currently, with the rapid development of information technology, digital collaboration has become an indispensable driving force for entrepreneurship education in universities. As Macro-view level leaders, government departments have created a favorable policy environment and development space for digital collaboration in entrepreneurship education in universities through policy guidance, platform building, and other means. The middle-level entities such as university management, business community, financial institutions, and communities provide a solid practical foundation and broad development opportunities for college students' innovation and entrepreneurship through cooperation, interaction, resource integration, and complementary advantages. Micro-view level participants such as teachers, students, and parents play a crucial role in teaching interaction, project practice, and spiritual support. However, entrepreneurship education in universities under digital collaboration still faces many challenges, such as the digital divide, data security, and imperfect collaboration mechanisms. This is a long-term and complex process that requires joint efforts from all parties. However, as long as all stakeholders work together, constantly explore innovation, and actively adjust their own behaviors, they will definitely be able to overcome these difficulties and promote new leaps in entrepreneurship education in universities in the digital age.

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