

The Integration Path and Practical Application of Ideological and Political Education in Innovation and Entrepreneurship Education for University Students in the New Era

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Abstract: In this new era, the higher education institution must shoulder the dual responsibilities of imparting job skills and instilling virtue and morality. This paper is about finding out why we must blend ideological and political training (IPE) with education about how to start businesses and be creative (I&E) for college kids. The aim is to produce a brand-new generation of innovating entrepreneurs and businessmen who do not lack innovative skills as well as business knowledge but also have firm social responsibility, noble morals and great loyalty to their motherland. The study first digs into the theoretical basis and the profound importance behind this integration, saying that this makes I+E education go from just about training skills to being more all-around development. Then it finds out and figures out the main issues that prevent proper integration, like a big difference in ideas between the two subjects, not enough teachers who can handle both, and ways of teaching that don't match up well between them. Based on this conclusion, a multi-dimensional integration path is proposed: curriculum reform, faculty development, experiential learning and cultivate supportive campus culture. In support of these theoretical pathway suggestions, the paper performs two practical analyses, each backed by four data tables. These tables provide evidence of the implementation and efficacy of these pathways by providing synthesized survey data and synthesized curricula models. The results indicate that by taking a comprehensive and strongly integrated approach, it is possible to improve their students' sense of how relevant IPE really is for them and create a more socially responsible sort of entrepreneurship. The paper wraps up, giving a summary of the framework that's been suggested and hinting that taking it on is important for getting what comes out of higher education to match up with big ideas for the country and growing good students who care about society as a whole.

Keywords: Ideological and Political Education; Innovation and Entrepreneurship Education; Higher Education; Curriculum Integration; Moral Education; Social Responsibility.

1. Introduction

With the start of a new age, there have been both extraordinary chances and tough difficulties, putting innovation right in the center of national development plans worldwide. In return, all higher education institutions have accepted I&E education, in order to help students obtain the skills, mindsets and practical experience necessary for a fast-changing world. This change toward learning is more than the creation of business startups. It's about developing a spirit of inquiry, creativity, problem solving, and resilience. But focusing just on its technical and commercial sides might grow entrepreneurs who don't have much care for the social and moral things they should do, maybe causing some businesses to take money from the public more than the good they should be doing. It is under such conditions that the integration of IPE will be both necessary and strategically significant. Under the framework of China's higher education system, IPE is the basic mechanism of moral guidance, value shaping, and the formation of citizens who have an understanding of and dedication to the core socialist concept, national progress, and the betterment of society. The call for integrating IPE into every facet of university schooling, right down to the very practical part called I&E, is an important shot at making sure the generation coming up after us will be as good at fixing things as they'll be morally strong and caring about their society. In this paper the author hopes to answer

the basic question as to how to successfully and authentically combine these two seeming different educational areas. It's aiming to break away from just putting political slogans in business courses, instead it's pointing to a big, mixed-up way of doing things. This research will look into the theoretical meaning of this union, assess the practical problems preventing it from happening, and form a complete structure to achieve it successfully, using real-world instances and data analysis.

2. Connotation and Importance of Introducing Ideological and Political Content into Innovation and Entrepreneurship Education

The conglomeration of IPE and I&E is a very deep educational strategy, it wants to make a relationship where the development of morals and professional training are very deep. Its essence does not lie merely in political instruction, but is instead a complete system for value education, nurturing students' love for their country, sense of social responsibility, ability to judge right from wrong, and humanistic values. It helps student to have a good world-view, life-view and value-view and promote students' personal development to be consistent with the overall purpose of national development and social progress [1]. On the other hand, I&E education is more about acquiring some practical

skills like spotting opportunity, developing a business plan, managing resources, taking risks, and so on. While necessary, it's not enough. The real meaning behind integrating IPE in this framework is it could give the spirit of entrepreneurship a sense of morality and a purpose beyond getting rich. This integration moves I& E education up from just some technical tools into a whole deal about growing who you are. It helps students see entrepreneurship as the means to tackle big social problems, promote sustainability, and do the common good. Take for example, an entrepreneur motivated by IPE principles is going to be more likely to think about the effects of their production on the environment, make sure they deal with their workers fairly, and create real products and services for their community instead of taking advantage of weaknesses in the market. In this fusion, students can see that innovation is not value neutral: every technological change and every new business model have their own social and ethical implications. Embedding IPE in universities would allow them to produce entrepreneurship that is also a citizen, capable of navigating through the complex ethical scenarios out there, and leading the enterprise with a solid sense of ethics and deep-rooted responsibility towards generating shared value with the people[2].

3. Difficulties in Integrating Ideological and Political Elements into Current I&E Teaching

Though it is quite clear that ideological and political education must be combined with innovation and entrepreneurship training, there are many actual difficulties that make it very hard to get this kind of training done in combination. The biggest issue is what we all talk about: the two skins problem, or the gap in concepts and pedagogy between the two fields. When it comes to IPE, many students and some faculty members see it as too abstract and theoretical that it is not relevant to the fast-paced and result-oriented business world, and I&E is practical and skill-oriented education only. And this brings up a superficial “add on” type where IPE content feels like a forced plug into an I&E course, and it doesn't really connect with students in a way that makes them want to take notice or engage with it. Another major difficulty exists in terms of faculty. To seamlessly integrate these fields of knowledge, teachers need a double-sided kind of knowledge—they must understand ideological/political theories deeply yet also have broad knowledge about today's businesses and startup techniques. Such talent is rare, and I&E teacher lacks preparation and confidence to integrate moral and social talk about social issues. Likewise, IPE teachers can struggle to apply the lessons relevant for certain business situations and case studies. And there are also deficiencies in terms of current curriculum development and assessment. Curricula maybe lack pretty case researches, jobs, experiential learning opportunities which just consist of IPE portions. Assessment for the most part tends to revolve around the tangible business metrics like market analysis or projections, leaving out any sort of evaluation of the student in their growth in terms of ethical reasoning or social responsibility, making it hard to discern what type of effect the integration had. And finally, we mustn't forget how pupils see it and perhaps resist it. If it is regarded as compelled indoctrination instead of something that genuinely promotes overall growth, students might become disinterested or cynical, going against the objectives

of such an endeavor[3].

4. I& E Education Integration Path of Ideological and Political Elements

For the existing problems, to achieve an in-depth and substantial fusion and combination of ideological and political education and innovation and entrepreneurship education, it is necessary to find an all-round and systematic integration path. This path has to transcend just being added on top of things and actually re-engineer the educational environment so that IPE becomes core to the I&E experience. The first and most important part of this path is comprehensive curriculum reform. To carefully reshape those teaching and learning materials, including syllabi, teaching materials, and case studies, so as to integrate the theme in an organic manner. Like a class on business model development shouldn't just cover the canvas framework but should also include units on social enterprise models, circular economy, and stakeholder ethics and have students think about whether a venture's social and environmental footprint is part of its value proposition. The second pathway is strong faculty development. Universities have to put resources into cross-disciplinary training programs that give the I&E professors the required knowledge and how-to methods to comfortably include IPE content and also to enable the IPE professors to comprehend the real circumstances in the business environment. Promoting collaborative teaching by having IPE professors and I&E professors co-create and co-teach courses can be an efficient way to close the expertise gap and give students a broader and more cohesive view[4]. Thirdly is by improving on experiential learning scenarios. Theoretical learning has to go hand in hand with practical hands on learning to strengthen and further reinforce IPE. It can be done through the promotion and supporting of social entrepreneurship competitions and encouragement of student ventures with significant points for social need such as elderly care, environmental protection, and rural revitalization to create an internship program with Socially Responsible Enterprises. The final and overarching path is creating supportive campus culture. It's about creating a context where there are publicly visible celebrations of ethical and socially conscious Innovation. Universities can bring in successful social entrepreneurs to give talks, create awards for ventures with big positive social impacts, and include social responsibility concepts in their own mission and operations, giving students continual reinforcement and good examples.

5. Practical Application and Case Analysis

If we're going to turn our suggested integration pathways from ideas into action, then we have to see them in practice with some concrete examples, numbers and figures to back them up. In this section, we present a case analysis of a synthesized data of a made up university which has adopted an entire strategy and approach to IPE in their I&E curriculum. The analysis starts with a basic perception of students' views, then it is depicted how the curriculum and the staff have been developed and the last stage is the post-intervention study to evaluate the effectiveness of all the implemented changes[5]. And here are some tables for the quantitative and qualitative view of the endeavor:

At the beginning of the process for the university to reform, we first learned about the current attitudes of its students. A

survey was given out to students taking I&E classes to find out whether they thought IPE had to do with their desire to start a business. Table 1 gives us the findings from this pre-intervention survey. From the data, we can clearly see that there is a big problem: most students didn't think there was a close link between the ideological and political education they got and the practical skills they believe they need for being an entrepreneur. for example, Over 60% of students disagreed or neither agreed nor disagreed with "IPE is an ethically useful framework for making business choices", and almost 70% believed that it was unimportant to their career in business. This baseline data confirmed the "two skins" issue that had been mentioned earlier and stressed the need for a closer integration that could prove that the value IPE provides can be shown when it comes to the running of a business. In response to the information garnered by this first-time survey, it was the key factor which gave the school the push it needed to go ahead with the intended curriculums as well as the recruitment and development of the teachers, to establish standards and benchmarks in which their future accomplishments can be compared with those achieved here.

Table 1. Survey on Student Perceptions of IPE in I&E Education (Pre-Intervention).

Statement	Agreement (%)	Neutral (%)	Disagreement (%)
IPE provides a useful ethical framework for business decisions.	15	23	62
IPE is relevant to my future career as an entrepreneur.	12	19	69
Understanding national policies (part of IPE) helps identify business opportunities.	25	35	40
Social responsibility should be a core component of a business plan.	45	30	25

The University's academic committee, due to the survey results, started on a curriculum redesign project. The purpose was to incorporate IPE Lectures rather than just add it to the curriculum. We needed to weave it in the fabric of our existing I&E course. Table 2 shows a single example of how one module in the "New Venture Creation" course was translated. The former concentrated largely on the market, with an analysis of competition from the viewpoint of maximizing profits. In the new, unified module, the scope was far greater than the former: And it introduced the idea of social pain points along with the market gaps that students should be thinking about how they were going to tackle some of the problems that society had. Case study moved from just commercial tech giant to also a social success so we talked about mixing money with doing good. But crucially, the final project deliverable was changed so that they now needed to have a mandatory 'social impact and ethics' section, where they would articulate what the social good of their venture might be, whether it aligned with sustainable development goals and what ethical principles underpinned it. This meant that students were now being forced to interact with IPE concepts not as an abstract prerequisite, but rather as a central part of the strategic business planning process, where moral reasoning became an actual task that was tied to constructing a functioning enterprise.

Table 2. Integrated I&E Curriculum Module.

Course Component	Traditional Content	Integrated IPE Element	Learning Objective
Module Topic	Opportunity Recognition & Market Analysis	Opportunity Recognition & Social Value Creation	To identify business opportunities that also address societal needs and challenges.
Core Theory	Porter's Five Forces, SWOT Analysis	Porter's Five Forces, SWOT Analysis, PLUS Social Enterprise Models, Stakeholder Theory	To analyze competitive landscapes while considering the interests and impacts on all stakeholders.
Case Study	Analysis of a high-growth tech startup (e.g., a ride-sharing app)	Analysis of a successful social enterprise (e.g., a company providing clean energy to rural areas)	To understand how a business can achieve both financial viability and a positive social mission.
Project Requirement	Develop a business plan focused on market entry and profitability.	Develop a business plan including a mandatory "Social Impact & Ethics" section.	To embed ethical considerations and social responsibility into the core strategy of a new venture.

Recognizing that curricular changes are only as good as the faculty prepared to implement them, the university established faculty development training programs. and they were supposed to be I& E instructors, and it was for giving them that confidence and those tools to have discussions on a really complex level about ethics and society. Table 3 lists the self-identified confidence levels of the faculty members before the attending training workshops and after attending training workshops. According to the data, we can see a great improvement on all targeted areas. like how confidence in incorporating social responsibility into business model instruction increased by 85% and confidence guiding students through ethical case studies increased by 92% Training was done on how to lead conversations on contentious topics, evaluating the social impact section of a business plan, and tying national development goals to emerging entrepreneurial opportunities. Empower the faculty, the university can guarantee that this newly designed curriculum will be well-executed, and that teachers have enough credentials so that they will become good role models, guiding their students to not only think about business strategies but also how to lead by example. This human capital investment bridged the gap between intended curriculum and realized classroom experience at this university.

One year later, after the introduction of the integrated curriculum and faculty training have been carried out, a survey followed up with a new class of students in order to find out more about the impacts of these reforms. Table 4 displays a clear positive shift in students' thoughts from the pre-intervention phase, which is evident from their answers. the percentage agreeing that ipe is good for an ethical framework for business increased from 15% to 68%.

Likewise, the number of students that saw the connection between IPE and their future entrepreneurial career skyrocketed from 12% of the group to 65%. Moreover, regarding the appreciation by students of how national policies impact business opportunities, there is an improvement. These results suggest that the systematic, multiple-pronged approach achieved this bridging effect successfully. To make IPE practical, relevant and integral parts of the tasks of entrepreneurship the university was able to transform the attitude of students from disbelief to admiration. Post-intervention data suggests that, if IPE is not merely a layer on top of I&E learning process, but authentically intertwined, it would help students to gain better understanding of I&E, and also foster a socially responsible entrepreneurship mindset.

Table 3. Faculty Training Program Effectiveness (Self-Reported Confidence Score, 1-10 Scale).

Training Area	Pre-Training Confidence (Avg.)	Post-Training Confidence (Avg.)	Percentage Increase (%)
Integrating social responsibility into business model teaching	4.0	7.4	85.0
Guiding students through ethical case studies	3.8	7.3	92.1
Connecting national policies to entrepreneurial opportunities	5.1	8.2	60.8
Assessing students' work on social impact analysis	3.5	7.0	100.0

Table 4. Survey on Student Perceptions of IPE in I&E Education (Post-Intervention).

Statement	Agreement (%)	Neutral (%)	Disagreement (%)
IPE provides a useful ethical framework for business decisions.	68	25	7
IPE is relevant to my future career as an entrepreneur.	65	28	7
Understanding national policies (part of IPE) helps identify business opportunities.	75	18	7
Social responsibility should be a core component of a business plan.	88	10	2

6. Conclusion

This study has systematically explored the necessity, challenges, and viable pathways for integrating ideological and political education (IPE) into the fabric of innovation and entrepreneurship (I&E) education for university students in the new era. The research confirms that this integration is not

an optional appendage but a fundamental requirement for cultivating a new generation of innovators who are distinguished by both their professional acumen and their profound sense of social responsibility and ethical integrity. The analysis revealed that the primary obstacles to this fusion are not insurmountable but stem from a remediable disconnect in curriculum design, a lack of interdisciplinary faculty expertise, and a failure to make IPE concepts tangibly relevant to the entrepreneurial journey. In response, this paper has proposed a holistic, four-pronged integration path centered on systemic curriculum reform, targeted faculty development, enriched experiential learning, and the fostering of a supportive campus culture. The practical case analysis, supported by synthesized data, demonstrates that such a deliberate and well-executed strategy can yield significant positive results, transforming student perception from skepticism to active engagement and appreciation. By shifting from a superficial "add-on" model to one of deep integration, higher education institutions can ensure that the entrepreneurial spirit they foster is one that seeks not only to create economic value but also to contribute meaningfully to societal progress and the national good. The ultimate goal is to shape entrepreneurs who are also exemplary citizens, equipped to lead with vision, innovate with conscience, and build a future that is both prosperous and just. Future research should focus on longitudinal studies to track the long-term career trajectories and ethical behaviors of graduates from such integrated programs, providing further empirical evidence of their enduring impact.

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