

THE INFLUENCE OF EDUCATION SYNERGY MANAGEMENT, TEAMWORK AND ORGANIZATION RESILIENCE TOWARD ENHANCING UNIVERSITY STUDENTS' ENTREPRENEURIAL LEADERSHIP IN CHINA

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Abstract

The study objectives were to explore the current situation of education synergy management, teamwork, organizational resilience and enhancing university students' entrepreneurial leadership in China. A research design combines quantitative and qualitative methods to investigate a research phenomenon. A mixed-methods study on three cohorts, comprising 15 participants each, was conducted using probability sampling. A minimum of 400 individuals were deemed necessary for conducting the SEM analysis. The study objectives were to explore the current situation of education synergy management, teamwork, organizational resilience and enhancing university students' entrepreneurial leadership in China. This investigation makes equal use of qualitative and quantitative approaches. And draw conclusions based on theoretical frameworks such as education synergy and teamwork synergy. It was determined to model organizational resilience through entrepreneurial leadership. Empirical research was used to investigate the validity of correlation hypotheses and presents the development direction of the influence of education synergy management, teamwork, and organizational resilience toward enhancing university students' entrepreneurial leadership in China. The study found that education synergy management, teamwork, and organizational resilience are positively correlated with enhancing university students' entrepreneurial leadership in China. These findings suggest that universities should focus on fostering these qualities in their students to promote successful entrepreneurship. A main effects model and a moderation model were tested to see if entrepreneurial leadership affected the relationship between organizational resilience and synergy in teamwork. The findings could have implications for the development of entrepreneurship education programs and policies in China. Entrepreneurial leadership affects organizational resilience and synergy in teamwork. Therefore, incorporating entrepreneurial leadership skills into entrepreneurship education programs and policies in China can help develop resilient and effective teams that can work together to achieve organizational goals. This could lead to a more successful and sustainable entrepreneurial ecosystem in the country.

1. INTRODUCTION

As a developing nation, China needs education management that is transparent and coordinated. It is essential to enhance the teaching and learning process, leadership, curriculum, facilities, and education expenditures, as well as the system and acceptable standards for the foundation of education. State leaders should have as one of their key objectives the progress of both societies and the nation as a whole. However, following each term's conclusion, the vision and mission of the objectives remain unrealized until new leaders present a new vision and purpose (De Prada, Mareque, & Pino-Juste, 2022). This is measurable if conducted in a manner that is relevant, transparent, and supported by all stakeholders. This research is looking at the synergistic effects of ideological and political education with innovation and

entrepreneurship education on the teamwork, organizational culture, and overall performance of startups in developing countries. The findings of this study could have significant implications for policymakers and educators in designing effective entrepreneurship education programs. Resilience and leadership abilities of university students. It is difficult to reach the predetermined aim of talent training by relying exclusively on professional courses, and there is no recognized model for the implementation of a systematic cooperative education program. Additionally, research on the influencing factors of knowledge transfer through the collaborative education model is incomplete and unclear, and resources are wasted. Finally, the expansion and integrated utilization of cultural resources are inadequate and imperfect, and the influence on the improvement of students' capabilities in terms of innovation and entrepreneurship in Chinese local universities is not consistent. This paper seeks to address the academic gap by examining the impact that education synergy management, teamwork, and organizational resilience have on enhancing university students' entrepreneurial leadership in China. It will collect exploratory sequential mixed-method data and interviews with university entrepreneurs and students as part of a qualitative approach. The synergetic theory will be used in two different forms of education in order to facilitate the advancement of inquiry and discussion. The findings of this study may be utilized to increase education synergy management and improve performance. Managers and administrators must help employees feel like team members in order to increase performance.

2. LITERATURE REVIEW

Concept of Synergy

Synergy can be achieved through combining, integrating product lines or markets, or both. A clothes retailer may cross-sell jewelry and belts to boost earnings. Negative synergy is possible. Negative synergy occurs when the united businesses have a lesser value than each entity would have individually. If various leadership styles and corporate cultures cause problems for the merged companies, this may happen. A company can also create synergy by forming cross-disciplinary workgroups with members who have different skills. Salespeople, analysts, and researchers may work on product development (R&D). If the team worked together, they could make a better product than if they each worked alone. Synergies may not have a monetary worth, but they can reduce sales expenditures and boost profit margin or growth. To affect value, synergy must improve cash flows from present assets, growth rates, growth periods, or capital costs. Synergy usually works. This hypothesis holds that two or more entities working together provide better results than either operating alone. However, even when companies join together to achieve synergy, the result is often lackluster, making the enterprise a failure.

Synergy education

Synergy education may be used in school-enterprise, industry-university-research, family, society, and university collaboration, among other areas. This research focuses on teaching collaboration in colleges and universities. It refers to a study review on the present state of collaborative ideological, political, and innovation and entrepreneurship education to increase student creativity and entrepreneurship. Ideological and political education are related to

innovation and entrepreneurial education, a research hypothesis. It's mirrored in educational aims, topics, and models (Li, 2020).

According to the education cycle management model, efficient education can both produce high-quality human resources and manage a variety of resources, including natural resources. If we do a good job of managing our human resources, we will see positive results for the economy. A robust economy is the driving force behind a flourishing society. If both the state and society are doing well, there will be enough of money for education. This approach makes use of a wide variety of indicators. There are five indicators of a quality education: (1) In order to become CEO of College, students need to be high achievers and exceptional leaders (2) The credentials of instructors and professors ought to correspond to the scientific subjects in which they teach (3) Implementing the enhanced, up-to-date, and comprehensive global curriculum for both instruction and education (4) Classrooms, laboratories, and gymnasiums are necessities for learning and physical activity in schools. Libraries' books (5) Budget dependent on requirements. This outstanding education has resulted in (1) advanced levels of science and technology as well as (2) superb behavioral standards.

Concept of teamwork

The idea of working together to solve problems, meet fundamental needs and requirements of life, and come to more informed decisions that are in everyone's best interest has been ingrained in human culture for a very long time. This has allowed humans to overcome a wide variety of challenges, meet these requirements and needs, and improve overall. Therefore, collaboration can also be regarded as a powerful power that is supplied by a group of individuals to make better judgments in a more effective manner. Teamwork enables the automatic exchange of positive opinions, feedbacks, experiences, and viewpoints between the members of the team; this process creates a constant development regarding the services of the organization and employees' occupational performances. Teamwork also contributes to the development of the employees' skills and perspectives.

When building work teams, it is necessary to take into consideration factors such as individual variety, the growth stage of the team, conflict resolution, communication, and willingness to take risks. The most successful teams recognize these challenges and find solutions to them. Teams are seen as transparent due to the fact that they utilize resources, engage in activities internally, and create output. There are many ways to define teams, and many of them are similar. According to Mickans and Rodgers' definition of a team, it consists of "a constrained number of competent persons with a purposeful purpose and realistic performance objectives for which they are collectively responsible" (2005). In contrast, a group of employees may or may not be fully devoted in their work, may or may not find it meaningful, and may or may not take collective responsibility for their output; all of these factors are essential to the success of a team. Coordination, organization, deliberation, and the resolution of issues are all essential components of successful collaboration. Problem-solving, unity, and interdependence are all things that are required. Each member of the team needs to be skilled as well as sociable. They need to come to an agreement on the facts, find common ground about the thoughts, and collaborate to find solutions to the issues. There is a requirement for respect, appreciation, and

encouragement.

Concept of entrepreneurship leadership

In this part, entrepreneurial leadership is first described, then its characteristics, dimensions, and significance are discussed, and lastly a literature search on entrepreneurial leadership is conducted.

Recently, entrepreneurship has driven economic growth, development, employment, and social welfare. Entrepreneurship is the fourth economic component after labor, nature, and capital, according to previous studies. Production relies largely on entrepreneurship. Because entrepreneurship involves producing things or services using labor, technology, capital, and natural resources. Entrepreneurs assess market prospects and take on profit and loss by bringing capital, natural resources, and labor to generate goods or services (Tlaiss HA, Kauser, 2019). Entrepreneurial top managers risk company for strategic management (Zhao Sijia, Yi Lingfeng, Lian Yanling, 2021).

Many authors define entrepreneurship differently, yet all seem to focus on opportunity evaluation. According to previous research, a person's personality self-confidence, determination, communication and persuasive skills, openness to new ideas, vision, initiative, reliability, optimistic thinking, adaptability, risk-taking, hard effort, organizational ability, control, knowledge, reconciled with the environment, persistence, rationality, taking opportunities, and continual improvement self-renewal (Chen, Zhou, 2017). Sometimes, entrepreneurship and leadership are used interchangeably in the literature. The introduction of entrepreneurial leadership follows. In entrepreneurial leadership, the leader also possesses entrepreneurial characteristics (Cohen, 1990). Entrepreneurial leaders are those in positions of employer, speculator, and information provider (Cai, Lysova, Khapova, Bossink, 2019).

3. METHODOLOGY

The aim of this chapter is to present the research design, research methodology, subject of the study, tools and analysis. The researcher makes use of quantitative and qualitative research methodologies. Research design is a master plan or a strategy to guide the whole research process which focuses on discovering accurate and reliable answers to the research questions (Burns, 2000). The researcher used a variety of research approaches in order to complete this chapter's work. The first is the quantitative method, in which empirical data is collected by questionnaires for to investigate the current situation of synergy educational management, teamwork, and improve students' innovation and entrepreneurship skills in China; the second is the qualitative method, in which data is collected by in-depth interviews for phenomenon study, and the outcomes are used to better describe the quantitative findings. Both methodologies are referred to as research methodologies.

Population and Sample

Following topics provide the details of the population and the selection of sample group.

1. Population The population in this study comprises 20 schools from Yunnan university:

2. Sample Multi-stage sampling is schools and students in this study. The unit of analysis is schools for a total number of 20 schools and students of Yunnan province in China.

Yunnan University currently has the following schools, colleges and institutes under its administration:

This study uses a questionnaire based on a tested conceptual framework as the primary instrument of quantitative research and qualitative research for the specified population test at the organization level. The population comprises 20 schools from Yunnan University, and the sample is schools and students from 20 schools and students of Yunnan province in China.

Questionnaires are used as data the collection tool by the researcher. This subject is divided into 2 parts: 1) description of the tools used in research, and 2) steps on establishing and developing of the tools used in the research. Details are as follows: 1) Description of the Tools Used in Research Tool used in research is questionnaire, which has been tested and tried. Questionnaire is composed of three parts.

This study uses variance, correlation, regression, and the structural equation model to meet its multiple research goals. Descriptive statistical analyses. It is mostly used to describe a single factor's structural qualities in sample data. This study focuses on the mean, standard deviation, lowest, and maximum values for each variable. Confirmation considerations. This study used structural equation modeling (SEM) to assess the variable factor structure and the mathematical statistical relationship between the competencies. The first stage is to validate the load amount of the factor based on its load coefficient to quantify the effect and factor composition, followed by the optimal factor structure

4. RESULTS

Path analysis

In this study, the structural equation model's route was examined using the software program to determine the model's CR value and path coefficient value. The connection and level of effect between variables are reflected in the path coefficient, and the regression may be evaluated using the critical ratio CR (Critical Ratio). Regardless of the significance of the coefficient, it is commonly accepted that the CR value is more than or equal to 1.96, indicating a significant difference at the 0.05 significant level (Hou, Li , Yuan, 2018). The table displays the standardized regression coefficients and variance parameter estimates for the structural equation model used in this investigation.

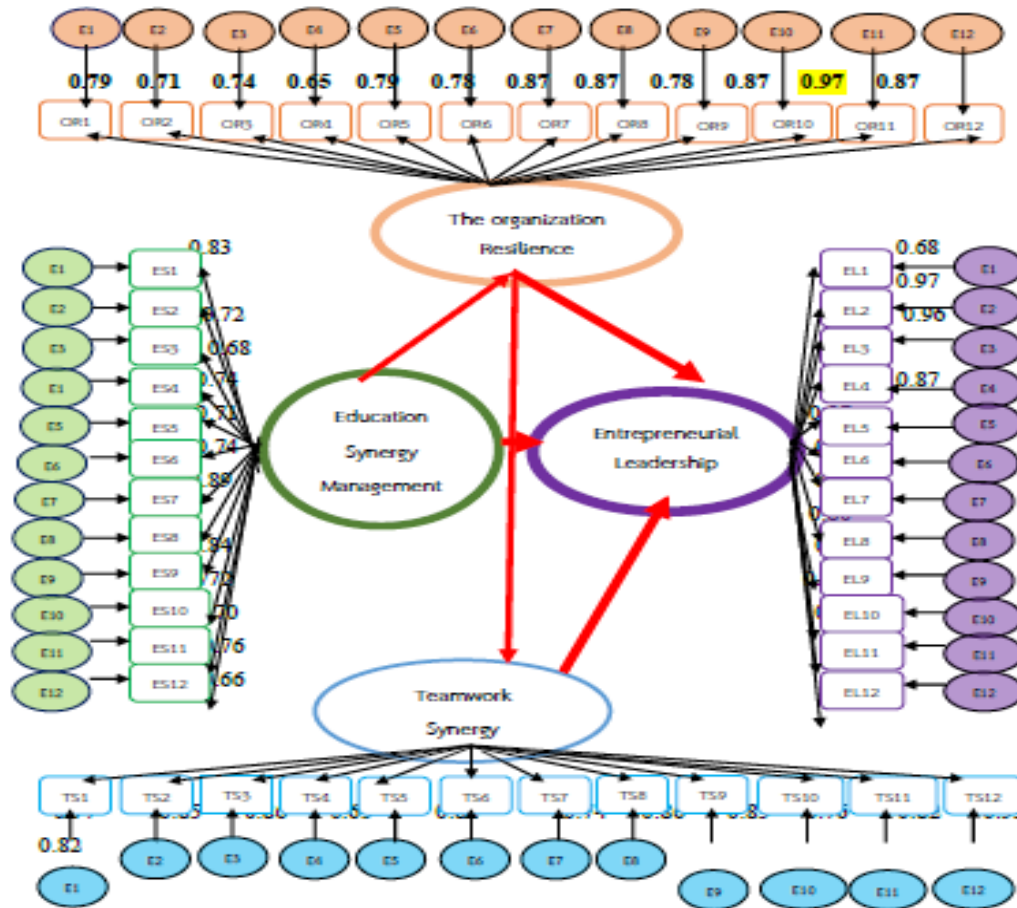


Figure 4. 1 Operation results of Structural equation model (Standardization)

Table 1: The Path Coefficients of Structural Equation Models Test

	Path hypothesis	Estimate	S.E.	C.R.	P
ESs	→ EL	0.159	0.028	3.328	0.001*
TSs	→ EL	0.142	0.030	2.868	0.001*
ORs	→ EL	0.142	0.031	9.888	0.001*
ESs	→ OR	0.269	0.086	4.873	0.001*
TSs	→ OR	0.321	0.049	0.405	0.668

Note: *** means $P < 0.001$.

Main effect hypotheses testing

1. Validation of the hypothesis of the relationship between ES and EL: The path coefficient of ES on EL is 0.028, and the C.R. value is 3.328, corresponding to a significant P 0.01.
2. The path coefficient of TS on EL was 0.030, and the C.R. value was 2.868, corresponding

to a significant P 0.01. Therefore, CCS had a significant positive effect on OR, so the hypothesis was established.

3. Validation of the hypothesis of the relationship between OR and EL. The path coefficient of OR on EL was 0.031, and the C.R. value was 9.888. This corresponds to a significant P of 0.001. Therefore, ORS had a significant positive effect on OR, so the hypothesis was established.
4. Validation of the hypothesis of the relationship between ES and OR : The path coefficient of ES on OR was 0.086, and the C.R. value was 4.873, corresponding to a significant P of 0.001. Therefore, ES had a significant positive effect on OR, so the hypothesis was established.
5. Validation of the hypothesis of the relationship between TS and OR: The path coefficient of TS on OR was 0.66, and the C.R. value was 0.405, corresponding to a significant P > 0.01.

This study has been laid out in a clear and concise manner from the very beginning. Following the review of the relevant literature, the collection of data, and the analysis of that data, additional analysis is performed according to the verification of the hypothesis between the independent variables and the dependent variables, as well as the relationship between the divided dimensions.

Table 2: Summary of Verification of Hypothesis Test Results.

Hypothesis	Item Content	Conclusion
H1	Education synergy management has an impact to enhancing university students' entrepreneurial leadership in China	Support
H2	Teamwork synergy has an impact to enhancing university students' entrepreneurial leadership in China.	Support
H3	Organizational resilience has an impact to enhancing university students' entrepreneurial leadership in China	Support
H4	The organization's resilience positively mediates among the links of teamwork synergy and enhances university students' entrepreneurial leadership in China.	Support

5. CONCLUSION

The purpose of this chapter is to answer the research questions and accomplish the study objectives by analyzing and interpreting the data. These goals of the research are:

- 1) To explore the current situation of education synergy management, teamwork, organizational resilience and enhancing university students' entrepreneurial leadership in China.

The survey indicated that the study of collaboration with organizational flexibility and strengthening entrepreneurial leadership among university students in China revealed that the average was 4.04, platform utilization was 4.02, leading utilities received a score of 3.96, and innovative solutions received a score of 4.07. This was found in the study of collaboration with organizational flexibility and strengthening entrepreneurial leadership among university

students in China. The average score for team management, communication skills, and caring collaboration in cooperative education was 3.72, 3.78, and 3.82 indicating that the model of cooperating with one another within a team has been well accepted in Chinese educational institutions. This result suggests that Chinese educational institutions prioritize teamwork, communication, and collaboration skills among their students, which are essential for success in the modern workplace. It also indicates that cooperative education is an effective approach to developing these skills.

The study's findings indicate that there exists a positive correlation between entrepreneurial leadership among university students in China and educational collaboration and teamwork. (Mean=3.77). Academic institutions in China have a tradition of utilizing the corporate flexibility at their disposal. The provision of flexibility enables educational institutions to offer students rigorous academic training that equips them with the necessary skills and knowledge for their future careers. Furthermore, it facilitates the ability of institutions to swiftly adjust to evolving economic and technological environments

6. DISCUSSION

Both quantitative and qualitative research showed consistency. Quantitative research found that education synergy management has an impact to enhancing university students' entrepreneurial leadership in China. This is consistent with qualitative research in the part of entrepreneurship education helps communities innovate, grow, and create jobs. Entrepreneurial leadership helps businesses survive tough times, and resilience training keeps people healthy and working. Education should foster political and innovative awareness, respect for diversity, and free expression. (Obschonka & Fisch, 2018; Newman, Herman, Schwarz, Nielsen, 2018). Stated that China has increased its efforts to teach and educate its people to have a high level of ideological and political literacy and to establish their own businesses. This reform is part of a broader effort to address the challenges facing China's economy and ensure its long-term success. However, the impact of education on entrepreneurship is contradictory and unclear. Several studies indicate that entrepreneurship education may increase human capital and foster entrepreneurial behavior. Literature debates entrepreneurship education assessment outcomes. However, some scholars have raised concerns about the potential impact of this emphasis on ideological and political education on freedom of thought and expression.

Research results found that teamwork synergy has an impact to enhancing university students' entrepreneurial leadership in China. In addition, qualitative research clearly indicates that “Chinese educational institutions prioritize teamwork, communication, and collaboration skills, and cooperative education is an effective approach to developing these skills. Entrepreneurial leadership among university students in China is positively correlated with educational collaboration and teamwork”. (De Prada, Mareque, Pino-Juste, 2022) stated that soft skills are interpersonal qualities that enable individuals to function efficiently, have effective relationships, carry out their work professionally, and achieve their goals. Training students in teamwork skills are essential to increasing their employability. Soft skills are becoming increasingly important in the workplace, with employers valuing them just as much

as technical skills. Therefore, incorporating teamwork training into educational curriculums can better prepare students for their future career.

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