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Exploration on the integration path of innovation and entrepreneurship education and psychological education in private universities

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Abstract :*In the context of globalization and rapid technological development, private colleges and universities are faced with the challenge of training talents to adapt to the complex job market and social needs of the 21st century. This study aims to explore the path of the integration of innovation and entrepreneurship education and psychological education in private colleges and universities, and proposes a comprehensive education model through systematic literature review and theoretical analysis. Through curriculum integration, extracurricular activities, teacher development, support system and evaluation and continuous improvement strategies, the model aims to improve students' comprehensive quality, promote mental health, and enhance innovation and entrepreneurship. The research shows that this model not only enriches the educational content and methods of private colleges and universities, but also promotes the all-round development of students and sends more compound talents with innovative spirit, entrepreneurial potential and good psychological quality to the society.*

Keywords: *Private university, Innovation and entrepreneurship education, Psychological education, Integration path*

I. Introduction

In today's era of globalization and rapid technological development, private universities are struggling to meet the challenge of training talents to adapt to the complex job market and social needs of the 21st century. In this context, the integration of innovation and entrepreneurship education and the integration of psychological education have become the new focus of education reform. This integrated education model aims to produce interdisciplinary talents with a solid academic foundation, as well as creativity, adaptability and problem-solving skills.

With the change of the global economic pattern, innovation and entrepreneurship education is rising rapidly around the world, reflecting the new requirements of the society for the quality of talents. Private universities, with their flexible curriculum and resource allocation advantages, have taken the lead in incorporating innovation and entrepreneurship education into the education system, aiming to stimulate students' entrepreneurial potential and innovative spirit. However, this process is also accompanied by challenges such as increased academic pressure, uncertain career paths, and prominent mental health issues among students (Sharma, 2019).

Students at private colleges often face academic competition, high expectations from their families and society, and pressure to find career success in an uncertain job market. The combined effect of these factors has

a significant impact on students' mental health, resulting in frequent problems such as anxiety, depression and burnout (Chen et al., 2020). Therefore, integrating psychological education into innovation and entrepreneurship education is the key to ensuring that students are not only academically and professionally successful, but also emotionally resilient.

This study focuses on exploring the integration path of innovation and entrepreneurship education and psychological education in private colleges and universities, and analyzes its effects on improving students' comprehensive quality, promoting mental health and enhancing innovation and entrepreneurship ability. Through in-depth research and discussion, we hope to provide a set of practical education integration strategies for private colleges and universities to cope with the current educational challenges and cultivate high-quality talents who can adapt to the future society.

II. Literature Review

The Significance of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education has become a cornerstone of higher education, especially in private universities, as it has a multifaceted impact on individual student, institutional development and social progress.

Economic development and employment creation. Private universities have become key players in promoting economic growth through innovation and entrepreneurship education programs. By teaching foundational skills and shaping students' entrepreneurial mindset, these institutions play a key role in creating jobs and promoting economic diversification (Stuetzer et al., 2016). For example, Nanyang Technological University has established entrepreneurship centers and incubators, which not only improve students' employability, but also promote the development of the regional economy (Yu et al., 2017). These initiatives underscore the critical role of private universities in nurturing the next generation of innovators and entrepreneurs, thereby driving economic prosperity.

Improve students' employability. In an increasingly competitive job market, graduates with entrepreneurial skills show greater adaptability and resilience (Leiva et al., 2021). Innovation and entrepreneurship education programs at private universities focus on developing transferable skills such as teamwork, leadership, and decision-making, which are highly valued by employers (Matlay, 2008). Stanford University in the United States is typical institutions that has produced many successful start-ups due to their emphasis on experiential learning, access to venture capital, and strong alumni networks (Etzkowitz et al., 2000). These programs significantly improve the employability of private college graduates, preparing them for a diverse career path.

Promoting innovation and creation. Innovation and entrepreneurship education fosters a strong culture of innovation within private universities by stimulating students' critical thinking, enhancing their ability to identify problems, and encouraging them to explore creative solutions (Fayolle et al., 2006). This culture extends beyond the classroom and influences the entire research and teaching environment. Private universities have made significant contributions to social progress and technological advancement by training a generation of innovative thinkers.

Promoting interdisciplinary cooperation. Innovation and entrepreneurship education programs at private universities foster collaboration, create an environment conducive to the exchange of ideas across disciplines, and improve the quality of research and educational outcomes. Private universities in Europe, such as HEC Paris and IE Business School, have incorporated innovation and entrepreneurship education into their main curriculum, and schools often reach out to local businesses to provide students with resources to start their own businesses. Actively encourage and support student participation in entrepreneurship (Ndou et al., 2018).

Responding to social challenges. Private universities, through their innovation and entrepreneurship education programs, can play a key role in addressing societal challenges such as poverty, unemployment, and environmental degradation (Paul etal., 2017). By encouraging students to develop solution-oriented businesses, these institutions contribute to positive social change and sustainable development.

The importance of psychological education

Psychological education is the cornerstone of promoting students' all-round development. This section delves into the multifaceted role psycho education plays in private universities, particularly in the context of an integrated model of innovation and entrepreneurship education. By examining the contribution of psychological education to personal development, academic achievement, mental health promotion and career preparation, this paper probes into the role and characteristics of psychological education in contemporary higher education.

Personal development. Psycho education helps develop self-awareness, emotional intelligence, and adaptive coping strategies that are critical to personal growth (Lopez & Snyder, 2004). Bowers(2021) emphasizes that the inclusion of psychology courses in the undergraduate curriculum can improve students' ability to manage emotions, effectively cope with various psychological pressures, and develop good interpersonal skills. This holistic approach not only fosters a positive self-image, it also enhances resilience and makes it easier and more effective for students to navigate the complexities of higher education.

Academic performance. Extensive research has highlighted a positive correlation between psychoeducation and academic achievement. Dweck's (2006) groundbreaking research on growth mindsets showed that students trained in this area showed higher grades and perseverance in the face of academic challenges. Similarly, Niemiec and Ryan(2009) demonstrate autonomously supported teaching methods that prioritize student autonomy and self-direction.

Promoting mental health. Promoting mental health is a fundamental aspect of psychological education in higher education (Niemeyer et al., 2019). Hunt and Eisenberg(2010) assert that colleges have a responsibility to provide comprehensive mental health resources and educational programs to mitigate rising rates of anxiety and depression among students. Institutions that provide services such as counseling, workshops, and online resources report lower rates of mental health problems and higher student satisfaction (Eisenberg et al., 2007). This highlights the need for private universities to promote mental health as a core component of their educational mission.

Career preparation. Psychoeducation can also develop essential skills such as communication, teamwork, and adaptability, further contributing to career readiness (Cunningham et al., 2021). These skills are often developed through psychology classes and extra-curricular activities and can help students focus on career development. In addition, psychoeducation's cultivation of students' communication skills can help students more easily integrate into the work environment and resolve conflicts at work, thus improving their readiness for the job market (Durlak et al., 2011). This preparation is especially important in the field of innovation and entrepreneurship, as students with adaptability, resilience, and high emotional intelligence are better positioned to excel in challenging and uncertain environments and achieve personal and professional success.

Integration of innovation and entrepreneurship education with Psychological Education

The integration of innovation and entrepreneurship education and psychological education is a cutting-edge research field, which can bring substantial benefits to the overall development of students. This interdisciplinary approach aims to foster not only creativity and business acumen, but also emotional resilience, self-awareness and mental health. Ultimately, this convergence of educational models is expected to produce a more balanced, adaptable, and successful group of comprehensive talents.

Significance of integration. Studies consistently show that combining innovation and entrepreneurship education with psychological education has a positive impact on all aspects of student development. Bandura(1997) and Shane(2003) emphasize that this integration improves students' mental health while improving their self-efficacy, creativity, and risk-taking. Building on these findings, Brown and Lichter(2006) show that psychological interventions aimed at improving self-efficacy, emotional intelligence, and risk tolerance are associated with improved entrepreneurial performance and overall well-being.Song(2022) emphasizes the importance of mental adjustment and emotional resilience, and compares the performance of a piano player to that of an entrepreneur. Both require strong mental attributes to cope with challenge and uncertainty (O 'Connor, 2013). This highlights the need for psychological education in developing the mindset and skills necessary for students to succeed in innovation and entrepreneurship.

Challenges in implementation. Despite the potential benefits, there are some challenges to implementing a model that combines innovation and entrepreneurship education with psychological education. Kuratko et al. (2021) identified curriculum design, teacher training, and resource allocation as key challenges in this process. Designing a course that effectively integrates these two areas requires careful consideration of learning objectives, content, and teaching methods. This requires ongoing professional development opportunities and support for teachers. Resource allocation is also a major challenge.

Theoretical framework. Aiming at the integration of innovation and entrepreneurship education and psychological education, many researchers also put forward the relevant theoretical framework. Matlay(2006) proposed a conceptual framework for student-centered entrepreneurship education. The framework emphasizes the role of educators, the teaching process and social factors. By extending this framework to include psychological education, it can help identify entrepreneurial opportunities, improve entrepreneurial ability, and improve entrepreneurial enthusiasm. The concept of student heterogeneity in entrepreneurship education also further emphasizes the need for a tailored approach to education. Students have different psychological characteristics and learning needs, so it is necessary to combine psychological principles to effectively solve individual differences and teach students according to their aptitude.

Empirical support. Huang(2020) emphasizes that education should not be single and independent, but should adopt a holistic approach to improve students' learning cognition, enrich students' emotional intelligence and improve students' psychological ability. Sharma(2019) argues that psychological support is essential to alleviate the stress and anxiety associated with the pursuit of innovation and entrepreneurship. The research of Zeng et al.(2019) shows that universities should incorporate psychological education into their curriculum with urgency, because only a healthy psychological state can better help students develop in an all-round way. Similarly, O 'Connor (2013) argues that fostering a positive psychological atmosphere within a university can significantly increase students' creativity and entrepreneurial willingness.

This part aims to deeply explore the integration model of innovation and entrepreneurship education and psychological education in private colleges and universities through systematic literature review. Our aim is to reveal the potential of this integrated approach to education for the overall development of students in terms of improved academic performance, mental health and preparation for future innovative and entrepreneurial activities.

III. The Integrated model

To cultivate a comprehensive and holistic educational experience that seamlessly integrates innovation, entrepreneurship, and psychological well-being within private colleges and universities, this paper proposes an enhanced and detailed integrated model. This model aims to empower students with the skills, knowledge, and mindset necessary to excel in the constantly evolving landscape of the 21st century.

Curriculum Integration with a Focus on Practical Application

In order to effectively improve the comprehensive competitiveness of students, but also to promote the overall development of students, to provide the society with more adaptable ability, positive attitude of future leaders. This section will focus on how this can be achieved through a curriculum integration strategy that focuses on practical application.

Pay equal attention to theory and practice, and strengthen project-based learning. In the education system of private colleges and universities, although the traditional theoretical teaching is very important, facing the current social demand for diversified talents, it is difficult to rely solely on the teaching of theoretical knowledge. Therefore, the adoption of Project-Based Learning (PBL) as the core teaching method has become the key strategy to effectively integrate innovation and entrepreneurship education with psychological education. Take the "Innovation, Entrepreneurship and Resilience" course as an example, which not only requires students to master core skills such as market analysis, financial management and marketing strategy, but also emphasizes the cultivation of psychological qualities such as stress management, motivation maintenance and growth thinking in entrepreneurial practice. By guiding students to develop a comprehensive business plan for social enterprises, students are able to apply their theoretical knowledge to solve practical problems, thus deepening their understanding of the innovation and entrepreneurship process and psychological adjustment mechanism in actual combat, and laying a solid foundation for their future career.

Case studies and simulations: Bridging theory and practice. In order to further enhance the practicability and pertinence of learning, case studies and simulation exercises should be introduced into the curriculum. By analyzing the success and failure of real world startups, especially those that were turned around by psychological factors, students can intuitively see how psychological states affect entrepreneurial decisions and outcomes. For example, studying how entrepreneurs stay optimistic in the face of adversity and how teams work to overcome challenges can provide valuable lessons for students. At the same time, through the simulation of entrepreneurial environment, such as business negotiation, crisis management, etc., students can exercise decision-making ability, teamwork ability and psychological adjustment ability in a close to the real situation.

Interdisciplinary curriculum design: broaden horizons and deepen understanding. Setting up interdisciplinary courses is another important strategy to combine innovation and entrepreneurship education with psychological education. For example, "innovation psychology" course can be set up, so that students can understand how to cultivate creative thinking from the perspective of psychology, so as to improve the ability of innovation and entrepreneurship. The "Entrepreneurial Mindset and Mental Health" course focuses on the psychological stress faced by entrepreneurs, emotional management, and how to improve the success rate of entrepreneurship through psychological methods. These courses not only help students build an interdisciplinary body of knowledge, but also promote a deeper understanding of the complex interplay between innovation, entrepreneurship and mental health.

Implementation strategy and safeguard measures. Resource construction: Teaching resources such as case base and simulation training platform are established to provide students with rich and diverse learning materials and practical opportunities. School-enterprise cooperation: Cooperate with enterprises to carry out practical training projects, so that students can experience the process of innovation and entrepreneurship in a real working environment, and receive mental health education at the same time. Evaluation system reform: Build a comprehensive evaluation system including theoretical knowledge, practical ability and psychological quality to ensure the full realization of educational goals.

Co-curricular activities that blend innovation, entrepreneurship and psychoeducation

In the education system of private colleges and universities, extracurricular activities can allow students to apply theory to practice, improve social skills, cultivate students' ability to innovate and start businesses, and improve their psychological quality.

Workshops, seminars and conferences. Content design: Private universities should carefully plan a series of workshops, seminars and conferences on the themes of innovation, entrepreneurship and mental health. These activities should cover multiple dimensions such as innovative thinking training, entrepreneurial strategy planning, market trend analysis, stress management and psychological adjustment to ensure that students can acquire comprehensive and in-depth knowledge and skills.Guest invitation: Renowned experts in the industry, successful entrepreneurs and senior experts in the field of mental health will be invited as keynote speakers, who will not only be able to share valuable practical experience, but also provide students with cutting-edge industry trends and career development advice. Networking opportunities: Interactive sessions such as Q&A, group discussions and case studies are set up to encourage students to actively participate and have in-depth exchanges with guests and other students to broaden their horizons and enhance understanding.

Innovation LABS and incubators. Platform building: Universities should invest resources in establishing innovation LABS or business incubators to provide students with a practical platform that integrates research and development, testing, demonstration and collaboration.Project Support: Students are encouraged to work on projects that are closely connected to the real world, based on individual interests or team work. Provide the necessary financial, equipment and technical support, while inviting industry mentors for regular guidance to help students turn ideas into practical results.Industry cooperation:Establish cooperative relations with enterprises, research institutions and industry associations to provide students with internship training, project cooperation and results transformation opportunities to enhance students' practical ability and market competitiveness.

Student-led Clubs and organizations. Encourage the establishment: actively support students to spontaneously establish or join the association and organization related to innovation and entrepreneurship and mental health, such as innovation and entrepreneurship Association, mental Health Association, etc. Serve as a manager: Encourage students to assume the responsibility of management in societies or organizations, such as chairman, project manager, etc., through organizing activities, managing teams, coordinating resources, exercise students' leadership, organizational ability and team spirit. Project cooperation: Encourage associations and organizations to cooperate with each other, and cooperate with external institutions to jointly carry out innovation and entrepreneurship, mental health related projects, such as entrepreneurship competition, mental health month activities, etc., to improve students' comprehensive quality and social responsibility.

Teacher Development through Collaborative Research and Teaching

It is particularly important to promote the development of teachers through cooperative scientific research and cooperative teaching. The following is a detailed explanation of several of the main strategies under the theme, which aim to create a supportive and motivating environment that inspires teachers to engage in interdisciplinary collaboration and innovation, thereby driving overall improvement in the quality of education and teaching.

Develop a comprehensive incentive policy. In order to stimulate teachers' enthusiasm to participate in cooperative research and teaching effectively, private universities need to develop a comprehensive and attractive incentive policy. This includes, but is not limited to: Scientific research funding support: Provide sufficient financial support for interdisciplinary research projects, including research equipment purchase, experimental materials costs, research travel expenses, etc., to ensure the smooth progress of research work.Research achievement awards: Establish research achievement awards, and give material and spiritual rewards to teachers who publish high-quality papers, obtain patents, and make major scientific breakthroughs, such as bonuses, certificates of honor, and public commendations. Professional title promotion priority: In the evaluation of professional titles, teachers' participation in interdisciplinary cooperative research, teaching innovation and achievements are taken as important evaluation indicators, and teachers with outstanding performance are given preferential promotion. Additional benefits and subsidies: Additional benefits, such as

research leave, academic exchange subsidies, health insurance, etc. are provided to faculty participating in interdisciplinary projects to enhance their job satisfaction and loyalty.

Building effective interdisciplinary teams. The interdisciplinary team is the core force to promote the integration of innovation and entrepreneurship education and psychological education. Building such a team should focus on the following points: Clear team structure and responsibilities: According to the research theme and teaching needs, carefully build the team, clarify the professional background, role positioning and specific responsibilities of each member, to ensure efficient and orderly team operation. Regular team building activities: Organize regular team building activities, such as seminars, workshops, outdoor activities, etc., to enhance the understanding and trust between team members and improve the efficiency of team cooperation. Establish communication mechanism: Use modern information technology means, such as online meeting, document sharing platform, etc., to establish a normal communication mechanism to promote information sharing and ideas collision.

Strengthen targeted teacher training. Teacher training is the key to improve teachers' comprehensive quality and teaching ability. To meet the needs of interdisciplinary cooperative research and teaching, the following training is carried out: Interdisciplinary research method training: Experts in interdisciplinary research fields are invited to train teachers in research methods and data analysis skills, so as to improve teachers' interdisciplinary research ability. Innovative teaching skills training: Organize teaching innovation seminars, share advanced teaching concepts, teaching methods and case studies, and encourage teachers to try new teaching models, such as flipped classroom and project-based learning. Psychological counseling skills training: In view of the psychological challenges that may be encountered in the process of innovation and entrepreneurship, teachers are trained in psychological counseling skills.

Supporting Systems: Mentorship, Counseling, and Campus Culture

Through mentoring, counseling, and creating a positive campus culture, students can be provided with comprehensive support to help them maintain a good mental state while moving forward on the road to entrepreneurship.

Establishment and implementation of mentor programs. The mentor project is the key link to promote the development of students' innovation and entrepreneurship ability and maintain their mental health. Private universities should actively seek cooperation with entrepreneurs, industry professionals and mental health experts to build a stable pool of mentors. These mentors are not only able to provide students with valuable industry experience and entrepreneurial guidance, but also give students encouragement and support on a psychological level, helping them build confidence and cope with uncertainties and challenges in the process of starting a business.Tutor matching mechanism: Based on students' interests, professional background and entrepreneurial needs, we design a scientific tutor matching mechanism to ensure that each student can get the most suitable guidance for them.Regular exchange and feedback: Organize regular teacher-student meetings to encourage students to share progress and ask questions, while tutors provide targeted advice and feedback.Practical opportunities available: Tutors can assist students to find practical opportunities such as internships and project cooperation, so that students can exercise their abilities and accumulate experience in a real environment.

The provision of professional consulting services. In the face of various pressures and challenges in the process of entrepreneurship, students need professional psychological counseling support. Private colleges and universities should set up special consulting service centers, equipped with consultants with entrepreneurial spirit and innovative thinking background.Personalized counseling program: The counselor should develop a personalized counseling plan according to the specific situation of the student, covering stress management, emotional regulation, time management and other aspects.Group counseling and workshops: In addition to individual counseling, group counseling, workshops and seminars should be organized to discuss common

psychological problems of entrepreneurs and provide collective support.Mindfulness and resilience training: Psychological intervention means such as mindfulness practice and resilience building are introduced to help students establish a positive attitude and enhance their resilience in the face of difficulties.

Create a supportive and inclusive campus culture. Campus culture is an important factor affecting college students' innovative entrepreneurial spirit and mental health. Student Associations: Support the establishment of student associations and organizations with themes of innovation, entrepreneurship and mental health to provide a platform for students to exchange, learn and grow. Diverse cooperation: Emphasizing the diversity of campus culture, encouraging students from different backgrounds and different majors to learn from and cooperate with each other and jointly explore new paths of innovation and entrepreneurship. Innovation Week and Entrepreneurship Festival: Activities such as "Innovation Week" and "Entrepreneurship Festival" are held regularly to invite students, teachers, alumni and industry partners to participate, stimulate students' innovation enthusiasm through project display, idea sharing, collaborative discussion and other forms, and enhance the campus innovation atmosphere.

To sum up, private colleges and universities can build a comprehensive and effective support system by establishing tutor programs, providing professional consulting services, creating a supportive and inclusive campus culture, and providing all-round support for students in the integration of innovation and entrepreneurship education and psychological education. The implementation of this system is conducive to improving students' innovation and entrepreneurship ability and psychological quality.

Evaluation and Continuous Improvement

Evaluation and continuous improvement are the key links to ensure the long-term and continuous optimization of teaching reform mode. This section will focus on evaluation and continuous improvement strategies within the framework of "Support Systems: Mentoring, Counseling, and Campus culture".

Evaluate the effectiveness of the comprehensive model regularly. In order to verify the effectiveness of the integrated model, a comprehensive evaluation must be conducted on a regular basis. The evaluation process should cover multiple dimensions, including students' academic achievements, mental health status, development of innovative and entrepreneurial ability, and teachers' adaptability and satisfaction with the new model.Selection of evaluation tools: Use a variety of evaluation tools to gather a wide range of feedback from students, faculty, and stakeholders. These tools can reveal how different groups perceive and experience the integration model, providing a strong basis for improvement.Integration and analysis of feedback: The feedback collected needs to be systematically collated and analyzed to identify the strengths and weaknesses in the pattern. Focus on the effectiveness of master programs, the use of consulting services, and the role of campus culture in promoting innovation and entrepreneurship.

Establish evaluation indicators for measurement. These indicators should not only reflect the direct impact on students, but also take into account broader educational objectives and societal implications. Student satisfaction and outcomes: Indicators such as student satisfaction surveys, graduation rates, employment outcomes, and the number of successful graduate entrepreneurship cases were used to assess the impact of the integration model on student personal development. Teacher development and satisfaction: Pay attention to teachers' professional growth, teaching satisfaction, and views on the integration of innovation and entrepreneurship education and psychological education under the new model to ensure the stability and enthusiasm of teachers. Campus culture and community Impact: Assess the extent to which campus culture fosters innovation and entrepreneurship, as well as collaboration between universities, communities, and businesses, to measure the contribution of integrated models to the external environment.

Create effective feedback loops. Universities should establish an effective feedback loop where participants regularly communicate, discuss, and work together to develop strategies for improvement. Regular

meetings and workshops: Regular meetings and workshops between faculty, students and stakeholders are organized to provide an open platform for sharing experiences, asking questions and making recommendations. These meetings should focus on the effectiveness of the model, areas for improvement, and the way forward. Develop a continuous improvement plan: Based on the information collected from the feedback loop, develop a specific improvement plan with clear improvement goals, leaders and timelines. Ensure that the implementation of the plan is adequately resourced and supported to drive continuous optimization of the integration model. Continuous monitoring and adjustment: constantly monitor the effect of teaching reform, and adjust teaching strategies appropriately according to changes in actual conditions. This helps to ensure that the integration model always keeps pace with the needs of students, the expectations of teachers and changes in the external environment.

IV. The Need for Integration

Private universities must not only produce graduates with technical expertise, but also the adaptability, resilience, and creativity required in the 21st century job market. Traditional educational methods that focus solely on academic knowledge transfer have proven inadequate to meet these needs. Therefore, combining innovation and entrepreneurship education with psychological education offers a promising way to improve students' overall readiness and success.

Academic needs. By integrating innovation and entrepreneurship education into the curriculum, students are able to acquire key skills needed for innovation and entrepreneurship, such as critical thinking, problem solving, and business insight (Wang et al., 2022). These skills are essential for dealing with the complex and changing contemporary work environment and for advancing society through innovative solutions.

Career preparation. Psychological education, as a strong complement to innovation and entrepreneurship education, focuses on developing soft skills such as leadership and teamwork ability, which are highly sought after by employers in the job market (Cherniss, 2018). Through enhanced self-awareness and enhanced interpersonal skills, students are able to manage professional relationships more effectively, cope with work stress and adapt to a rapidly changing work environment.

Emotional health. Given the high levels of stress and anxiety that college students generally face, attention to emotional health is particularly important. These emotional problems, if not properly addressed, may have a negative impact on students' academic performance and overall well-being (Stallman, 2010). Therefore, the psycho-educational component of the integrated model is dedicated to providing emotional management and stress coping skills that help students maintain mental balance and lay a strong psychological foundation for academic and career success.

Promote all-round human development. The proposed model emphasizes a holistic approach to education, recognizing that academic achievement is closely linked to emotional and mental health (Dweck, 2006). By providing a supportive environment that encourages open dialogue about mental health, fosters a growth mindset, and fosters creative thinking, the model aims to create a culture where students feel empowered to pursue their academic and entrepreneurial aspirations while also prioritizing their mental health.

Improve students' comprehensive ability. In addition to enhancing academic and personal abilities, the integrated model prepares students for improved overall abilities by emphasizing practical, real-world experiences. This experiential learning is enhanced through psychoeducation, which helps students develop the resilience, adaptability, and self-efficacy needed to thrive in a diverse and uncertain work environment.

By promoting personal development, enhancing academic performance, promoting mental health, and preparing students for comprehensive ability development, this model will make a significant contribution to producing well-rounded, adaptable, innovative graduates who will be able to thrive in the challenges of the 21st century.

V. Challenges and Strategies

This section explores the main obstacles to implementing such an integration model and proposes strategies to overcome them.

Course Design. Combining case studies, simulations, and experiential learning activities can bridge this gap (Fiet, 2001; Kolb,2014). In addition, courses must remain relevant to industry needs, which can be achieved by developing courses in collaboration with industry partners (Fiet, 2001; Klein et al., 2009). Private universities often recruit students from diverse backgrounds and therefore require flexible learning paths and personalized support systems (Sun & Xu, 2024). Collaborative curriculum development involving industry experts, academics, and students ensures the relevance of practice and improves the effectiveness of the curriculum (Etzkowitz &Leydesdorff, 2000). Regular feedback mechanisms for continuous improvement are also essential (Biggs, 1996).

Teacher preparation. The teacher prepares. Teacher preparation is another key challenge, as teachers may lack expertise in innovation and entrepreneurship education and psychoeducation (Kuratko et al., 2021; Gupta et al., 2009). Professional development programs can enhance teachers' knowledge and skills in these areas (Kuratko et al., 2021; Gupta et al., 2009). Recruiting or training interdisciplinary teachers can promote integration between innovation and entrepreneurship education and psychological education, promoting a more integrated approach to teaching (Etzkowitz et al., 2000). Encouraging collaboration between sectors contributes to knowledge sharing and joint teaching activities that enrich educational experiences (Clark, 1998).

Resource Allocation. Due to the additional costs involved in combining innovation and entrepreneurship education with psychological education, securing adequate resources for an integrated model is a challenge. Government funding to support innovative education programs could ease financial constraints. Partnering with industry can not only secure funding and resources, but also provide hands-on learning opportunities for students (Etzkowitz et al., 2000). Getting alumni involved in the university's mission and soliciting donations can provide important financial support (Gibb, 2002).

Cultural and institutional barriers. These obstacles may include the rigidity of the traditional academic system, resistance to innovative teaching methods, and management's hesitation to change, which together limit the overall promotion and deep application of the comprehensive education model in educational practice. Traditional academic hierarchies and resistance to change by teachers and administrators can hinder the implementation of innovative educational models (Clark, 1998; Becher & Trowler, 2001). Ensuring that university leaders are fully committed to the integration model and actively support its implementation is key to success (Kotter, 2011). Implementing cultural change initiatives creates a more open and inclusive environment for innovation (Alqarni et al., 2022).

VI. Conclusion

Through curriculum integration, extracurricular activities, teacher development, support system, evaluation and continuous improvement, private colleges and universities can effectively implement the integration model of innovation and entrepreneurship education and psychological education. These strategies cover many aspects such as theoretical learning, practical application, psychological support and campus culture, forming a comprehensive education system. The integration model proposed in this study not only enriches the educational content and methods of private colleges and universities, but also promotes the all-round development of students. By cultivating students' innovative thinking, entrepreneurial ability, psychological quality and teamwork ability, this model is conducive to providing more compound talents with innovative spirit, entrepreneurial potential and good psychological quality to the society. By implementing this model, private colleges and universities can provide students with a more comprehensive, in-depth and practical educational experience, laying a solid foundation for their future development. At the same time, this study also provides useful reference and reference for other higher education institutions to jointly promote educational innovation and development.

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