

Developing on the Quality Evaluation Mechanism of Innovative Talents in International Education through Stakeholder Theory

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Abstract: With the growing trend of international education, universities, and higher education institutions have gradually begun to pay attention to cultivating innovative talents. Among them, the evaluation mechanism of the quality of innovative talents is the path of feedback on innovative education in universities, and it has a vital guiding role in the reform of innovative education. Stakeholder theory is a theoretical guidance to coordinate the development of the overall situation from the manager's point of view. Analyzing the quality evaluation mechanism of innovative talents in international education from the perspective of stakeholders is based on the interests and needs of stakeholders in innovative education, considering the requirements for the quality of innovative talents in highly relevant groups, and timely revising the dynamics of the talent training program mechanism. In this study, fully considering the interests and needs of high-related stakeholders, that is, the social demand for innovative talents, puts forward better revision suggestions for the quality evaluation mechanism of innovative talents in international education and finally gives a simple mechanism feedback model.

Keywords: *Quality Evaluation Mechanism, Innovative talents, Stakeholder Theory, International Education*

1. Introduction

Under the new trend of economic globalization, economic and cultural exchanges and cooperation between countries are becoming increasingly close. At the same time, the pressure of international competition is also increasing. Facing the pressure of complex and ever-changing international competition, talent cultivation is the critical point. Therefore, it is essential to improve the evaluation mechanism for the quality of innovative talents in international education. To enhance international competitiveness and further and better complete the cultivation of high-quality, innovative talents, it is necessary to formulate a suitable talent quality evaluation mechanism.

Zhang Q. X. pointed out that the quality governance system of Sino-foreign cooperative education has significant

characteristics of stakeholders. To realize the high-quality development of Sino-foreign cooperative education, the joint participation of internal and external stakeholders is required [1].

Muthanna, A. pointed out that based on the research perspective of participants in implementing educational policies, he constructed a framework for analyzing stakeholders in higher education and explored the interest demands and participation levels of academic participants in different educational policy implementation states [2].

Zhou Y. proposed that the evaluation model of the quality level of innovative and entrepreneurial talents under the framework of core literacy provides a reference for evaluating talent quality [3].

Cultivating innovative talents is affected by factors such as education policy, talent training mode, and stakeholders. With the growing trend of international education, the evaluation criteria for the quality of innovative talents is mainly based on the internal quality of higher education, whether the talents cultivated by colleges and universities meet the professional goals and requirements stipulated by the government education department. However, social services and needs, that is, social satisfaction, should be addressed. Therefore, it is essential for stakeholders in international education to evaluate the quality of innovative talents. Establishing an appropriate quality evaluation mechanism for innovative talents is a critical education manifestation of feedback and supervision.

Research Question and Objectives

Based on the different perspectives of various stakeholders in international education, this study researches the quality management of talent training, compares the evaluation of talent quality by various stakeholders horizontally, and profoundly analyzes the quality of innovative talents in current international education from multiple perspectives—evaluation mechanism.

The specific research structure is shown in Figure 1.

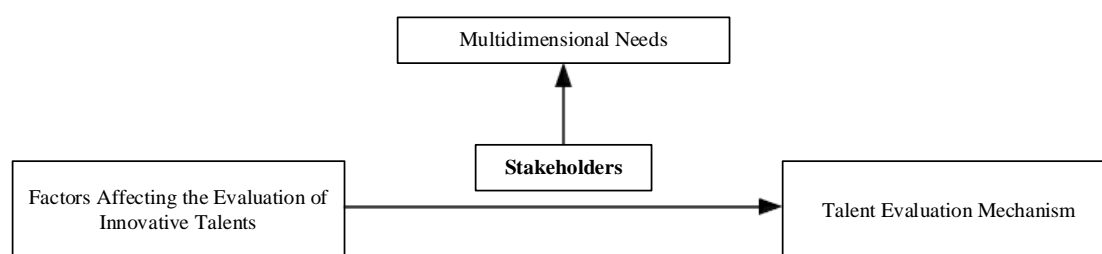


Figure.1 Research Conceptual Framework

2. Literature Review and Methodology

2.1 Related Research

The Meaning of Stakeholder Theory

The stakeholder theory involved in this study was expanded by Freeman in 1984 and defined as "a stakeholder is any individual or group that can affect the realization of organizational goals or be affected by the process of achieving organizational goals" [4].

In pedagogy, Rossovs proposed that universities are stakeholder organizations with complex governance structures, subdivided into four categories: very key groups, fundamental groups, middle groups, and peripheral groups [5].

In this study, these four groups are subdivided into core, essential, indirect, and marginal stakeholders of international education, and their close relationship with international education and talent mechanisms is shown in Figure 2.

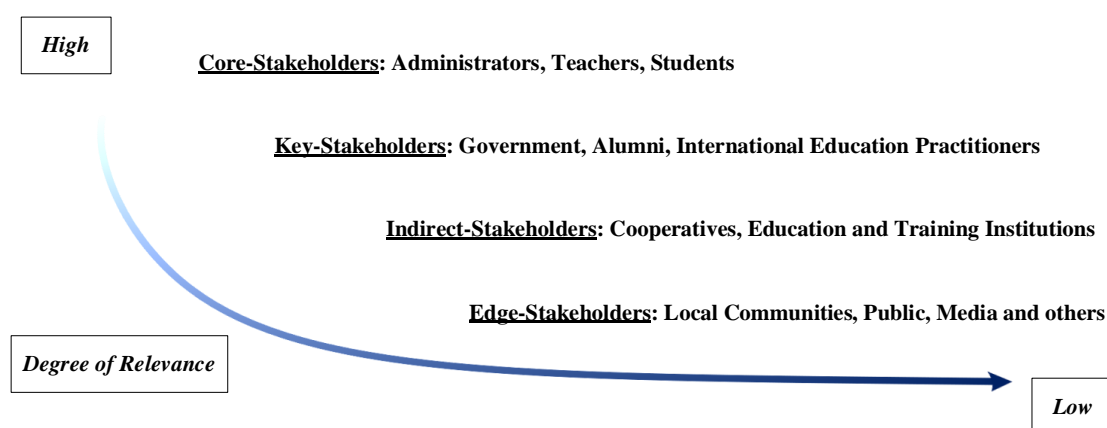


Figure.2 Stakeholder Mapping of International Education

Innovative Talents in International Education

International education is cooperative and open, and it is a community of mutual integration between school and society, study and work, education and industry [6].

Therefore, international education is a typical representative of stakeholder organizations, and it is of practical significance to explore innovative talent mechanisms from the stakeholders' perspective.

Innovative Talent Training with Stakeholder Theory

Table 1 Categories of stakeholders in international education

Stakeholders	Characteristic	Type
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		Power	Legitimacy	Urgency	
1	Administrators	High	High	High	Core
2	Teachers	Mid	High	High	
3	Students	Low	High	High	
4	Government	High	High	Low	Key
5	Alumni	Mid	High	Low	
6	International Education Practitioners	Mid	High	Low	
7	Cooperatives	Mid	High	High	Indirect
8	Education and Training Institutions	Low	High	High	
9	Local Communities	——	Low	Mid	Edge
10	Public	——	Low	Mid	
11	Media and others	——	Low	Mid	

Different stakeholders have different interest demands on international education [7]. According to the Mitchell scoring method, stakeholders must meet three attributes: power, legitimacy, and urgency. Theoretically, management, university teachers, and students have the above three characteristics at the same time, and they are core stakeholders; the government, alums, and social practitioners are expected to value high, belonging to essential stakeholders; cooperative enterprises and education and training institutions have high expected values in the two attributes of legitimacy and urgency, and belong to indirect stakeholders; at the same time, the urgency attributes of local communities, the public, and the media Lower values belong to marginal stakeholders. The attribute expectations and related categories of each interest are shown in Table 1 [8].

2.2 Methodology

Population

A research university in Shanghai, China, which including 11 management cadres, 48 professors and associate professors, 126 lecturers, and 9,673 students who related to innovation and entrepreneurship education. And about 68 innovative and entrepreneurial enterprises in Innovation and Entrepreneurship in the Yangtze River Delta G60 Science and Technology Corridor.

Samples Groups

There are picked up 7 managers, 12 professors and associate professors, and 11 enterprises by systematic random

sampling from one university which is comprehensive and some enterprises in Shanghai, China.

Multidimensional Demands from Stakeholders

From the perspective of the educational attributes of international education, international education belongs to the field of public utilities, not for profit, and has strong social externalities. Its characteristics determine that the innovative talent mechanism under international education is affected by the economic and social fields. At the same time, international education is an indispensable type of education, and its sustainable development of talent cultivation is widely influenced by various stakeholders such as schools, governments, industries, enterprises, and the public. The realization of the interests of its multiple subjects affects the mechanism of innovative talents in international education. Starting from the theory of stakeholders, clarify issues such as investment methods, operation models, management methods, quality assessment, and innovation mechanisms in the training mechanism of innovative talents to meet the everyday demands of all stakeholders [9]. The needs of various stakeholders for the creative talent mechanism are shown in the **Figure 3**.

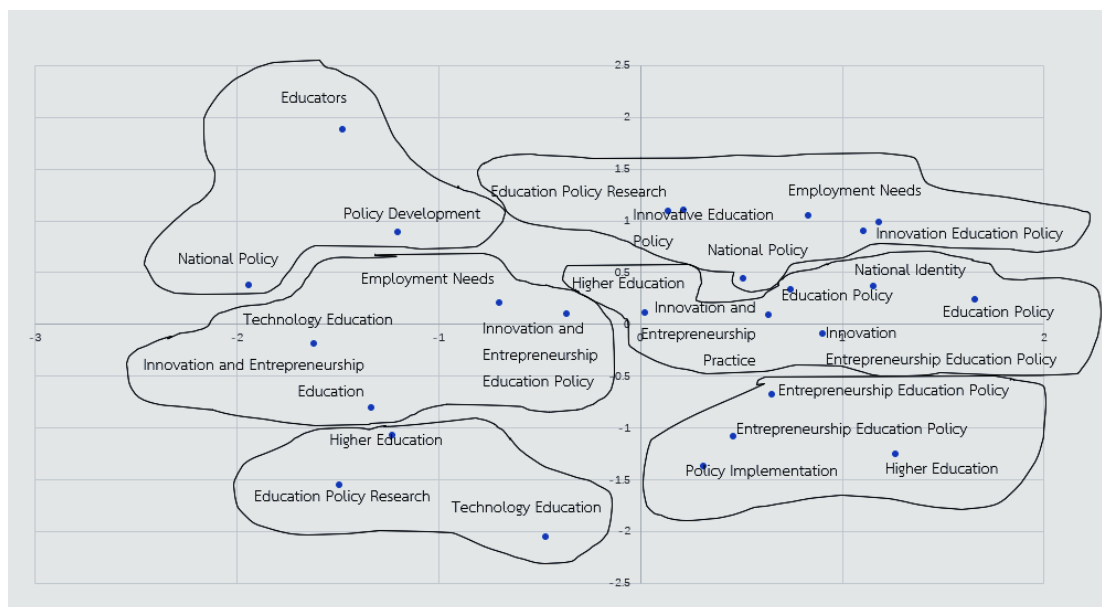


Figure 3 Multidimensional demands of the international education innovation talent mechanism from the perspective of stakeholders

According to the multidimensional demands of various stakeholders in international education, the overall demand for the innovative talent mechanism lies in cultivating sustainable, innovative talents that adapt to international development. From the perspective of the government, the government needs to formulate relevant framework documents for international education, including management configuration, enrollment, teaching qualification supervision, teaching quality supervision, degree supervision, etc., and gradually guide other stakeholders to participate in international education through policy documents in the cultivation of innovative

talents. From the perspective of colleges and universities, the management of colleges and universities needs to determine the positioning of their international education personnel training through government guidance documents and do an excellent job of communicating with relevant industries, faculty, students, enterprises, parents, and the public, to play a role in supervision and supervision effect.

From the perspective of international education-related industries, the innovative talent mechanism must be evaluated and supervised by a third-party quality supervision agency to regulate the impact of industry regulations on talent training. From the perspective of teachers and students, teachers play the role of a link between students and management, students are the main body of the innovative talent mechanism, and teachers use different teaching methods to cultivate students into all-round development. From the perspective of enterprises, developing innovative talents with industry competitiveness and familiarity with international rules is an essential goal of the international education talent mechanism. From the standpoint of the public, innovative talents cultivated under the background of international education mean that students must have certain comprehensive qualities; that is, individual students need to achieve all-round development and become talents with all-round development.

According to the different demands of the stakeholders mentioned above, the internal and external factors that currently affect the cultivation of innovative talents in international education can be constructed, as shown in Figure 4.

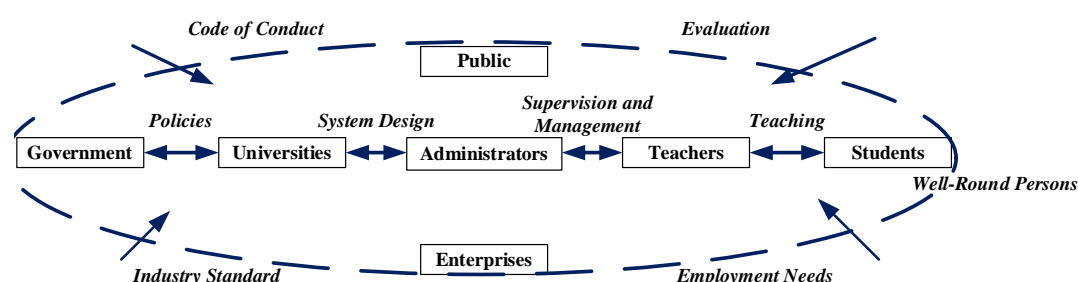


Figure 4 Internal and external factors affecting the cultivation of innovative talents in international education

Students are in the final part of the whole stakeholder theory, and innovative education aims to cultivate people's all-round development. Due to the influence of education industry standards, academic codes of conduct, and enterprise employment needs, all stakeholders monitor and evaluate the quality of innovative talents. Therefore, an evaluation mechanism of government-university-society mutual restraint has been formed.

3. Construction of innovative talent mechanism

Processing of Establish Talent Mechanism

After analyzing the interests of various stakeholders in international education, it can be concluded that in further developing international education and cultivating international innovative talents, the most significant resistance

encountered is balancing the relevant interests of various stakeholders.

According to some successful cases of international education, the innovative talent mechanism is supported by the theory of stakeholders, based on the principles of full expression of interest appeals, fair distribution of interest income, coordinated development of interest relations, and effective protection of interest appeals.

The international education talent training model is based on the benefit-sharing mechanism composed of four aspects: the benefit mechanism, the interest coordination mechanism, and the interest protection mechanism, and a systematic, theoretical, and institutionalized innovative talent mechanism. The process of designing a primary innovation talent mechanism is shown in **Figure 5**.

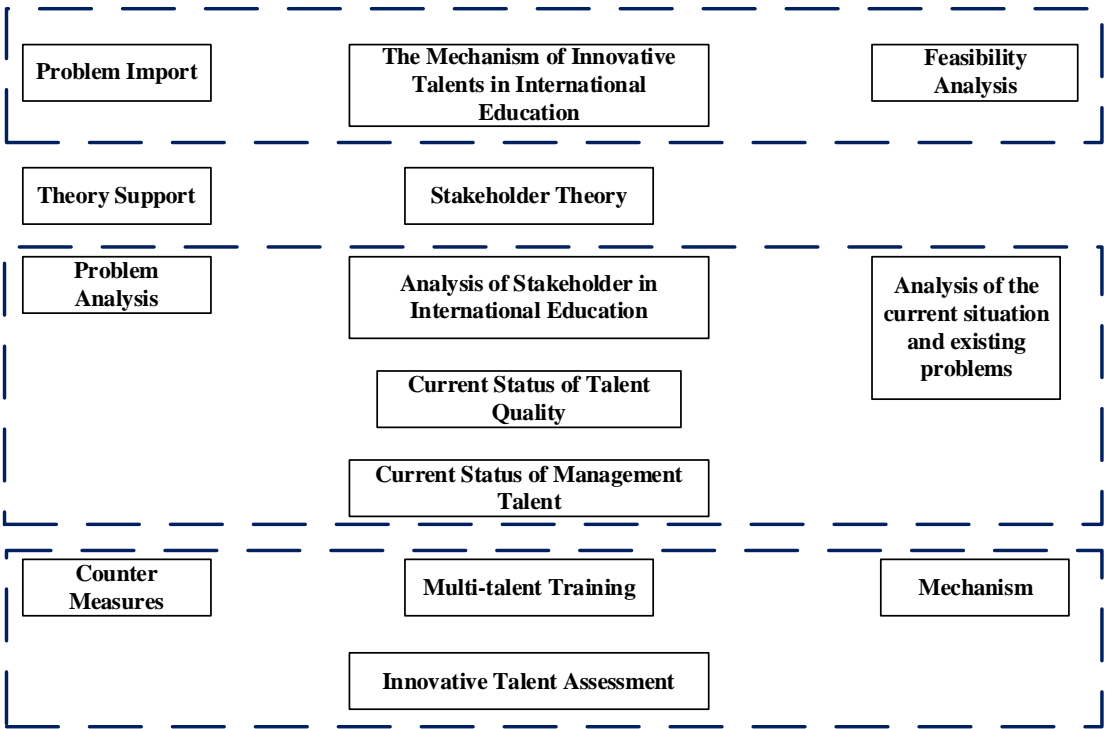


Figure 5 The process of designing a primary innovation talent mechanism

Relationship between Stakeholders

From the perspective of stakeholders and the main body of international education, universities are the leading platform for cultivating innovative talents, society is the carrier of demand for innovative talents, and the government is the driving force.

Judging from the current situation of talent quality, innovative talents are to meet social development needs. From the current status of talent management, universities should consider whether the innovative talents they cultivate meet the development needs of international education.

To Talent Training

For the cultivation of diverse talents, in addition to the cultivation of knowledge, ability, and quality, it is also necessary to consider more comprehensive innovative thinking and awareness. Cultivating diverse talents pays

To Talent Evaluation

For the evaluation of innovative talents, the evaluation mechanism should be simple. Only the coexistence of multiple evaluation forms can objectively reflect the current situation of talents and align with the cultivation of innovative talents with various characteristics. The evaluation of talents also depends on the background of international education and is evaluated developmentally. As shown in Figure 6, the proposed evaluation mechanism for innovative talents is in the context of internationalization.

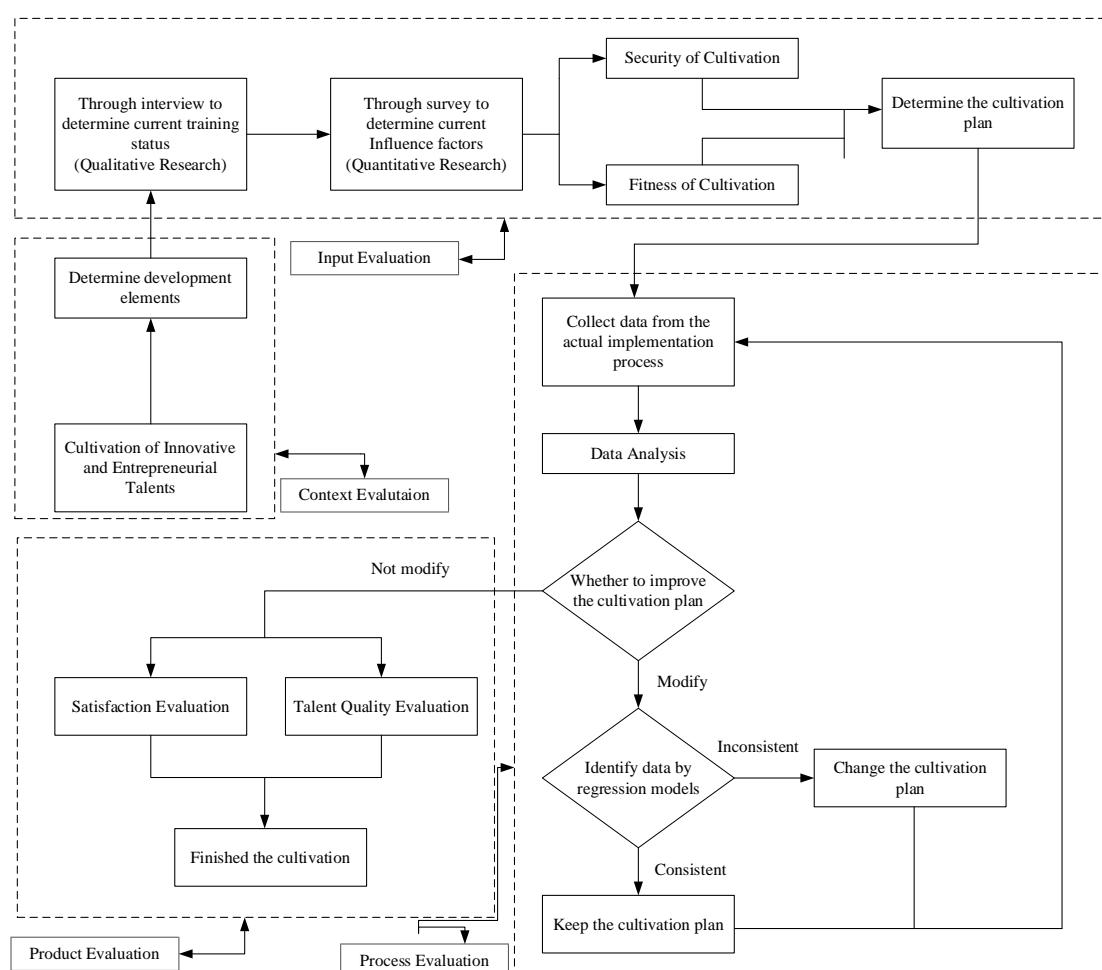


Figure 6 Evaluation mechanism for innovative talents under the background of internationalization

4. Discussion

According to the theory of stakeholder, when there are overlaps between different subsystems and the development of external demand is relatively limited, competition or exclusion may occur in the intersections between subsystems, thereby reducing the resource allocation and use of the overall mechanism efficiency.

Awareness of Innovation Education

There are certain misunderstandings in society's understanding of entrepreneurship education. They think that innovative talents are entrepreneurship, and innovative education is to provide employment guidance courses for college students. These ideas imprison the development of entrepreneurship education. Now, Chinese universities are transforming from a traditional type to a technological type. Correctly understanding the cultivation of innovative talents and the essence of entrepreneurship education are the first problems to be solved. University innovation education is a comprehensive quality education for all college students, including science and technology education. Universities should integrate innovation education into the training programs of various majors and seek the best fit for innovation and entrepreneurship education in discipline construction and professional construction. To form a reasonable and effective education curriculum system, establish a talent evaluation mechanism, and better adapt to international education.

Innovation Environment

The innovation environment not only refers to the campus culture in the university but also includes the degree of attention from all walks of life in society. The sustainable and healthy development of university innovation evaluation depends on the satisfaction of campus culture and social environment. On the one hand, the government and society's support for innovative education in colleges and universities is an external condition for colleges and universities to carry out relevant education; Improve the overall quality of students through the subtle influence of campus culture.

Therefore, the innovative talent quality evaluation mechanism starts from multiple angles, analyzes the satisfaction of various stakeholders with talent quality from numerous perspectives, multi-dimensional, multi-level, and multi-subject, and achieves the purpose of cultivating high-quality talents through continuous corrective analysis.

5. Conclusion

This paper studies the factors affecting the cultivation of innovative talents under international education background. It suggests establishing a suitable quality evaluation mechanism for innovative talents to make the evaluation mechanism more dynamic. At the same time, to strengthen the quality and scientific judgment ability of innovative talents and make them fully developed, it is necessary for the whole society to jointly build a talent-government-university-society linkage stakeholder system and a talent quality evaluation mechanism to improve public awareness of Enthusiasm for innovation and participation to realize the sharing of advantageous resources. Universities should organically integrate international education with innovative talents, cultivate more talents who adapt to social development, and help students learn their self-worth and social value.

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