

Research on College Students' Entrepreneurial Belief Education and Entrepreneurial Opportunity Realization Ability

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Abstract: College students are the new force of entrepreneurship, and their entrepreneurial ability has been deeply concerned and researched by all walks of life. Colleges and universities attach great importance to the education of college students' entrepreneurial beliefs and the cultivation of entrepreneurial opportunities in the "Internet +" era. Scientific and effective entrepreneurial belief education is an important guarantee for improving the entrepreneurial ability of college students. According to the results of the survey and interviews, college students generally have the problem of insufficient ability to realize entrepreneurial opportunities, which is manifested in the lack of firm belief in entrepreneurship, weak entrepreneurial spirit, weak entrepreneurial will, and lack of recognition of entrepreneurship education. On the basis of the data from the survey and interviews, the research on the relationship between college students' entrepreneurial belief education and the ability to realize entrepreneurial opportunities is carried out. The results show that colleges and universities scientifically and flexibly carry out entrepreneurial belief education based on the individual characteristics of college students such as major, gender, family background and personal quality, which has a direct effect on improving college students' ability to realize entrepreneurial opportunities.

Keywords: Entrepreneurial behavior, Entrepreneurial education, Entrepreneurial ability.

1. Introduction

Innovation-driven development is an important engine for my country's social and economic transformation and upgrading, and cultivating large-scale, high-quality talents with innovative and entrepreneurial capabilities is an inherent requirement for starting the engine. College students are the new force of entrepreneurship, and the level of entrepreneurship of college students is related to the success or failure of entrepreneurship. Entrepreneurial ability is a concept with rich connotations, and the ability to realize entrepreneurial opportunities is the core of entrepreneurial ability. Chinese colleges and universities attach great importance to the innovation and entrepreneurship of college students, and continuously develop and optimize rich and colorful entrepreneurial belief education to improve the ability of college students to realize entrepreneurial opportunities as a new educational task in the new era. Although entrepreneurship education in colleges and universities in my country has been implemented for many years, college students' ability to realize entrepreneurial opportunities and achievements are not ideal. Therefore, in the implementation process of college students' entrepreneurial education, better strengthening of entrepreneurial beliefs is an effective way to improve college students' ability to realize entrepreneurial opportunities, and it is also an important form of testing the effectiveness of innovation and creativity education in colleges and universities.

From the analysis of the relationship between college students' entrepreneurial belief education and opportunity realization ability, it is mainly determined by four aspects: first, college students' judgment of entrepreneurial attractiveness, second, college students' cognition of entrepreneurial feasibility, and third, college students'

expectation of entrepreneurial results, the fourth is college students' perception of self-employment efficacy. This requires a more objective understanding of the internal logic and mechanism of entrepreneurial belief education and the ability of college students to realize entrepreneurial opportunities. In this regard, combined with actual research and empirical analysis, research will be carried out around the issues of entrepreneurial belief education and entrepreneurial opportunity realization ability of college students. First, whether the entrepreneurial opportunity realization ability of contemporary college students can originate from the education of entrepreneurial belief. The second is how colleges and universities should combine students' individual characteristics to carry out entrepreneurial belief education to cultivate and improve college students' ability to realize entrepreneurial opportunities.

2. Analysis of College Students' Entrepreneurial Belief Education and Opportunity Realization Ability

Through interviews, it was found that among contemporary college students, most of them have the problems of weak entrepreneurial belief and insufficient ability to realize entrepreneurial opportunities, which are manifested in three aspects: First, most people are afraid of self-employment and do not dare to accept the consequences of entrepreneurial failure, and at the same time think that they lack sufficient social experience, worry about being cheated when starting a business, etc., and feel afraid of starting a business. The second is to believe in fate too much. Some college students still have serious feudal superstition, thinking that the success of entrepreneurs is due to destiny, and they can't believe that they can really succeed in starting a business through acquired efforts. The third is that they do not have sufficient

entrepreneurial knowledge, know little about small and micro enterprises, and have insufficient entrepreneurial knowledge and skills. The most fundamental reason for the above problems is that contemporary college students have low ability to realize entrepreneurial opportunities, lack of correct understanding of entrepreneurial success, and place their hopes on illusory fate and luck. The results of the interviews showed that some college students endowed entrepreneurship with a series of innate conditions, believing that entrepreneurship is inseparable from personal talent and needs a strong family background as support, and they do not think that entrepreneurship can be successful through continuous acquired efforts. If college students think that they are out of luck and do not have the characteristics that entrepreneurs should have, they will lack the inclination and enthusiasm for entrepreneurship.

Judging from the reality, the success of entrepreneurship is not all based on luck, but more importantly, it depends on entrepreneurial belief and entrepreneurial spirit. The combination of this belief and spirit is the ability to realize entrepreneurial opportunities. Peter Drucker once believed that entrepreneurial belief has nothing to do with genes, nor is it a model. Like all other disciplines, it can be obtained from learning and education, and there is no mystery at all. KOELLINGER theory regards people's fear of entrepreneurial risk and failure as a low-risk preference. A lot of practice has fully proved that the ability to realize entrepreneurial opportunities can be taught through entrepreneurship education, and can be continuously improved and optimized, so that people can not be afraid of risks and failures, and can turn entrepreneurial crises into good opportunities for entrepreneurship. Relevant studies have pointed out that entrepreneurs must have the psychological characteristics of risk preference. Almost all young entrepreneurs at home and abroad have the worry of entrepreneurial failure, which is also the biggest worry of people in the process of starting a business. Therefore, when carrying out entrepreneurial belief education for college students, it is necessary to deeply analyze the impact of various risk factors in the entrepreneurial process, cultivate their ability to take risks and have persistent entrepreneurial beliefs.

For today's college students, living in the Internet age, they are exposed to new technologies, new things, and new information more quickly and efficiently, which has unique advantages for entrepreneurial activities. Therefore, how to balance the balance between entrepreneurial ideals and beliefs and entrepreneurial real difficulties, it is necessary to carry out entrepreneurial belief education throughout the entire process of college students' entrepreneurial opportunity realization ability training, so as to guide college students to make good use of entrepreneurial opportunities and decisively control entrepreneurial risks. This contributes to the success of the business.

3. Description of Research Design Variables and Data Sources

3.1. Data source and analysis

In order to further explore the significance of entrepreneurship education for college students, and clarify what impact it will have on college students' entrepreneurial belief education and their ability to realize opportunities, this

paper randomly selects some college students to conduct a survey. This survey also fully considers the entrepreneurial psychological quality of college students. The characteristics of the survey were carried out through questionnaires and in-depth focus group interviews. The topics of the questionnaires and interviews were designed with the opinions of entrepreneurial mentors, entrepreneurs, and entrepreneurial college students. First of all, around the main purpose of this study, I read a lot of literature, did a lot of analysis work, and carried out necessary pre-investigation, referring to international successful experience. Secondly, relevant measurement indicators were formulated reasonably, specific questionnaire contents were designed, and topics for in-depth interviews were determined. Thirdly, experts in entrepreneurship education research were consulted on the content of the questionnaire and the topic of the interview, and appropriate revisions were made according to the opinions of the experts, and some invalid and unreasonable contents were deleted. Finally, after several revisions and verifications, the final draft was finalized, and then questionnaires were randomly distributed to college students who had never received entrepreneurship education for investigation. In this survey, 450 questionnaires were distributed to the respondents, and 435 questionnaires were successfully recovered from the respondents; among the returned questionnaires, as many as 421 questionnaires were valid, with an effective rate of 93.56%.

At this stage, colleges and universities have carried out a series of entrepreneurship education activities in order to strengthen college students' self-employment awareness and willingness to start a business. However, the remarkable effect of these efforts on cultivating college students' entrepreneurial belief education and improving their ability to realize opportunities needs to be further verified. In order to deeply explore the degree and effect of it, the questionnaire survey method and the exploratory empirical method are organically integrated. Based on the research data, the mechanism and degree of influence of the entrepreneurial belief education of college students and the ability to realize entrepreneurial opportunities are analyzed, so as to try to It is possible to objectively present the path and factors of how to improve the ability of college students to realize entrepreneurial opportunities.

3.2. Variable description

3.2.1 Ability to Realize Entrepreneurial Opportunities

An in-depth analysis of the construction dimension of entrepreneurial opportunity realization ability and its important role in the entrepreneurial process can provide useful guidance for entrepreneurial practice. Lawrence A. (2015); Suna Lwe Nielsen, William B. (2017); Chen Jianan, Xing Yiwen, Chen Wu (2019) and other scholars have defined the connotation of entrepreneurial opportunity realization ability from the perspective of individual characteristics, and believe that entrepreneurial opportunity realization ability is Entrepreneurs' ability to sense, transform and practice business opportunities. Giovanna Campopiano. (2016); Caleb Kwong. (2016); Wang Jizhou, Zhang Dengguo (2017); Wang Chun, Luo Liqiang, Li Yan (2018); Chen Jiaquan (2018) and other scholars define based on the role of entrepreneurs and their tasks, namely : Entrepreneurial opportunity realization ability refers to the knowledge and skills that entrepreneurs must possess to start a business, and the comprehensive ability that can promote entrepreneurial projects to generate

economic value and social benefits.

Entrepreneurs usually have to achieve the following two roles in the process of starting a business: one is to be able to keenly perceive changes in the business environment on the basis of receiving systematic entrepreneurship education, and to make full use of multiple channels to accurately identify potential business opportunities; The various resources of the enterprise are scientifically managed and rationally allocated to seize opportunities. In this regard, the article believes that the ability to realize entrepreneurial opportunities refers to the ability of entrepreneurs to successfully integrate differentiated entrepreneurial resources through their special intellectual capital, technical capital, and quality capabilities, and to rationally arrange entrepreneurial time and space to realize opportunities.

Drawing on the theoretical viewpoint of Alexander Ardichvili. (2017), the measurement items of college students' ability to realize entrepreneurial opportunities are designed and further refined and enriched. From this, it can be concluded that the ability to realize entrepreneurial opportunities mainly includes the following three mechanisms: the first is the sequential type, the second is the program type, and the third is the priority type. In order to accurately measure the relationship between entrepreneurial belief education and opportunity realization ability, six items were designed first, and then three items were deleted based on the results of discriminant analysis and reliability and validity testing. The final scale of the ability to realize entrepreneurial opportunities includes "college students can refine the order, progress and timing of realizing business opportunities", "college students can clearly express the implementation process or action plan for realizing business Sort it" 3 first-level measurement items, which are enriched and supplemented into 13 second-level measurement indicators.

4. Model Construction and Research Hypothesis

4.1. Model construction

This study uses 3 first-level items and 9 second-level indicators to measure the ability to realize opportunities. Three first-level items are used as the observation variables of entrepreneurial opportunity realization ability, namely: opportunity recognition, opportunity capture and opportunity transformation. 12 options are designed for the measurement of college students' entrepreneurial belief education, including knowledge, technology, concept and other dimensions, and the average score of the options included in each dimension is used as the observation variable of entrepreneurial belief education. The entrepreneurial behavior of college students is manifested in two dimensions: entrepreneurial enlightenment and entrepreneurial development.

From various indicators, the preset model fits well, $NC=2.704$, p value is 0.28. From the model fitting index, it can be seen that the preset model has a good fitting degree. The values of GFI, AGFI, NFI, CFI and IFI all exceeded 0.9, while the values of RMR and RMSEA were all less than 0.05. From the comprehensive analysis of each indicator value, the opportunity perception model is quite successful.

4.2. Research Hypothesis

The supply-side reform forces the combination of traditional industries and high-tech to achieve renewal and upgrading, and the entrepreneurial market structure and environmental ecology are changing rapidly. To identify and grasp entrepreneurial opportunities in a timely manner, college students' entrepreneurial belief education needs to be closely connected with the market environment, and internal resources should be adjusted and optimized in time to promote the realization of entrepreneurial opportunities (Augier and Teece, 2009; Zahra et al., 2011). After identifying and selecting entrepreneurial opportunities, college students must quickly promote the realization of entrepreneurial opportunities in a planned and step-by-step manner. In this regard, college students need to seize entrepreneurial opportunities quickly and accurately based on their ability to realize opportunities, and ensure that entrepreneurial projects are implemented step by step and quickly, so as to promote the realization of the value of entrepreneurial opportunities (Eisenhardt et al. 2007; Abdelgawad et al. 2017).

The ability of college students to realize entrepreneurial opportunities is not created out of thin air. It requires not only acquired practice training, but also the reserve of entrepreneurial ideas and knowledge and skills. According to literature analysis and survey interviews, college students who receive systematic entrepreneurial belief education have outstanding advantages in identifying and practicing entrepreneurial opportunities, and are more able to actively and timely grasp entrepreneurial opportunities and quickly realize the value of business opportunities. But what effect does the education of college students' entrepreneurial beliefs have on the ability to realize entrepreneurial opportunities? In this regard, this study will put forward a hypothesis: the ability to realize entrepreneurial opportunities plays a positive role in the relationship between college students' entrepreneurial belief education and college students' entrepreneurial behavior. This assumption will be the main line and core from the survey interview to the empirical research.

5. Empirical Testing

5.1. Analysis of direct relationship between variables

In order to further understand the internal relationship of the model, the following will further explore the internal structure of the model by analyzing the one-way arrow and the two-way arrow. The direct relationship reflects the degree to which the observed variable reflects the latent variable, and the Estimate represents the strength of the relationship between the two. Fully use the standardized regression coefficient to further explore the degree of influence of each independent variable on the dependent variable (omitted).

The relationship between the measured variables and the latent variables, the data in the table shows that the latent variables have a significant impact, the path coefficient of entrepreneurial belief education on the ability to realize entrepreneurial opportunities is 0.677, and the P value is 0.000, indicating that with the strengthening of entrepreneurial belief education, the ability to realize entrepreneurial opportunities will be improved; the path coefficient and P value of entrepreneurial belief education on college students' entrepreneurial behavior are 0.238 and

0.002, respectively. According to this, it can be seen that entrepreneurial belief education will have a significant positive impact on college students' entrepreneurial behavior. The first result is completely in line with the conclusion of regression analysis; the path coefficient of entrepreneurial opportunity realization ability on college students' entrepreneurial behavior is 0.533, and the P value is 0.000. It can be seen that the variable of entrepreneurial opportunity realization ability will have a significant positive impact on college students' entrepreneurial behavior. Side verification the conclusion of the regression analysis. The loading coefficients between each observed variable and latent variable have been tested for significance, and their P values

are exactly the same, all of which are 0.000; moreover, the coefficient values are relatively high, and the loading coefficients of the observed variables of entrepreneurial opportunity realization ability are 0.799, 0.810, 0.811, the loading coefficients of the observed variables of entrepreneurial belief education were 0.861, 0.886, 0.597, and the loading coefficients of the observed variables of college students' entrepreneurial behavior were 0.933, 0.823, indicating that the observed variables all measure latent variables well.

5.2. Analysis of indirect effects among variables

Table 1. Analysis of the indirect effect of the entrepreneurial behavior model of college students

	Indirect effects			Standardized indirect effects		
	social	Opportunity3	performance	social	Opportunity3	performance
Opportunity4	0	0	0	0	0	0
performance	0.361	0	0	0.354	0	0
Performance2	0.557	0.495	0	0.485	0.434	0
Performance1	0.599	0.533	0	0.55	0.492	0
Social1	0	0	0	0	0	0
Social2	0	0	0	0	0	0
Social3	0	0	0	0	0	0
Ability23	0.672	0	0	0.537	0	0
Ability22	0.638	0	0	0.544	0	0
Ability21	0.67	0	0	0.545	0	0

Table 1 shows the indirect effects between different variables. It can be observed from the table that entrepreneurial belief education has an indirect effect on the two dimensions of entrepreneurial behavior of college students, and it also has an indirect effect on the three dimensions of the ability to realize entrepreneurial opportunities. Opportunity realization ability also has an indirect effect on the two dimensions of entrepreneurial behavior of college students.

According to the data in Table 1, the indirect effect of entrepreneurial belief education on college students' entrepreneurial behavior is 0.361, and the direct effect of

entrepreneurial belief education on college students' entrepreneurial behavior is 0.638. The comparison shows that the direct effect of entrepreneurial belief education on college students' entrepreneurial behavior is lower than the indirect effect, which means that entrepreneurial belief education affects college students' entrepreneurial behavior more through the ability to realize entrepreneurial opportunities, but does not directly affect entrepreneurial behavior. The hypotheses proposed in this study are supported.

5.3. Total effect analysis among variables

Table 2. The total effect of the entrepreneurial behavior model of college students

	Total effects			Standardized total effects		
	social	Opportunity3	performance	social	Opportunity3	performance
Opportunity4	0.677	0	0	0.672	0	0
performance	0.599	0.533	0	0.589	0.528	0
Performance2	0.557	0.495	0.929	0.485	0.434	0.823
Performance1	0.599	0.533	1	0.55	0.492	0.933
Social1	0.726	0	0	0.597	0	0
Social2	0.981	0	0	0.886	0	0
Social3	1	0	0	0.861	0	0
Ability23	0.672	0.992	0	0.537	0.799	0
Ability22	0.637	0.941	0	0.544	0.81	0
Ability21	0.67	1	0	0.545	0.811	0

Table 2 shows the total effect between different variables. The data in Table 2 show that the total effect of entrepreneurial belief education on the ability to realize entrepreneurial opportunities is 0.677, and the total effect of entrepreneurial belief education on entrepreneurial behavior of college students is 0.599. After standardizing the data, it can be It is found that the total effect of entrepreneurial belief education on the ability to realize entrepreneurial

opportunities is 0.672. To sum up, it can be seen that entrepreneurial belief education has a stronger influence on the ability to realize entrepreneurial opportunities, which further supports the previous hypothesis. The impact of entrepreneurial belief education on college students' entrepreneurial behavior is more realized through the ability to realize opportunities.

6. Research Conclusions and Enlightenment

6.1. Research conclusion

The results show that entrepreneurial belief education has a significant impact on the ability to realize entrepreneurial opportunities, and then the ability to realize entrepreneurial opportunities has a significant impact on entrepreneurial behavior of college students, which shows that entrepreneurial belief education also has a significant indirect effect on entrepreneurial behavior of college students. However, the direct effect of entrepreneurial belief education on the ability to realize entrepreneurial opportunities is far less than the indirect effect of entrepreneurial belief education on college students' entrepreneurial behavior.

6.2. Research Enlightenment

(1) Carry out differentiated and targeted entrepreneurial assistance to enhance college students' entrepreneurial beliefs

The conclusion of the research on demographic differences points out that males have higher scores in enterprise knowledge and entrepreneurial beliefs than females, which is mainly due to the differences in gender role positioning between males and females. Chinese traditional culture has different orientations on the qualities that different gender roles should have, and has produced relatively fixed ideas. Looking at the entrepreneurial behavior of college students, the number of male college students who start a business far exceeds that of female college students, and male college students' entrepreneurial behavior is more likely to be recognized and appreciated by the society. Naturally, female college students' entrepreneurial beliefs will be relatively weakened. Entrepreneurship is a continuous and complex process, and different industries require entrepreneurs to have different qualities. Carefulness and perseverance are the unique qualities of girls. Therefore, in some entrepreneurial fields, the chances of success for women are greatly improved, and they have unique advantages. Therefore, in the process of carrying out entrepreneurship education, colleges and universities should encourage female college students to break through traditional concepts, help female college students formulate entrepreneurial plans and goals, and provide differentiated and targeted assistance measures for female college students' entrepreneurial behavior.

6.3. Build a comprehensive entrepreneurship service system to stimulate college students' longing for entrepreneurial achievement

College students' entrepreneurial ideals and entrepreneurial psychology are the conditions for forming entrepreneurial beliefs. In order to strengthen entrepreneurial beliefs, it is necessary to enable college students to form entrepreneurial ideals and expand the form of entrepreneurial practice education for college students. The first is to highlight the incubation service function of the business park, and improve the convenience and service availability of college students' entrepreneurial behavior. Start from the aspects of financial awards, site application, information transmission and entrepreneurial services, etc., to stimulate the entrepreneurial enthusiasm and perseverance of college students, so that college students can fully feel the fun, convenience and achievement of entrepreneurship. The second is to carry out

entrepreneurial case education for college students, and improve college students' entrepreneurial experience and cognition by compiling college students' entrepreneurial deeds and successful cases. In the process of carrying out entrepreneurship education, colleges and universities build and provide "Internet +" entrepreneurship platforms, establish entrepreneurship associations, face successful entrepreneurs and entrepreneurs at zero distance, enrich entrepreneurial life, and enhance contact and awareness of entrepreneurial achievements. The third is that colleges and universities should combine entrepreneurship education with experimental teaching, practical training and practical training to strengthen the participation in entrepreneurship practice. In the process of carrying out the education of entrepreneurial beliefs, colleges and universities actively communicate and cooperate with the outside world, and make full use of resources such as policies, information, technology and funds under the macro environment, so as to integrate external resources to better serve college students' entrepreneurship.

6.4. Improve and optimize the curriculum system of entrepreneurship education to effectively enhance the entrepreneurial ability of college students

Based on the empirical results, continue to improve and optimize the education system of college students' entrepreneurial beliefs, and improve the pertinence and effectiveness of entrepreneurship education. The first is to strengthen the classification and segmented cultivation of entrepreneurial belief education for college students. The entrepreneurial ability of college students is not a single dimension, but a collection of various ability factors. At the same time, college students also have individual differences in their cognition and practice of entrepreneurship. Targeted, regular and personalized entrepreneurship education. Colleges and universities can offer innovative and entrepreneurial courses, such as management, economics, law and other courses. At the same time, the combination of entrepreneurship education and professional education, online courses and offline courses, theoretical knowledge and practical knowledge, professional knowledge and general knowledge, explicit courses and implicit courses will enhance the ability of college students in entrepreneurial management, business relations, legal Knowledge and other aspects of understanding, improve the ability to identify, perceive and realize entrepreneurial opportunities. The second is to design a training program for entrepreneurial talents that is conducive to adapting to the environment of the "Internet +" era. Colleges and universities should actively guide the integration of entrepreneurship education and professional education, promote the combination of entrepreneurship theory and entrepreneurship practice, and realize the goal of cultivating full intelligence and full ability that integrates professional knowledge and entrepreneurial skills advocated by WICS theory. At the same time, based on innovation and entrepreneurship training, improve the "Internet +" college students' entrepreneurial practice system and improve their entrepreneurial practice ability. Integrate social, industry and enterprise resources, apply Internet technology to set up special training programs for entrepreneurial growth, establish a classification guidance system for innovation and entrepreneurship, and cooperate with universities and enterprises to carry out targeted training, gradually forming a

platform system with high growth space.

6.5. Create a good ecological environment for innovation and entrepreneurship, and guide college students to establish rational entrepreneurial values

Give full play to the role of educating people in an all-round way, and improve the ecological environment for innovation and entrepreneurship. The change of traditional education concepts should start from the perspective of students' career development and overall social development, support college students' innovation and entrepreneurship from the aspects of emotion, system, and funds, and create a good social environment for college students to start their own businesses. The government should support college students' innovation and entrepreneurship in terms of policy orientation, system design, mechanism system, and public services, provide strong guarantees for college students' innovation and entrepreneurship in terms of environment, system, and legal system, and promote college students' innovation and entrepreneurship knowledge, skills, and accomplishments. improve. Through a series of measures to create a healthy and good entrepreneurial ecology, it will certainly be able to effectively guide college students to establish healthy and rational entrepreneurial values, promote college students to actively participate in entrepreneurial activities, and promote the sustainable development of innovative and entrepreneurial behaviors.

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