



Strategies for Promoting Innovation and Entrepreneurship Ability of Administrators in Higher Vocational Colleges in Guangxi

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ABSTRACT:

The objectives of this research were: 1) to study the current situation of promoting innovation and entrepreneurship ability of Administrators in higher vocational colleges in Guangxi. 2) to develop the strategies for promoting innovative and entrepreneurship ability of administrators in higher vocational colleges in Guangxi. 3) to evaluate feasibility of strategies for promoting innovative and entrepreneurship ability of administrators in higher vocational colleges in Guangxi. The sample group were 210 administrators from Guangxi vocational college. The instruments were questionnaires, structured interview, and evaluation form. The data were analyzed by using percentage, mean, standard deviation, and content analysis.

The results of the research show that: 1) the current situation of promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi at medium level, 2) the strategies for promoting the innovation and entrepreneurship ability of Administrators in higher vocational colleges in Guangxi in two aspects total 20 measures, as innovation ability 10 measures and entrepreneurial ability 10 measures. The strategies for promoting innovative and entrepreneurship ability of administrators at high level.

1. INTRODUCTION

The innovation and entrepreneurship education in our colleges and universities should not only insist on development, but also upgrade. Especially since the 18th National Congress of the Communist Party of China, the Party Central Committee with Xi Jinping at the core has reviewed the situation and put forward the call of "mass entrepreneurship and innovation". On October 18, 2017, Xi Jinping pointed out in the report of the 19th National Congress of the Communist Party of China that "innovation is the first driving force for development and the strategic support for building a modern economic system".

The important speech of Comrade Xi Jinping in the report of the 19th National Congress of the Communist Party of China has changed our work, research and way of life. Comrade Xi Jinping pointed out: "Innovation

focuses on solving the problem of development power. Under the situation of increasingly fierce international development competition and China's power transformation, only by focusing on innovation and forming an institutional framework to promote innovation can we create more. Relying on innovation-driven development and making more use of first-mover advantages. On May 28, 2020, the third session of the 13th National People's Congress concluded successfully in Beijing. The resolution of the Report, which requires: "Deeply promote mass entrepreneurship and mass innovation. Develop venture capital and increase guaranteed loans for business ventures.

At present, under the mode of innovation and entrepreneurship education, administrators of higher vocational education in Guangxi have become a group



prone to job burnout. Occupational burnout is a state in which practitioners feel physically and mentally exhausted and energy depleted under heavy work pressure. It has become an important factor affecting the development of many industries.

Ability improvement methods. Therefore, it is necessary to guide and help higher vocational administrators and incumbent teachers to establish innovative awareness, form innovative thinking, stimulate entrepreneurial spirit, master entrepreneurial knowledge, and improve innovative and entrepreneurial capabilities through multiple channels such as schools, governments, enterprises, and society. The evaluation mode can effectively improve the innovation and entrepreneurship ability of administrators of higher vocational colleges, and finally achieve the purpose of improving the overall quality of teachers in higher vocational colleges in China. Therefore, it is of great significance to research the cultivation and improvement of innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi, which is of great significance to the requirements of talent training in our country.

2. RESEARCH QUESTIONS

1. What is the current situation of innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi?

2. What are the strategies for promoting the innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi?

3. What level is the feasibility of strategies for promoting innovation and entrepreneurship ability of Administrators in higher vocational colleges in Guangxi?

3. LITERATURE REVIEW

3.1 Concept of educational administration

Lindn (2004) believes, innovative enterprise education refers to cultivating individuals who have the ability to organize and manage any enterprise, usually with significant initiative and risk, and putting their creativity into practice to create economic value.

Jonsdottir (2008) deeply studied the development of innovation and entrepreneurship education in Icelandic institutions of higher learning, and believed that innovation and other creative ways of

thinking were the necessary tools to cultivate and improve the entrepreneurial ability of Icelandic college students, forming an overall unity of the development of innovation and entrepreneurship education.

Cruz (2013) further studied the direct impact of innovation driven education curriculum projects on innovation driven behavior, believing that students who receive management innovation driven education and other entrepreneurship driven education often have knowledge and innovation abilities far beyond those of normal people. At the same time, all students who have received knowledge and innovation driven education in these majors and other entrepreneurship driven education are also more likely to achieve success in practical operations.

3.2 Concept of innovation and entrepreneurship ability

Fei (2013) believe that the development of entrepreneurship education in the United States has roughly gone through four stages: the embryonic stage (1947-1970), the initial stage (1970-1990), the development stage (1990-2000), and the mature stage (2000-present).

Yang Qinghua (2014) reviewed the origin and development of global entrepreneurship education and believed that entrepreneurship education has achieved good results in the United States, achieving huge economic and social benefits.

Wang Zhanren. (2017) pointed out in the Research on the Evolution and Development Trend of China's Entrepreneurship Education that China's entrepreneurship education started in 1988. The "six-year study" from the second half of 1990 to September 1995 has a profound international background. The entrepreneurship Educational stage of Chinese universities has been since 1997.

3.3 Construct a strategy to improve the innovation and entrepreneurship ability of administrators in higher vocational colleges

Lei Shijun. (2007) said that the training period of such universities is usually three years, and the training goal is mainly to cultivate skilled and high-quality talents with strong hands-on operation abilities.



According to relevant regulations of the education department, in the late 20th century.

Wang Yapeng. (2020) argues that the construction of high-level vocational colleges is imperative from two aspects: the symbiotic logic of high-level schools and high-level majors, and the generative logic of high-level vocational schools.

Ding Jinchang. (2020) and others believe that with the launch of the "Double High Plan", it can be seen from the publicly announced construction plans and task book materials of vocational colleges, as well as the current implementation process, that many vocational colleges are a bit confused, and there is a deviation in understanding the "Double High Plan", as well as vocational education.

3.4 Context of higher vocational colleges

In order to serve the construction of a modern economic system and meet the needs of higher quality and fuller employment, the country has concentrated efforts to build a group of vocational schools and high-level professional groups that lead reform, support development, have Chinese characteristics, and are world-class. The release of the "Opinions of the Ministry of Education and the Ministry of Finance on the Implementation of the Plan for the Construction of High-Level Vocational Schools and Professional Groups with Chinese Characteristics" marks the official launch of the "Double High" plan. In December 2019, the Ministry of Education and the Ministry of Finance announced the list of high-level vocational schools and professional construction units with Chinese characteristics, specifically selecting 56 high-level vocational colleges and 141 high-level professional group construction universities. A total of 197 vocational colleges have been selected for the "Double High Plan". Among them, a total of 46 vocational colleges were selected in the western region, covering ten provinces (regions, cities) including Shaanxi, Sichuan, Yunnan, Guizhou, Guangxi, Gansu, Ningxia, Xinjiang, Inner Mongolia, and Chongqing, accounting for 23.35% of the national "Double High Plan" vocational colleges. Compared with the eastern and central regions, the "Double High Plan" vocational colleges in the western region face problems such as small scale, low quality, and weak competition in the

process of innovation and entrepreneurship education in China.

3.5 Related research

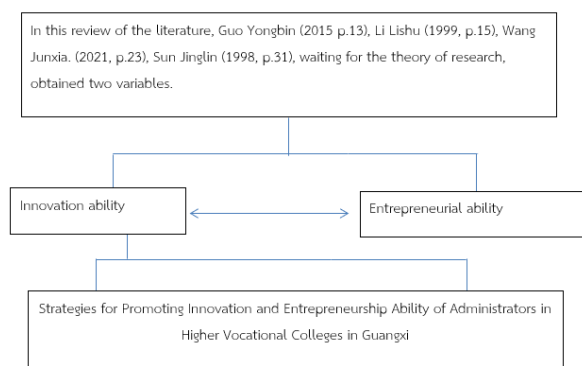
Abraham Harold Maslow (1970) hierarchy of needs theory. He divided the needs of human beings in social relations into five levels according to the order from low to high. The second is Douglas M Mc Gregor's XY theory. The third is Herzberg's Two-factor theory. Unlike horses.

Mc Gregor's XY theory (1960)

Herzberg's Two-factor theory (1959)

4. RESEARCH CONCEPTUAL FRAMEWORK

Figure 1 Research Framework



5. OBJECTIVES OF THE RESEARCH

1.To study the current situation of innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi.

2. To develop the strategies for promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi.

3. To evaluate the feasibility of strategies for promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi.

6. RESEARCH METHODOLOGY

6.1 Population and Sample

6.1.1 Population

The population were 130 administrators from Nanning Vocational and Technical College, 105 administrators from Guangxi Vocational and Technical



College, 125 administrators from Liuzhou Vocational and Technical College, and 100 administrators from Guangxi Construction Vocational and Technical College. A total of 460 people.

6.1.2 Sample

The sample group were 59 administrators from Nanning Vocational and Technical College, 48 administrators from Guangxi Vocational and Technical College, 57 administrators from Liuzhou Vocational and Technical College, and 46 administrators from Guangxi Construction Vocational and Technical College. According to Krejcie and Morgan (1970) sampling table A total of 210 people.

Interviewees

The interviewee of this research were 10 administrators from 4 vocational colleges in Guangxi, including Nanning Vocational and Technical College, Guangxi Vocational and Technical College, Liuzhou Vocational and Technical College, and Guangxi Vocational and Technical College. Qualification of Interviewees were as following: 1) administrators of higher vocational colleges, 2) 5 years of work.

Strategies evaluation experts

Research experts from 5 vocational colleges in Guangxi have been invited to evaluate the strategy. expert qualification were as following: work for more than 10 years, engage in higher vocational education research.

Research Methodology

The study employed a combination of qualitative and quantitative research methods, mainly including questionnaires, structured interviews, and expert assessments.

1. Based on innovation theory and literature research on innovation ability and entrepreneurial ability, it is determined that the independent variables of the strategies for improving the innovation and entrepreneurial ability of managers in higher vocational colleges in Guangxi are innovation ability and entrepreneurial ability.

2. Conduct a questionnaire survey combining 2 variables: innovative ability and entrepreneurial ability. Selected managers from four Guangxi higher vocational colleges selected into the national high-level and high-quality professional groups are Nanning Vocational and Technical College, Guangxi Vocational and Technical College, Guangxi Construction Vocational and Technical College, and Liuzhou Vocational and Technical College. There is a total of 210 samples for questionnaire survey, and the average and standard deviation of the questionnaire survey are analyzed to understand the level of innovation and entrepreneurship ability and existing problems of managers in higher vocational colleges in Guangxi.

3. According to the analysis results of the questionnaire, structured interviews were conducted with 10 managers. Respondent's qualifications: 5 years of experience in innovation and entrepreneurship management. After sorting out the interview results, this paper proposes that the innovation and entrepreneurship ability of managers in higher vocational colleges in Guangxi,

4. Invite five experts who are engaged in innovation and entrepreneurship management. The expert qualifications are that they have been engaged in innovation and entrepreneurship management for more than 5 years. These 5 experts evaluate the feasibility of the strategy and finally form the conclusions and suggestions of this study.

Research Instruments

1. Questionnaire

Part1: The form of personal information is to check the form, that is, gender, age, work experience, education, job position.

Part 2: According to the development situation of the administrator of higher vocational colleges in Guangxi, the questionnaire adopts the form of the 5 level, whicj is consisted of highest, high, medium, low and lowest, the interviewee can choose only one level.



7. RESEARCH RESULTS

Table 1 The average and standard deviation of current situation of innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi in two aspects

(n = 210)

| Innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi | \bar{X} | Level | Rank |
|--|-------------|---------------|------|
| Innovation ability | 3.23 | medium | 2 |
| Entrepreneurship ability | 3.24 | medium | 1 |
| Total | 3.24 | medium | |

According to table 4.2, it found that the current situation of innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi in two aspects were at medium level ($\bar{X} = 3.24$). Considering the result of this research aspects ranged

from the highest to lowest level were as follow: the highest level was entrepreneurial ability ($\bar{X} = 3.24$), and innovation ability ($\bar{X} = 3.24$) was the lowest level.

Table 2 Strategies for Promoting Innovation and Entrepreneurship Ability of Administrators in Higher Vocational Colleges in Guangxi (Continue)

| Strategy | How |
|----------|---|
| | 2. Improve the entrepreneurial education curriculum system Improve the basic quality of administrators in entrepreneurial education |
| | 3. Enhance administrators' decision-making skills for entrepreneurial education. |
| | 4. Strengthen entrepreneurial construction and optimize the entrepreneurial environment |
| | 5. Improve the training system for innovation and entrepreneurship teachers, and establish a sound guarantee system for improving teachers' entrepreneurial education capabilities. |
| | 6. Improve the ability of administrators to deploy and integrate effective resources. |
| | 7. Actively participate in social practice and increase social network capabilities. |
| | 8. Enhance administrators' ability to choose from entrepreneurial goals. |



| | |
|--|--|
| | Special entrepreneurial education positions are set up in various disciplines of entrepreneurship transformation. |
| | 9.Improve the entrepreneurial education curriculum system. |
| | 10.According to different academic entrepreneurship motivations, targeted assistance, and promoted teachers of the original discipline to grow into professional entrepreneurial education teachers. |

8. CONCLUSION AND DISCUSSION

8.1 Conclusion

This research objective to discuss the strategies for promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi. The variable of this research is 1) innovation ability, and 2) entrepreneurial ability. Through research and analysis results, the following conclusions are obtained in this research:

Part 1: Study the current situation of innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi

Part 2 Develop strategies for promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi

Part 3: Evaluate the feasibility of strategies for promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi

Part 1: Study the current situation of innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi

The current situation of innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi in two aspects were at medium level. Considering the result of this research aspects ranged from the highest to lowest level were as follow: the highest level was entrepreneurial ability, and innovation ability was the lowest level.

Innovation ability was at medium level. Considering the result of this research aspects ranged from the highest to lowest level were as follow: the highest level was administrators have innovative awareness, followed by be able to work as a teacher of innovation and entrepreneurship, and practical activities

for colleges and corporate cooperation to promote innovation was the lowest level.

Entrepreneurship ability was at medium level. Considering the result of this research aspects ranged from the highest to lowest level were as follow: the highest level was strengthen the scientific research innovation and achievement of achievements in university-enterprise cooperation and improvement of higher vocational colleges, followed by administrators need to have entrepreneurial cognitive ability, and administrators need to have knowledge of entrepreneurial was the lowest level.

1) Based on the first research purpose, based on the survey data, the average value and standard deviation analysis of the innovation and entrepreneurial ability of higher vocational colleges in Guangxi higher vocational colleges, and the average value of innovation capabilities and entrepreneurial capabilities found at a medium level, indicating that it needs to be further improved to further improve and improvement.

2) According to the second research purpose, the researchers summarized and analyzed the questionnaire data and interview results, and constructed strategies for improving the innovation and entrepreneurship ability of managers in higher vocational colleges in Guangxi. Details are as follows:

Part 2 Develop strategies for promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi

Strategies for promoting innovation ability

Strategy1.: Strengthen school enterprise cooperation, promote teachers' participation in enterprise practice activities, and expand ways to enhance teachers' innovation ability.



Strategy2: Establish and improve innovation incentive mechanisms, promote teacher communication, and enhance educational and teaching innovation capabilities.

Actively enhancing quality is to enhance teachers' innovative core abilities.

Strategy3.: Determine innovation goals and motivations (with clear professional development goals and plans for oneself to engage in innovation and entrepreneurship work), and systematically learn innovation theoretical knowledge.

Strategy4.: Create an innovative educational atmosphere and enhance the teaching, research, work, and living conditions of teachers' innovative abilities.

Strategy5: Increase participation in innovation and entrepreneurship education and training both on and off campus.

Strategy6: Increase capital investment to meet the needs of building a teaching staff for entrepreneurship and entrepreneurship education.

Strategy7: Establish and improve selection and employment standards, as well as evaluation and assessment standards, and fully introduce part-time teachers from outside innovation and entrepreneurship education.

Strategy8: Understand the national policies on innovation and entrepreneurship, and improve the national vocational education management system and management system.

Strategy9: Improve the innovative thinking, innovative quality, and practical ability of managers.

Strategy10: Improve the transformation of scientific research achievements in the field of innovation, strengthen school enterprise cooperation, and enhance the scientific research innovation and achievement transformation capabilities of vocational college teachers.

Strategies to promoting entrepreneurial ability

Strategy 1: Improve the level of entrepreneurial

knowledge of managers (theory of cutting -edge development, discipline professional knowledge, risk awareness)

Strategy 2: Improve the basic quality of managers in entrepreneurial education

Strategy3: Improve the management ability of managers on entrepreneurial education

Strategy 4: Managers' ability to allocate and integrate effective resources

Strategy 5: Improve the training system for innovation and entrepreneurship teachers, and establish a sound guarantee system for improving teachers' entrepreneurial education capabilities.

Strategy 6: Improve the ability of administrators to deploy and integrate effective resources.

Strategy 7: Actively participate in social practice and increase social network capabilities

Strategy8: Enhance administrators' ability to choose from entrepreneurial goals.

Special entrepreneurial education positions are set up in various disciplines of entrepreneurship transformation.

Strategy 9: Improve the entrepreneurial education curriculum system

Strategy 10: According to different academic entrepreneurship motivations, targeted assistance, and promoted teachers of the original discipline to grow into professional entrepreneurial education teachers.

Part 3: Evaluate the feasibility of strategies for promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi

According to the third research purpose, the researchers conducted an expert evaluation of the feasibility of strategies for promoting innovation and entrepreneurship ability of administrators in higher vocational colleges in Guangxi, and the evaluation results shown that the strategy was at high level.

8.2 Discussion

Through the survey of the status quote, it was



found that the administrators of the Guangxi higher vocational colleges have various problems in innovation and entrepreneurial ability to improve their innovation and entrepreneurial ability. After analyzing the average and standard deviation of the questionnaire, the innovation and entrepreneurial ability are at a medium level, and further improvement and improvement need to be improved.

1) Discussion on innovation ability

At present, there are some problems in the influencing factors, such as creating teaching, scientific research, and innovation conditions for teachers to enhance innovation capabilities, which is consistent with the research conclusions of (Luo Erping, 2003, P.140). Regarding the establishment and improvement of innovative incentive mechanisms, it also meets the views of (TU XUEEREN, 2022, P.122), and believes that industrial cooperation lacks financial support.

To solve these problems, the researchers proposed the strategy of optimizing innovation capabilities based on the theory of innovation, including 5 measures: the innovation ability strategy is consistent with (Wang Zhanren, 2017). The conclusions of the creation of innovative and entrepreneurial education atmosphere also meet the views of (Mei Weihua, 2010) Research on the creation of an atmosphere of innovation and entrepreneurial education, (zhao Jinhua, 2018, P.12). It is proposed to strengthen the cooperation between schools and enterprises and promote the research results of teachers' practical activities.

(2) Discussion of entrepreneurial ability: administrators cultivate entrepreneurial education ecosystem. Consistent with (Yuan Guiren,, 2013, P.16), pointing out that administrators should cultivate entrepreneurial education ecosystems. This is also consistent with QI Wenbo (2008). There is no good industrial environment. Consistent with (Clack Burton, 1999, P.14). Improve the training system for innovation and entrepreneurship teachers, and improve the level of professionalization of teachers

In order to solve these problems, based on innovation theory, researchers have proposed strategies to optimize innovation ability, including 5 measures. The measures for entrepreneurial ability are consistent with

the research conclusions of (Huang Shoujing 2017, P.30). It is considered to improve the level of entrepreneurial knowledge of administrators.

9. RECOMMENDATIONS

1) Innovation ability

After analyzing the average and standard deviation of the current status of innovation ability, it is found that the average value of "the practical activity of colleges and enterprises to promote innovation" is the lowest, indicating that the practical activities of colleges and enterprises in innovation and entrepreneurship management in innovation and entrepreneurship management are at a lower level. Essence

Therefore, we should strengthen from the following aspects: 1) Increase exchanges between higher vocational colleges and enterprises. Conditions for teaching, scientific research, and innovation for teachers to improve their innovation capabilities. 2) Create an innovation center between the higher vocational institute and the enterprise, and the two parties have signed a cooperation agreement to establish a sound innovation incentive mechanism. 3) Establish a training mechanism, increase training content, and improve administrators' innovative practical skills.

2) Entrepreneurship ability

After analyzing the average and standard deviation of the current status of the cooperation model, it is found that the average value of "administrators need to have entrepreneurial knowledge" shows that in innovation and entrepreneurial management, administrators need to have a low level of entrepreneurial knowledge.

Therefore, the following aspects should be strengthened: 1) Strengthening entrepreneurial knowledge and education and enhancing the level of entrepreneurial knowledge of administrators. 2) Improve the entrepreneurial education curriculum system, strengthen the cooperation between higher vocational colleges and enterprises, increase the content of entrepreneurial education courses, and improve the practicality of the course content. 3) Added the actual combat skills of entrepreneurship of enterprises to improve the management of administrators' planning for



entrepreneurial education.

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