



## Entrepreneurial Orientation of Students from the College of Innovation and Entrepreneurship at Haikou University of Economics (HUE)

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### Abstract

The objectives of this research were 1) to study the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE). and 2) to compare the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE) as classified by genders, ages and college years. The research sample consisted of 44 students from the College of Innovation and Entrepreneurship at HUE selected by a stratified sampling technique. An instrument for data collection was a set of 5-rating scale questionnaires with a validity between .67-100 and a reliability value of .91. Statistics used for data analysis included frequency, percentage, mean, standard deviation, t-test, one-way ANOVA and LSD.

The results of the research were as follows: 1) students' opinions regarding an entrepreneurial orientation of students were at a high level. An aspect with the highest mean was Innovativeness, followed by Competitive Aggressiveness, Proactiveness, Autonomy and Risk-taking. and 2) There was no difference in the opinions regarding entrepreneurial orientation among students of different genders and college years. However, there were found differences in the opinions of the respondents of different ages regarding an entrepreneurial orientation in the light of Innovativeness, Risk-taking and Competitive Aggressiveness at a statistically significant level of .01 and in the light of Autonomy and Proactiveness at a statistically significant level of .05.

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**Keyword:** Entrepreneurial Orientation, College of Innovation and Entrepreneurship,  
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## Introduction

Entrepreneurship is the attribute of those who lead change. It starts with new initiatives and recruiting socio-economic resources to create a new desired business or product. Acceptance of potential risks or failures. Taking on the risks that may arise with respect to funds, time, or professional commitments that will create value for a product or service that may be new or unique. The independent entrepreneurship of individuals or organizations to create innovative ideas that stand out from the competition will cause the characteristics of new products and services. A commitment to creating products and considering the success that will meet the needs of consumers will encourage that person to be successful in entrepreneurship (Michael, 2000).

Entrepreneurship is very important for personal and economic development (Manning, 2018). Entrepreneurship and entrepreneurship globalization are important because entrepreneurship is the main catalyst for the country's economic growth (Audretsch, 2007). This is because entrepreneurship aims to carry out economic transformation and wealth creation through the ability and effectiveness of an individual in recognizing opportunities and changing opportunities into reality in the form of potential goods or services. (Obembe et al., 2014). Firms that show entrepreneurial behaviour have greater profitability and growth than those that do not adopt entrepreneurial systems (Antonicic, 2007). Furthermore, Antonicic stated that organizations that use entrepreneurship have more open communication and formal controls and are able to adapt to an intensive environment, including management, innovation, continuously renewing and proactive. Consequently, entrepreneurship is today a permanent attitude that firms should develop. According to Franco and Haase (2013), entrepreneurial orientation is a key concept in understanding whether a firm adopts entrepreneurial activities or not. Miller (1983) was the first author to identify entrepreneurship as three entrepreneurial activities,

innovation, proactive action, and Risk-taking, and stated that companies that showed these activities had an entrepreneurial relationship.

The main function of the College of Innovation and Entrepreneurship at Haikou Economics University is to provide education to develop students' competencies to meet the needs of national development. Innovation and Entrepreneurship Therefore, it emphasizes that students are capable of innovation. It is managed by both the College of Innovation and Entrepreneurship to develop a modern education management system quality that meets the needs of society and is universal by applying it to be appropriate to the management context of the College of Innovation and Entrepreneurship. It will make students have academic excellence, communication skills, thinking process skills, creative production, and jointly take responsibility for the global society. This is a feature that will step into the 21st century and develop learners in accordance with the goals of national development to have the characteristics and skills to learn creativity and innovation. Cooperation skills, teamwork and leadership, information communication skills, and media literacy. Career Skills Emphasis on Entrepreneurship.

The Chinese Central Government has launched a few policies to encourage college students and graduates to actively partake in entrepreneurial activities since the late 1990s in the hope of rendering entrepreneurship a new growth point in driving college student employment. Along with China's economic "new normal," the Chinese Central Government proposed the "mass entrepreneurship and innovation" policy in 2015 to promote China's entrepreneurial activities toward a climax. As the key to entrepreneurship is innovative talent, Chinese central and provincial-level governments expect college students, who are persons of high quality and high ability, to serve as a strong reserve force for entrepreneurial activity. Chinese universities also carry out the practices for the entrepreneurship education of college students, provide venture funds and services, and establish startup hubs and incubation bases so as to encourage and support the self-employment and entrepreneurial activities of college students. (You & Ding, 2017).

The College of Innovation and Entrepreneurship, therefore, takes it as a prime

concern to promote and fulfil the necessary qualities of entrepreneurship among students. It helps students who want to be entrepreneurs to be ready to go out and do business successfully by developing and creating added value for their businesses, increasing the value of the domestic economy.

Therefore, it is advisable to study a management approach to the development of entrepreneurial concepts perceived by students at the College of Innovation and Entrepreneurship at Haikou University of Economics. The results of this research will provide information for educational institution administrators to consider and improve a management approach that could effectively and efficiently provide an entrepreneurial foundation to students at the College of Innovation and Entrepreneurship at Haikou University of Economics.

### **Research Objectives**

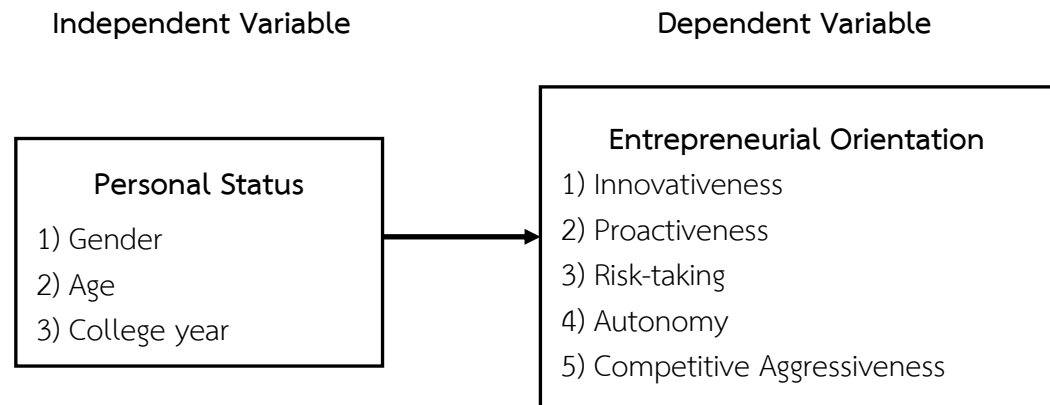
1. To study the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE).
2. To compare the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE) as classified by genders, ages and college years.

### **Expected Benefits**

To enable educational institutions to understand the opinions regarding an entrepreneurial orientation of students to develop a teaching curriculum to fulfill the attributes of students' entrepreneurial orientation consistently and effectively.

### **Research Conceptual framework**

It is a study of opinions regarding the Entrepreneurial Orientation of Students from the College of Innovation and Entrepreneurship at Haikou University of Economics by synthesizing entrepreneurial orientation concepts consisting of 1) Innovativeness, 2) Autonomy, 3) Risk-taking, 4) Proactiveness, 5) Competitive Aggressiveness (Michael, 2000; Miller, 1983; Lumpkin & Dess, 1996).



**Figure 1** Conceptual framework

### Research Methodology

This research It is descriptive research in the form of Survey Research (Survey Research).

#### 1. Population and sample

The total population is 50 students from the College of Innovation and Entrepreneurship in Haikou University of Economics.

The sample is 44 students, the researcher used stratified random sampling following by Krejcie and Morgan's table (1970) to determine the sample size for a given population. (Robert V. Krejcie and Eayrle W. Morgan, 1970 cited in Petchroj, 2019) and selected by stratified random based on-type of group.

#### 2. Making tools and inspecting tool quality

2.1 Review relevant theories and research regarding an entrepreneurial orientation and questionnaire construction for behavioral and social science research.

2.2 Study methods for constructing a competency scale of the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE).

2.3 Create the questionnaire about the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE). It is a questionnaire according to the actual conditions based on the 5-point Likert scale.

2.4 Take the questionnaire about the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE) was modified and collected and was interpreted based on the scoring

criteria and interpretation. To three experts to examine its validity (Content Validity) to make improvements. The IOC or (Index of Item-Objective Congruence) value of this thesis is between .67-1.0, which it is higher than .50 of IOC Value based on the IOC criteria.

2.5 Improve and revise the questionnaire according to the advice of experts. Then present it to the supervising teacher. The thesis is checked again before being put to trial.

2.6 The questionnaire was brought for try-out with 30 non-research sample groups from the College of Innovation and Entrepreneurship at Haikou University of Economics. Cronbach's Alpha Coefficient value was then calculated, and it was found that the reliability value of the questionnaire was acceptable at .91. (Petchroj et al., 2019).

2.7 Improve, edit and publish it as an actual questionnaire for further use in collecting data with the sample group.

### 3. Data Collection

3.1. Request an official letter from the Master of Education program, Department of Educational Administration, Rajapruk University and send it to the College of Innovation and Entrepreneurship, Haikou University of Economics asking cooperation and assistance in collecting research data.

3.2 After obtaining an approval from the College of Innovation and Entrepreneurship Haikou University of Economics, 44 copies of the questionnaire were distributed as google form to the sample group by E-mail, QQ and WeChat.

3.3 When the copies of questionnaire were returned, the completeness of each copy was checked, and then prepared for data analysis.

### 4. Data analysis

4.1 Analyze personal status data of respondents. By distributing Frequency (Frequency) and Percentage (Percentage).

4.2 Analyze the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE) by finding the mean ( $\bar{X}$ ) and standard deviation (S.D.).

4.3 Analysis of data comparing the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE) as classified by genders, ages and college years. Used to analyze data with 2 groups of primary variables: gender. And test the hypothesis. One-way ANOVA

was used to compare the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE and classified by ages, and college year to conduct hypothesis testing, and compare the pairwise means using LSD (least significant difference).

## Results

Analysis Results of the entrepreneurial orientation of students from the college of innovation and entrepreneurship at Haikou University of Economics (HUE).

**Table 1** The mean and standard deviation of the overall score of the opinions regarding an entrepreneurial orientation of students from the College of Innovation and Entrepreneurship at Haikou University of Economics by entrepreneurial orientation attributes.

(n=44)

| No.     | Entrepreneurial orientation | $\bar{X}$ | S.D. | Level   | Rank |
|---------|-----------------------------|-----------|------|---------|------|
| 1.      | Innovativeness              | 4.50      | .46  | Highest | 1    |
| 2.      | Proactiveness               | 4.45      | .49  | High    | 3    |
| 3.      | Risk-taking                 | 4.42      | .49  | High    | 5    |
| 4.      | Autonomy                    | 4.44      | .52  | High    | 4    |
| 5.      | Competitive Aggressiveness  | 4.46      | .49  | High    | 2    |
| Overall |                             | 4.46      | .46  | High    |      |

From Table 1, the overall opinion of the respondents regarding an entrepreneurial orientation was at a high level ( $\bar{X}$  =4.46 S.D.=.46), and the attribute with the highest mean was Innovativeness ( $\bar{X}$  =4.50 S.D.=.46), followed by Competitive Aggressiveness, Proactiveness, Autonomy and Risk-taking respectively.

As large as a country, as small as a university, innovation is also required. Innovation is the primary driving force leading development, innovation is the soul of a nation's progress, and an inexhaustible driving force for a country's prosperity. Through the questionnaire survey, it is known that many college students dare not take responsibility or avoid risks when undertaking Risk Taking.

**Table 2** The comparison of the opinions regarding an entrepreneurial orientation of students from the College of Innovation and Entrepreneurship at Haikou University of Economics by genders.

(n=44)

| No.     | Entrepreneurial<br>orientation | Genders   |      |           |      | t   | P-valve |
|---------|--------------------------------|-----------|------|-----------|------|-----|---------|
|         |                                | Male      |      | Female    |      |     |         |
|         |                                | $\bar{X}$ | S.D. | $\bar{X}$ | S.D. |     |         |
| 1.      | Innovativeness                 | 4.52      | .50  | 4.49      | .44  | .23 | .82     |
| 2.      | Autonomy                       | 4.46      | .49  | 4.45      | .50  | .05 | .96     |
| 3.      | Risk-taking                    | 4.45      | .50  | 4.41      | .49  | .30 | .76     |
| 4.      | Proactiveness                  | 4.49      | .52  | 4.41      | .53  | .49 | .63     |
| 5.      | Competitive<br>Aggressiveness  | 4.51      | .49  | 4.41      | .50  | .63 | .53     |
| Overall |                                | 4.49      | .47  | 4.43      | .47  | .36 | .72     |

From Table 2, there was found no difference in the opinions of the respondents with different genders regarding both overall and each attribute of an entrepreneurial orientation.

**Table 3** The comparison of the opinions regarding an entrepreneurial orientation of students from the College of Innovation and Entrepreneurship at Haikou University of Economics by ages.

(n=44)

| No. | Entrepreneurial<br>orientation | Ages         |      |           |      | t       | P-valve |
|-----|--------------------------------|--------------|------|-----------|------|---------|---------|
|     |                                | Less than 20 |      | 20-25     |      |         |         |
|     |                                | $\bar{X}$    | S.D. | $\bar{X}$ | S.D. |         |         |
| 1.  | Innovativeness                 | 4.10         | .08  | 4.52      | .46  | -5.02** | .00     |
| 2.  | Autonomy                       | 4.14         | .25  | 4.48      | .49  | -2.06*  | .12     |
| 3.  | Risk-taking                    | 4.05         | .08  | 4.45      | .50  | -4.46** | .00     |
| 4.  | Proactiveness                  | 4.04         | .22  | 4.47      | .52  | -2.83*  | .05     |



**Table 3 (Cont.)**

| No. | Entrepreneurial orientation | Ages         |      |           |      | t       | P-valve |
|-----|-----------------------------|--------------|------|-----------|------|---------|---------|
|     |                             | Less than 20 |      | 20-25     |      |         |         |
|     |                             | $\bar{X}$    | S.D. | $\bar{X}$ | S.D. |         |         |
| 5   | Competitive Aggressiveness  | 4.00         | .00  | 4.49      | .49  | -6.41** | .00     |
|     | Overall                     | 4.07         | .09  | 4.49      | .47  | -4.65** | .00     |

\* Statistically significant at the .05 level

\*\* Statistically significant at the .01 level

From Table 3, there was found differences in the opinions of the respondents with different ages regarding an entrepreneurial orientation in the light of Innovativeness, Risk-taking and Competitive Aggressiveness at a statistically significant level of .01, and in the light of Autonomy and Proactiveness at a statistically significant level of .05.

**Table 4** The comparison of the opinions regarding an entrepreneurial orientation of students from the College of Innovation and Entrepreneurship at Haikou University of Economics by college years.

(n=44)

| No. | Entrepreneurial<br>orientation | College years |      |           |      | t    | P-valve |
|-----|--------------------------------|---------------|------|-----------|------|------|---------|
|     |                                | Junior        |      | Senior    |      |      |         |
|     |                                | $\bar{X}$     | S.D. | $\bar{X}$ | S.D. |      |         |
| 1.  | Innovativeness                 | 4.51          | .45  | 4.43      | .58  | .20  | .78     |
| 2.  | Autonomy                       | 4.45          | .49  | 4.49      | .54  | -.14 | .90     |
| 3.  | Risk-taking                    | 4.42          | .50  | 4.49      | .47  | -.30 | .78     |
| 4.  | Proactiveness                  | 4.44          | .52  | 4.51      | .55  | -.30 | .78     |
| 5.  | Competitive aggressiveness     | 4.45          | .50  | 4.51      | .48  | -.28 | .80     |
|     | Overall                        | 4.45          | .46  | 4.49      | .51  | -.14 | .90     |

From Table 4, there was found no difference in the opinions of the respondents with different college years regarding both overall and each attribute of an entrepreneurial orientation.

## Discussion

1. Innovativeness was found to be at the top of students' opinions regarding an entrepreneurial orientation at the College of Innovation and Entrepreneurship of Haikou University of Economics. This shows that innovation is the first driving force leading development. Only with innovation and creation can we start a business and find employment.

This finding is in line with the study by Xiao (2019) on, The College Students' Entrepreneurial Orientation Should Highlight Innovation. The key to entrepreneurship is the word "innovation". Innovation is a conceptualization process characterized by new thinking, new inventions and new descriptions. It has three meanings, first, to update; second, to create new things; third, innovative education is an education that is based on the basic value of cultivating people's innovative spirit and innovative ability. It is a new educational model that is different from traditional education. College students have passion, dreams, and certain abilities and experiences. More importantly, they can be independent and have the spirit of innovation. In recent years, innovation and entrepreneurship education has been carried out in colleges and universities, providing a new path for college students and cultivating independent innovation and entrepreneurship talents for society.

2. Competitive aggressiveness is the second-highest opinion of students regarding an entrepreneurial orientation. Each college student has a promising entrepreneurial project, so his competitive aggressiveness is particularly important. It is generally well-known that any form of individual will be enhanced by increasing motivation.

This is consistent with Guolin (2020), on Fully mobilized the enthusiasm and creativity of college to carry out entrepreneurial work. Taking innovation and entrepreneurship practice as an important extension of innovation and entrepreneurship education through holding innovation and entrepreneurship

competitions, lectures, forums, simulation practices, and setting up SRTP research topics, etc., enriches students' knowledge and experience of innovation and entrepreneurship and enhances students' innovative spirit and entrepreneurial ability. At the same time, it organically combines innovation and entrepreneurship education with the results of practical activities, focuses on incubating outstanding entrepreneurial projects emerging from innovation and entrepreneurship activities, and effectively supports a group of college students to realize self-employment. Students who have achieved exceptional results in entrepreneurial practice are given appropriate general education limited course credits, creating more entrepreneurial time and development space for students and fully mobilizing students' entrepreneurial enthusiasm.

3. With respect to Proactiveness which is found as the third place of students' opinions regarding an entrepreneurial orientation, it could be seen that the college students are willing to pursue entrepreneurial goals and entrepreneurial actions. It might be seen as being consistent with Dongming (2018) on the interaction between entrepreneurial initiative and the entrepreneurial intention of college students. The stronger the initiative of the college students in entrepreneurial practice, the stronger their willingness to start a business and their willingness to act. This is obviously also in line with the reality of Haikou University of Economics. Individuals always tend to choose occupations that are consistent with their personality traits, and personality traits with strong initiative are more suitable for entrepreneurial practice. That is to say, the stronger the initiative of the college students, the more they expect to realize their ability value through entrepreneurship. At the same time, they also have a very high probability of practising entrepreneurial action enhancement.

4. With respect to autonomy, which is found as the fourth place of students' opinions regarding an entrepreneurial orientation, it might be seen as being consistent with Green (2021), Research on the current situation and improvement measures of the college students' innovation and entrepreneurship ability. One is self-directed learning: Self-directed learning takes students as the main body of learning, and the purpose of using this as an indicator is to pay attention to students' ability to collect and process information, ability to analyze and solve problems, and ability to communicate and

cooperate.

Secondly, it improves the capability of independent innovation in the entrepreneurial plans submitted by students. There needs to be a mention of preferential policies for entrepreneurship provided by the national or regional government, and there needs to be more information about entrepreneurship financing, which shows that students need to learn how to obtain external resources. Therefore, students need to develop the ability of independent innovation, change the bad habit of procrastination, learn to extract effective knowledge in the Internet age of information explosion, and improve their perception of the external environment. Expand knowledge through various online and offline channels, and at the same time, actively pay attention to the market, keep abreast of market characteristics and development direction, and constantly improve your knowledge system.

5. Risk-taking refers to making a firm decision under uncertain circumstances. The respondents rated this as being the last priority of students' opinions regarding an entrepreneurial orientation. It might be seen as being consistent with Wang (2020) in Research on Innovation and Entrepreneurship Education for College Students from the Perspective of Big Data. Raise risk awareness of the college students' innovation and innovation. For the college students, entrepreneurship may be the first contact between the college students and the society. Suppose college students do not fully understand the risks of college students' entrepreneurial projects and cannot greatly improve their risk awareness and ability to prevent risks. In that case, they may be in the process of starting a business, and problems such as a broken capital chain, loss of customer base, insufficient cash flow of the company, and inability to maintain the daily operation of the company may prevent the further advancement of college students' entrepreneurship. Therefore, in the next work, it is necessary to improve the risk awareness of college students in entrepreneurship and help them to have a full understanding of the entrepreneurial environment and the risks that exist and to prepare them deeply so as to improve the risk awareness and the ability to control risks can also urge college students to improve their abilities and levels in all aspects. They can not only actively learn various professional theories and knowledge, enrich

their theoretical foundation, but also improve their practical ability. Able to apply acquired knowledge to specific work.

Genders and college years were found not to affect the opinion of students from the College of Innovation and Entrepreneurship at Haikou University of Economics, while ages slightly did. This is consistent with the research of Gao & Su (2013), Chu & Zhang (2013) and Tang & Yu (2012), which found that many college students in China, regardless of their genders, ages, and college years, are more likely to provide better innovation and entrepreneurship policies, fair competition opportunities and other self-development and innovation and entrepreneurship opportunities, as well as Innovativeness, proactive, Risk-taking, autonomy, and competitive aggressiveness and other aspects have the same view.

### **Recommendation**

1. Entrepreneurship education should grasp three points. First, for most students, the focus is on entrepreneurship education, cultivating entrepreneurial awareness, and understanding the basic knowledge of entrepreneurship. After the necessary accumulation of social and professional practice, embark on the road of entrepreneurship. Secondly, entrepreneurship education should be integrated into the entire curriculum system. Combining professional self-employment and self-employment will be a wider and wider road and should become an organic part of professional education. Thirdly, the main body of innovation and entrepreneurship education should be secondary colleges, which are more conducive to the establishment of professional entrepreneurship guidance groups and more conducive to guiding students to combine professional entrepreneurship.

2. Further research is recommended

2.1 The specific component analysis of an entrepreneurial orientation of students from the College of Innovation and Entrepreneurship at Haikou University of Economics should be studied.

2.2 Research and development of a particular scheme for an entrepreneurial orientation of students from the College of Innovation and Entrepreneurship at Haikou University of Economics using the results of this research

should be undertaken

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