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Entrepreneurial capacity, teaching delivery mode, and entrepreneurial learning: Basis for entrepreneurship program development framework

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Abstract

This paper describes the students' existing entrepreneurial ability from three aspects of knowledge basis, cognitive ability and professional skills, and the teaching transmission mode of teachers from three aspects: professional innovation, practical innovation and the cultivation of creative thinking. the management practice of entrepreneurial learning is described in the aspects of promoting learning, promoting innovation and the integration of professional knowledge and creativity. The study also reveals the significant differences in the response of groups according to the profile, as well as the significant relationship between teachers' teaching delivery model and students' entrepreneurial ability and entrepreneurial learning. The researchers used the revised questionnaire as the main tool. The collected data are counted, tabulated, and used the following statistical methods, such as frequency distribution, weighted averages and rankings, and Shapiro Wilke test. The results show that most of the interviewees are between 18 and 26 years old, and most of them are junior college students and undergraduates. In terms of entrepreneurial ability, engineering students have a great evaluation of knowledge base, cognitive ability and creative thinking. In terms of teaching delivery model, liberal arts students largely evaluate teachers' ways and methods in professional innovation, practical entrepreneurship and creative thinking cultivation. In entrepreneurial learning, science students evaluate to a large extent the school's efforts in promoting learning, innovation, creative integration, and so on. There are significant differences in knowledge base and cognitive ability among entrepreneurial abilities grouped by age and sex, while other variables are not significant. In addition, there are significant differences in the professionalism of professional skills according to age, sex, major, family income and learning methods.

Keywords: entrepreneurial ability, entrepreneurial learning, entrepreneurial education, teaching delivery mode, integration, promotion

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1. Introduction

Entrepreneurship is one of the key drivers of innovation and plays an important role in the development of any economy (Woronkowicz,2021). Improve the entrepreneurial success rate and entrepreneurial participation rate and deepen the concept of innovative entrepreneurship. According to incomplete statistics, at least 22 relevant documents have been issued at the central level to promote innovation and entrepreneurship since May 2013, in order to promote the development of China's innovative economy with the help of entrepreneurship development. However, according to the 2017 Global Entrepreneurship Watch (Global Entrepreneurship Monitor, (GEM) (Acs, et al., 2017) report, China's fear of entrepreneurial failure (49.1%) ranks sixth out of 65 economies in the world. The high fear of entrepreneurial failure is related to the low success rate of entrepreneurship in our country, and it will be a thorny problem to maintain the entrepreneurial participation rate in the next few years. Therefore, this study excavates the essential elements of entrepreneurial project development and discusses what is entrepreneurial success and what factors affect entrepreneurial success.

Only by mastering and understanding the elements of entrepreneurial success can entrepreneurs or entrepreneurial organizations overcome the fear of entrepreneurial failure, improve entrepreneurial participation rate and entrepreneurial success rate, deepen the concept of innovative entrepreneurship, and promote national economic transformation. Students' perception of entrepreneurial environment has an important impact on their entrepreneurial behavior, and creating a good entrepreneurial environment can encourage individual entrepreneurial intention. Under the background of "Internet +", since entrepreneurship education is practical, colleges and universities should let college students have stronger awareness and ability of innovation and entrepreneurship. Because of the high competitiveness of entrepreneurship, entrepreneurial projects should have competitive advantages and advantages with competitors in order to make full use of the advantages of the project and increase the probability of successful project development.

Entrepreneurial ability refers to the ability of entrepreneurs to find opportunities and develop and utilize them in the market with the resources they have, so as to ensure the sustainability of entrepreneurial activities and provide protection for the development of entrepreneurial projects. It is mainly related to the acquisition of entrepreneurial resources, the integration and promotion of entrepreneurial resources in the traditional resource-based view, and the core of opportunities in the study of the impact of entrepreneurial capabilities on corporate performance, that is, the purpose of integrating entrepreneurial resources is to develop identified opportunities, so as to provide a strong guarantee for the growth of enterprises, which puts forward higher requirements for entrepreneurs in terms of knowledge base, cognitive ability and professional skills. Therefore, these capabilities belong to the dimension of entrepreneurial ability, and they are also the prerequisites and conditions for entrepreneurial enterprises to succeed.

The state encourages teachers to actively improve their teaching level, explore innovative entrepreneurship teaching delivery model, innovative entrepreneurship teaching delivery model, by (Greene and Cooper, 2016) were merged and modified to adapt to the characteristics of the study area. The process elements of entrepreneurship education include the integration of innovation and innovation, the cultivation of creative thinking and entrepreneurial activities (entrepreneurial competition). These questions aim to determine the impact of innovative entrepreneurship education model on the success of entrepreneurial project development. Vocational education has had a positive impact.

Through entrepreneurial learning, students gain relevant knowledge, experience, understanding of the gap between theory and reality, and skills to identify entrepreneurial opportunities, thereby improving their

entrepreneurial intentions (Ramsgaard and ö stergaard,2018). For college students, the result of entrepreneurial learning is to obtain relevant knowledge that is helpful to entrepreneurship. Some researchers have made an in-depth study of entrepreneurial learning management practice. The research applicable to the research field has been adjusted. The questions used in the study of Tarhiet al., (2016) and Phetchuay, et al. (2016) will be considered in the survey tool and slightly modified. These measures include promoting the learning of entrepreneurial skills, promoting innovation, and the integration of professional skills and creativity. This study shows that effective entrepreneurial learning can help college students acquire entrepreneurial knowledge and improve the probability of successful entrepreneurial projects, these three aspects are very important to the promotion of college students' entrepreneurial willingness.

With the development of the times, as college students, in addition to having a solid professional theoretical foundation, they must also be able to have more sensitive market insight and try their best to ensure that their entrepreneurial projects can be more closely combined with the current market development trend. But in reality, the teaching delivery mode of colleges and universities has not reached the corresponding level, so students' entrepreneurial positioning may be innovative, which may hinder students' innovative entrepreneurial awareness and ability training as well as subsequent entrepreneurial vitality. Most of the teachers in colleges and universities are theoretical scholars who have no experience of innovation and entrepreneurship, so it is easy to give priority to textbook knowledge in the process of course teaching and adopt the way of centralized preparation to implement teaching activities, which is of little effect on students' entrepreneurship education. in particular, there is no way to give students more practical reference.

In Chinese universities, all students are required to receive education in innovation and entrepreneurship. Whether college students are willing to devote themselves to the practical task of innovation and entrepreneurship has become an important index to test the teaching effect of innovation and entrepreneurship course. However, although all students have received innovative entrepreneurship education, the proportion of students engaged in innovative entrepreneurship is still very low. 1.6 per cent of individuals with bachelor's degrees are self-employed and 3.4 per cent have vocational degrees, both of which are well below the 20 per cent reported by developed countries (Kirk, et al., 2016). The researchers confirmed this through questionnaires to junior college students, undergraduates, and graduate students. According to them, in the context of entrepreneurial ability and learning, the teaching delivery model plays an important role in promoting students' entrepreneurial efforts and persistence in terms of professional innovation, practical innovation, innovation integration and so on (Aartsen, et al., 2013).

This is why the researchers want to continue this research to fill the gap in the practice of entrepreneurial ability, teaching delivery model and entrepreneurial learning in the sustainable development of entrepreneurial project development. The researchers' research is also highly relevant because it is in line with her professional entrepreneurial management, which is part of public management. What is important is to solve these problems through the improvement of students' awareness of innovation and entrepreneurship, and how to improve students' ability of innovation and entrepreneurship while ensuring the provision of platform and policy support. Since the researcher is an educator, the insight gained in the process can make her competent enough to incorporate her business results. She can also share her ideas with her students, who are more likely to start a business in the near future, and entrepreneurial programs can develop the basis for success.

Objectives of the Study **-** The purpose of this study was to determine the importance of entrepreneurial ability, teaching delivery mode and entrepreneurial learning to the cultivation of entrepreneurial spirit. Specifically, it described the students' entrepreneurial ability from the aspects of knowledge base, cognitive ability and professional skills, and the teaching transmission mode of the school from the aspects of professional innovation, practical innovation, and creative thinking cultivation. Describe the promotion of learning from the aspects of promoting learning, promoting innovation and the integration of professional knowledge and creativity. Based on the significant relationship among entrepreneurial ability, teaching delivery model and entrepreneurial learning, the framework of entrepreneurial project development is developed.

2. Methods

Research Design - Descriptive research design was used in this study for an adequate and precise interpretation of the findings. According to study of Rahi (2017), descriptive method of research is a type of research which obtains relevant facts, data, and information at present state, providing a precise outline of situations, people, or events. (Connelly, 2016) also shared that descriptive research seeks to study and monitor an arising sensation which cannot be recognized by an impartial factor. The researcher seeks to gather information from the respondents through providing survey questionnaires and distributing these to them. This descriptive kind of research was helpful in collecting the respondents' data efficiently.

Participants of the Study - Since the questionnaire is distributed over the Internet, it can cross school and district restrictions. First, I sent out 30 questionnaires and the valid data obtained was relatively good. Second, a total of 300 questionnaires were sent and 256 valid questionnaires were collected. This study mainly involves college students such as vocational and technical colleges and universities, and investigates students of different grades in liberal arts, science, engineering, and other majors at the academic levels of vocational students, undergraduate students, graduate students, and doctoral students. They are the main force of college students' innovation and entrepreneurship, so this study has a certain degree of reliability.

Data Gathering Instrument - A modified survey tool is used to collect the information needed to meet the objectives of this study. This consists of four parts. The first part is based on the interviewees' age, sex, years of working in the company and education. The second part of the questionnaire is about entrepreneurial ability. Venturini, et al., (2023) further refined on the basis of the above two abilities, and combined with the Chinese situation, explored its dimensional structure by means of exploratory factor analysis. This progress enriches the connotation of entrepreneurial ability and other people's research on these determinants and made minor modifications to adapt to the study of entrepreneurial ability in the study area. The above determinants can be divided into entrepreneurial knowledge and ability innovation, entrepreneurial cognitive ability innovation and professional skills innovation. There are a total of 15 (15) questions to evaluate these categories.

The third part of the questionnaire is about the teaching delivery model of innovative entrepreneurship management, which was merged and modified by (Greene and Cooper, 2016) to adapt to the characteristics of the study area. The process elements of entrepreneurship education include the integration of innovation and innovation, the cultivation of creative thinking and entrepreneurial activities (entrepreneurial competition). These questions aim to determine the impact of innovative entrepreneurship education model on the success of entrepreneurial project development. Vocational education has had a positive impact. These questions are designed to determine the level of senior management of logistics companies in terms of personalized consideration, intellectual stimulation, motivation, and idealized influence. To this end, there are fifteen (15) questions.

The fourth is about entrepreneurial learning. Some researchers have made an in-depth study of entrepreneurial learning management practice. The variables used in the study were reviewed, and common variables were identified. The research applicable to the research field has been adjusted. The questions used in the study of Tarhini, et al., (2016) and Phetchuay, et al. (2016) will be considered in the survey tool and slightly modified. These measures include promoting the learning of entrepreneurial skills, promoting innovation, and the integration of professional skills and creativity. There are 16 (16) questions in total. The measurement standard of entrepreneurial ability, teaching delivery model and entrepreneurial learning theory is a four-point scale from 1 to 4, corresponding to a very large degree and a slight degree. The revised questionnaire was verified by experts and its reliability was tested.

Data Gathering Procedure - Affected by the epidemic situation in COVID-19, all the questionnaires were conducted online. A permit sent by email to the responsible teacher at each school to seek permission to conduct research. Approval was obtained in order to promote researchers to conduct research. After that, the selected

interviewees had enough time to answer questions. The allocated time for the distribution and collection of questionnaires will take several weeks, which will be sufficient for researchers to collect the data needed for the study. The following data is used for data tables.

Ethical Considerations - Before conducting the survey, the researchers sent a consent form to the interviewees to inform them of the purpose and intention of the study. In addition, they have been assured that the information obtained will be kept highly confidential and will be used for academic research purposes only. Other interviewees provided confidentiality agreements for confidentiality reasons.

Data Analysis - Weighted averages and rankings are used to determine (A) entrepreneurship in knowledge base, cognitive ability, and professional skills, (B) teaching delivery models in professional innovation, practical innovation, and creative thinking development, and (C) entrepreneurial learning that promotes learning, innovation and the integration of professional knowledge and creativity. Shapiro-Wilk test results show that the p values of all variables are less than 0.05, that is, the data set does not obey the normal distribution. Use the Rho of Spearman as a nonparametric test to determine whether there is a significant relationship between variables. All analyses were conducted using SPSS Version 25. An improved survey tool is used to collect the information needed to meet the objectives of this study.

3. Results and Discussion

Table 1

Entrepreneurial Capacity

Key Result Area	Composite Mean	VI	Rank
Knowledge base	2.83	Agree	3
Cognitive ability	2.84	Agree	2
Professional skills	2.85	Agree	1
Grand Composite Mean	2.84	Agree	

In terms of entrepreneurial ability, the overall evaluation of 330 students' entrepreneurial ability reached 2.84, which was explained to a large extent. It can be concluded that college students' entrepreneurial ability is in the middle level as a whole, and there are differences among different dimensions, in which the level of professional skills is the highest and the level of knowledge foundation is the lowest. Entrepreneurial ability is defined as the basic attribute of individuals that lead to the formation of new enterprises. In 1982, Barbara Bird put forward one of the earliest concepts of entrepreneur ability on the basis of Boyatzis's (1995) work on management ability. Competence is the promoter of various behaviors of entrepreneurs' qualities, but they are not behaviors themselves.

In addition to Byrd's, et al., (1995) classification of entrepreneurial ability, the concept of entrepreneurial ability is expressed in the literature through multiple knowledge streams. Some scholars suggest that control be regarded as one of the most important aspects of entrepreneurial competence. For example, the entrepreneurial ability interpretation of Melak, edt al., (2023) makes an in-depth study of job expectations, knowledge and skill input indicators, personal characteristics and entrepreneurial characteristics through the overall classification of interrelated job-related skill sets. These skills include cognitive ability, functional ability, personal ability and meta-ability. On the other hand, the researchers also incorporate all aspects of individual entrepreneurial orientation (IEO) into the explanation of entrepreneurial ability. However, entrepreneurial capabilities and skills are dynamic in nature (\Sahebalzamani, et al., 2023), while control points are constant over time due to the greater influence of cultural, social and terminal values (Hartmann et al., 2022). Therefore, we emphasize the urgent need for further theoretical clarification to increase the value of empirical contributions related to the antecedents and outcomes of entrepreneurial ability.

Feng Guofan believes that higher vocational students have their own unique regional advantages and can better serve local economic construction, and front-line production enterprises are in urgent need of such higher vocational students. Supply and demand can be effectively linked up. Entrepreneurial ability is a kind of

re-innovation ability, entrepreneurial ability refers to the potential and related skills needed to establish a business, is an open concept, based on different entrepreneurial stages and different entrepreneurial groups, entrepreneurial capabilities are not the same. Zou Shuai believes that spirit and attitude are particularly important for higher vocational students, not only to have excellent professional skills, but also to have a positive sense of innovation and entrepreneurship.

In cultivating students' entrepreneurial ability, colleges and universities should clearly establish the educational concept of the cultivation of innovative and entrepreneurial ability, set standards and improve quality, build a perfect training system of innovative and entrepreneurial ability, and optimize the training environment of innovative entrepreneurial ability. To sum up, only by fully playing a positive role, respecting innovation and entrepreneurship as the norm, supporting innovation and entrepreneurship as a habit, and forming a long-term mechanism of cultivating innovation and entrepreneurship ability with close cooperation, systematic promotion and coordination and cooperation, can the innovation and entrepreneurship ability of students in higher vocational colleges be effectively improved. Among the indicators of entrepreneurial ability, the average value of professional skills is the highest, which is 2.85. Different professional education will cultivate different entrepreneurial abilities of college students. In the cultivation of entrepreneurial ability, students think that professional skills affect the cultivation of entrepreneurial ability to a great extent. Most of the students in higher vocational colleges have a poor foundation of professional knowledge. Through the three stages of mass entrepreneurship and innovation integration of majors, the fusion competition of special innovation and the transformation of the results of the competition, we can promote the double upgrading of students' knowledge and skills and create the cultivation of integrated talents. with the curriculum as the core, the competition as the starting point, scientific research as the breakthrough, and the incubation of "mass entrepreneurship and innovation" as the driving hand, we will create a "mass entrepreneurship and innovation" education model of "curriculum competition, research and innovation".

What is the impact of professional knowledge and skills on entrepreneurial ability? College students' entrepreneurship is an entrepreneurial practice behavior guided by professional knowledge and professional ability. In order to better engage in entrepreneurial activities, college students must first have the professional knowledge and skills in the field of entrepreneurship, which is based on the professional knowledge learned by college students. the entrepreneurial behavior formed by the combination of professional skills and interests, especially the entrepreneurial model presented by college students in the form of small enterprises. In starting a business, college student entrepreneurs should take their own professional ability as the basis for entrepreneurship, and rely on professional ability to choose a professional perspective to carry out entrepreneurial behavior. At the same time, the average value of knowledge ability is the lowest, which is 2jiao 83, but there is still a large degree of explanation. This supports the view that the knowledge base has a certain influence on entrepreneurial ability, and is the basic rule for cultivating college students' general professional ability. In general, the knowledge base is the basis and condition for the development of professional ability, and professional ability is the core ability to form and develop entrepreneurial ability. They form the logical structure of "knowledge base-professional ability-entrepreneurial ability".

For example, Changxiyin, et al., (2023) put forward based on the ability of collaborative innovation: knowledge diffusion can promote the improvement of ability, and the ability of collaborative innovation is also a beneficial supplement to the creation and diffusion of knowledge. Knowledge and entrepreneurial ability promote each other from the perspective of collaborative innovation. Starting with the orientation of college students' employability, Du, (2017) puts forward that employability reflects the knowledge background and level of employees, and embodies their practical skills, humanistic quality, creativity, communication ability and so on.

For example, entrepreneurs rely on their own knowledge, resources and cognitive ability of entrepreneurial behavior to explore and create new combinations of resources and business opportunities in the market, through actual participation in entrepreneurial activities or through business activities within the enterprise, to actively

explore innovation and entrepreneurship in order to achieve innovation and entrepreneurial goals.

Table 2

Teaching Delivery Mode

Key Result Area	Composite Mean	VI	Rank
Professional Innovation	2.83	Agree	2.5
Practical Innovation	2.83	Agree	2.5
Cultivation of Creative Thinking	2.85	Agree	1
Grand Composite Mean	2.84	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The weighted average of the overall evaluation of teaching methods is 2.84, which is largely explained. This result shows that teachers' teaching methods have a great influence on students' entrepreneurial projects. in recent years, according to the research, it is found that the models implemented in design majors in colleges and universities are called differently from different perspectives, such as "creative" teaching model, and there are models that pay attention to school-enterprise cooperation, such as "school-enterprise-school" model and "practical teaching" model.

There is a "mentor system" that pays attention to the relationship between master and apprentice, a "project system" that pays attention to projects, and a "competition to promote teaching" mode that encourages students to participate in the competition. There are "studio system" focusing on practice places, and there are specific models in some specific courses, such as "software-centered and case-centered" teaching model in computer-aided design. Or "product development process as the center, individual learning as the center" teaching model. Of course, often the model proposed by each university is no single. Basically, they are a combination of a variety of models, and basically, they all mention integrating projects into teaching and emphasizing engineering knowledge. The two major teaching modes of product design major in domestic colleges and universities are "project-driven" teaching mode and project-driven teaching mode. The teaching mode of "combination of artists and workers".

According to the research of domestic colleges and universities, the researchers put forward the teaching model of "three, four, three", and applied this teaching model to our school, introduced case teaching, cultivated students' sense of innovation and entrepreneurship, and their spirit was sublimated, which further strengthened their determination to develop successful entrepreneurial projects. The cultivation of creative thinking ranks first, with a weighted average of 2.85. While this result shows that top management has practiced this to a large extent, it does not necessarily mean that they have done a good job in implementation.

The researchers believe that extensive staff training for environmental issues has an important impact on overall environmental sustainability. This is based on research by Qiu, et al., (2023) believe that college students' innovative entrepreneurship education is the main activity to cultivate college students' innovative thinking ability, which meets the requirements of advocating quality education in our country. To carry out innovative entrepreneurship education for college students is the "embodiment" of quality education, not only to cultivate students' entrepreneurial skills and methods, but the most important thing is also to cultivate students' will quality in the process of entrepreneurship. The educational activities of forging college students' perfect personality in the process of innovation and entrepreneurship practice. Therefore, colleges and universities should set up corresponding courses of innovation and entrepreneurship education according to the characteristics of students, pay attention to integration education with other courses, improve the effect of education and the effectiveness of college students' innovation and entrepreneurship education, and use a variety of ways to cultivate students' creative thinking.

Similarly, professional innovation and practical innovation are largely explained orally, with a weighted average of 2.83. This means that students think that the teaching methods of creative integration and practical integration are equally important in the cultivation of the successful development of students' entrepreneurial projects. According to Zeng, et al., (2023), in his research, "when we combine professional knowledge with

entrepreneurial knowledge and combine professional learning with entrepreneurial learning, it can enhance students' sense of experience and make more students interested in entrepreneurship."

On the contrary, when the two cannot be well integrated, entrepreneurship education will become a matter for a very small number of entrepreneurship teachers or ideological and political employment teachers, while the professional course teachers who occupy a large body in colleges and universities will drift away and lack the influence related to entrepreneurship. It is a great obstacle to the implementation of entrepreneurship education. From the existing research, most domestic scholars agree with the trend of the integration of the two, believing that the integration of innovation and entrepreneurship education and professional education is a necessary way, and there is almost no dispute about the necessity of the integration of the two. the main viewpoints of comprehensive researchers can be summarized as three points: the external call for the integration of the two in higher education and the need for internal reform in higher education. Integration is mutually beneficial to the two themselves.

The integration of innovation and entrepreneurship education and professional education is the only way. Only by firmly unswerving the concept of integration and fastening the first button can we take every step forward and truly implement innovation and entrepreneurship education in colleges and universities. Among the published papers in China, there are many articles on the practical teaching system of different levels, types, and disciplines, but there are few articles on the practical teaching system for college students' ability view. this paper focuses on the research on the practical teaching system for the cultivation of innovative and entrepreneurial ability in colleges and universities and constructs the corresponding practical teaching system scientifically and reasonably according to the training goal of college students' innovative and entrepreneurial ability. This study attempts to take the goal of talent training, practical teaching activities and environmental resources as the three elements of the practical teaching system and construct the system from a new perspective. Break through the original traditional system paradigm.

Table 3

Knowledge Management

Indicators	Composite Mean	Verbal Interpretation	Rank
Knowledge Acquisition	2.94	Agree	3
Knowledge Dissemination	3.05	Agree	1
Responsiveness to Knowledge	2.95	Agree	2
Composite Mean	2.98	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 is the summary of knowledge management integration. He explained the relevant indicators of knowledge management from three aspects: knowledge acquisition, knowledge dissemination and responsiveness to knowledge. The mean value of the index is 2.98. It shows that these three aspects are appropriate to interpret the relevant indicators of knowledge management.

According to the data analysis, when university teachers disseminate and acquire knowledge, they think that the dissemination of knowledge is the most important. Therefore, the score of Knowledge Dissemination is 3.05, ranking first. Lu, et al., (2020) realized that with the continuous progress of science and technology, the continuous application of high technologies such as big data, cloud computing and Internet of Things, and the continuous evolution of the traditional knowledge transmission process, new artificial intelligence technology with machine learning as the leading factor has been born. Artificial intelligence is machine-oriented, so the traditional knowledge management and dissemination methods of enterprises need constant innovation. Artificial intelligence has played an important role in enterprise knowledge management and dissemination, and knowledge dissemination will change with the arrival of artificial intelligence. (Ouyang et.al (2017) concluded that the rapid development and wide application of artificial intelligence technology has had a great impact on knowledge management within organizations, especially knowledge dissemination. By analyzing knowledge management and knowledge dissemination under artificial intelligence environment, it is considered that artificial intelligence has brought about substantial changes in knowledge management, especially knowledge

dissemination, and also provided development support for knowledge organization and application.

The weighted average values of Knowledge Acquisition and Responsiveness to Knowledge are 2.94 and 2.95 respectively, which are almost the same. This shows that the interviewees ask that knowledge acquisition and response to knowledge are equally important. Bag,et.al., (2023) summarized that with the development of big data and artificial intelligence technology, most college students use mobile devices such as mobile phones and tablet computers to study specialized courses in fragmented time. They studied the students of Liupanshui Normal University, investigated and analyzed the needs of learners for the learning management system and personal knowledge management system based on artificial intelligence, and concluded that using the learning management system can improve students' knowledge system, thus effectively improving students' learning efficiency and enhancing their knowledge level (Yu, et al., 2023).

Through reviewing the origin and rise of artificial intelligence and the 20-year history of knowledge management in China, the internal relationship between them was discovered. It is concluded that knowledge management will be more and more closely related to artificial intelligence when it enters KM3.0 stage, especially in intelligent knowledge indexing, intelligent knowledge search, intelligent knowledge creation, intelligent knowledge push, intelligent decision support and other scenarios, which have great application value. All these will significantly improve the speed and satisfaction of our knowledge acquisition and knowledge response. Jarrahi, et al., (2023) analyzed the impact of artificial intelligence on knowledge management from three dimensions: technology, organization and strategy on the basis of combing the existing literature on the relationship between knowledge management and artificial intelligence. A three-dimensional framework of knowledge management mode under artificial intelligence environment is constructed. Knowledge management is divided into three modes: knowledge cross-border collaboration, system matching optimization and innovation performance incentive, and corresponding knowledge management strategies are put forward. However, in terms of Knowledge Acquisition and Responsiveness to Knowledge, the weighted average values of these two items are 2.94 and 2.95, respectively, which shows that teachers still have some opinions on the school's knowledge acquisition and response. Hope that the corresponding schools can attract attention and make continuous improvement. Make teachers and students more satisfied with knowledge acquisition and knowledge.

Table 4

Entrepreneurial Learning

Key Result Area	Composite Mean	VI	Rank
Promoting learning	2.83	Agree	2.5
Promoting innovation	2.84	Agree	1
Integration of Expertise and Creativity	2.83	Agree	2.5
Grand Composite Mean	2.83	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The weighted average of the overall evaluation of entrepreneurial learning is 2.83, which can be explained to a large extent. This result shows that although the research on entrepreneur learning is relatively new and has great potential, it has not formed a relatively mature research school and perspective so far. Therefore, due to the lack of research on entrepreneur learning, the research on the relationship between entrepreneur learning and entrepreneurial success pays more attention to the improvement of theory. However, entrepreneurial learning has a significant positive impact on entrepreneurial success. Entrepreneurial learning needs correct methods, correct guidance, and a process of continuous exploration and application of knowledge.

Entrepreneurs and entrepreneurial teams who focus on exploratory and applied learning, knowledge accumulation and knowledge application in practice are more likely to succeed. A conceptual framework for entrepreneur learning has been developed, focusing on how entrepreneurs learn, (Malodia, et al., 2023) for example. How to avoid the closure of enterprises, how to make the sustainable development of enterprises and so on. This study finds a theoretical support for entrepreneurs' learning, that is, the introduction of individual theory, and proposes that entrepreneurial learning can promote entrepreneurship. Individual entrepreneurs gain self-confidence and achievement. Anglin, et al., (2023) proposed the relationship between entrepreneurial

learning and entrepreneurial performance. Interaction provides a new direction for the study of the relationship between entrepreneurial learning and entrepreneurial success. Ji, et al., (2023) proposed that entrepreneurs should develop their self-management and self-supervision skills by learning to equip themselves with self-management and self-supervision skills.

In the entrepreneurial process, there are more opportunities to enhance the accumulation of knowledge and experience, so as to achieve higher performance; at the same time, entrepreneurial performance has also been improved. It has a feedback effect on entrepreneurial learning, that is, performance efficiency makes entrepreneurs have a higher sense of self-efficacy and critical thinking. And the ability to reflect on themselves, which in turn counteracts the learning of entrepreneurs. The weighted average value of promoting innovation is the highest, which is 2.84, which shows that the cultivation of innovation consciousness is particularly important in entrepreneurial learning. But at present, there are still some imperfections in the cultivation of innovative consciousness in colleges and universities. Zeng, et al., (2023) think in the Analysis of Entrepreneurship Education for College students in China that the current innovative education for college students is faced with many difficulties and challenges. although some educational results have been achieved, the success rate of transforming innovative projects into entrepreneurial practice is not high. There is an urgent need for a series of measures to promote the sustainable development of innovative education for college students.

Zuo, et al., (2020) in the article "problems and Countermeasures of Entrepreneurship Education for College students", combined with the situation of innovation and entrepreneurship education in colleges and universities in China, this paper summarizes many problems, such as the imperfect system of innovation and entrepreneurship education, the lack of effective quality evaluation system of entrepreneurship education, the lack of effective guarantee of entrepreneurship education effect, and the low level of entrepreneurship practice, and puts forward some ideas and effective measures to solve the problems. Thus it can be seen that schools still have a lot to do in promoting innovation, such as paying attention to the transformation of the achievements of innovative projects, establishing and improving the innovative entrepreneurship education system, improving the quality of education, ensuring the effect of entrepreneurship education, improving the level of entrepreneurship practice and so on. The weighted average value of promoting learning is 2.83, indicating that in the usual innovation and entrepreneurship courses, schools should promote the improvement of students' learning level.

There are deviations in college students' understanding of innovative entrepreneurial activities, inaccurate grasp of innovative entrepreneurial ideas and innovative spirit, weak awareness, lack of interest and low self-confidence, and lack of necessary knowledge and ability. the technical content of the innovative and entrepreneurial activities is not high, and the ability in the process needs to be improved. The weighted average value of promoting the combination of major and innovation and entrepreneurship education is also 2.83, and the integration of innovation promotes the development of students' innovation and entrepreneurship, which is consistent with the views of scholars such as Zhang Chen and others. They think that we should build an integrated practice platform for college students' innovation and entrepreneurship, which is deeply integrated with innovation and entrepreneurship practice and professional and off-campus practice.

This paper puts forward an integrated practice platform which integrates the three sub-platforms of "two hard and one soft", such as college students' innovation experiment, entrepreneurship practice platform and innovation entrepreneurship curriculum system, through integration, sharing and intercommunication, achieve the best capacity and benefit of practice teaching on the platform (Jiang, et al., 2023). To sum up, in promoting learning, we should mainly grasp the following three aspects: the first is to promote students' entrepreneurial awareness, the second is to improve students' learning ability, and the third is to promote the integration of students' creativity.

Table 5 shows that there is a significant relationship between entrepreneurial ability and teaching delivery model. It is observed that the calculated rho values show that there is a strong direct correlation, and the p values are lower than the alpha level. This means that there is a significant relationship, indicating that the better the

teacher's teaching delivery model, the stronger the students' entrepreneurial ability. It can be seen that there was statistically significant relationship between entrepreneurial capacity in terms of knowledge base (p=0.000), cognitive ability (p=0.000), and professional skills (p=0.000), and teaching delivery mode in terms of professional innovation because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of knowledge base, cognitive ability and professional skills, the higher is the level of teaching delivery mode in terms of professional innovation.

Table 5

Relationship Between Entrepreneurial Capacity and Teaching Mode

Variables	Spearman's Rho	p-value	Interpretation
Entrepreneurial Capacity and Teaching Delivery Mode in terms of Professional Innovation			
Knowledge base	0.890	0.000	Significant
Cognitive ability	0.864	0.000	Significant
Professional Skills	0.840	0.008	Significant
Entrepreneurial Capacity and Teaching Delivery Mode in terms of Practical Innovation			
Knowledge base	0.923	0.000	Significant
Cognitive ability	0.969	0.000	Significant
Professional Skills	0.883	0.000	Significant
Entrepreneurial Capacity and Teaching Delivery Mode in terms of Cultivation of Creative Thinking			
Knowledge base	0.861	0.000	Significant
Cognitive ability	0.866	0.000	Significant
Professional Skills	0.888	0.000	Significant

Legend: Significant at p-value < 0.01

There was statistically significant relationship between entrepreneurial capacity in terms of knowledge base (p=0.000), cognitive ability (p=0.000), and professional skills (p=0.000), and teaching delivery mode in terms of practical innovation because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of knowledge base, cognitive ability and professional skills, the higher is the level of teaching delivery mode in terms of practical innovation.

There was statistically significant relationship between entrepreneurial capacity in terms of knowledge base (p=0.000), cognitive ability (p=0.000), and professional skills (p=0.000), and teaching delivery mode in terms of cultivation of creative thinking because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of knowledge base, cognitive ability and professional skills, the higher is the level of teaching delivery mode in terms of cultivation of creative thinking.

This is consistent with the research of Gever, et al., (2023) and others, who believe that entrepreneurial ability can be cultivated through school education, covering the sum of college students' abilities in knowledge base, cognitive ability and professional skills. Tallón-Ballesteros, (2023) and others believe that entrepreneurial ability is a subjective psychological condition with intelligence as the core, which is closely related to the personality characteristics of entrepreneurs. at the same time, it is also closely related to acquired learning and practice. in particular, education on the formation of entrepreneurial ability.

Therefore, teachers' teaching mode is the main factor of education, which has a great impact on the improvement of students' entrepreneurial ability. Schools should improve the ranks of entrepreneurial teachers, introduce out-of-school mentors with entrepreneurial experience, and guide both theoretical education and practice in parallel. They have actually experienced entrepreneurship, faced with the market, experienced troughs or even failed. Often, their advice may have nothing to do with the knowledge in books, but is the experience accumulated by many years of practice. The introduction of these out-of-school mentors with entrepreneurial experience can be taught to the whole school in the form of regular lectures, or in the form of symposiums and luncheons to provide a platform for communication for students who really have innovative entrepreneurial ideas. you can even hire entrepreneurial consultants from college students' entrepreneurial teams who are preparing to start a business or who are in the initial stage of starting a business.

Table 6

Relationship Between Entrepreneurial capacity and Entrepreneurial learning

Variables	Spearman's Rho	p-value	Interpretation
Entrepreneurial Capacity and Entrepreneurial Learning in terms of Promoting Learning			
Knowledge base	0.721	0.000	Significant
Cognitive ability	0.789	0.000	Significant
Professional Skills	0.668	0.000	Significant
Entrepreneurial Capacity and Entrepreneurial Learning in terms of Promoting Innovation			
Knowledge base	0.458	0.000	Significant
Cognitive ability	0.537	0.000	Significant
Professional Skills	0.392	0.000	Significant
Entrepreneurial Capacity and Entrepreneurial Learning in terms of Integration of Expertise and Creativity			
Knowledge base	0.595	0.000	Significant
Cognitive ability	0.689	0.000	Significant
Professional Skills	0.546	0.000	Significant

Legend: Significant at p-value < 0.01

Table 6 shows that there is a significant relationship between entrepreneurial ability and entrepreneurial learning. It is observed that the calculated rho values show that there is a strong direct correlation, and the p values are lower than the alpha level. There was statistically significant relationship between entrepreneurial capacity in terms of knowledge base (p=0.000), cognitive ability (p=0.000), and professional skills (p=0.000), and entrepreneurial learning in terms of promoting learning because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of knowledge base, cognitive ability, and professional skills, the higher is the level of entrepreneurial learning in terms of promoting learning.

There was statistically significant relationship between entrepreneurial capacity in terms of knowledge base (p=0.000), cognitive ability (p=0.000), and professional skills (p=0.000), and entrepreneurial learning in terms of promoting innovation because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of knowledge base, cognitive ability, and professional skills, the higher is the level of entrepreneurial learning in terms of promoting innovation.

There was statistically significant relationship between entrepreneurial capacity in terms of knowledge base (p=0.000), cognitive ability (p=0.000), and professional skills (p=0.000), and entrepreneurial learning in terms of integration of expertise and creativity because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of knowledge base, cognitive ability, and professional skills, the higher is the level of entrepreneurial learning in terms of integration of expertise and creativity. Droege, et al., (2023) believes that "in today's world, entrepreneurship has been put on the agenda by many countries." The number of entrepreneurship education activities is also growing rapidly, and training students to start a business under the entrepreneurial ability is one of the most important educational challenges in the next decade.

The expected ability of entrepreneurial learning revolves around two main goals: one is to learn to create and develop new businesses, and the other is to acquire (especially among young people) entrepreneurial mentality. It is also emphasized that learners need to acquire meta-abilities in order to self-guide their own learning process. " Droege, et al (2023) in the study, "positioning entrepreneurship is a valuable learning experience, and entrepreneurship education can be carried out in real situations.

This paper puts forward a method of educating students how to face the increasingly complex and ambiguous future working environment-experiential learning in the context of entrepreneurship and believes that this experiential learning method is the key for graduates to enter the future workplace. It can bring more opportunities for experiential, collaborative and embedded enterprise skills development, such as the entrepreneurship center in the university is a good place for entrepreneurship education. Therefore, we should pay attention to enlightenment, promote students' learning of innovation and entrepreneurship, encourage more students' interest in innovation and entrepreneurship, feel the charm of innovation and entrepreneurship, narrow the distance between students and innovative entrepreneurship education, and eliminate their fear. especially for freshmen who have just entered the university, based on their strong interest, the school, and the college. At the

department level, students can provide freshman entrepreneurship lectures or lectures, general education, innovation and entrepreneurship courses and extracurricular practical activities.

Table 7

Relationship Between Teaching Delivery Mode and Entrepreneurial Learning

Variables	Spearman's Rho	p-value	Interpretation
Teaching Delivery Mode and Entrepreneurial Learning in terms of Promoting Learning			
Professional Innovation	0.745	0.000	Significant
Practical Innovation	0.796	0.000	Significant
Cultivation of Creative Thinking	0.825	0.000	Significant
Teaching Delivery Mode and Entrepreneurial Learning in terms of Promoting Innovation			
Professional Innovation	0.510	0.000	Significant
Practical Innovation	0.527	0.000	Significant
Cultivation of Creative Thinking	0.423	0.000	Significant
Teaching Delivery Mode and Entrepreneurial Learning in terms of Integration of Expertise and Creativity			
Professional Innovation	0.546	0.000	Significant
Practical Innovation	0.707	0.000	Significant
Cultivation of Creative Thinking	0.607	0.000	Significant

Legend: Significant at p-value < 0.01

Table 7 shows that there is a significant relationship between teaching transfer model power and entrepreneurial learning. The better the teaching mode, the stronger the students' interest in entrepreneurship learning. From this it can be seen that there was statistically significant relationship between teaching delivery mode in terms of professional innovation (p=0.000), practical innovation (p=0.000), and cultivation of creative thinking (p=0.000), and entrepreneurial learning in terms of promoting learning because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of professional innovation, practical innovation, and cultivation of creative thinking, the higher is the level of entrepreneurial learning in terms of promoting learning.

There was statistically significant relationship between teaching delivery mode in terms of professional innovation (p=0.000), practical innovation (p=0.000), and cultivation of creative thinking (p=0.000), and entrepreneurial learning in terms of promoting innovation because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of professional innovation, practical innovation, and cultivation of creative thinking, the higher is the level of entrepreneurial learning in terms of promoting innovation.

There was statistically significant relationship between teaching delivery mode in terms of professional innovation (p=0.000), practical innovation (p=0.000), and cultivation of creative thinking (p=0.000), and entrepreneurial learning in terms of promoting innovation because the computed p-values were less than 0.01. The higher is the level of entrepreneurial capacity in terms of professional innovation, practical innovation, and cultivation of creative learning, the higher is the level of entrepreneurial learning in terms of integration of expertise and creativity.

Teachers are the soul of a school and the key to the improvement of students' quality and ability. In many colleges and universities, most teachers are either lecturers of theory or professors of technology. The full-time teachers for the cultivation of innovative and entrepreneurial ability should be different from the above two types of teachers. They should not only have professional theoretical skills, but also should have rich enterprise experience or entrepreneurial experience and sum up a kind of their own teaching delivery model to realize the effective integration of education. To promote students' interest in entrepreneurial learning.

Entrepreneurial project development framework

Based on the results of the study, the researchers developed a framework that schools can use to strengthen the foundation for successful entrepreneurial project development. According to the results, these three variables are statistically related, which is also supported by multiple regression. These variables (entrepreneurial ability, teaching delivery model and entrepreneurial learning) constitute the basis of successful entrepreneurial project

development statistically. All the above results show that the three variables studied, namely, entrepreneurial ability, teaching delivery model and entrepreneurial learning, have a strong statistically significant correlation. In other words, the higher the entrepreneurial ability of students, the more novel, comprehensive, and systematic the teaching delivery mode of teachers is, and the more schools promote the development of entrepreneurial learning, the greater the probability of successful development of students' entrepreneurial projects. the easier it is to promote the development of students' entrepreneurial projects.

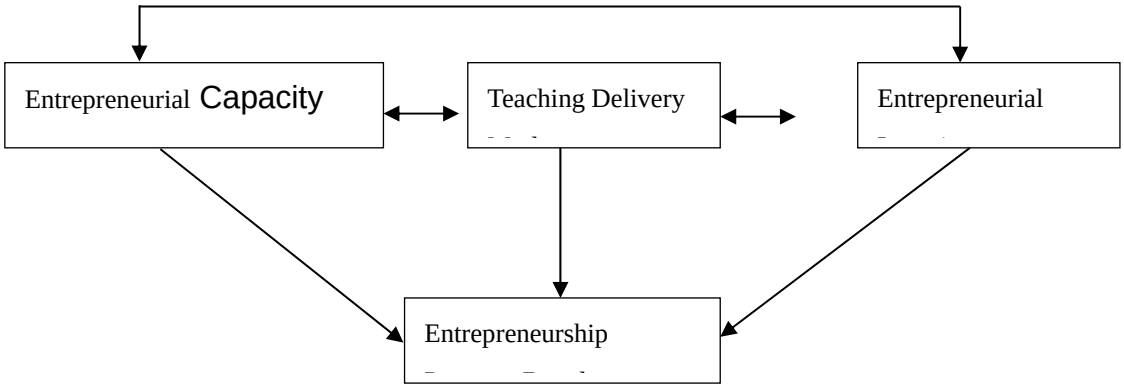

Figure 1. Entrepreneurial Project Development Framework

As can be seen from the above picture, the development of entrepreneurial projects requires schools to improve students' entrepreneurial ability, teachers' teaching delivery model and entrepreneurial learning. Rahman et al. (2015) and Staniewski (2016) believe that the success of entrepreneurial programs is closely related to the improvement of students' entrepreneurial ability and entrepreneurial learning ability. Through the research on higher vocational, undergraduate and graduate colleges, other scholars believe that entrepreneurs overcome difficulties to set up enterprises and maintain financial, profit and employee job stability, which belongs to entrepreneurial success (Lechler,2011; Watt,2016). If a school has a mature framework, it is very necessary for the success of students' entrepreneurial projects, so the school must establish a framework to form an educational model combined with the actual situation of the school, improve students' entrepreneurial ability and entrepreneurial learning ability, and promote the successful development of students' entrepreneurial projects.

4. Conclusions and Recommendations

This paper makes quantitative analysis of the integration of entrepreneurial ability, teaching delivery mode and entrepreneurial learning in university teachers' teaching activities, and draws the following conclusions:

Specifically, and the teaching transmission mode of the school from the aspects of professional innovation, practical innovation, and creative thinking cultivation. Describe the promotion of learning from the aspects of promoting learning, promoting innovation and the integration of professional knowledge and creativity. Based on the significant relationship among entrepreneurial ability, teaching delivery model and entrepreneurial learning, the framework of entrepreneurial project development is developed. The students' agreed on their entrepreneurial ability in terms of knowledge base, cognitive ability, and professional skills. While the respondents agreed on the teaching transmission mode of the school in terms of professional innovation, practical innovation and creative thinking cultivation. The respondents agreed on the description of the promotion of learning in terms of promoting learning, promoting innovation and the integration of professional knowledge and creativity. There is a very high positive relationship between entrepreneurial ability, teaching delivery mode and entrepreneurial learning. Framework for entrepreneurial project development was proposed. According to the conclusion of the study, the researchers put forward the following suggestions. Students are very willing to improve their entrepreneurial ability, but they hope that the school will improve the teaching staff, introduce experienced teachers, enhance students' knowledge base and cognitive ability, and cultivate students' interest in innovation

and entrepreneurship combined with professional education.

The study puts forward a new teaching delivery model, which can be introduced into professional teaching and innovative entrepreneurship teaching, which can cultivate students' awareness of innovation and entrepreneurship and strengthen their determination to develop entrepreneurial projects successfully. When promoting students' entrepreneurial learning, schools can combine with the actual situation, attach importance to the combination of entrepreneurial learning with specialty and practice, attach importance to the interaction between exploratory learning and utilization-based learning, and coexist in start-ups.

Promote the integration of learning and teaching delivery mode, better manage students, and improve their entrepreneurial ability. The research framework can test its effectiveness. Finally, future researchers may use other variables, such as entrepreneurial ability and entrepreneurial intention.

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