

# Entrepreneurial intention, human capital and operation mechanism among Chinese faculty

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## ***Abstract***

This study assessed entrepreneurial intention, human capital and operation mechanism among Chinese faculty. It is of great significance to promote educational innovation and development, improve the quality of teachers, promote educational governance and reform, also social and economic development. It was recommended that school may coordinate with teachers to encourage their active involvement in innovation and entrepreneurship projects initiated by either the school or external social organizations, so that they can personally participate in the planning, implementation and promotion of the projects, and understand the process, challenges and opportunities of innovation and entrepreneurship from practice. The school may enhance its incentive mechanisms and management systems to stimulate teachers' engagement in innovation and entrepreneurship endeavors. Additionally, it could refine the scientific research framework and cultivate a conducive environment for fostering innovation and entrepreneurship. Teachers may actively participate in entrepreneurship learning and training based on their own characteristics, or ask experienced entrepreneurs for advice and learning. Teachers may use design thinking to explore new entrepreneurial methods and joint scientific research. Future researchers may conduct differentiated analysis of teachers' entrepreneurial intentions, human capital, and operation mechanism from different types of schools.

***Keywords:*** entrepreneurial intention, human capital, operation mechanism

## **Entrepreneurial intention, human capital and operation mechanism among Chinese faculty**

### **1. Introduction**

Universities hold a crucial position within the entrepreneurial ecosystem due to their vast array of scientific research accomplishments. As the owners of scientific research achievements and invention patents, university teachers have a good research and development team, which is the key to promote the industrialization of university scientific research achievements. In October 2015, the Law of the People's Republic of China on Promoting the Transformation of Scientific and Technological Achievements was revised and formally implemented. Subsequently, a succession of laws, policies, and initiatives has been implemented to enhance the management of scientific and technological accomplishments, facilitate income distribution, and unleash the innovative and entrepreneurial spirit among researchers. These efforts have catalyzed collaborative endeavors among academia, industry, and research sectors throughout society, thereby bolstering our capacity to facilitate high-quality development.

Human capital is the sum of individual knowledge, skills, and tangible assets, comprising personal attributes, cultural knowledge, skill proficiency, and overall capabilities. According to human capital theory, an individual accrues more human capital when they acquire additional knowledge, achieve higher academic performance, and accumulate greater experience during their educational journey. This study posits that human capital encompasses various factors influencing future monetary and non-monetary returns derived from education and practical experience. College teachers' human capital has obvious scarcity, multidimensional incentive, stock rich and high quality, strong conscious initiative and common property; therefore, universities should actively learn from the scientific and reasonable development of teachers' personal knowledge, build diversified human capital appreciation platform, strengthen the cultivation of innovative human capital, build incentive mechanism, to enhance the core competitiveness of colleges and universities and advance the optimization of university development (Pan, 2022).

In connection, operational mechanism refers to the configuration of the entrepreneurship education system in colleges and universities and the framework that ensures the smooth functioning of the system. Specifically, it refers to the interconnection, interdependence, mutual constraint, interaction relationship and mutual harmony between college teachers, governments, social supervision and evaluation layout, market demand and mutual harmony in the college entrepreneurship education system jointly constructed by various universities, authorities, social and other relevant departments in order to achieve the training goal of high-quality entrepreneurial talents. This study contends that the operational mechanism entails the structuring of the entrepreneurship education system in colleges and universities and the framework that sustains its regular functioning. A robust operational mechanism can facilitate the collaboration and cooperation of stakeholders, thereby collectively advancing the development of entrepreneurship education in colleges and universities.

In the contemporary era, the demand for talent necessitates individuals of high caliber who possess not only deep theoretical knowledge and skills but also cultivate innovative and entrepreneurial human capital. This aligns with China's objective to enhance its comprehensive national strength and exceed the productivity levels of developed nations globally. As premier institutions, research universities not only drive scientific and technological innovation and facilitate industrial structural upgrades, ensuring sustainable and robust economic growth, but also serve as primary hubs for nurturing the human capital essential for economic and social progress. Therefore, motivating high-caliber individuals, such as faculty members in research-oriented universities to embark on entrepreneurial ventures and enhance their entrepreneurial human capital is not only a pivotal approach to harness the potential of human resources but also a strategic initiative in building a nation bolstered by strong human capital.

This paper research the evaluation system of entrepreneurial intention, human capital and operation mechanism of all faculty members in China, and scientifically evaluating the entrepreneurial ability of teachers. This paper can offer a theoretical foundation for the seamless advancement of talent training links such as curriculum setting, industry-university integration, and entrepreneurship practice in research universities, realize the reform and innovation of the training model for innovative and entrepreneurial talents in research universities, and improve the entrepreneurial ability of teachers in the context of innovation-driven development. It is of great significance to promote educational innovation and development, improve the quality of teachers, promote educational governance and reform, and promote social and economic development.

**Objectives of the Study** - This study aimed to assess entrepreneurial intention, human capital and operation mechanism among Chinese faculty to facilitate the high-quality development of China's economy. Specifically, it described the profile of the respondents in terms of sex, age, highest educational attainment and length of service; determined entrepreneurial intention in terms of personal factor, school factor, ability of entrepreneurship, intention of entrepreneurship; identified the human capital in terms of entrepreneurship education goals, value judgment and intrinsic driving force of entrepreneurship, innovation and entrepreneurship ability; assessed the operation mechanism in terms of arrangement of entrepreneurship education courses, help from others, entrepreneurship education mechanisms; test the significant difference of responses on entrepreneurial intention, human capital and operation mechanism when grouped according to profile; tested the significant relationship among the three variables; and proposed an action plan to improve the academic entrepreneurship of Chinese faculty.

## 2. Methods

**Research Design** - The research design utilized in this study primarily adopted a descriptive approach, involving the collection of quantifiable data from respondents. The researcher intended to gather data from respondents through the distribution of survey questionnaires. This descriptive study approach has proven effective in efficiently capturing data from the participants.

**Participants of the Study** - Stratified random sampling selection was used from the total 4837 of Chinese Faculty from three universities, and samples were randomly selected from different universities to participate in the study as respondents to the study. A sample of 471 was selected to participate in the study which was based on an effect size of 0.23, a power probability of 0.95 and an alpha level of 0.05 using G\*Power 3.1.9.2. The respondents are from different colleges, different majors, different positions, different ages.

**Instrument of the Study** - The questionnaire uses reliability statistics for pre-validation and pre-testing, which is to ensure that the instrument is consistent and reliable before use. Through questionnaires, a survey-based method was adopted to solicit the views of faculty in universities on the entrepreneurial intention, human capital and operation mechanism of entrepreneurship. The researcher used an online questionnaire with questionnaire stars to give respondents options.

The questionnaire has four sections. The first section asks about sex, age, highest educational attainment, length of service. The second part is questions related to entrepreneurial Intention, adapted and modified according to the research of dong (2019), including a total of 23 questions. mainly including personal factor (3 items), school factor (6 items), entrepreneurship ability (11 items), intention of entrepreneurship (3 items). The third part is adapted from the research of Xia (2021), which includes the entrepreneurship education goals (7 items), value judgment and intrinsic driving force of entrepreneurship (10 items) and innovation and entrepreneurship ability (9 items), 26 in total. The final part is related to the operation mechanism of entrepreneurship education, which is divided into 3 dimensions and a total of 20 questions. Includes arrangement of entrepreneurship education courses (6 items); help from others (5 items); entrepreneurship education mechanisms (9 items). The structure has been modified to provide a clearer concept. These questionnaires were modified in order to suit the present study. However, the questionnaire undergo content validation and reliability test.

**Data Gathering Procedure** - After obtaining approval for the title, the researchers initially secured authorization from the organization's head and other relevant approving bodies. Following approval, the researchers distributed the questionnaire through an online platform, assuring respondents of anonymity and confidentiality regarding their responses, which would be used solely for academic and professional purposes. Sufficient time was provided to respondents for questionnaire completion. Subsequently, upon retrieval, the researchers statistically processed the questionnaires and utilized the data for interpretation and analysis. Under the guidance and help of the instructor, the researcher successfully completed the design of the questionnaire. First, the researchers distributed and collected 30 questionnaires through questionnaire stars, and sent the data to statisticians for reliability testing. After the questionnaire was approved, the researchers continued to distribute and collect 471 questionnaires in the form of questionnaire stars at three universities to analyze and discuss the data.

**Data Analysis** - For data analysis, the following statistical tools were employed. Frequency and percentage distribution were used to describe the profile of the respondents in terms of sex, age, highest educational attainment and length of service. Weighted means and ranking were used to determine entrepreneurial intention in terms of personal factor, school factor, ability of entrepreneurship, intention of entrepreneurship; identified the human capital in terms of entrepreneurship education goals, value judgment and intrinsic driving force of entrepreneurship, innovation and entrepreneurship ability; assessed the operation mechanism in terms of arrangement of entrepreneurship education courses, help from others and entrepreneurship education mechanisms. The Shapiro-Wilk Test results indicated that the p-values for the main variable exceeded 0.05, suggesting normal distribution within the dataset. Hence, for assessing significant differences, Independent Sample t-tests were employed for two groups, while Analysis of Variance was utilized for three groups as part of non-parametric tests. Additionally, Pearson Product Moment Correlation was applied to examine significant relationships among the variables under consideration. Furthermore, post hoc tests were conducted as well. The assessment of variables was conducted using the following likert scale: 4.50–5.00 =strongly agree; 3.50- 4.49=agree; 2.50-3.49=fairly agree; 1.50–2.49=disagree; and 1.00–1.49=strongly disagree. Furthermore, all data were processed using statistical software, specifically PASW version 26, to analyze the study results with an alpha level set at 0.05 and 0.01.

**Ethical Considerations** - Adhering to the Code of Ethics, the researcher ensured that all data obtained from respondents were provided voluntarily, accompanied by a brief notice attached to each questionnaire. This measure aimed to demonstrate respect for respondents and uphold their integrity to elicit genuine responses effectively. Furthermore, the research was conducted in compliance with the Data Privacy Act of 2012, which mandates the protection and safeguarding of personal information obtained during the research process.

### 3. Results and discussion

**Table 1**

*Summary Table on Entrepreneurial Intention*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Personal Factor	3.15	Agree	2.5
School Factor	3.15	Agree	2.5
Ability of entrepreneurship	3.14	Agree	4
Intention of entrepreneurship	3.22	Agree	1
Composite Mean	3.17	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 1 presents the summary table on entrepreneurial intention. The composite mean of 3.17 indicates that the respondents agreed in general. Among the items cited, Intention of entrepreneurship ranked first with mean score of 3.22, followed by personal factor and school factor with the same score of 3.15. Teachers are the main body and the center of entrepreneurial behavior. Before deciding whether or not to conduct entrepreneurial activities, teachers can evaluate the results. Positive results are expected to lead to positive behavioral attitudes. Meanwhile, items such as ability of entrepreneurship obtained the mean value of 3.14 and rated the least.

University teachers usually focus on teaching and scientific research, and have rich academic knowledge and research experience in their professional fields, but lack entrepreneurial experience and practice, and are not familiar with the skills and knowledge of market research, business plan preparation, team management and other aspects in the process of entrepreneurship. Educational background may make teachers more inclined to work in teaching and education management, and lack knowledge and skills in business operations and marketing, which can limit their performance and development in the entrepreneurial process. Chen, et. al., (2019) believe that there is a significant difference between university teachers' entrepreneurship and general entrepreneurship. Academic entrepreneurship is generally not a survival entrepreneurship, but an opportunistic entrepreneurship. Therefore, the education level has an important influence on the university teachers' entrepreneurship.

The basic characteristics of the development of entrepreneurship education in colleges and universities should be business oriented, will be related to integrate all resources to establish the university and regional correlation between the elements, symbiotic evolution of ecosystem (Huang, et. al., 2016). It further promotes the innovation spirit, entrepreneurial ability, let colleges and universities teachers play an important role in the economic and social transformation and advancement need by the teachers, schools and government together to establish effective mechanism of presentation of amplification.

**Table 2**

*Summary Table on Entrepreneurial Human Capital*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Entrepreneurship Education Goals	3.21	Agree	1
Value judgment and intrinsic driving force of entrepreneurship	3.16	Agree	2
Innovation and entrepreneurship ability	3.14	Agree	3
Composite Mean	3.17	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 2 presents the summary table on entrepreneurial human capital. The composite mean of 3.17 indicates that the respondents agreed in general. Among the items cited, entrepreneurship education goals ranked first with mean score of 3.21, followed by value judgment and intrinsic driving force of entrepreneurship with a score of 3.16. However, item innovation and entrepreneurship ability obtained the mean value of 3.14 and rated the least. University teachers usually work in a relatively traditional and conservative education system, where teachers are accustomed to working according to established teaching and research models, and lack the motivation and willingness to innovate. Educational institutions usually pay attention to stability and standardization, and the support and encouragement for innovation and entrepreneurship may be insufficient, and the lack of atmosphere and mechanism for innovation and entrepreneurship limits the development of teachers' innovation and entrepreneurship ability.

The theory of human capital shows that since entering the knowledge economy, the economic growth of all countries in the world no longer simply depends on the productivity of material capital, but also needs to consider the efficiency of human capital comprehensively. Because of modern higher education development and cultivation on helping to improve the quality of labor, this cultivates the innovative spirit of human capital, strengthen the combination of human capital and technology, accelerate scientific and technological innovation and diffusion, and comprehensively improve the utilization efficiency of scarce economic resources, overcome the scarcity of specific resources, and relatively expand the supply of existing resources. Therefore, the theory of human capital is not only convenient for people to calculate and measure the economic value of higher education, but also enables governments around the world to increase the development of human resources by strengthening human capital investment (Zhang, et. al., 2017).

**Table 3***Summary Table on Operation Mechanism*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Arrangement of entrepreneurship education courses	3.28	Agree	1
Help from others	3.14	Agree	3
Entrepreneurship education mechanisms	3.17	Agree	2
Composite Mean	3.20	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 presents the summary table on operation mechanism. The composite mean of 3.20 indicates that the respondents agreed in general. Among the items cited, arrangement of entrepreneurship education courses ranked first with mean score of 3.28, followed by entrepreneurship education mechanisms with a score of 3.17. The influence of entrepreneurship education courses on human capital is diverse and wide-ranging, it can promote individual skill upgrading, stimulate innovation, cultivate entrepreneurs and entrepreneurs, promote economic growth and employment, and also help to increase talent mobility and social vitality. However, item help from others obtained the mean value of 3.14 and rated the least. Some teachers believe that the help from others cannot improve entrepreneurial ability, mainly because of the emphasis on self-directed learning, problem-solving ability, and teamwork ability in the entrepreneurial process. They believe that entrepreneurship is a process of self-directed learning and practice, and that relying too much on the help from others may weaken autonomy and creativity.

**Table 4***Relationship Between Entrepreneurial Intention and Entrepreneurial Human Capital*

Personal Factor	rho	p-value	Interpretation
Entrepreneurship Education Goals	0.017	0.706	Not Significant
Value judgment and intrinsic driving force of entrepreneurship	-0.031	0.502	Not Significant
Innovation and entrepreneurship ability	0.027	0.555	Not Significant
School Factor			
Entrepreneurship Education Goals	0.046	0.314	Not Significant
Value judgment and intrinsic driving force of entrepreneurship	0	0.996	Not Significant
Innovation and entrepreneurship ability	0.016	0.729	Not Significant
Ability of entrepreneurship			
Entrepreneurship Education Goals	0.01	0.828	Not Significant
Value judgment and intrinsic driving force of entrepreneurship	0.039	0.401	Not Significant
Innovation and entrepreneurship ability	-0.019	0.683	Not Significant
Intention of entrepreneurship			
Entrepreneurship Education Goals	0.068	0.143	Not Significant
Value judgment and intrinsic driving force of entrepreneurship	-0.01	0.834	Not Significant
Innovation and entrepreneurship ability	-0.006	0.889	Not Significant

*Legend: Significant at p-value < 0.01*

Table 4 shows the association between entrepreneurial intention and entrepreneurial human capital. The computed r-values suggest an almost negligible direct or indirect correlation, and the resulting p-values exceeded the alpha level. Consequently, no significant relationship exists between the two variables. Entrepreneurial intentions are influenced more by personal motivation and motivation than through the accumulation of human capital. Elements such as an individual's interest in entrepreneurship, passion, and desire to pursue independence are even more critical. The human capital transformation mode of university teachers has always been an important research topic in universities. However, some universities are still in the exploratory stage in the human capital transformation of teachers, and are even affected by external management misunderstandings, which indirectly hinder universities to improve their core competitiveness. Therefore, colleges and universities should be based on the particularity of teachers 'human capital research university teachers' human capital transformation mode, open up new areas of higher education research, multidimensional improve the modern management level and competitiveness, provide important reference for optimizing capital allocation of teachers in colleges and universities, for university management personnel to carry out the management practice to provide important guidance (Pan, 2022).

**Table 5**

*Relationship Between Entrepreneurial Intention and Operation Mechanism*

Personal Factor	rho	p-value	Interpretation
Arrangement of entrepreneurship education courses	-0.057	0.216	Not Significant
Help from others	-0.007	0.881	Not Significant
Entrepreneurship education mechanisms	0.02	0.663	Not Significant
<b>School Factor</b>			
Arrangement of entrepreneurship education courses	0.017	0.714	Not Significant
Help from others	-0.022	0.637	Not Significant
Entrepreneurship education mechanisms	-0.008	0.862	Not Significant
<b>Ability of entrepreneurship</b>			
Arrangement of entrepreneurship education courses	0.015	0.739	Not Significant
Help from others	-0.037	0.421	Not Significant
Entrepreneurship education mechanisms	.155**	0.001	Significant
<b>Intention of entrepreneurship</b>			
Arrangement of entrepreneurship education courses	-0.054	0.240	Not Significant
Help from others	-0.021	0.651	Not Significant
Entrepreneurship education mechanisms	.095*	0.038	Significant

Legend: Significant at p-value < 0.01

Table 5 shows the association between entrepreneurial intention and operation mechanism. The computed r-values indicate an almost negligible to a weak direct/indirect correlation, and the resulting p-values were greater than the alpha level except for ability and intention of entrepreneurship versus entrepreneurship education mechanisms. This suggests that a significant relationship exists, implying that the better is the ability and intention of entrepreneurship, the better is the entrepreneurship education mechanisms. Entrepreneurship education mechanisms can provide practical entrepreneurial skills and knowledge, including training in business planning, marketing, financial management, team leadership, and more. These skills and knowledge are necessary for entrepreneurs to succeed and can help them enhance understanding of and effectively address the challenges in the entrepreneurial process. The entrepreneurial operation mechanism includes supporting factors such as government policies, laws and regulations, which can provide entrepreneurs with a better entrepreneurial environment and support and promote the improvement of their entrepreneurial ability. Wang, et. al., (2023) believes that higher education is the main carrier to shift from simply focusing on improving the stock of human capital to promoting the upgrading of human capital structure, and the technological innovation with human capital as the main body of higher education has become the core driving force of economic growth. The human capital of university teachers has typical characteristics of subject dependence, sociality, subjective initiative and difficult measurement. In order to give full play to the human capital value of teachers, various measures are necessary to be taken to improve the incentive mechanism, improve the management level of university education, and meet the needs of the transformation and upgrading of colleges and universities (Liu, 2019).

Table 6 presents the association between entrepreneurial human capital and operation mechanism. The computed r-values indicate an almost negligible direct/indirect correlation, and the resulting p-values were greater than the alpha level. This implies that no significant relationship exists between the two variables. The relationship between entrepreneurial human capital and operation mechanism is complex and multi-level, depending on many factors, including industry, market environment, enterprise scale and so on. Xu (2018) believes that the operation mechanism of entrepreneurship education refers to the working mode of interconnection and interaction between the components of the entrepreneurship education system in colleges and universities (including the internal elements of the education system and other social and economic factors closely linked to their functioning. Simultaneously, effective integration and management of diverse resources, such as human, financial, and technical resources, are essential to support the operation and growth of the enterprise. The accumulation of entrepreneurial human capital is closely related to the personal choices and decision-making of entrepreneurs, and entrepreneurs can improve their entrepreneurial ability through independent learning and practical exploration.

**Table 6***Relationship Between Entrepreneurial Human Capital and Operation Mechanism*

Arrangement of entrepreneurship education courses	rho	p-value	Interpretation
Arrangement of entrepreneurship education courses	-0.035	0.454	Not Significant
Help from others	-0.018	0.697	Not Significant
Entrepreneurship education mechanisms	0.025	0.59	Not Significant
Help from others			
Arrangement of entrepreneurship education courses	-0.013	0.781	Not Significant
Help from others	-0.027	0.561	Not Significant
Entrepreneurship education mechanisms	0.067	0.144	Not Significant
Entrepreneurship education mechanisms			
Arrangement of entrepreneurship education courses	-0.005	0.917	Not Significant
Help from others	0.083	0.073	Not Significant
Entrepreneurship education mechanisms	-0.016	0.734	Not Significant

Legend: Significant at  $p$ -value < 0.01

**Table 7***Proposed Training and Development Plan to Enhance the Entrepreneurship Ability of Chinese Faculty*

Key Result Areas	Strategies	Success Indicators	Persons Responsible
Entrepreneurial Intention Ability of entrepreneurship Objective: To provide teachers with a lot of information and opportunities for entrepreneurial growth. To provide full range of effective services for teachers to carry out academic entrepreneurship To enhance teachers' confidence in academic entrepreneurship.	Establish a social coordination mechanism, improve the venture capital system, and support policies for entrepreneurship Improve university governance, respect the main body of academic entrepreneurship, and optimize the academic entrepreneurship ecology Strengthen teachers' role identity, enhance their innovation ability, and obtain social support	100% of teachers are involved in the entrepreneurship performance evaluation.	government university teacher
Human Capital 2.1 Innovation and entrepreneurship ability Objective: To give full play to the subjective initiative of teachers and actively cultivate their own entrepreneurial human capital.	Actively participate in practical activities and cultivate innovative thinking Establish an entrepreneurship mentor system, invite successful entrepreneurs or entrepreneurs to serve as mentors to teachers, and provide entrepreneurial guidance and advice Establish an entrepreneurial cooperation network to promote cooperation and exchange and resource sharing among teachers Organize entrepreneurship sharing sessions, entrepreneurship lectures and other activities to encourage teachers to share entrepreneurial experiences and stories	100% of teachers participate in practical activities and cultivate	University teacher
Operation Mechanism 3.1 Help from others Objective: To foster and safeguard the entrepreneurial ethos, and incentivize increased participation from various societal actors in the realm of innovation and entrepreneurship.	Do a good job in the premise of infrastructure construction, entrepreneurship and external environment creation and other services related to economic and financial aspects Clarify the purpose of learning, participate in teamwork, and accumulate soft skills through practice and action Provide entrepreneurial resource support, including funding, venue, technical support Establish a sound intellectual property protection system, improve the protection of innovation and entrepreneurship, and encourage investment in innovation	80% of the teachers went to the enterprise for exchange and cooperation	University teacher

#### 4. Conclusions and recommendations

The respondents agreed and value the importance of personal factor, school factor, ability of entrepreneurship ability, intention of entrepreneurship. The respondents agreed on human capital in terms of entrepreneurship education goal、value judgment and intrinsic driving force of entrepreneurship、innovation and entrepreneurship ability. As to the operation mechanism, the respondents agreed the importance of arrangement of entrepreneurship education courses、help from others、entrepreneurship education mechanisms. The variables entrepreneurial intention and operation mechanism are significantly related variables. This means that significant relationship



exists and implies that the better is the entrepreneurship education mechanisms, the better is the ability and intention of entrepreneurship. A training and development plan to improve the academic entrepreneurship ability of Chinese faculty was proposed.

The school may coordinate with teachers to encourage their active involvement in innovation and entrepreneurship projects initiated by either the school or external social organizations, so that they can personally participate in the planning, implementation and promotion of the projects, and understand the process, challenges and opportunities of innovation and entrepreneurship from practice. The school may enhance its incentive mechanisms and management systems to stimulate teachers' engagement in innovation and entrepreneurship endeavors. Additionally, it could refine the scientific research framework and cultivate a conducive environment for fostering innovation and entrepreneurship. Teachers may actively participate in entrepreneurship learning and training based on their own characteristics, or ask experienced entrepreneurs for advice and learning. Teachers may use design thinking to explore new entrepreneurial methods and joint scientific research. The proposed training and development plan maybe tabled for discussion and implementation. Future researchers may conduct differentiated analysis of teachers' entrepreneurial intentions, human capital, and operation mechanism from various educational institutions.

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