

An Empirical Study on the Satisfaction of College Students' Innovation and Entrepreneurship Education

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Abstract: The 19th National Congress Report of the Party proposes to accelerate the construction of an innovative country, which needs the support of innovative talents, and the innovation and entrepreneurship education of college students is the most important path and foundation for cultivating innovative talents for an innovative country. Based on this, the article investigated and counted the satisfaction of innovation and entrepreneurship education services in the University of H through SPSS and AMOS software, analyzed and demonstrated the satisfaction of innovation and entrepreneurship education at the University of H from three first-level indicators, and finally put forward targeted suggestions from the individual student level, school level, policy level.

1. Introduction

The 19th Party Congress Report proposes to accelerate the construction of an innovative country, which is one of the six important dimensions for "implementing the new development concept and building a modern economic system". The key to building an innovative country lies in innovation, and the core element of innovation lies in talent, that is, "a large number of strategic, scientific, and technological talents, leading scientific and technological talents, young scientific and technological talent and high-level innovation teams at international level" [1], and the starting point of shaping talents is mainly in universities. Thus, accelerating the construction of an innovative country puts forward the top-down demand orientation for college innovation and entrepreneurship education, while college innovation and entrepreneurship education provide bottom-up supply support for accelerating the construction of an innovative country. Based on this, it is important to explore the satisfaction of college students' innovation and entrepreneurship education as an important measurement index of college innovation and entrepreneurship education.

2. Innovation and Entrepreneurship Education

From the point of view of Chinese semantics, the meaning of innovation in the dictionary is "to create a new", and the meaning of entrepreneurship is "to create and establish a foundation, a business". There are many different understandings of the concept definition of innovation and entrepreneurship education by domestic and foreign scholars or organizations, but most of them define it as a form of education embodied based on the original meaning of both innovation and entrepreneurship. Moreover, domestic and foreign scholars' research on innovation and entrepreneurship education is mostly focused on the actual research of higher education reform, and fewer of them place innovation and entrepreneurship education in the social environment outside the education system. The strategic positioning of accelerating the construction of an innovative country has put forward more newer and higher requirements for innovation and entrepreneurship education in colleges and universities, thus also enriching the connotation and functions of innovation and entrepreneurship education in colleges and universities from the demand side[2]. This paper argues that in the context of accelerating the construction of an innovative country, innovation and entrepreneurship education in China's colleges and universities is a new quality education model that is aligned with the needs of social development, follows the law of higher education development, returns to the essence of higher education, stimulates college students' innovation consciousness, cultivates innovation ability and shapes innovation spirit, and finally shapes composite application talents who can cope with the changes of the times and undertake the mission of the times for the development of the country and society.

In this context, China's college innovation and entrepreneurship education have the characteristics of publicness, social benefit, and non-direct production. Publicness includes two aspects: on the one hand, as an important part of university education, college innovation and entrepreneurship education is a kind of quasi-public product, according to the club product theory, all members of the system can enjoy the right to consumer the product equally under non-competitive conditions. Therefore, from the viewpoint of product attributes, university innovation, and entrepreneurship education is public for the members of the university system, i.e., university teachers and students. On the other hand, college innovation and entrepreneurship education is not an elite education but a universal education, and its purpose is to cultivate the innovation and entrepreneurship ability of all college students rather than some special groups, which determines the public nature of the object of college innovation and entrepreneurship education. The social benefit nature of university innovation and entrepreneurship education is reflected in the fact that the primary benefit principle of university innovation and entrepreneurship education, as part of government public expenditure, is not an economic benefit but a social benefit, i.e., it does not pursue the direct economic scale of production output, but the general improvement of the quality of labor force as a production factor. The non-direct productive nature is reflected in the fact that the innovation and entrepreneurship education in colleges and universities is a kind of social production-seeking process, and its seeking result (labor quality improvement) does not directly act in the first round of production (education) but acts in the second round of production (various fields and industries). The relationship between the three characteristics of innovation and entrepreneurship education in higher education is a logical deduction of cis-commitment, where publicness induces its social benefit nature, which is itself non-directly productive from the perspective of public management.

3. Realistic Logic of Optimizing Innovation and Entrepreneurship Education in Colleges and Universities

3.1 The Real Choice of Higher Education Reform in the Context of the new Economic Normal

Throughout the history of higher education development in the world, there have been three functional evolutions of higher education: talent cultivation, scientific research, and service to society. Each functional evolution has promoted the practical changes of higher education from the demand side, and finally brought about the shift of the center of higher education in the world to the supply side, which in turn has promoted the changes in the economic situation, innovation of economic system and displacement of economic centers. This shift has two logical starting points: first, the innovation of higher education itself; second, the contribution of higher education to social development. The internal logic of innovation and entrepreneurship education in colleges and universities is first of all innovation of education itself, and the external expression is to serve the development of society.

The concept of a "new economic normal" was first proposed by General Secretary Xi Jinping during his inspection of Henan Province in May 2014 [3]. The so-called new economic normal means that economic growth will slow down in the coming period relative to the high speed in the past. The change in economic growth rate is the core and primary characteristic of the new normal, in addition to the continuous optimization and upgrading of economic structure and the shift from factor-driven to innovation-driven. The level of economic development depends on the level of social production, which in turn depends on the organization of the social production structure, the allocation of social production resources, and the quality of social production factors. The new economic normal puts higher demands on the function of higher education to serve society and forces higher education to innovate itself. Cultivating innovative talents with professional skills and innovative and entrepreneurial consciousness, thinking and ability have become the strategic demand and guidance for building an innovative country under the background of the new economic normal. Therefore, innovation and entrepreneurship education in colleges and universities have become a natural choice.

3.2 Contingent Expectations of Accelerating the Construction of an Innovative Country

The relationship between innovation and entrepreneurship education in colleges and universities and the construction of an innovative country has both the relationship of supply and demand for the cultivation of innovative talents and the intrinsic correlation of mutual promotion. On the one hand, one of the objectives of innovation and entrepreneurship education in colleges and universities is to provide talent support for innovative countries [4], while on the other hand, accelerating the construction of innovative countries also guarantees and protects innovation and entrepreneurship education in colleges and universities in terms of internal system and external environment, and the two are related in a double helix of mutual promotion. Therefore, innovation and entrepreneurship education in colleges and universities is one of the key points in building an innovative country. The modernization of national development depends on the modernization of higher education, the innovation of national construction depends on the innovation of higher education, and the innovation and entrepreneurship education in colleges and universities is a natural expectation to accelerate the construction of an innovative country.

4. Empirical Analysis of College Students' Satisfaction with Innovation and Entrepreneurship Education

4.1 Index Construction

Through the theoretical review process of literal interpretation academic interpretation innovative interpretation of "satisfaction with innovation and entrepreneurship education" in related literature, this paper defines satisfaction with innovation and entrepreneurship education as the degree of satisfaction of college students' expectations and the actual evaluation of innovation and entrepreneurship education in colleges and universities. This paper defines satisfaction with innovation and entrepreneurship education as the degree of satisfaction of university students' expectations and the actual evaluation of innovation and entrepreneurship education. Through reading a lot of literature and interviewing 20 teachers and students at the University of H, and combining with the actual situation, the indexes of the evaluation scale of innovation and entrepreneurship education service at the University of H were condensed. In this paper, three measurement items, including personal quality, institutional service, and national policy, are selected to measure the satisfaction of university innovation and entrepreneurship education services.

4.2 Questionnaire Reliability Test

In this study, a total of 346 valid questionnaires were obtained through electronic questionnaires distributed online by Questionnaire Star, and the following inferential statistics are based on the 346 valid questionnaires. It is the most commonly used reliability coefficient at present. Using SPSS software, the Cronbach α reliability coefficient was selected to analyze the internal consistency reliability of the questionnaire content, as shown in Table 1.

Table 1: Reliability statistics

Cronbach's Alpha	Number of items
.906	15

As can be seen from Table 1, Cronbach's value of the scale is $0.906 > 0.7$. Thus, it proves that the reliability of the internal consistency of the measures is high, and the survey data are reliable for relevant inferential statistical analysis.

4.3 Exploratory Factor Analysis

The original variables were regrouped using the correlation magnitude as the evaluation criterion so that the variables with the higher correlation between them were located in the same group, and the variables with lower correlation were mutually exclusive in different groups. Several unobservable dummy variables, public factors, were used to represent each group of variables, and the public factors can reflect the main information of the original variables; the aim is to represent most of the key information of the original variables with fewer composite indicators, which is convenient for inferential statistical analysis and summary of research results.

Before factor analysis, the samples were first analyzed for validity using KMO and Bartlett's sample measures to test the validity of the data and their suitability for factor analysis. Significance tests (KMO and Bartlett's sphericity test) were performed on the sample data using SPSS software and the results are shown in Table 2.

Table 2: KMO and Bartlett's test

The Kaiser-Meyer-Olkin metric of sampling adequacy.		.889
Bartlett's sphericity test	Approximate cardinality	3,243.962
	df	105
	Sig.	.000

As seen in Table 2, the KMO value was $0.889 > 0.7$; the Bartlett sphericity test significance was $0.000 < 0.001$, and the results indicated that the sample data reached the significance level and were suitable for factor analysis. Table 3 and Figure 1 shows the total variance explained by the factors.

Table 3: Total variance explained

Ingredients	Initial Eigenvalue			Extraction of squares and loading			Rotate square and load		
	Total	Variance of %	Accumulation %	Total	Variance of %	Accumulation %	Total	Variance of %	Accumulation %
1	6.507	43.379	43.379	6.507	43.379	43.379	3.545	23.631	23.631
2	2.154	14.363	57.742	2.154	14.363	57.742	3.080	20.531	44.162
3	1.563	10.418	68.160	1.563	10.418	68.160	2.457	16.378	60.539
4	1.155	7.701	75.861	1.155	7.701	75.861	2.298	15.321	75.861
5	.587	3.911	79.772						
6	.434	2.896	82.668						
7	.410	2.731	85.399						
8	.370	2.464	87.863						
9	.349	2.327	90.190						
10	.296	1.973	92.163						
11	.273	1.823	93.985						
12	.251	1.670	95.655						
13	.238	1.587	97.242						
14	.217	1.446	98.688						
15	.197	1.312	100.000						

Extraction method: a principal component analysis.

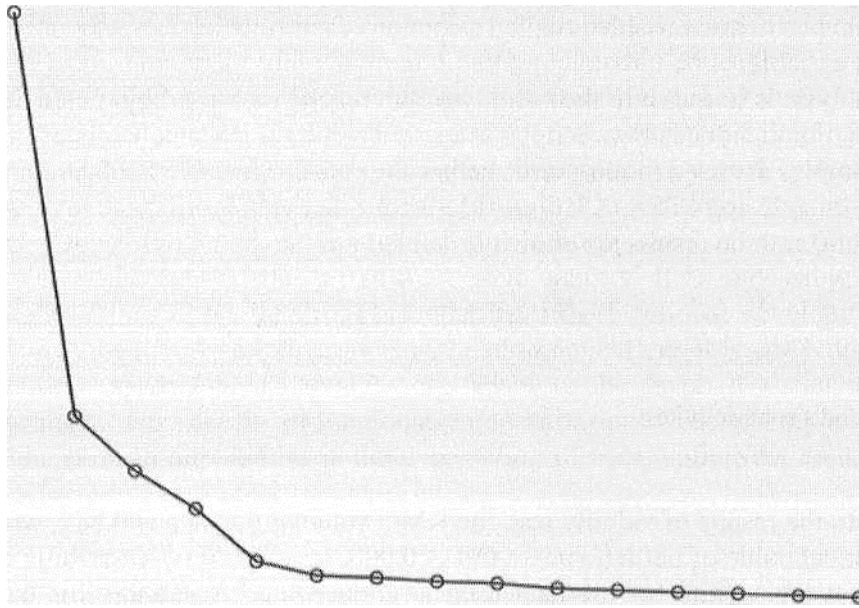


Figure 1: Crushed stone diagram of common factor eigenvalues.

Based on the principle of ensuring that the important information of the original scale is extracted as much as possible and facilitating the interpretation of the extracted variables, the orthogonal rotation method is used in this paper, and the results are shown in Table 4.

Table 4: Rotated component matrix A

	Ingredients			
	High School Services	National Policy	Personal qualities	Satisfaction
Q6	.111	.144	.823	.190
Q7	.184	.177	.858	.145
Q8	.194	.165	.819	.169
Q9	.819	.072	.189	.200
Q10	.813	.156	.191	.033
Q11	.796	.259	.140	.196
Q12	.814	.078	.132	.227
Q13	.787	.067	.020	.118
Q14	.159	.804	.174	.218
Q15	.090	.835	.161	.067
Q16	.133	.833	.065	.168
Q17	.140	.834	.173	.240
Q18	.211	.235	.068	.823
Q19	.234	.177	.266	.831
Q20	.212	.271	.313	.750

Extraction method: Main components.

Rotation method: Orthogonal rotation method with Kaiser standardization.

a. Rotation converges after 5 iterations.

In Table 4, the absolute value of factor loading represents the degree of information overlap between that principal factor and that variable, and the degree of information overlap is positively correlated with the ability to generalize explanatory power to the principal components. It is required

that the loadings of the indicators in this common factor are greater than 0.5, and all indicators in Table 4 meet the requirements. This proves that the sample data collected in this survey are real and reliable, and a reasonable empirical analysis of the sample can obtain persuasive research conclusions. The level analysis of all variables is shown in Table 5.

Table 5: Descriptive statistics

	N	Minimal value	Maximum value	Average value	Standard deviation
Personal qualities	346	1.00	5.00	2.0674	.94925
High School Services	346	1.00	4.80	1.9364	.92671
National Policy	346	1.00	4.25	2.1098	.98717
Satisfaction	346	1.00	6.00	2.3969	1.13691

4.4 Validation Factor Analysis

The validation factor analysis was performed using the great likelihood method to validate the structural validity of the model and the scale, and the absolute fitness, value-added fitness, and parsimony fitness indicators were also considered in the evaluation of model fitness.

(1) The cardinality freedom ratio, with 3 as the cut-off value, >3 indicates poor model fitness, <3 indicates good model fitness; (2) RMR value, equal to the square root of the mean of the covariance of the fit residual equation, the smaller the RMR value, the better the model fitness; (3) RMSEA value, similar to the RMR value, the smaller the value, the better the model fitness, usually with 0.05, 0.08, 0.10 as the cut-off value of the model fitness. (3) RMSEA value, similar to RMR value, the smaller the value, the better the model fitness, usually 0.05, 0.08, 0.10 as the cut-off value of the model fitness of ordinary fitness, reasonable fitness, and very good fitness; (4) GFI value, with 1 as the standard value, the closer to 1 the better the model fitness; (5) PNFI value, parsimonious fitness index adjustment index, with 0.50 as the cut-off value, the ideal value should be greater than 0.50.

Based on the above index relationships, the validated factor analysis model was constructed as shown in Figure 2.

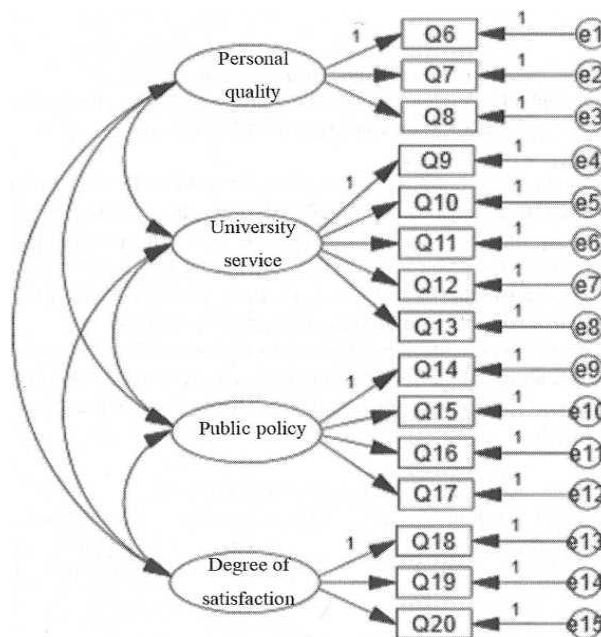


Figure 2: The confirmatory factor model of the questionnaire.

The results of the model fit after the optimization correction of the error term are shown in Table 6.

Table 6: Validated factor analysis model goodness-of-fit table

Suitability test index	Adaptation standards	Model Results	Conclusion
CMIN/DF	1-3	2.404	Good
RMSEA	< .08	0.064	Good
RMR	< .08	0.053	Good
GFI	> .90	0.928	Good
CFI	> .90	0.963	Good
IFI	> .90	0.963	Good
PNFI	> .50	0.751	Good

Table 7: Table of structural validity of the factor model

latent variable	Measurement items	Factor load	C.R.	P	Combination reliability	AVE
Personal qualities	Q6	0.765			0.862	0.677
	Q7	0.887	15.94	***		
	Q8	0.812	15.098	***		
High School Services	Q9	0.839			0.897	0.636
	Q10	0.804	17.419	***		
	Q11	0.843	18.623	***		
	Q12	0.797	17.203	***		
National Policy	Q13	0.694	14.183	***		
	Q14	0.838			0.890	0.670
	Q15	0.761	16.019	***		
	Q16	0.782	16.644	***		
Satisfaction	Q17	0.886	19.623	***		
	Q18	0.761			0.871	0.694
	Q19	0.89	16.491	***		
	Q20	0.843	15.847	***		

As can be seen from Table 7, the results of the calculations based on the sample data show that the standardized factor loading values of each measurement question item are greater than 0.5, the critical ratios C.R. are greater than 1.96, and all of them are significant at the 0.001 level. In addition, the combination reliability of each factor was greater than 0.7, indicating that the model combination reliability was good; the average variance extracted AVE value of each factor was greater than 0.5, indicating that the model aggregation validity was good; the results of the fit indexes of the factor model, such as the cardinality of freedom, were good, and the model fit was good and within the acceptable level, which proved that the model results had strong persuasive power and passed the validation factor analysis test.

4.5 Structural Equation Model Analysis

Structural equation modeling includes two basic models, the measurement model (which responds to the relationship between potential variables and observed variables) and the structural model (which verifies the structural relationship of variables or the rationality of model assumptions), and is

chosen as a theoretical tool in this paper because of its advantages of considering and dealing with multiple dependent variables simultaneously and allowing both independent and dependent variables to contain measurement errors. According to the research hypothesis, the structural equation path of influence between the variables is constructed as shown in Figure 3.

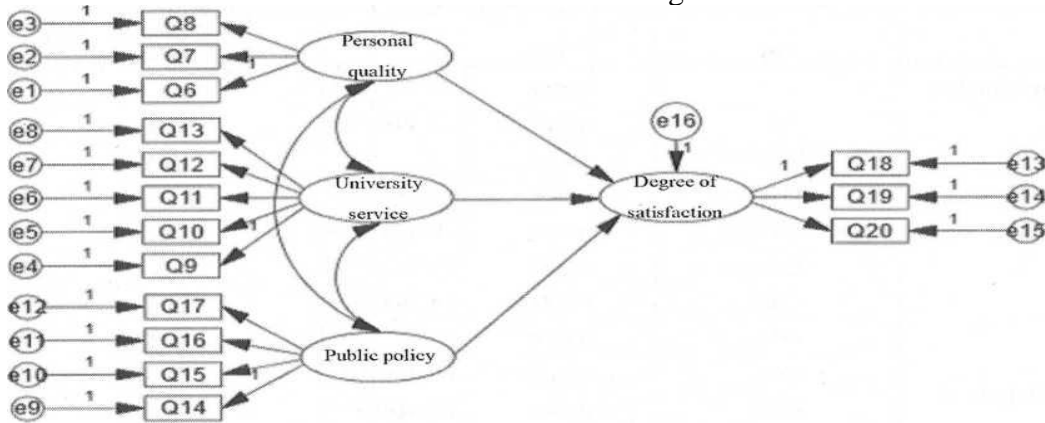


Figure 3: Path analysis diagram of structural equation model.

Structural equation modeling operations on the sample data and combing analysis of the results yielded the standard path coefficients of the study model as shown in Table 8.

Table 8: Table of model standard path coefficients

Path Relationships		Standard path coefficient	Standard Error	C.R.	Significance P	
Satisfaction	<---	Personal qualities	0.292	0.068	4.812	***
Satisfaction	<---	High School Services	0.286	0.056	4.977	***
Satisfaction	<---	National Policy	0.317	0.057	5.456	***

As shown in Table 8, the influence coefficients of personal quality, university service, and national policy on college students' satisfaction with innovation and entrepreneurship education are 0.292, 0.286, and 0.317 respectively, which all reach the significance level; it indicates that all the above three have a significant positive influence on college students' satisfaction with innovation and entrepreneurship education.

5 Optimization Path to Enhance the Satisfaction of College Students' Innovation and Entrepreneurship Education

5.1 At the Student Level - "Pioneering, Innovative and Active"

First of all, college students should have the courage to "dare". College students must dare to break through the shackles of traditional examination-based education, carefully examine the social needs of the new era and the social background of building an innovative country, actively face new needs, meet new challenges, accept new ideas, cultivate new thinking, establish new ideas, take the initiative to cultivate innovative consciousness and expand the innovative vision. Dialectically look at the setbacks in the way of innovation and entrepreneurship, objectively evaluate their own innovative and entrepreneurial abilities, courageously overcome their fear of innovation and entrepreneurship,

and actively explore new fields.

Secondly, college students should have the ability to "do". In higher education, they should consciously set up the self-development goal of "professional use, general knowledge for the body, innovation for the road", consolidate the level of professional theoretical knowledge and skills, improve the literacy of general higher education, enhance the ability of innovation and entrepreneurship, and use professional theoretical knowledge and skills as theoretical tools, general education literacy as the basic guarantee, and innovation service as the path and orientation in social work. In social work, we use professional theoretical knowledge and skills as theoretical tools, general education literacy as the basic guarantee, and innovative services as the path and guidance, and put into practice the higher education model of "integration of professional and creative" and the higher education concept of "application of learning".

5.2 At the Institution Level - "Comprehensive Education, Precise Training"

Innovation and entrepreneurship education in colleges and universities is essentially a new quality education in the context of the new era, which requires colleges and universities to carry out comprehensive education of general knowledge and multidimensional and precise cultivation according to the student's abilities and to create innovation and entrepreneurship education of "comprehensive education and precise cultivation" in the following paths[9-10].

First of all, schools must pay great attention to the basic reform and strategic design of innovation and entrepreneurship education. Define the connotation of innovation and entrepreneurship education in colleges and universities, determine the functions, divide the main and object, clarify the operation system, and delineate the tools. On this basis, the standing of innovation and entrepreneurship education in colleges and universities is upgraded and incorporated into the overall education and teaching development strategy and top-level design of colleges and universities. Transform the traditional education mode, break the practical barriers of professional education, innovation and entrepreneurship education and thinking and government education, and break the disciplinary barriers among different majors[5].

Second, pay attention to the introduction and cultivation of "double-teacher" teachers. On the one hand, we actively hire or appoint entrepreneurs, social workers, excellent innovation and entrepreneurship practitioners, and other talents to teach or serve as instructors of innovation and entrepreneurship education, to promote innovation and entrepreneurship education in practice, to the forefront, and the society. On the other hand, it establishes a training platform for school enterprise cooperation for teachers, encourages full-time teachers to carry out professional skills practice in relevant practice positions, enriches teachers' practical work experience, expands teachers' social service innovation vision, improves professional innovation ability, and finally improves their innovation and entrepreneurship education level[7].

Finally, actively build the innovation and entrepreneurship practice platform. We will build a five-in-one innovation and entrepreneurship education mechanism of "industry-government-academia-research-use", expand the function of the innovation and entrepreneurship education and practice platform to educate people, improve the level of innovation and entrepreneurship practice platform to educate people[8], and play the key role of the entrepreneurship platform in the cultivation of innovative talents. The level of innovation and entrepreneurship education and practice platforms, and the key role of entrepreneurship platforms in the cultivation of innovative talents. Encourage the government, enterprises, and social organizations to participate in the innovation and entrepreneurship projects of colleges and universities, promote the cooperation and exchange between schools and society, and jointly build a high-standard, high-quality, and high-level innovation and entrepreneurship practice platform.

5.3 From the Policy Level - "Create an Environment, Understand and Support"

The development of innovation and entrepreneurship education in colleges and universities is not only the feedback to social needs, but also needs the support of the social environment, and needs to create a good social environment and an atmosphere of "cognitive innovation, understanding innovation, and supporting innovation". The first is to reduce the social "hindering force" of innovation and entrepreneurship education, and the second is to increase the social "driving force" of innovation and entrepreneurship education.

To reduce the "hindering force" of college innovation and entrepreneurship education, governments at all levels should review the current situation of college innovation and entrepreneurship education in the context of "mass entrepreneurship and innovation" and the institutional framework of the top-level design of national innovation and entrepreneurship education, formulate and provide a series of scientific, reasonable and feasible supporting measures and policy dividends for the actual difficulties of college innovation and entrepreneurship education. The governments at all levels should review the current situation of innovation and entrepreneurship education in colleges and universities[6], and formulate and provide a series of scientific, reasonable, and feasible supporting measures and policy dividends for the real dilemma of innovation and entrepreneurship education in colleges and universities, improve government support in the middle and micro levels of innovation and entrepreneurship education in colleges and universities, and reduce the policy pressure and resource pressure on innovation and entrepreneurship education in colleges and universities.

We should increase the "driving force" of innovation and entrepreneurship in colleges and universities, improve the incentive mechanism of innovation and entrepreneurship in colleges and universities from the level of law and regulation, and improve the evaluation system of innovation and entrepreneurship education in colleges and universities from the level of standards, increase the investment of resources in various kinds of innovation and entrepreneurship activities of college students from the level of practice, promote the necessity of innovation and entrepreneurship education in colleges and universities from the level of society, and improve and guarantee the enthusiasm and motivation of innovation and entrepreneurship education in colleges and universities. The enthusiasm and motivation for innovation and entrepreneurship education in colleges and universities should be improved[11].

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