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Approaches of Cultivating Entrepreneurship Talent in Sport Major

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Abstract

Entrepreneurship education, as an important teaching activity, has always been a topic of concern. Sport is a field with particularity, extensiveness and high economic value. The cultivation of sports entrepreneurial talents (CSET) is an inevitable demand for the continuous optimization and upgrading of the industrial structure of sports economy in the future. The aim of this paper is to investigate the approaches of cultivating entrepreneurship talent in sport major to provide some ideas and insights on the training system and curriculum reform of entrepreneurial talents in sport colleges or departments. Sports entrepreneurship awareness training, organization management and sports entrepreneurship practice education are the important aspects to ensure the effectiveness of sports entrepreneurship education. The necessity of cultivating sport entrepreneurial talents (CSET) is discussed.

Keywords: Entrepreneurship Education, Entrepreneurship Talent, Sport Major, Sport Entrepreneurship, Cultivating Approach

Introduction

Higher education has gradually entered the stage of popularization (Tight, 2019; Mok, 2005; Teichler, 1998), the development of college education not only promotes economic development and improves the quality of the whole people, but also makes the employment situation more and more severe (Bennett, Dunne, & Carre, 2000). The diversification of the development trend of college graduates' employment methods and positions is further intensified, and the competition for talents becomes more fiercely. Carrying out entrepreneurship education in institutions of higher learning and cultivating students' innovative spirit and entrepreneurial ability are of strategic and overall significance for improving the quality of higher education, promoting the sustainable development of talent training, enhancing the social service ability of colleges and universities and promoting regional economic development (Hofstede et al., 2004). They have been gradually become the important tasks of the reform and development of higher

education that fully implement effective innovation and entrepreneurship education, making more college students regard self-employment as the first choice to realize their self-worth, further strengthen the cultivation of college students' innovation and entrepreneurship spirit and practice ability, so as to actively respond to the severe challenges of the future society (Zhao, 2019).

As an important part of higher education, physical education undertakes the mission of exporting professional talents for sports cause and sports industry. With the continuous optimization and adjustment of the world economic structure, sports entrepreneurship has gradually become the theme of the development of sports cause and sports industry (Liu & Hang, 2017; Zhao, 2008). The cultivation of sports entrepreneurial talents (CSET) is bound to become a strategic step in the development of sports cause and sports industry. This puts forward new requirements for the quality and specification of sports talent cultivation. Sports colleges and universities are undoubtedly the main position to cultivate high-quality sports entrepreneurship talents and bear the important responsibility of innovation and entrepreneurship education in the field of sports. Therefore, this research from the perspective of sports colleges and universities talent training, the use of sociology, entrepreneurship, strategic management, and other disciplines theory and method, analyzing the necessity of sports entrepreneurship talent training (CSET), exploring the effective way to sports entrepreneurial talent training (CSET), and conducting a scientific design to the corresponding management organizational structure and practice carrier construction, to provide effective suggestions for the system of sports entrepreneurial talent training (CSET) and some ideas and opinions for the entrepreneurship curriculum reform.

Requirement Analysis of the Cset

The Requirement of Social Economic Development and Sports Industry Development

With the development of the society and the revitalization of the sports industry, the traditional sports industry departments and related sports enterprises and institutions have been unable to meet the growing material, spiritual and cultural consumption needs of consumers. Under the background of knowledge-based, information-based and globalization, sports entrepreneurial enterprises have become an emerging force in the development of sports industry (Zhao, 2008). However, the development of entrepreneurial enterprises cannot be separated from the participation of a large number of innovative and entrepreneurial talents. This requires such talents who not only have the initiative and enthusiasm for innovation, but also have the knowledge and quality of entrepreneurship, in order to effectively promote the development of entrepreneurial enterprises, and then propel the coordinated development of sports industry and social economy. At present, high-quality and high-level innovative and entrepreneurial sports talents are mostly realized through the cultivation of higher sports colleges and universities, while the cultivation level of entrepreneurial sports talents in the vast majority of higher sports colleges and universities cannot fully meet the requirements of economic and social development compared with the requirements of social development and the expectations of the public (Ratten & Tajeddini, 2019; Liu & Hang, 2017). Therefore, the cultivation of sports entrepreneurial talents (CSET) is an inevitable requirement for the development of social economy and sports industry.

The Requirement of Physical Education Development in Colleges and Universities

The 21st century is a century of epoch-making changes in higher education (Mok, 2005; Teichler, 1998). The development direction of higher education is to cultivate creative and compound talents with competitive consciousness, pioneering consciousness and all-round development (Bennett, Dunne, & Carre, 2000). This puts forward new requirements for the quality and specification of talent cultivation. As an integral part of higher education, physical education in colleges and universities must adapt to the development of higher education, carry out simultaneous reform and play a major role, so as to meet the requirements of The Times (Wang & Li, 2007). It has become a major topic of sports education research at all levels to cultivate high-quality sports innovative talents with innovative spirit and practical ability. Sports entrepreneurial talent is a specific category of sports innovative talent. The cultivation of sports entrepreneurial talents (CSET) is conducive to the cultivation of sports students' innovative and entrepreneurial spirit, the expansion of students' knowledge structure, the improvement of innovative quality, and the cultivation of complex sports talents (Wang & Li, 2007). Therefore, cultivating entrepreneurial sports talents (CSET) is conducive to meet the needs of training innovative sports talents, and also to meet the needs of the development of physical education in colleges and universities.

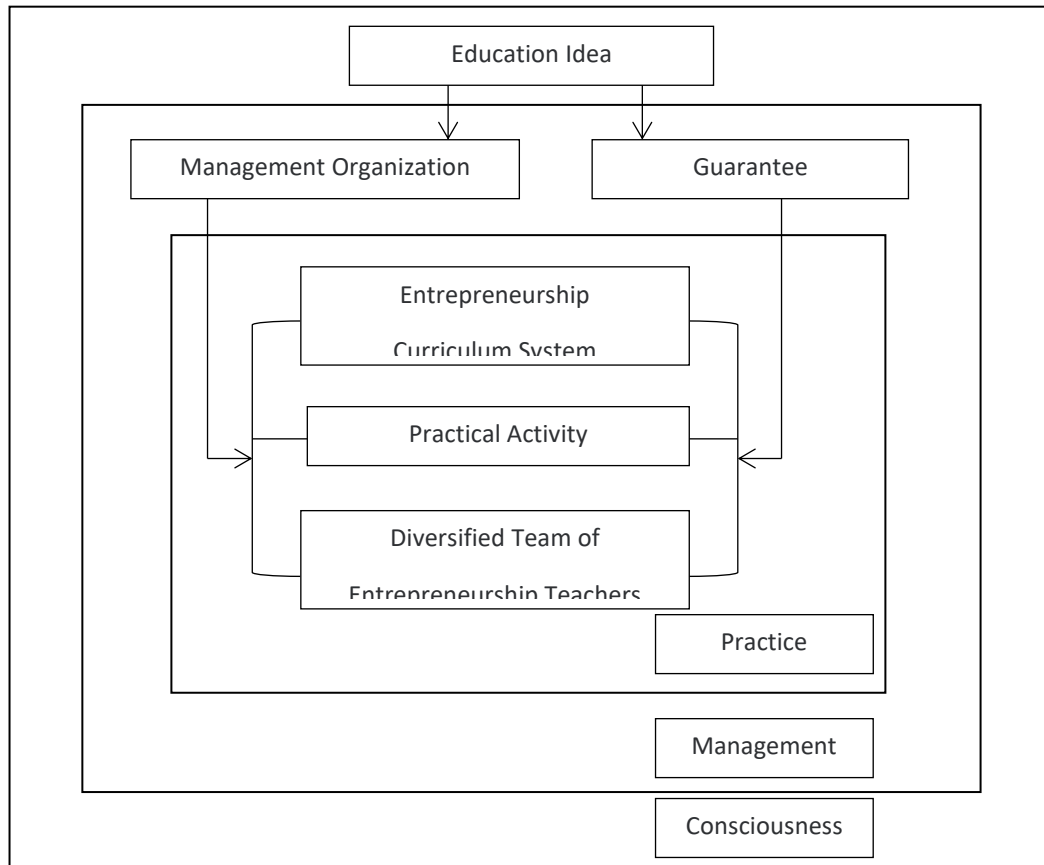
The Requirement of College PE Students' Own Development

As higher education gradually changes from elite education to mass education, the traditional employment concept of college students is challenged (Bennett et al., 2000). Through the implement of entrepreneurship education can help students correctly understand the social changes and their own positioning, understand the current employment situation, the market labor demand and supply status, establish a correct view of career, employment, entrepreneurship, to achieve the concept of passive employment to active entrepreneurship transformation, help students to plan their business plan, cultivate their innovative spirit and entrepreneurial quality, and make all-round preparation for business (Chen, 2009). Schools encourage college students to start their own businesses, which can relieve the pressure of employment to a certain extent. Meanwhile, entrepreneurship can highlight personal charm and self-worth and meet the employment needs of college students (Zeng & Ouyang, 2020).

The Ways of the CSET

According to the investigation and analysis, the author designed the training framework for entrepreneurial talents of sports major, and believed that the CSET could be implemented in different ways from different levels and angles, as shown in Figure 1.

Figure 1 The approaches of cultivating sports entrepreneurial talents



The CSET can be carried out from the aspects of consciousness, management and practice. At the level of consciousness, the main approach is to establish a reasonable concept of cultivation. The management level can be realized by constructing the management organization and establishing a sound guarantee mechanism. At the practical level, we can implement the course system of entrepreneurship by improving the entrepreneurship courses and practice activities, as well as building a team of teachers for diversified entrepreneurship education.

Change Educational Concept

Sports entrepreneurship education is not limited to training and guidance for students to start enterprises, but should focus on cultivating students' innovative spirit, focusing on cultivating students' entrepreneurial spirit, and shaping students' ideal and ability of "pioneering career" (Zhang, 2017). Physical education in colleges and universities should focus more on the innovative application of knowledge learned by students. While emphasizing the improvement of professional knowledge and skills, it should pay more attention to the improvement of thinking mode, action ability and thinking method of students (Zeng & Ouyang, 2020). The CSET must

change the traditional educational concept, learn to keep pace with The Times, and reasonably cultivate students' entrepreneurial concept. It is helpful to promote the in-depth development of entrepreneurial education in sports colleges and really promote the development of sports industry if CSET in colleges and universities is carried out in specific practical teaching tasks.

Build a Reasonable CSET Management Organization

The CSET should be a systematic, standardized and lasting project. The development of higher education today urges colleges and universities to promote the concrete implementation of the entrepreneurial education system (Zhao, 2019). Colleges and universities with relatively mature entrepreneurial education are increasingly tending to establish specialized entrepreneurship education institutions or formally incorporate entrepreneurship education into the responsibilities of relevant functional departments, so as to conducting systematic research, scientific planning, effective organization and management for entrepreneurship education activities, and mobilize and integrates school resources to the greatest extent to promote entrepreneurship education.

The goal of entrepreneurship education in colleges and universities should be "full coverage and stratification", that is, the target of entrepreneurship education is all the students, starting from the first year of college and through the whole process of college education. On the basis of popularizing entrepreneurship education for students, colleges and universities carry out progressive entrepreneurship education and training for students who have the desire and demand for entrepreneurship. At the same time, in terms of organization and management, each university should set up an entrepreneurship education leadership and management organization led by the university leadership, with the participation of relevant professional teaching institutions, student work departments, educational administration departments, etc., to form a resource-integrated entrepreneurship education leadership and management organization, and set up an institution specially implementing entrepreneurship teaching and research. It is an effective way to carry out entrepreneurship education in colleges and universities to integrate resources and set up management organizations for entrepreneurship education.

However, for CSET, the vast majority of colleges and universities are at the fledgling stage. Although CSET has been have different level of work on the planning and implementation from different angles, such as entrepreneurship lectures or courses, organizing to participate in the business plan competition, the constructing entrepreneurial carrier, etc. (Yu, 2014), the work has not yet formed a certain system, the effective organization and management is insufficient, the effect of resource integration is not good. Therefore, it is necessary for sports colleges and universities to learn from relevant experience, integrate the resources of sports colleges and universities, and set up a reasonable management organization, so as to effectively promote CSET.

Deepen Teaching Reform and Implement the Entrepreneurship Curriculum System

Curriculum system construction is the core and key of implementing innovation and entrepreneurship education and the media and guarantee for schools to carry out innovation and entrepreneurship education (Wang & Li, 2007). The entrepreneurship curriculum system of CSET should follow the principles of equal emphasis on knowledge education and practice

education, combination of universal education and progressive education, and equal emphasis on general entrepreneurship education and sports entrepreneurship education.

This paper holds that the imparting of sports entrepreneurship knowledge should be started from the following aspects:

1) Improve the objective system of entrepreneurship courses. According to the objectives of the CSET and the quality characteristics of sports students, set up specialized entrepreneurship courses and improve the original entrepreneurship knowledge support courses, establish a multi-level curriculum objective system, and achieve the effect of progressive accumulation of entrepreneurial knowledge structure.

2) Integrate the content of the course. Through the coordination and integration of the relevant course content within or between disciplines, and use the limited teaching material resources to increase the quality of content of the course to meet the needs of entrepreneurial talent training.

3) Optimize the curriculum structure, soften disciplinary boundaries, encourage cross-professional learning, and divide the courses into core courses, required courses, elective courses and other levels according to the different weights of various courses in the cultivation of sports entrepreneurial talents in different majors, forming a three-dimensional network curriculum structure system.

4) Pay attention to the cultivation of self-study ability and the education of thinking style, and cultivate the ability of selecting, understanding, organizing, and producing information of sports entrepreneurs. During the teaching process, students should be required to master the method of self-study, develop the habit of engaging in mental work, and cultivate the ability of self-education and self-study to improve innovative thinking and promote the cultivation of entrepreneurial ability.

From the perspective of the stage of the CSET, the curriculum should be deployed according to grades, as shown in Figure 2.

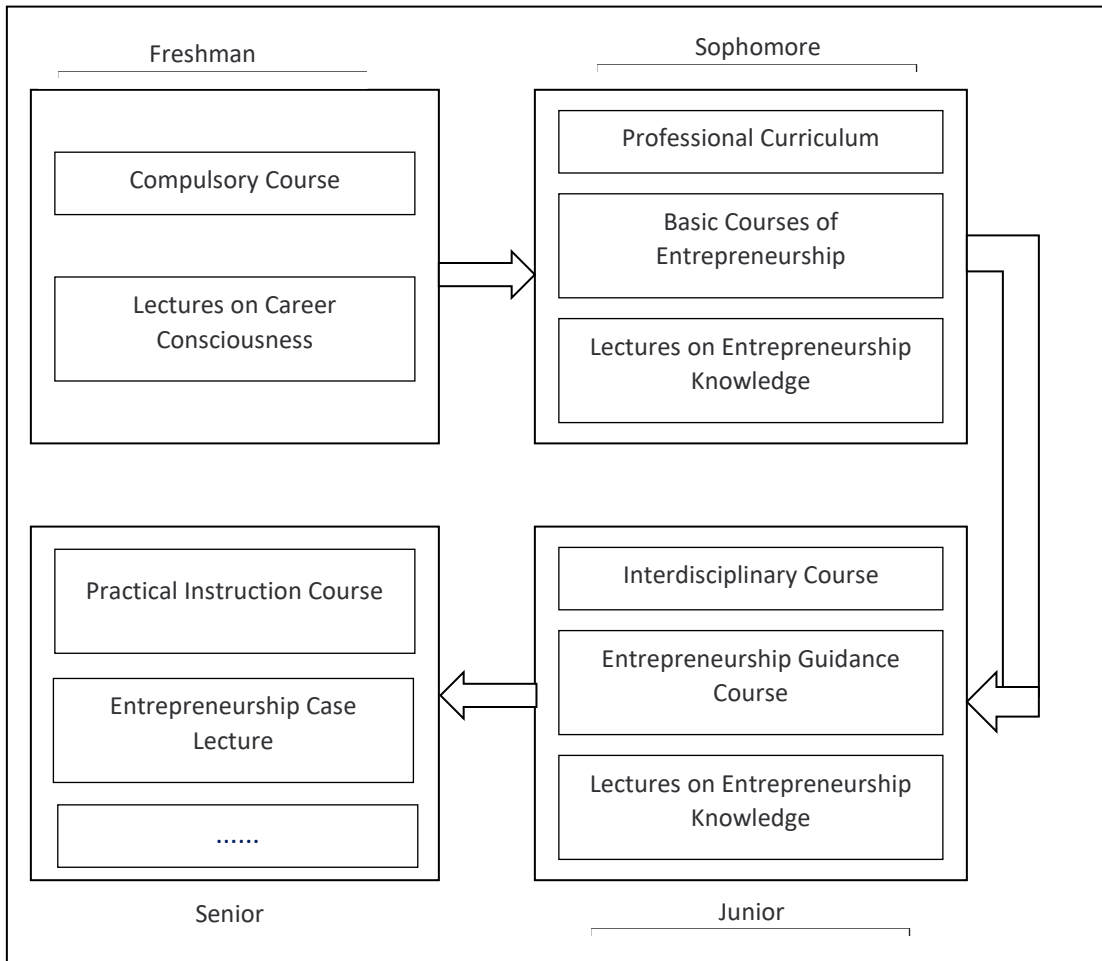


Figure 2 The curriculum system of the CSET

For freshmen, pay attention to general education, with compulsory courses and entrepreneurial awareness training lectures as the main content, aiming to popularize basic knowledge and cultivate entrepreneurial awareness; for sophomores, professional basic courses and entrepreneurial basic courses should be offered to cooperate with entrepreneurship knowledge lecture, the purpose is to popularize the basic knowledge of entrepreneurship and tap talents with entrepreneurial potential; for juniors, interdisciplinary courses and entrepreneurship guidance courses are offered in the form of elective courses, highlighting the autonomy of students, and targeted training of entrepreneurial talents; for seniors, entrepreneurship courses are only for elite entrepreneurs, and entrepreneurship practice guidance is provided courses and lectures on entrepreneurial cases are directly linked to entrepreneurial practice.

The curriculum system embodies several characteristics. 1) Gradually change from general education in the lower grades to elite education in the upper grades. 2) Gradually change from the transfer of theoretical knowledge to practical guidance. 3) The traditional classroom teaching and entrepreneurship lectures are intersected. 4) Add "interdisciplinary courses" to make up for the shortcomings of insufficient accumulation of interdisciplinary knowledge among students in physical education colleges.

Vigorously Promote Entrepreneurial Practice Activities, Improve Entrepreneurial Practice Ability

Practical education in entrepreneurship education plays a very important role (Chen, 2009). Sports entrepreneurship education must be based on the characteristics of the sports major, and carry out effective sports practice activities such as future sports teacher competitions, sports competitions, sports performances, sports industry, and sports fitness. Students are encouraged to carry out innovative thinking and entrepreneurial simulations, which will be important milestones for cultivating entrepreneurial awareness for college students, improving entrepreneurial quality and accumulating entrepreneurial knowledge.

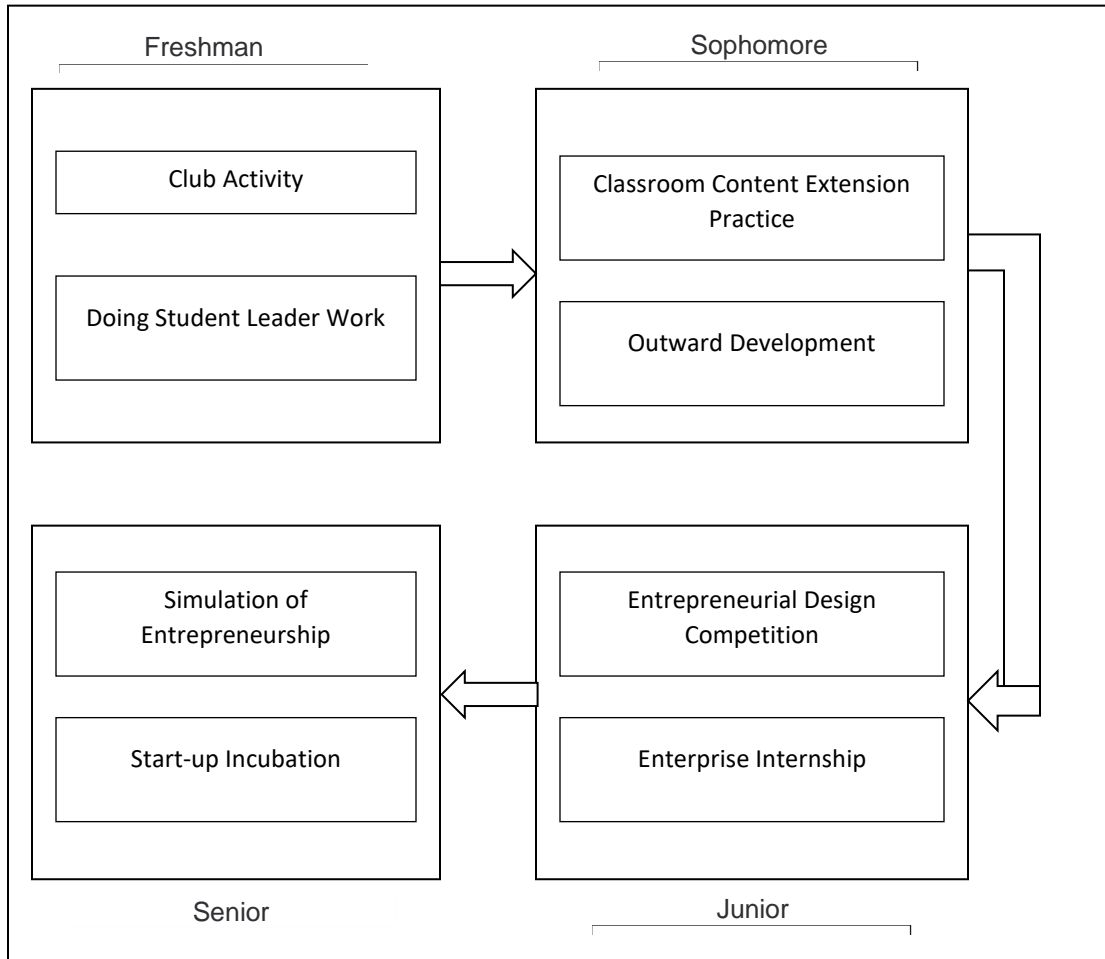


Figure 3 Training approaches of practical activities in the CSET

As shown in figure 3, according to the training time, the way of the CSET through practical activities is also divided into four stages. In the freshman year, encourage students to actively participate in various club activities and serve as student cadres to cultivate students' basic practical ability and activity literacy; in the second year, appropriate extended practice activities should be carried out according to the content of the classroom, and the theory should be applied to practice and develop outreach training to cultivate good psychological quality; for juniors, colleges should vigorously advocate participation in entrepreneurial design competitions and corporate internships, to cultivate comprehensive abilities and qualities, and achieve the

integration of campus and society; for seniors, elite entrepreneurial talents should be targeted to support simulated entrepreneurship; where conditions permit, start-up business incubation should be carried out, so as to truly realize the transportation of sports entrepreneurial talents.

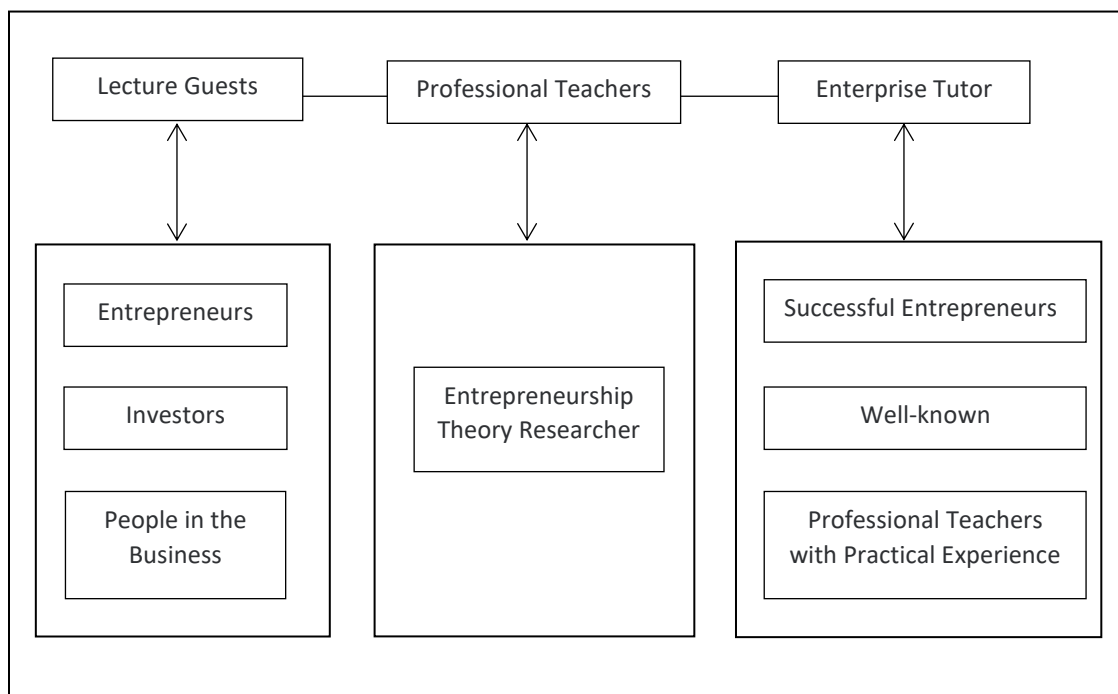
Build a Diversified Team of Teachers for Entrepreneurship Education and Enhance the Pertinence of Entrepreneurship Education

High-quality entrepreneurial teachers are the key to entrepreneurship education in colleges and universities. Strengthening the construction of high-quality entrepreneurial education teachers is the basic guarantee for promoting entrepreneurship education (Blimpo & Pugatch, 2019). Entrepreneurship education requires not only teachers with theoretical and practical innovation capabilities, but also entrepreneurial part-time teachers who practice on the front line of production.

Specifically, the sports entrepreneurship staff team should be composed of three parts, as shown in Figure 4: professional teachers, lecture guests and enterprise tutor. Among them, the lecture guests are short-term hired entrepreneurs, investors, people in the business, etc., who are mainly responsible for teaching entrepreneurial awareness, entrepreneurial knowledge and entrepreneurial ability. Enterprise tutors are relatively stable teachers, mainly successful entrepreneurs, well-known entrepreneurs, and full-time teachers with practical experience. They mainly guide elite entrepreneurial talents with the main goal of assisting students in real entrepreneurship.

Figure 4: The composition of the teaching staff in the CSET

For professional teachers engaged in research in entrepreneurship and related fields, they should be encouraged to enrich their entrepreneurial knowledge and improve their teaching capabilities. At the same time, they should be provided a platform and media for their entrepreneurial education practice to encourage their own entrepreneurship. In addition,

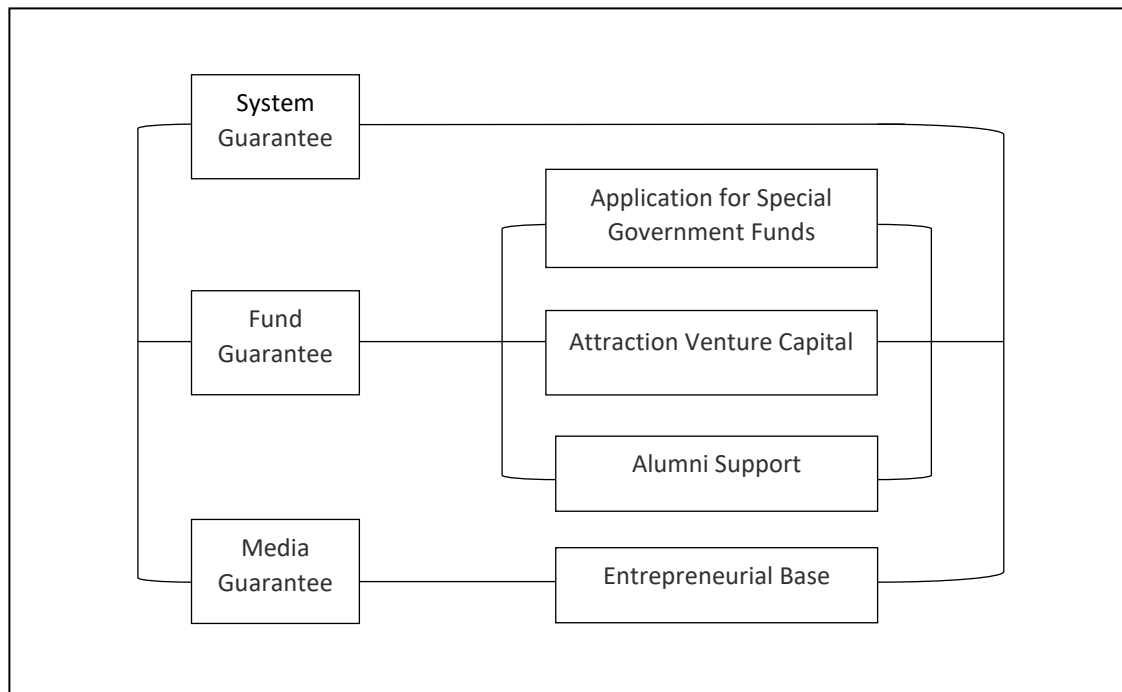


schools should advocate a good public opinion atmosphere, try to take risks for entrepreneurial teachers so that every entrepreneurial teacher has the courage to practice, dare to explore and be good at innovation.

To perfect the teaching team of sports entrepreneurship, entrepreneurs and people in the business with certain social status should be employed as part-time lecturers. Or hiring entrepreneurs, investors, and consultants with both practical experience and theoretical accomplishments from companies and governments, or inviting successful alumni to be part-time lecturers to cooperate with entrepreneurship teachers of sports colleges to teach entrepreneurship courses. Through the teaching of their own entrepreneurial experience and rich experience accumulated in the development of enterprises, not only enrich the teaching content, but also strengthen the cooperation between schools and enterprises, which helps students to know, understand and deal with the practical difficulties and problems encountered in entrepreneurship.

Establishing and Improving the Guarantee Mechanism for the CSET

Besides the ways of consciousness and management, the CSET also needs the guarantee mechanism. The author believes that the guarantee mechanism of the CSET should include three aspects, namely, fund guarantee, media guarantee and system guarantee, as shown in Figure 5. Figure 5 Guarantee Mechanism for the CSET



1) System guarantee. Entrepreneurship education rules and regulations can promote the effective development of entrepreneurship education. In the course of sports entrepreneurship training, the curriculum, teachers, practical activities and other links need to be guaranteed and supervised by corresponding systems. On the one hand, it is conducive to the

standardization and openness of sports entrepreneurship training; on the other hand, it is also conducive to the scientific, effective and rapid implementation of the CSET.

2) Fund guarantee. One of the difficult problems that college students have to face when starting a business is the raising of start-up capital. Fund guarantee is a very important way to cultivate entrepreneurial talents. Especially for students whose families are not wealthy but have good entrepreneurial qualities and abilities, the guarantee of start-up funds is likely to promote outstanding entrepreneurial talents to achieve social productivity (Lindsey & Stein, 2019). Sports colleges and universities should increase input to ensure that all funds for entrepreneurship education are in place, and actively raise supporting funds to set up student entrepreneurship funds.

Fund raising can be sought in three ways: one is to apply for special funding support from the local government, such as "angel funds", etc., to make full use of resources to provide protection for entrepreneurial students in sports colleges; the second is to incubate entrepreneurial projects to attract venture capital; the third way is to raise donations with the help of alumni. These methods are worthy of reference and application by sports colleges, so as to provide financial guarantee for the cultivation of sports entrepreneurial talents.

3) Media guarantee. Sports colleges should speed up the construction of sports entrepreneurship bases and promote the integration of production, education and research in sports colleges (Sánchez-Oliver et al., 2019). The construction of the sports entrepreneurship base is a key step for colleges and universities to support entrepreneurship. It will greatly stimulate the entrepreneurial enthusiasm of students and play an irreplaceable role in helping students start entrepreneurship practice. Constructing a sports entrepreneurship base is conducive to introducing social resources into the entrepreneurial park, and instructing students in different ways to independently design, establish, operate enterprises and engage in business activities, carry out technological inventions, transfer results, and technical services. This not only provides convenience for universities to give consideration to education, scientific research and development, but also provides support for college students to start their own businesses.

Conclusion and Recommendation

The previous analysis leads to the following two conclusions. One is that the CSET is very necessary. Because it is in line with the requirements of the development of social economic and sport industry and physical education development in colleges and universities as well as sport students' own development. And it is beneficial to the development of economy, society and talents. Second, the CSET can be implemented from the levels of consciousness, management and practice. At the level of consciousness, the main approach is to instruct a correct training concept; at the management level, it can be achieved through the establishment of a management organization and a sound guarantee mechanism; at the practical level, we can implement the course system of entrepreneurship, improve the reality effect of entrepreneurship practice activities and build a team of teachers for diversified entrepreneurship education to achieve the CSET.

Entrepreneurship education is a complicated and realistic educational undertaking. Colleges and universities should, according to their actual conditions, understand their own strengths and weaknesses at the levels of consciousness, management and practice, and make targeted improvements in entrepreneurship education. For example, in the concept of

entrepreneurship education, some colleges and universities equate the training to obtain professional qualifications with entrepreneurship education, which is incorrect. Sports skills and knowledge are part of the competencies that sports students should have for relevant entrepreneurship, but innovative thinking, team creation, and sports industry information are also knowledge and competencies that sports students should have for entrepreneurship. Therefore, sports entrepreneurship education should strengthen the application and practice of entrepreneurship training concepts and improve the sports entrepreneurship education system. By purposefully and pertinently engaging in sports entrepreneurship education in the levels of consciousness, management and practice, colleges and universities can effectively enhance the social effectiveness of sports entrepreneurship training.

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