



The Relationship between Innovation and Entrepreneurship Education Model with the Spirits of Shanxi Merchants: A Study at Higher Vocational Colleges in Shanxi Province, China

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Abstract

This study focuses on the relationship between innovation and entrepreneurship education model in inland universities in China and the Jin Merchants' spirit. The method of qualitative and quantitative research is mainly adopted. The research targets and samples are vocational college students in Shanxi Province, China. After experts' selection and determination of the survey content, data were collected through online questionnaire system. In fact, 446 people took part in the survey. Through this demonstration, a dimensional scale was developed to measure the daily and professional education of innovation and entrepreneurship in higher vocational colleges in China. On this basis, it is proved that innovation and entrepreneurship education model plays a positive role in promoting the spirit inheritance of Shanxi Merchants. On the one hand, there is a close connection between the daily education of innovation and entrepreneurship and professional education. On the other hand, the correlation between daily education of innovation and entrepreneurship and Jin Merchants' spirit is higher than that between professional education of innovation and entrepreneurship and Jin Merchants' spirit. Therefore, it can be concluded that the inheritance and influence of the Spirit of Shanxi Merchants can be more easily realized in the daily innovation and entrepreneurship education.

Introduction

Innovation and entrepreneurship education can play a better role in inheriting and promoting Jin merchant culture through daily and professional cooperation.

Such a form not only enhances the accuracy of the dissemination of knowledge and spiritual values, but also provides the best effect of imperceptible education factors.

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Culture is Closely Related to Innovation

Culture is a programming of the mind, determined by a learning process achieved through several factors: education, religion, language, historical evolution, political system, etc., being therefore significantly influenced by the national institutional architecture type and development (Brancu, Munteanu, & Gligor, 2012).

Innovation and culture are closely linked. The culture of socialism with Chinese characteristics is rich in connotation and forms, which can provide endless resources and spiritual power for national innovation and development. Innovation is the soul of culture, collaborative innovation ability is the core ability of cultural industry and improving collaborative innovation ability is the key to improve the international competitiveness of cultural industry (Yang, 2015).

According to the division of national administrative region, regional culture often has its own characteristics. The spiritual inheritance contained in culture depends on the attention and protection of the state and society, and colleges and universities are an effective channel for the transmission of spiritual culture to young people. Innovation and entrepreneurship education also adopts targeted cultivation strategies for spiritual level according to the change of objective environment.

Measuring spiritual culture is not always easy. With respect to regional culture, many dimensions are unquantifiable. Interview results revealed distinctive differences on the perceptions of regional culture by information technology entrepreneurs between Hamamatsu and Kyoto. In fact, the interview process itself was indicative of distinctive regional culture (Aoyama, 2009). In addition, some scholars point out the difficulty of cultural measurement from the perspective of sociology. The British scholar Mark J. Smith said that culture is one of the most challenging concepts in today's social science (Zhang, 2005; Smith, 1998). Both natural society and human society are very complicated. For the cognitive challenge of culture, factors should not only be limited to the development and change of human society, but also take into account the influence of complex factors such as natural environment and geographical location on its formation and development.

Higher vocational colleges are an important position to train successors to the cause of socialism with Chinese characteristics. Innovation and entrepreneurship education in China has its own characteristics. Innovation

and entrepreneurship education is not only deeply influenced by the excellent traditional Spiritual culture of China, but also influenced by the unique spiritual culture of different regions. The students trained will not only have the corresponding ability, but also reflect the rich spiritual value of their respective places.

There are different levels of entrepreneurship education organizations in the United States, such as national, state, and local levels. They carry out or support the development of entrepreneurial education teaching materials and methods, and exchange of teaching information (Shu, 2011). The success of innovation and entrepreneurship education in Singapore is deeply influenced by its unique cultural environment and geographical location.

The spirit of Shanxi Merchants should be integrated into the talent training mode. In such a manner as to pay attention to in the process of talent training and adult education, professional education and quality education, classroom teaching and extracurricular teaching, theory teaching and practice teaching, guided by basic training and innovation, improve together with the combination of personal development, which further reflects the characteristics of high-quality talent and strengthens the cultivation of talents (Yang, & Yuan, 2008).

It is possible to integrate excellent culture and innovation and entrepreneurship education in China. It is mainly reflected in that it is conducive to cultivating the innovation and entrepreneurship spirit of college students, constructing the innovation and entrepreneurship moral system of college students, and stimulating the social responsibility of college students in innovation and entrepreneurship (Zhang, He, & Chen, 2018).

During a visit to Shanxi Province, Li Keqiang said that Shanxi, "... needs to shift from over-dependence on natural resources to greater reliance on human resources, both in terms of coal and in terms of the inexhaustible wealth of Shanxi Merchants" (Li Keqiang Urges Shanxi to Dig Two 'Rich Mines', 2016).

Based on the scope of this study, Jin Merchant culture is the spiritual wealth created by Shanxi Merchants, including the whole system of commercial civilization, such as commercial organization system, commercial technology, elite art, urban and rural buildings, temples, monthly temple worship, commercial education, social customs (Yang, & Cheng, 2018). The basic characteristics of the culture of Jin Merchants

mainly include hardship and dedication, honesty and trustworthiness, using righteousness to restrict profit, self-cultivation, mutual help in businesses of the same trade, patriotism and saving the people (Xue, 2013). The culture of Shanxi Merchants can cultivate the consciousness of innovation and entrepreneurship and cultivate the quality of entrepreneurship of college students (Zhang, & Xu, 2019).

To a certain extent, the spirit of Jin Merchants is closely related to the culture of Jin Merchants. The most prominent feature of the Jin Merchants' culture was formed in the historical practice of trading activities, not only the economic achievements, but also the business ethics, system, organization, and civilization. The cultural connotation of the Jin Merchants is extremely rich, the success of the Jin Merchants is fundamentally due to its own spirit of the Jin Merchants (Cheng, 2019). Culture and spirit together constitute the second nature of human beings. Human beings are guided by spirit in cultural activities. It is precisely this spiritual guidance that makes human culture progress continuously. The inheritance and promotion of the entrepreneurial and innovative spirit of Jin Merchants in Ming and Qing Dynasties can also play such a role, enabling the development of human culture (Shang, & Wang, 2019).

First, the spirit of Shanxi Merchants is the barometer of cultivating innovative and entrepreneurial talents with good personal quality in higher vocational colleges of Shanxi Province. Second, the spirit of Shanxi Merchants is highly consistent with the operation rules of socialist market economy, which is an excellent teaching material to educate college students in higher vocational colleges in Shanxi Province as a method to understand the market operation. Third, there is a gap between the spirit of promoting innovation and cherishing talents and the development trend of modern enterprise culture, which provides rich ideological sources for local brands in Shanxi Province to shape enterprise culture. Finally, the spirit of Shanxi Merchants is a diversified source of campus culture construction (Zhang, 2020).

The spirit of Jin Merchants is not only rich in content, but also profound in thought. They have absorbed the nutrients of Chinese traditional culture, and formed the inherent distinctive characteristics, with the characteristics of inheritance, transcendence, and education (Han, 2020).

The spirit of Shanxi Merchants not only plays a positive role in promoting the current social and

economic development, but also has the value of the times, especially for the development of socialist market economy and the construction of a socialist harmonious society, offering a significant reference and inspiration role. First, honesty and trustworthiness is the essential requirement for a healthy development of market economy. Second, it can help guide positive innovation and entrepreneurship and deal with unemployment and other problems. Third, it facilitates the harmonious coexistence between different interest groups (Liu, 2016).

The development of Jin Merchants experienced the rise, development, prosperity and decline of several stages. Scholars pay more attention to the Ming and Qing Jin Merchants. For example, Jin Merchants in the Ming and Qing dynasties had countless individuals who started their own businesses. They opened the commanding heights of the business community on the road of innovation and defense. Their success is certainly based on historical background, but the Ming and Qing Dynasties and Jin Merchants left us countless commercial innovation models, allowing for today's higher vocational education to draw lessons from the valuable experience (Su, 2016).

Objectives

1. To analyze innovation and entrepreneurship education models. It can be divided into two types: daily education mode and professional education mode.
2. To prove that there is a close relationship between Jin Merchants' spirit and innovation and entrepreneurship education.
3. To construct a preliminary scale for measuring innovation and entrepreneurship education (professional model and daily model).

Conceptual framework

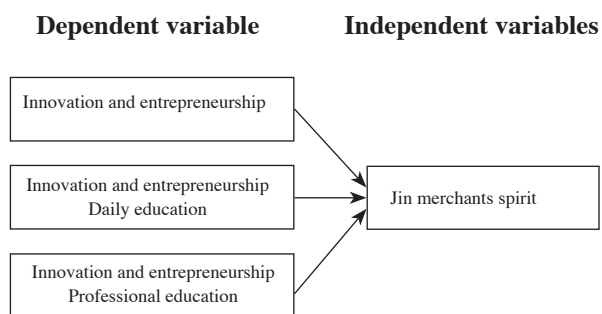


Figure 1 Conceptual framework

Research methodology

1. Population and samples

The questionnaire was distributed through the network with the help of colleagues and friends and the development of teaching research. The sample of colleges and universities in this survey was based on the principle of simple random sampling, including three vocational colleges in Shanxi Province, China. There were 21,280 students studying in the three vocational colleges in 2021. This study included students from three universities as a sample, using the 5% sample size formula of Taro Yamane error and 95% reliability coefficient (Yamane, 1967) for calculating the sample size. Therefore, the sample size of this study was 393. Under the encouragement of the teacher, the students actively participated in the research online questionnaire. In fact, there were 446 survey participants.

2. Research instrument

Mixed research methods were used. Based on semi-structured interview and literature review, the initial scale was developed in combination with the researchers' academic research exploration direction. According to the content validity test given by experts and scholars (IOC), corresponding adjustments and modifications were made. SPSS.26 was used for data analysis.

3. Collection of data

Data were collected from April to July 2021. Before data collection, the informed consent of the participants and the permission of the university's personnel department management were obtained.

A five-step procedure was used: (a) to define innovation and entrepreneurship education and explore its connotation; (b) to form the initial dimensions and pool of items for the scale; (c) to revise and adjust the measurement items; (d) to analyze, verify, and validate the scale using collected data; and (e) to finalize the scale items (Niyomsilp & Sompong, 2019).

According to the design process of the questionnaire, the questionnaire survey was conducted consisting of three parts. The first part involved the demographic characteristics of the participants, and the second section was the innovation and entrepreneurship education. The third section was Jin Merchants' spirit.

The rating of each item was on a 5-point Likert-type scale, from Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, to Strongly Agree = 5.

4. Data analysis

4.1 Development and preliminary analysis of the scale

Table 1 Items and the dimensions of the innovation and entrepreneurship education scale

Dimensions	Number	Items
Innovation and entrepreneurship daily education	IEDE1	Teaching facilities for innovation and entrepreneurship in local universities are perfect.
	IEDE2	There are many types of innovation and entrepreneurship bases or parks in local universities.
	IEDE3	Local colleges and universities have rich forms of innovation and entrepreneurship activities.
	IEDE4	Local colleges and universities release timely information on government entrepreneurship at all levels.
	IEDE5	The policy and fund guarantee system of local colleges and universities are perfect.
	IEDE6	External innovation and entrepreneurship experts and our teachers have strong innovation ability.
	IEDE7	Besides innovation and entrepreneurship education, specialized courses and elective courses will involve innovation and entrepreneurship knowledge.
Innovation and entrepreneurship professional education	IEPE1	The use of classroom network provides convenience for students to obtain all kinds of fresh information.
	IEPE2	In the course teaching, the content of innovation and entrepreneurship displayed by teachers on the network platform is more attractive.
	IEPE3	The classroom teaching environment is closely related to The Times environment.
	IEPE4	The classroom atmosphere of the school and the construction of the campus environment can cultivate the students' consciousness of mass innovation, thinking and spirit.
	IEPE5	The practical teaching part of innovation and entrepreneurship specialty education can cultivate practical skills.
	IEPE6	Teachers will often use the network platform to publish related innovation and entrepreneurship content.
	IEPE7	In the practical teaching of innovation and entrepreneurship, teachers are very concerned about the cultivation of students' innovative thinking.

The above scale (Table 1) is a corresponding dimensional division of innovation and entrepreneurship in higher vocational colleges in China based on the research division of the main positions and channels of China's ideological and political education after a thorough literature review and expert consultation.

4.2 Factor and reliability analysis

Table 2 Reliability statistics

Reliability statistics	
Cronbach's Alpha	N of Items
.964	14

Reliability analysis of all scale types in the questionnaire. The reliability of the scales (Table 2) was established using Cronbach's Alpha. If the reliability coefficient of any test or scale is above .8, the reliability of the test or scale is very good; it shows the problem of setting this dimension, and the reliability is very good. All alpha values are respectable or better, i.e. higher than .8. Therefore, the reliability of questionnaire is .964, which is over .8, hence, the result was accepted.

4.3 Factor and validity analysis

Table 3 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.951
Bartlett's Test of Sphericity	Approx. Chi-Square	8539.371
	df	91
	Sig.	.000

In the table of KMO and Bartlett's Test (Table 3), the KMO is .951 above .6 (Kaiser 1970, 1974) and Bartlett's test is $p = .000$ smaller than .05 (.000), which means the data set is appropriate for continuing with factor analysis.

Table 4 Exploratory factor

Component	Total variance explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.538	68.131	68.131	9.538	68.131	68.131	6.156	43.970	43.970
2	2.343	16.735	84.867	2.343	16.735	84.867	5.726	40.897	84.867
3	.360	2.569	87.436						
4	.256	1.831	89.267						
5	.242	1.728	90.995						
6	.232	1.659	92.654						
7	.208	1.486	94.141						
8	.166	1.187	95.328						
9	.150	1.068	96.396						
10	.128	.914	97.311						
11	.115	.819	98.130						
12	.108	.770	98.899						
13	.080	.572	99.471						
14	.074	.529	100.000						

Extraction Method: Principal Component Analysis.

Analyses in the principal component analysis, the total interpretation rate of cumulative variance reached 84.87%, and the extracted principal component covered most of the information on the variable, and had good explanatory ability (Table 4).

Table 5 Rotated component matrix^a

Rotated component matrix ^a	Component	
	1	2
IEDE1	.917	
IEDE2	.899	
IEDE3	.885	
IEDE4	.880	
IEDE5	.879	
IEDE6	.875	
IEDE7	.871	
IEPE1		.892
IEPE2		.883
IEPE3		.869
IEPE4		.865
IEPE5		.849
IEPE6		.848
IEPE7		.763

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

After orthogonal rotation, the factor loading matrix was obtained. Table 3 shows that the standardized factor loading coefficient of the measurement items lay between .76 and .92. In line with an accepted measurement standard greater than .60, and the scale had good structural validity (Table 5).

Results

Demographic analysis of the respondents

The data from 446 questionnaires were employed, which consisted of 212 female respondents (48%) and 234 male respondents (52%). The rate of females and males are nearly balanced and the age range was from 17 to 22 years old.

Sixteen experts were invited for the consultation (mean age 39.3, SD = 5.01). Men and women were equally represented, and they all had at least a master's degree. They had an average of more than 9 years of work experience. As a result, they have strong professional analytical skills.

Objective 1: To analyze innovation and entrepreneurship education model. It can be divided into two types: daily education model and professional education model.

Correlation between daily innovation and entrepreneurship education model and professional innovation and entrepreneurship model.

Table 6 Correlation between IEDE and IEPE

		IEDE	IEPE
IEDE	Pearson correlation	1	.617**
	Sig. (2-tailed)		.000
	N	456	456
IEPE	Pearson correlation	.617**	1
	Sig. (2-tailed)	.000	
	N	456	456

** . Correlation is significant at the 0.01 level (2-tailed).

The results shown in Table 6 indicate that there is significant relation between daily education and professional education of innovation and entrepreneurship, as the Sig. (2-tailed) value is under .05 (.000). According to the previously mentioned reference standard, and Pearson Correlation coefficient is .617.

Objective 2: To prove that there is a close relationship between Jin Merchants spirit and innovation and entrepreneurship education.

Correlation between daily innovation and entrepreneurship education model and The Spirit of Shanxi Merchants.

Table 7 Correlation between IEDE and Jin Merchants Spirit

		IEDE	Jin
IEDE	Pearson correlation	1	.948**
	Sig. (2-tailed)		.000
	N	456	456
Jin	Pearson correlation	.948**	1
	Sig. (2-tailed)	.000	
	N	456	456

** . Correlation is significant at the 0.01 level (2-tailed).

The results shown in Table 7 indicate that there is significant relation between innovation and entrepreneurship on daily education and Jin Merchants spirit, as the Sig. (2-tailed) value is under .05 (.000). According

to the previously mentioned reference standard, and Pearson Correlation coefficient is .948.

Analysis of variance between the spirit of Jin Merchants and daily innovation and entrepreneurship education model.

Table 8 Analysis of variance between the spirit of Jin Merchants and IEDE.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1921.175	1	1921.175	4025.640	.000 ^b
	Residual	216.665	454	.477		
	Total	2137.840	455			

a. Dependent Variable: Jin Merchants spirit

b. Predictors: (Constant), IEDE

In addition, according to the data in Table 8, the sig. in ANOVA^a equals .000^b, which is smaller than .05 (.000), suggesting a positively correlated between the measured concepts.

Correlation between professional innovation and entrepreneurship education model and The Spirit of Shanxi Merchants.

Table 9 Correlation between IEPE and Jin Merchants' Spirit

		Jin	IEPE
Jin	Pearson correlation	1	.613**
	Sig. (2-tailed)		.000
	N	456	456
IEPE	Pearson correlation	.613**	1
	Sig. (2-tailed)	.000	
	N	456	456

** . Correlation is significant at the 0.01 level (2-tailed).

The results shown in Table 9 indicate that there is significant relation between innovation and entrepreneurship on daily education and Jin Merchants' spirit, as the Sig. (2-tailed) value is under .05 (.000). According to the previously mentioned reference standard, and Pearson Correlation coefficient is .613.

Analysis of variance between the spirit of Jin Merchants and professional innovation and entrepreneurship education model.

Table 10 Analysis of variance between the spirit of Jin Merchants and IEPE.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	802.226	1	802.226	272.692	.000 ^b
	Residual	1335.613	454	2.942		
	Total	2137.840	455			

a. Dependent Variable: Jin

b. Predictors: (Constant), IEPE

In addition, according to Table 10, the sig. in ANOVA equals .000b, which is smaller than .05 (.000), suggesting a positively correlation between the measured concepts.

Through the above research and analysis, it can be concluded that the positive influence of the daily model of innovation and entrepreneurship education on the Spirit of Jin Merchants is higher than that of the professional model.

Objective 3: To construct a preliminary scale for measuring innovation and entrepreneurship education (professional model and daily model)

Table 11 Hypothesis verification results

No	Conclude
H1	acceptable
H2	acceptable
H3	acceptable

According to Table 1 to Table 10, a preliminary scale is constructed to measure the daily model and professional model of innovation and entrepreneurship education. Through SPSS 26.0 analysis and verification, according to Table 11, the results show “acceptable” regarding the three hypotheses proposed in the research.

Discussion

Cultural identity is the consciousness and mastery of cultural identity and status. A nation often shares and maintains its own cultural characteristics of ideals, beliefs, values, ideas, and memories. Its expression is the core of their collective consciousness and culture, and guides and standardizes the attitudes of people and countries in international affairs and language (Cheng, 2017).

In the new era, in the communication and competition between countries, the influence of culture on citizens is increasing day by day. In particular, the identity of culture is an important basis for the development of a nation. Values is the soul of the culture, the nature of the provisions of the culture and the development direction of cultural identity and cohesion of the fundamental depends on the value of the kernel, namely the cultural values. Therefore, cultural identity is multiple-level, multiple-structures, but the core of which is the identification of values. Any individual or group possessing strong basic skill performance as well as a reputation for good citizenship can achieve unusually high course grades (Farkas, Grobe, Sheehan,

& Shuan, 1990). Culture varies from region to region and exerts a differentiated influence on value recognition or individual development.

By attaching importance to the inheritance of the spirit of Jin Merchants and establishing the interactive model between innovation and entrepreneurship education and Jin Merchants culture, Chinese students can build up Chinese cultural confidence and the power of cultural self-consciousness.

From the perspective of improving the daily education of innovation and entrepreneurship, in order to effectively play the positive effect of the Spirit of Shanxi Merchants. The country, colleges and universities, the main body of knowledge professors have three angles to cooperate. At the national level, there is a need to do a good job of top-level construction, timely update and provide guiding and encouraging policies. At the university level, it is necessary not only to provide perfect practice and training facilities, but also to fully integrate and utilize these facilities and resources in daily teaching. At the main level of knowledge teaching, it is important to make full use of the spirit of Jin Merchants and carry the spiritual and cultural resources through and embody them in all kinds of courses.

From the aspect of improving the education of innovation and entrepreneurship, the use of network platform carrier in professional courses will inevitably be full of a variety of predictable and potential risks. At the same time, it will stimulate students' learning initiative and expand their knowledge range. In addition, teachers need to be good at using a variety of environments to cultivate students' innovative thinking and entrepreneurial enthusiasm and be able to pass on the value of Shanxi Merchants' spirit in teaching. At the same time, professional teachers should not only be able to meet the development needs of students, but also take the initiative to care about the inner and emotional changes of students, and guide and inspire students by virtue of a variety of lively and interesting spiritual and cultural cases.

In short, through the mutual coordination and cooperation between innovation and entrepreneurship education model and the Spirit of Shanxi Merchants, adhere to the principle of systematic, persistent and hierarchical cooperation, improve students' practical skills, theoretical basis, and inherit the social and economic value of the spirit of Shanxi Merchants.

Suggestion

As a typical northern regional culture, Shanxi Merchants' culture has its own unique advantages, and at the same time, there are certain limitations. Only by constantly excavating and utilizing resources and further exploring the value of innovation and entrepreneurship education in the cultural inheritance of Shanxi Merchants.

The preliminary study on the innovation and entrepreneurship education model and the Spirit of Shanxi Merchants can not only promote the sustainable development of local economy, but also strengthen the innovation and entrepreneurship ability of local college student and strengthen their love for the local excellent spiritual culture. On this basis, we should attract knowledgeable and highly educated groups to make their own contributions to the future development of Shanxi Province and realize their own value.

The incorporation of the essence of Jin Merchants culture, which is conducive to economic development, into the curriculum system of entrepreneurship education for college students will not only help to cultivate the innovation and entrepreneurship quality of college students, but also achieve the purpose of carrying forward the traditional culture (Li, Shi, & Li, 2013).

Local higher vocational colleges in Shanxi Province should take measures in accordance with local conditions and effectively combine regional cultural characteristics, which not only conform to the local transformation and development, but also provide a guarantee for the orderly development of targeted, distinctive and implementable education.

The origin of college students determines their cultural background. Therefore, entrepreneurship education in colleges and universities will face students with different regional cultures as well as the culture of the region where the school is located. In this context, entrepreneurship teaching should not only consider the possible influence of local culture, but also consider the influence of students' own culture, and teach students in accordance with their aptitude and local conditions (Pan, 2018).

There are more than 80 colleges and universities in Shanxi Province, and each one has a different development orientation. The sample size may not be able to represent the true thoughts of all vocational college students, and the data collection and research are also limited to some extent. In future studies, it is necessary to further expand the source of samples and appropriately extend a certain period of research.

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