Analysis on Internal Driving Force of Undergraduate Entrepreneurship Based on Questionnaire Survey

（SUBMITTED BUT NOT PRESENTED）

ZHU Yanping
Economics and Management Experimental Teaching Center
Chongqing Technology and Business University
Chongqing Municipality, China
1059623735@qq.com

RAO Yangde
School of Management
Chongqing Technology and Business University
Chongqing Municipality, China
414172481@qq.com

***Abstract*—Based on the questionnaire survey of undergraduate entrepreneurs, this paper establishes the synthetic index of the internal driving force of undergraduate entrepreneurship including 21 indicators and empirically analyses the level of entrepreneurial internal driving force. The result shows that many undergraduate entrepreneurs have a weak experience ability and resources integration that lead unsatisfactory internal driving force of undergraduate entrepreneurship and there is a phenomenon of polarization among various abilities. Setting up targeted courses and encouraging students to participate in practice can help them to change their current situation.**

Keywords—Undergraduate entrepreneurship ; internal driving force ; questionnaire survey

I. INTRODUCTION

Numerous studies showed that human and animal behavior has two intrinsic driving forces. The first is biological driving force, such as drinking water to quench thirst. Second internal drive force is derived from the mental spirits, such as seeking incentives to avoid punishment. The internal driving force is produced on the basis of an internal wake state or a state of tension which is generated individually in the environment, with driving effect to give the individual with the positive suggestion of biological signals. Its essence is a kind of unconscious force, which originates from the primitive, and accumulates the psychological experience of the whole historical experience in the human brain, and drives the organism to produce some internal power. It forms the corresponding relationship with the cause of the external force, and promotes the intensity of the internal drive through the external inducement. Feuerbach (1839)[1] said the concept of the power of rational and emotional strength, strength of will, such as, emphasizing rational, love and will, is establishing elements of human nature which is man's essential power, is decided and spiritual force to promote people's behavior. Psychologist Carl G. Jung (1960)[2] emphasize the collective unconscious is established based on the collective concept and "life drive" as a precondition.

This inner drive of human has also got the real expression in the experiment practice of university students' entrepreneurship, but there are fewer researches on the driving force of undergraduate entrepreneurship.

Liu Jie, Liu Fang (2009)[3] pointed out that the entrepreneurial ability of university students is a comprehensive ability necessary for college students to succeed in business, including business knowledge, business skills, entrepreneurship value view, self-image and entrepreneurs, entrepreneurial drive force, among which the entrepreneurial drive is the university students' inner drive for the sustained pursuit of the venture target. The driving force comes from the students' pursuit of self-fulfillment, and they take all kinds of behaviors to realize the goal of the enterprise.

Che Liping (2013)[4] attributed the students' entrepreneurial will force to a comprehensive force, reflected in the various stages of entrepreneurship, including comprehensive market recognition ability, predictive ability, ability to integrate resources, teamwork ability, innovation ability, the ability of risk management and so on. The entrepreneurial will force is the pioneer of innovation ability, management ability, interpersonal skills and other aspects of entrepreneurship, in which entrepreneurship psychological quality is embodied in the comprehensive embodiment of entrepreneurial motivation, entrepreneurial thinking, entrepreneurship will and entrepreneurial personality.

Xu Hai Xin etc. (2012)[5] further argued that entrepreneurship is on the foundation of creativity, the integration of the individual entrepreneurial organization, management ability and business quality, including individual creativity and intelligence, knowledge, thinking mode, individual character, personality, motivation and environment factors. American psychologist Sternberg constructed entrepreneurship refer to the model of creativity, intelligence, knowledge, thinking styles and personality and motivation and the environmental factors of college students entrepreneur force model.

Combined with the experimental and practical features of current undergraduate starting business, this paper will mainly discuss the undergraduate entrepreneurial internal driving force on the base of questionnaire and empirical analysis to enrich and improve relevant theoretical knowledge and practical experiences on undergraduates' entrepreneurial ability cultivation.

Ⅱ. CONNOTATION OF UNDERGRADUATE ENTREPRENEURSHIP INTERNAL DRIVING FORCES

Undergraduate entrepreneurial internal driving force is undergraduates' endogenous ability of coping with the various kinds of stress during the course of entrepreneurship. The process of undergraduates' entrepreneurship is the course of the college students' realizing their entrepreneurial dreams. In the process of entrepreneurship, there are many factors that will affect the entrepreneurial. In general, the factors affecting the undergraduates' entrepreneurship mainly categories 7, namely: entrepreneurial motivation, knowledge, skill, experience, entrepreneurial opportunities, business opportunity, entrepreneurial support and entrepreneurial environment. The pressure of the combined effect of these factors, in varying degrees, has influenced the process of undergraduates' entrepreneurship from dream to reality. In the face of these pressures, undergraduates start to form and strengthen their own coping and compressive ability through the study and practice. We suppose that the undergraduate entrepreneurs have to cope with different pressure through the combination of their internal driving forces including entrepreneurial imagination power, knowledge learning capacity, skills upgrading power, experience accumulation ability, opportunity insight, integration power of resources and the environment adaptability. Therefore, the internal driving forces of undergraduate entrepreneurs can be organized with entrepreneurial imagination (E_i), knowledge learning ability (K_l), skill development ability (Sd), experience accumulation ability (Ea), business insight (B_i), integration power of resources (R_i) and adaptability to environment (Ae). The structure of the internal driving forces can be expressed as a set of mathematical equations between the complex and the various sub-forces of undergraduate entrepreneurs:

$$BF = F(E_i, K_l, S_d, Ea, B_i, R_i, Ae)$$

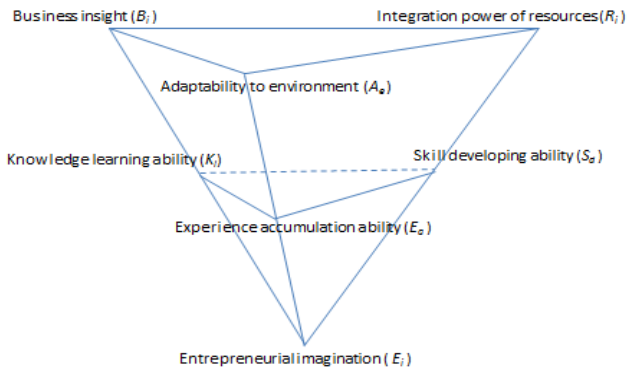

Fig.1. THE MODEL OF ENTREPRENEURSHIP INNER DRIVING FORCE

The key attributes and correlations of each factor can be depicted as an inverted pyramid system of undergraduate entrepreneurs' inner driving force as shown in figure -1. Entrepreneurial imagination is the inner bottom layer of the system, depending on the entrepreneurs themselves on the entrepreneurial desires and dreams; knowledge learning, accumulation of experience, skills developing force form a system of intermediate layer, driving mainly through entrepreneurial learning and practice process of entrepreneurship; a system of business opportunity insight, integration of resources and environmental resilience is at the top layer of the pyramid, working mainly through integration of outside resources and rational utilization and environmental adaptation to obtain.

Ⅲ. EVALUATION INDEX SYSTEM FOR UNDERGRADUATE ENTREPRENEURS' INTERNAL DRIVING FORCES

Based on analysis of seven categories of factors affecting undergraduate entrepreneurship, we establish a comprehensive evaluation system with seven hypotheses and twenty one sub-hypotheses which are called indicators as shown in table-1.

Based on establishment of the comprehensive evaluation system, we design the relative questionnaire and survey the internal driving forces of the undergraduate entrepreneurs.

Firstly, we design a questionnaire with a diversity score set which is defined as E = {strongly against, against, neutral, agree, very much agree}, which corresponds to the fraction of E = {1, 2, 3, 4, 5}. Then we establish an evaluation target set Y, and an evaluation sub-object level Y = (X1, X2, X3), Xi each sub-goal by Xij of each index, the index set for Xij (i = 1, 2, 3; j= 1... 21).

Secondly, we make a questionnaire survey based on those students who have dream of starting business, and those who have opened a startup inside our campus. Next, we introduce the analysis method and establish an evaluation index system. Finally, we analyze empirically according to recycled questionnaires.

We use statistical analysis method and principal component analysis method to empirically analyze what factors affect the internal driving forces of undergraduate entrepreneurs and what is its corresponding degree.

TABLE.1 . THE INDICATORS OF THE EVALUATION INDEX SYSTEM OF INTERNAL DRIVING FORCES

Target	Grades	Indicators	Contents
The internal driving forces for undergraduates' entrepreneurship (Y)	Entrepreneurial imagination X_1	Imagination X_{11}	New ideas, peculiar imagination
		Vision X_{12}	Clearly depict their own entrepreneurial dream
		Fulfillment X_{13}	To high standards to their own success
	Knowledge learning ability X_2	Curiosity X_{21}	Interested in getting to the bottom of things
		Analytical ability X_{22}	To filter out what you need from various information
		Communication skills X_{23}	Willing to express his views to others
	Skill developing ability X_3	Ability to operate X_{31}	To learn new technology and methods very well
		Innovation ability X_{32}	To make a "rebel" to do the impossible
		Risk resisting ability X_{33}	Be able to accept change beyond expectations
	Experience accumulation ability X_4	Judgment X_{41}	To make accurate judgments in complex environment
		Summary ability X_{42}	To be learned from the experiences of others
	Business insight X_5	Insight X_{51}	Be good at digging out the opportunity ahead of others
		Focus X_{52}	To focus on the results rather than the process
		Predictive power X_{53}	To predict future changes based on what has happened
	Integration power of resources X_6	Planning ability X_{61}	To have a complete business plan and blueprint
		Integration ability X_{62}	To integrate the relevant resources for their own use
		Capacity of employing X_{63}	To hire those who are better than themselves to work
		Dominant ability X_{64}	To be a leader in the team of activities
	Adaptability to environment X_7	Strain capacity X_{71}	Be able to react to all kinds of changes in time
		Anti-interference ability X_{72}	Not to change direction because of external interference
		Devotion consciousness X_{73}	Actively joining in social activities for the public good

Ⅳ. THE EMPERICAL ANALYSIS OF THE DRIVING FORCE OF UNDERGRADUATE ENTREPRENEURSHIP

We issued 227 questionnaires, and the recycle 203 questionnaires. The effective recovery rate is 89.43% and the questionnaire objects are undergraduate entrepreneurs who have dream of starting business but no action, and those who have opened a startup or done part-time job inside the campus. The one or two level indicators in table 1 were converted into the evaluation items, and then the questionnaire survey data were processed statistically. First of all, each index calculating the average, according to the mean measured in undergraduate entrepreneurial drive force which is a relative lack of today's undergraduate entrepreneurs, which is relatively high; then on second level indicator system, principal component analysis, reduce the data dimension, remove the less comprehensive variables to reflect the original data set information.

A Statistical analysis

1) Overall situation analysis

Based on all the data of 203 questionnaires, we calculate its mean value of every individual factor X_{ij} which reflects its single affecting degree on undergraduates' internal driving forces of entrepreneurship and the all factors' mean value which represents all factors' average affecting degree on undergraduates' internal driving forces of entrepreneurship.

From figure 2, we can see that firstly those factors of Imagination, Analytical ability, Communication skills, Ability to operate, Risk resisting ability, Summary ability, Integration ability, Capacity of employing, Strain capacity and Devotion consciousness, all have a higher mean value than all factors' mean value, so it improve the undergraduates' entrepreneurial drive. But those factors' mean value of Vision, Innovation ability, Judgment, Insight, Focus, Predictive power, Planning ability, Dominant ability and Anti-interference ability, are less than all factors' mean value, which shows that those factors lower the undergraduates' entrepreneurial drive.

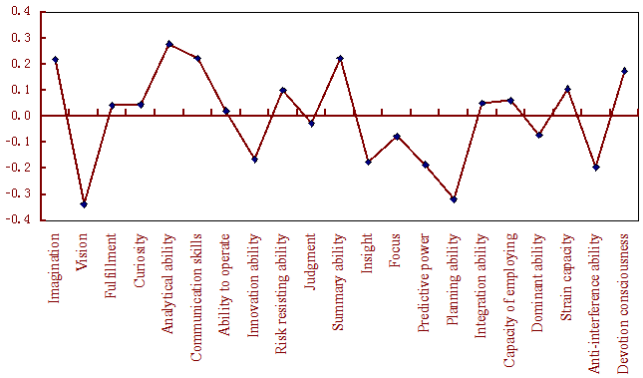

Fig.2. THE IMPORTANCE DIFFERENCE OF DIFFERENT CAPACITIES

Secondly, among those factors that raise the undergraduates' entrepreneurial drive, factor that has the biggest influence is Analytical ability, then the following in turns are Imagination, Communication skills, Summary ability, Devotion consciousness, Strain capacity, Capacity of employing, Integration ability, Curiosity, Fulfillment and Risk resisting ability. This reflects that many undergraduates are in a possession of relatively strong abilities in those relative aspects. The reasons for that are mostly because universities, government, and the society attach an importance to college students' entrepreneurial activities, for example, some successful entrepreneurs set up related courses to help college students to improve their entrepreneurial activities. But among those factors that lower the undergraduates' entrepreneurial drive, Vision are the most biggest affecting one, then the following in turns are Planning ability, Anti-interference ability, Predictive power, Insight, Innovation ability, Focus, Dominant ability

and Judgment, which shows many college students are in a badly need to improve those relative abilities. So when our university set courses about entrepreneurship, the head are required to consider this situation in a purpose to improve their internal driving force of entrepreneurship.

2)Analysis from aspect of having part-time job experience or not

Firstly, the figure 3 shows that those student entrepreneurs who have startup or part-time job experience have a relatively higher abilities in all aspects about entrepreneurship than those who have not, which suggests that doing part-time job does good to improve their various abilities that are conductive to do a business. Therefore, universities should encourage students to go into community to practice, focus on cultivating various practical abilities. Doing part-time job could improve their abilities through the following processes. To begin with, students could catch sight of what they are good at and what they are not adapt at when doing a part-time internship, which is conductive to make them fully aware of what abilities does the society really want and what capabilities one should have as a qualified entrepreneur. Next, when they realize their shortcomings, they begin to develop their own relative abilities in part-time practice. Finally, they improve their understanding to society, find out their own shortcomings through part-time practice, and then continue to perfect and improve their abilities. When they have improved their abilities, they may discover other flaws they have not fund before, then they are going to improve it .So in a word, it is a virtuous cycle when doing a part-time job.

Secondly, although the students who have no experience of part-time practice during college time generally have less abilities than those who have that experience, but both them have the same understanding to what abilities as an entrepreneur should have.

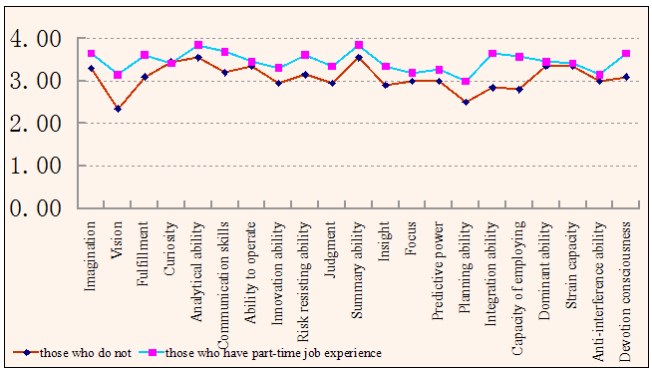

Fig.3. COMPARISON OF UNDERGRADUATE ENTREPRENEURS WITH AND WITHOUT A STARTUP OR PART-TIME EXPERIENCE

B) Principal component model analysis

Principal component analysis (PCA) is a technology of simplified, analysis data sets. It simplified a lot of correlation index (indicators *j*, for example) to a new and comprehensive index which is not related to each other, and then use the new composite indicator to replace a number of indicators.

1) Data validity check

Before making the comprehensive analysis, we need to analysis the selected indicators and data for inspection to see whether they could be applied to the global principal components analysis. This paper chose the Bartlett spherical test method and KMO sampling adequacy measurement method.

KMO sampling and test method of spherical appropriateness measurement method coupled with the questionnaire survey data, we get the statistics in table-2.

KMO is one of the important indicators for measuring variables correlations, KMO value between o and 1.The higher KMO value represent the stronger correlation between variables.

TABLE .2. KMO AND BARTLETT'S TEST

Sampling enough degrees of Kaiser - Meyer - Olkin measurements.		.911
The approximate chi-square		1742.180
Bartlett sphericity test method	df	210
	Significant	.000

On contrary, the lower KMO value represents the weaker correlation between variables. In table 2, KMO value is 0.911(Great than 0.5), this represents the strong correlation between variables. The common factors are existed in different indicators. Bartlett sphere in the case of df is 210 degrees, approximate chi-square value is 1742.180, significance is 0.000.Reject units related hypothesis, the data is suitable for the global principal components analysis.

2) Principal component analysis

We carry on the principal component analysis through the actual recycling 203 questionnaires data. The initial characteristic value of the global principal component and the variance contribution rate（variance contribution rate, the cumulative variance contribution rate)shown in Table 3 that the cumulative variance contribution rate of the first eight principal components reached 86.687%, which preserves the original sample index information, can be analyzed on behalf of the original sample data.

So the text extracted eight main components were analyzed separately named F_1 to F_{13}, the factors affect college entrepreneurship financing efficiency principal components can be summarized as eight. As is shown in table 3 the load matrix by the maximum variance spinning processing, get the corresponding eigenvectors, and then construct the principal component matrix according to the feature vector.

TABLE .3. EIGENVALUES AND CUMULATIVE VARIANCE CONTRIBUTION RATE

Principal Component	Initial eigenvalues	Variance contribution rate (%)	Cumulative variance contribution rate (%)
1	8.042	8.991	8.991
2	1.388	8.877	17.869
3	1.194	8.049	25.918
4	1.06	7.447	33.365
5	0.956	6.99	40.355
6	0.929	6.503	46.858
7	0.821	6.13	52.989
8	0.759	5.933	58.922
9	0.743	5.904	64.826
10	0.658	5.789	70.615
11	0.595	5.453	76.067
12	0.551	5.45	81.517
13	0.506	5.169	86.687

As can be seen from Appendix Table 1, the larger load of F_1 on X_{22},X_{51},X_{53} in the first PCA shows larger correlation with Analytical ability, Insight and Predictive power .The larger load of F_2 on X_{61},X_{62} *and* X_{63} in the second PCA shows larger correlation with Planning ability, Integration ability and Capacity of employing, which reflect the Resources integration. The larger load of F_3 on X_{22},X_{23},X_{41},X_{42} in the third PCA shows larger correlation with these indicators, which mainly present Knowledge learning ability and Experience ability. The larger load of F_4 on X_{71}, X_{72} in the fourth PCA shows larger correlation with Strain capacity and Anti-interference ability, which mainly means Environmental adaptability. The larger load of F_5 on X_{33} in the fifth PCA shows an intimate correlation with Risk resisting ability. The larger load of F_6 on X_{13} *and* X_{32} in the sixth PCA shows a close correlation with Fulfillment and Innovation ability. The larger load of F_7 on X_{12} and X_{61} in the seventh PCA shows a intimate correlation with Entrepreneurial imagination and Planning ability. The larger load of F_8 on X_{11} in the eighth PCA shows a close correlation with imagination. The larger load of F_9 on X_{51}, X_{63} *and* X_{64} in the ninth PCA shows a close correlation with Insight, Capacity of employing and Dominant ability. The larger load of F_{10} on X_{72},X_{73} in the tenth PCA shows a close correlation with Anti-interference ability and Devotion consciousness. The larger load of F_{11} on X_{21} in the eleventh PCA shows a close correlation with Curiosity. The larger load of F_{12} on X_{31} in the twelfth PCA shows a close correlation with Ability to operate. The larger load of F_{13} on X_{52} in the thirteenth PCA shows a close correlation with Focus.

3) Building Entrepreneurial internal driving force composite index

Introducing the coefficient, the main characteristic values and standardized data of each index on the table into each of the main component analysis of expression, and respectably calculate the score of thirteen main ingredients. Then we regard contribution rate of eight main ingredients as weights and structure internal driving force composite index *Y* Following formula:

$$Y= \sum^{n} w_i F_i$$

Where: w_i representing of the weight of *i*-th principal component, F_i is the *i*-th principal component, *F* as the score of evaluation for main ingredients of entrepreneurial internal driving force. Final results of calculation as follows:

$$Y=0.1483X_{11}+0.1690X_{12}+0.1507X_{13}+0.1187X_{21}+0.1946X_{22}+0.1773X_{23}+0.1376X_{31}+0.1855X_{32}+0.1461X_{33}+0.2153X_{41}+0.1719X_{42}+0.1894X_{51}+0.1400X_{52}+0.1828X_{53}+0.1945X_{61}+0.1955X_{62}+0.1789X_{63}+0.1963X_{64}+0.1838X_{71}+0.1903X_{72}+0.1402X_{73}$$

By the same process, separately through principal component analysis can build the score of Entrepreneurial imagination, Knowledge learning ability, Skill development ability, Experience ability, Business opportunity insight, Resources integration and Environmental adaptability, and the score of Entrepreneurial drive of the 203 concrete samples .

V. COMPREHENSIVE ANALYSIS

A. Importance analysis of the index

We get the linear equation about *Y* and 21 secondary indicators by analyzing the main ingredients. The coefficient stands for the importance of index for the college students' entrepreneurial internal driving force, as showing in figure 4.

Firstly, the first top four kinds of abilities, X_{41} (Judgment), X_{64} (Dominant ability), X_{62} (Integration ability) and X_{22} (Analytical ability) have the most biggest contribution, which shows the same results with the former statistical analysis conclusion.

Secondly, X_{61} (Planning ability), X_{72} (Anti-interference ability), X_{51} (Insight), X_{32}(Innovation ability), X_{71}(Strain capacity), X_{53} (Predictive power), X_{63}(Capacity of employing), X_{23} (Communication skills), X_{42}(Summary ability), X_{12} (Vision), those abilities of are also rather significant as a qualified entrepreneur. So the undergraduate entrepreneurs should pay full attention to improve those relative capabilities.

Thirdly, X_{13}(Fulfillment), X_{11}(imagination), X_{33}(Risk resisting ability), X_{73}(Devotion consciousness), X_{52}(Focus), X_{31}(Ability to operate) and X_{21}(Curiosity) those abilities has a weaker contribution than the former abilities to undergraduates' entrepreneurial internal driving force, especially, the curiosity do the least contribution to entrepreneurial internal driving force, which imply that many undergraduates have not adequately realized its importance.

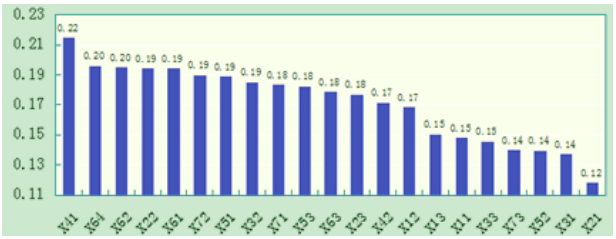

Fig. 4. RANKING OF INDEX FACTORS

ability (*Kl*), Skill development ability (*Sd*), Experience ability (*Ea*), Business opportunity insight (*Bi*), Resources integration (*Ri*), Environmental adaptability (*Ea*) and Internal Driving Force of Undergraduate Entrepreneurship (*IDF*), 203 samples of college students' score statistical analysis, as shown in table 5.

Firstly, from Entrepreneurial imagination, there are more than 50% of the sample data that achieve a good level Entrepreneurial imagination, which shows more than half of the sample students are good at entrepreneurial imagination.

TABLE.5. GRADING STANDARDS

Grade	outstanding	good	qualified	unqualified
Standard acuity	X≥0.5	0≤X<0.5	-0.5≤X<0	X<-0.5
Ei	0.32	0.21	0.19	0.29
Kl	0.34	0.17	0.20	0.28
Sd	0.47	0.17	0.20	0.28
Ea	0.47	0.00	0.21	0.32
Bi	0.37	0.09	0.14	0.40
Ri	0.40	0.11	0.17	0.32
Ea	0.38	0.15	0.10	0.36
EDF	0.41	0.07	0.10	0.43

Secondly, from the aspects of Knowledge learning ability, Skill development ability and Experience accumulation ability, over 50%of the sample data account for those who have a strong performance in the former two aspects, but as showed before in statistical analysis results, 48%, near 50% shows a good level in Experience accumulation ability, so many undergraduates have not done much enough in internship, which suggests a necessity that universities are supposed to encourage their students to participate in social practice during college time.

Thirdly, from the three aspects, Business opportunity insight, Resources integration and Environmental adaptability, nearly 50% of sample data shows a good condition in performance of opportunity insight. And there are more than 50% reflecting a good level in Resources integration and Environmental adaptability, which imply majority of the undergraduate entrepreneurs has a relatively strong abilities in those three aspects. But at the same time, nearly half of those sample data shows a bad performance.

Finally, from the Internal Driving Force of Undergraduate Entrepreneurship, there is only 41.7% of the data reflecting a good entrepreneurial drive, but more than 50% of those students are not good enough.

From the above data, all show a U-shaped distribution, which means three levels of seven kinds of abilities shows a

B. Undergraduate Entrepreneurial internal driving force evaluation

In order to better analyze entrepreneurial financing efficiency evaluation result, established the standard of financing efficiency score hierarchies and qualification. According to the grading standard based on the Entrepreneurial imagination (*Ei*), Knowledge learning

U-shaped distribution, then eventually resulting in the polarization of Internal Driving Force. So we can say only a small part of students have better internal driving force of entrepreneurship, but majority of students' internal driving force of entrepreneurship is still very low. Maybe most of them have not realized its importance. Or maybe they have recognized its importance, but they are now still in a situation of cultivating those abilities, so university should actively carry out related courses to help students improve the entrepreneurial drive.

VI. CONCLUSIONS

Based on analysis above, the sample undergraduates' internal driving force of entrepreneurship in general is not strong enough. There are many insufficiencies in all aspects of cultivating undergraduates' internal driving force of entrepreneurship. At present, two aspects should be strengthened and improved urgently.

One is to set up targeted courses that can make up students' abilities is urgent. The other is to give students more opportunities to participate in practice of starting business so as to broaden their horizons that is conducive to improve their understanding to what abilities the society need, and then improving their planning ability, Anti-interference ability and other abilities required to be an entrepreneur.

Because of the limitation of lack of more questionnaire and investigation of undergraduate starting business, the results we get in this paper maybe are not reasonable and realistic. If possible, we will broaden the survey and improve the results in the future.

ACKNOWLEDGEMENTS

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Appendix Table 1

Variable	Principal components												
	F_1	F_2	F_3	F_4	F_5	F_6	F_7	F_8	F_9	F_{10}	F_{11}	F_{12}	F_{13}
Imagination X_{11}	0.068	0.18	0.03	0.121	0.004	0.137	0.084	0.857	0.047	0.026	0.246	0.163	0.063
Vision X_{12}	0.079	0.199	0.131	0.123	0.115	0.14	0.869	0.112	0.083	0.141	0.049	0.157	0.014
Fulfillment X_{13}	0.037	0.077	0.238	0.051	0.026	0.87	0.087	0.092	0.112	0.077	0.07	0.092	0.163
Curiosity X_{21}	0.127	0.007	0.08	0.035	0.015	0.069	0.043	0.19	0.09	0.073	0.919	-0.039	0.094
Analytical ability X_{22}	0.605	-0.012	0.431	0.188	0.182	0.013	0.194	0.396	0.183	0.118	0.027	-0.049	0.024
Communication skills X_{23}	0.27	0.204	0.459	0.423	-0.166	0.005	-0.033	0.185	0.249	0.256	0.209	0.131	-0.056
Ability to operate X_{31}	0.104	0.059	0.078	0.092	0.113	0.105	0.138	0.148	0.079	0.118	-0.038	0.908	0.014
Innovation ability X_{32}	0.35	0.227	-0.125	0.346	0.338	0.468	0.204	0.175	0.077	-0.043	0.105	0.177	-0.017
Risk resisting ability X_{33}	0.075	0.109	0.107	0.095	0.896	0.054	0.093	0.024	0.093	0.158	-0.004	0.079	0.05
Judgment X_{41}	0.315	0.273	0.446	0.235	0.45	0.117	0.115	0.005	0.084	-0.007	0.135	0.229	0.191
Summary ability X_{42}	0.099	0.171	0.832	0.095	0.136	0.216	0.115	0.018	0.12	0.042	0.052	0.046	0.084
Insight X_{51}	0.541	0.19	0.014	0.21	0.137	0.225	0.302	0.029	0.539	0.075	-0.016	-0.098	0.145

Focus X_{52}	0.17	0.091	0.081	0.105	0.072	0.149	0.032	0.063	0.047	0.114	0.096	0.015	0.924
Predictive power X_{53}	0.784	0.268	0.128	0.079	0.049	0.06	-0.003	-0.014	0.056	0.101	0.196	0.204	0.207
Planning ability X_{61}	0.297	0.644	0.086	0.254	0.126	-0.024	0.436	-0.003	0.103	0.066	0.042	0.084	0.161
Integration ability X_{62}	0.175	0.792	0.195	0.101	0.101	0.221	0.1	0.203	0.177	0.093	0.037	0.018	0.035
Capacity of employing X_{63}	-0.01	0.498	0.27	0.111	0.274	-0.081	0.11	0.371	0.439	0.14	-0.136	0.154	0.08
Dominant ability X_{64}	0.154	0.262	0.285	0.244	0.102	0.159	0.039	0.065	0.679	0.043	0.274	0.18	0.018
Strain capacity X_{71}	0.107	0.139	0.154	0.819	0.149	0.072	0.142	0.14	0.233	0.06	0.035	0.112	0.129
Anti-interference ability X_{72}	0.273	0.271	0.196	0.479	0.252	0.328	0.206	-0.005	-0.146	0.392	-0.058	-0.07	0.126
Devotion consciousness X_{73}	0.088	0.084	0.054	0.077	0.138	0.051	0.115	0.041	0.069	0.917	0.081	0.12	0.106