

A Review of Research on The Impact of Academic Entrepreneur Identity Conflict on Entrepreneurial Performance

Chaoling Lin*

School of Economics Management, Nanjing University of Science and Technology, Nanjing, China

*Corresponding author: 1720035424@qq.com

Keywords: Academic Entrepreneurs; Identity Conflict; Entrepreneurial Performance.

Abstract: Starting from the definition of academic entrepreneur's identity conflict and entrepreneurial performance, the related contents of academic entrepreneur's identity conflict and entrepreneurial performance are sorted out by reading relevant literature, and some domestic and foreign studies on the correlation between academic entrepreneur's identity conflict and entrepreneurial performance are summarized. On the basis of literature summarization, this paper points out the achievements, the main research directions and research hotspots in recent years, analyzes the existing problems, and puts forward some suggestions for the future research of this relationship.

1. Introduction

The Outline of National Medium-and Long-Term Science and Technology Development Plan (2006- 2020) clearly puts forward that building an innovative country is a major strategic choice for China to face the future. In recent years, the proportion of funding and investment in scientific research and scientific and technological innovation in China has increased greatly, and a series of scientific and technological innovation achievements have been achieved. However, according to the data, the conversion rate of scientific and technological achievements in China is only about 10%, which is far lower than that in developed countries. Scientific and technological talents in colleges and universities have mastered more and more scientific and technological achievements, and it is one of the effective ways to promote the rapid and effective transformation of the latest achievements of laboratories into real productive forces by those scholars who have mastered important scientific and technological achievements.

However, this kind of academic entrepreneurs face many problems in the process of starting a business, the most complicated of which is how to balance the two distinct identities of scholars and entrepreneurs. The beliefs, values, attitudes and identities of each of us are closely related to the social groups in which we lived at that time, and each different social identity has its own unique social norms and expectations, which means that the related norms and expectations of different identities that we face may produce contradictions and conflicts. Academic entrepreneurs have the dual identity of independent choice, and they may think that the two identities they have are harmonious and unified, so they continue the activity of academic entrepreneurship; They may also think that these two identities are opposite to each other or even conflict with each other, resulting in the behavior of quitting or leaving the post to start a business.

The development of identity theory is based on the related theoretical research of culture, society and psychology, which is the basic theoretical basis for western scholars to study the cognition and behavior of employees in the field of management. In recent years, the theoretical research on identity conflict in western management academic field has emerged one after another, and Chinese scholars have begun to study related theoretical issues. In recent years, the related research on the dual role identity conflict of academic entrepreneurs has increased significantly. The purpose of this paper is to study the influence mechanism of academic entrepreneurs' identity conflict on their entrepreneurial performance. Through the research and understanding of its influence mechanism, the paper puts

forward some suggestions on how to improve academic entrepreneurial performance under the situation of multiple identities coexisting.

2. Identity Conflict of Academic entrepreneurs' studies

2.1 The Concept of Academic Entrepreneurship

Commercialization of university research results is often called academic entrepreneurship by scholars. One of the benefits of commercialization of university science is to create new revenue sources, which can not only offset the research cost, but also rapidly increase the conversion rate of science and technology, and put patents or licenses into practical application [1]. The significance of commercialization of university science includes regional development in the form of new enterprises and employment and social progress achieved by introducing innovative products and services. For these reasons, technology transfer has become the third mission of many universities besides teaching and research [2]. As a new research topic in the field of entrepreneurship, the definition of academic entrepreneurship is still controversial. But generally speaking, researchers can define academic entrepreneurship from narrow and broad perspectives.

In a narrow sense, academic entrepreneurship is a process in which university scholars (including professors, researchers, doctoral students, etc.) create enterprises to commercialize their own scientific research results and gain profits, influence or reputation. The entrepreneurial activities involved include industry-university-research cooperation, introduction of venture capital funds, university incubator enterprises, scholars to create enterprises, researchers with dual identities in enterprises and academic departments, etc. This also means that scholars continue to participate in other business activities such as the transformation of scientific and technological achievements in addition to their traditional teaching duties, and transform the knowledge in colleges and universities into entities, and transform scientific research into the process of pursuing profits. This view takes the academic role of academic entrepreneurs as the research subject, which accords with the basic characteristics of academic entrepreneurship of university teachers, so it is also adopted by most academic entrepreneurship research.

In a broad sense, the entrepreneurial behavior of academic entrepreneurs also includes the management of scholars' own academic careers or the creation of new research fields or institutions through academic research, which may be accompanied by commercialization strategies, with the aim of combining theory with practice, which is the macro perspective of academic entrepreneurship expansion [3-4]. For example, Brennan and others believe that academic entrepreneurship covers the overall strategic renewal, transformation and innovation within the university [5]; Bajun Fu and others believe that academic entrepreneurship includes commercial activities such as entrepreneurship, as well as academic career management of individual scholars and creation of new academic fields or institutions [6]. This view greatly expands the extension of academic entrepreneurship, and has important guiding significance for academic innovation of non-academic organizations and individual scholars. However, from the perspective of the research on academic entrepreneurship, there are not many studies that introduce this definition, because the boundary of academic entrepreneurship is weakened due to the expansion of the definition, and it is impossible to use an appropriate theoretical system to guide the corresponding research.

2.2 Academic Entrepreneur

This study focuses on academic entrepreneurs, so firstly, the micro-process of academic entrepreneurship is systematically reviewed. There are more and more researches on academic entrepreneurship at home and abroad, which greatly promotes the development of this research field. The existing researches on the micro-level of academic entrepreneurship are mainly carried out from the following three levels [7]: (1) The organizational level reflects policy or environmental factors, how to influence academic entrepreneurship activities; (2) The relationship level reflects the interaction between academic entrepreneurs and other academic entrepreneurs (such as universities and technology transfer offices); (3) The individual level of academic entrepreneurship includes

cognitive or emotional phenomena, which may ultimately affect academic entrepreneurial behavior. The following will review the research on micro-process of academic entrepreneurship from these three aspects.

(1) Organizational Level

The research at the organizational level of academic entrepreneurship mainly focuses on analyzing the policies and environment of academic entrepreneurship, and how and to what extent their changes affect the entrepreneurial activities of academic entrepreneurs. Due to differences in culture, economy and tradition, different countries have different attitudes towards entrepreneurship and commercialization. Organizational factors, including policies and environment, can activate the motivation of academic entrepreneurs to start businesses, make the academic entrepreneurship policies effectively implemented, and cultivate new kinetic energy for economic transformation and upgrading, so they are studied as regulating variables in most studies.

The macro-level research covers innovation networks, incubators and geographical locations. A study on Swedish policy shows that the general prerequisite for strengthening scholars' entrepreneurship may be more important than transferring intellectual property rights to universities or setting up entrepreneurship training centers and holding companies [8]. Domestic research on the macro level of academic entrepreneurship can be divided into three stages: initial development stage (1985-2000), deepening reform stage (2001-2010) and rapid development stage (2011-present) [9].

There are also scholars who study the influence of policies on academic entrepreneurial activities, formulate policies in specific areas or fields, and strive to find solutions. The relationship between academic entrepreneurs' entrepreneurial willingness and behavior will be regulated by policy factors [10].

Organizational justice is also widely studied in the academic entrepreneurial organization. Organizational justice involves the cognitive process at the micro level, which occurs when events or policies change in the organization. Organizational justice is defined as that when individuals perceive the fair treatment of an organization, they are more likely to feel the obligation to promote organizational goals and report to the organization. It consists of four dimensions: distributive justice, procedural justice, interpersonal justice and interactive justice. Among them, distributive justice involves the degree to which individual results (i.e., rewards, recognition, etc.) are considered to be consistent with individual contributions, achievements and other contributions to the organization. Procedural justice involves the degree to which individuals are consistent and unbiased in determining the results obtained from organizational species. Interpersonal justice refers to whether an individual thinks he has received the dignity and respect of others. Finally, interactive justice (information justice) refers to whether the procedures and information have been explained in a fair, timely and personalized way [11].

(2) Relationship Level

The relationship level reflects the interaction between academic entrepreneurs and other academic entrepreneurs, including the relationship with TTO and social network. The research on TTO mainly focuses on the organizational function, operation mechanism and performance influencing factors. It includes the influencing factors of organizational characteristics on TTO efficiency, including internal personnel, funds and management methods, establishment years of technology transfer institutions, TTO attributes, management methods and so on. The main research of TTO related to the relationship level is communication and education, because TTO may influence the decision of academic entrepreneurs to commercialize and what ways (for example, formal or informal) to realize academic entrepreneurship. Therefore, the foundation of academic entrepreneurship is the two-way communication, understanding and negotiation between academic entrepreneurs and representatives of receiving organizations. Therefore, it is necessary for academic entrepreneurs to understand TTO and its service content, and to communicate well with TTO, which will also enable both parties to add value to the project and promote the commercialization of the project [12].

Secondly, the research of social network is also involved in the micro-level of academic entrepreneurship. Research shows that people with more social capital, such as those who have contact

with external product development teams, are more likely to create new companies, that is, social capital has a positive impact on the viability of new ventures [13].

(3) Individual Level

Research on the individual level of academic entrepreneurs mainly focuses on human capital, identity and recognition, and entrepreneurial motivation. Literature review at the individual level is mostly based on the consideration of the nuances of academic entrepreneurs' goals, motivations and experiences, and the consideration of dealing with multiple identities and transformation.

Human capital includes personal knowledge, habits, personality characteristics, skills and abilities. The human capital of academic entrepreneurs is developed by investing in education, training and other experiences that help to create social and economic values [14]. Including entrepreneurial experience, nature of research and number of publications.

The qualitative research results of Jain et al, show that scientists form a mixed professional identity, but their time and energy mainly focus on the role of traditional scholars in research and teaching, followed by the role of entrepreneurs in commercialization [15]. A study by Rasmussen found that the identity of academic entrepreneurs will change with time. When the academic scientists who participated in the study initially participated in the establishment of the company, they will maintain their professional identity consistent with the academic role. With more and more participation in entrepreneurship, their professional identity will gradually change to entrepreneurs [16]. Some studies also pay attention to the differences between the two identities and how to deal with the problems brought by the dual identities, because the logic, rules and values represented by the two identities are not consistent, and even there will be opposing situations [17], and some literatures put forward methods to solve the problem of identity conflict [18].

Xia Qinghua and others analyzed the contents of 28 related studies, and divided the motivation of scholars' entrepreneurship into three aspects: personal motivation, scientific research motivation and external motivation [19]. Among them, the first two motivations are the main sources of entrepreneurial motivation of scholars, and are less affected by external incentives. In terms of personal motivation, some studies have shown that 18% of Italian derivative enterprises choose to start their own businesses in pursuit of personal success, and some studies have found that only a few scholars choose to start their own businesses out of economic interests. Wang Miao and others, through an empirical study of entrepreneurial university mission and academic entrepreneurial behavior, concluded that entrepreneurial mission of universities is only beneficial to commercialization logic, such as scholars' entrepreneurial motivation, personal achievement motivation and academic entrepreneurial intention. The scientific research mission of colleges and universities has a positive impact on commercialization logic and scientific research logic, such as patent license application and industrial cooperation intention [20].

2.3 Identity Conflict of Academic Entrepreneurs

Identity comes from the environment, which means that a person will have different identities in different environments. Because an individual plays multiple social roles and identifies with multiple social categories, his/her self-concept includes multiple social identities [21]. Creary, Caza and Roberts define multiple identities as "two or more meanings, in which an individual is attached to himself as a function and role of his multiple social group membership". The resource conservation theory put forward by Hobfoll holds that the resources owned by individuals to meet the needs of different roles are limited, and individuals always tend to obtain and preserve resources such as time and energy. Once resources are excessively consumed, individuals will have pressure [22]. An employee can have multiple identities, including multiple working identities and multiple non-working identities. Multiple identities are very common in practical management practice, but this research topic is relatively new in the field of management theory [23]. The importance of each identity is different, and the different ways of dealing with the relationship between different identities may lead to conflicts between different identities. Identity conflict was defined by Ashforth and Mael in 1989 as the conflict between the inherent values, beliefs, norms and requirements of individuals and group identification. Some studies have emphasized the importance of identity conflict, which is defined as

the tension or opposition between a person's identity (Benet-Martinez & Haritatos, 2005; Greenhaus & Beutell, 1985 ; Horton, Bayerl & Jacobs, 2014) 。 Identity conflict is an experience that a person struggles between the meanings, values and behaviors associated with one identity or has to give up in order to maintain or preserve another identity (Ashforth et al., 2008; Burke & Stets, 2009 ; Horton et al., 2014). That is, the perceived incompatibility between two or more identity domains of a person [24]. James (1983) called this psychological experience of identity conflict a "disharmonious split". The research shows that identity conflict is the common experience of various identities, from the conflict between immigrants' race and national identity (Benet, Martinez & Haritatos, 2005) [25] to the working and professional non-working identity (Kreiner et al., 2006) [26]. The existence of these conflicts will lead to adverse problems such as the decline of physical and mental health [27].

To sum up, most existing studies on identity conflict are based on the assumption that identity conflict is the inherent and inevitable conflict and pressure generated by different roles or identities in the integration process. When a scholar becomes an academic entrepreneur, a new identity, that is, an entrepreneur, is integrated into his original identity (scholar). Academic entrepreneurs will experience micro-transformation of two identities in their daily life. In this process, the high recognition of academic identity may lead to identity conflict. When an academic entrepreneur assumes the identity of "scholar" and "entrepreneur" at the same time, there are obvious differences in expectation, cognition and practice between the two identities, resulting in the identity conflict of academic entrepreneurs.

3. Entrepreneurial Performance studies

3.1 The Concept of Business Performance

Entrepreneurial performance is an important indicator to measure the success of an enterprise. Performance reflects the enterprise's operating results and its development potential [28].

Bernardin (1984) and others think that performance is the creation or work of a specific function or activity, and the output record or work result created by a specific work function or activity in a certain business period. Yang Rong (2002) thinks that performance is an objective and distinguishable result of an individual's actions for achievement. Peng Jianfeng (2003) thinks that performance can reflect the achievements and achievements of people in certain activities, and performance can be expressed by performance, performance and effectiveness. Zhou Guoguang (2010) put forward the definition of performance: that is, within a certain period of time, enterprise benefits and managers' performance [29].

Generally speaking, entrepreneurial performance is the performance output of entrepreneurial organizations. Entrepreneurial performance of academic entrepreneurs is a general term for the achievements and efficiency that academic entrepreneurs can obtain in the process of starting a business, and it is also one of the very important indicators in academic entrepreneurs' entrepreneurial theory.

3.2 Dimensions of Entrepreneurial Performance

Different scholars have different dimensions of entrepreneurial performance, Gomes and Ramaswamy(1999) divided entrepreneurial performance into two dimensions: business performance and financial performance. Liu Gang, Li Chao and Wu Yanjun (2017) divide entrepreneurial performance into three dimensions: enterprise innovation level, growth potential and profit level.

Covin and Slevin(1991) think that entrepreneurial performance should include profitable performance and growth performance. Among them, the profitability dimension is to reflect the organizational income of enterprises, which reflects the profitability of enterprises, while the growth dimension needs to reflect the income of entrepreneurial activities, which shows the growth ability of enterprises. Some domestic scholars agree with this classification of performance dimensions, and

many scholars like to divide performance into these two dimensions when doing research, such as Zhang Zhenhua (2009), Qu Jing (2017) and so on.

4. Research on the Impact of Academic Entrepreneur Identity Conflict on Entrepreneurial Performance

4.1 The Impact of Academic Entrepreneur Identity Conflict on Entrepreneurial Performance

Bo Zou et al, (2018) [30] In order to better understand the micro foundation of academic entrepreneurs, they investigated the influence of social identity on the role conflict of academic entrepreneurs. Using the data from 246 academic entrepreneurs, the authors discuss the impact of academic identity, entrepreneurial identity and social identity continuity in the role conflict of academic entrepreneurs.

The empirical research results show that entrepreneur identity is negatively correlated with role conflict, and high entrepreneur identity shows that scholars can coexist with entrepreneur's norm, logic and value through self-concept adjustment, thus reducing role conflict. Social identity continuity is negatively related to role conflict, High level of social identity continuity helps scholars maintain multiple identities, provides additional sources of social capital, and can buffer negative consequences related to identity change or loss, thus reducing role conflict. However, academic identity is positively related to role conflict, Individuals who strongly agree with academic identity tend to adapt to the norms of scholars and act according to the prototype, which does not conform to the behavior norms of entrepreneurs, Due to the great tension between scholars and practitioners, this disconnect will cause role conflict when academic entrepreneurs deal with business problems. In addition, the interaction between academic identity and entrepreneur identity is negatively related to role conflict.

The authors also investigate the performance impact of this role conflict, and the results show that time allocation is the main problem of academic entrepreneurs' role conflict. Between teaching, research and entrepreneurship, some scholars find it difficult to manage their time properly and effectively. High-quality research usually takes a long time to achieve thorough and in-depth investigation, while business decisions are usually quick and real-time to cope with the changing environment. Poor time allocation will damage the business and academic performance of academic entrepreneurs. Another important aspect of role conflict is two kinds of behavioral norms with different identities, which involve the way of thinking and the way of solving problems. It is inappropriate to use the logic of scholars to deal with business problems. Scholars usually pursue paper output or peer recognition, while entrepreneurs usually pay attention to enterprise survival and profits. Therefore, the confusion of behavioral norms will also damage the academic entrepreneurial performance. In addition, role conflicts can produce high levels of anxiety and stress, and affect physical health and emotional well-being. When people have physical or emotional problems, their efficiency is often very low.

Zhai (2020) [31], based on identity theory and passion entrepreneurship theory, took 237 family farms in Hebei Province as research objects, introduced entrepreneurial passion and entrepreneurial patchwork as intermediary variables, and studied the internal mechanism between entrepreneurial identity and entrepreneurial performance of family farms, The research results show that entrepreneurial identity positively affects entrepreneurial performance of family farms.

Feng Guo et al, (2018) [32] based on the theory of social identity, investigated the relationship between entrepreneurial identity and scholars' entrepreneurial performance, They used the samples of 248 academic entrepreneurs from China and tested their models in three measurement periods . The results show that there is a positive correlation between entrepreneurs' identity and scholars' entrepreneurial performance.

4.2 Role Integration Plays an Intermediary Role in the Impact Mechanism of Academic Entrepreneurs' Identity Conflict on Entrepreneurial Performance

Feng Guo et al, (2018) [32] used a sample of 248 academic entrepreneurs from China to investigate the intermediary relationship among entrepreneurial identity, role integration and academic entrepreneurial performance, and proposed that this intermediary relationship was regulated by the

inertia of social capital and the adaptability of task methods of academic entrepreneurs. The empirical results show that role integration is positively related to academic entrepreneurial performance, and the positive relationship between scholars' entrepreneurial identity and academic entrepreneurial performance is completely regulated by role integration, that is, role integration plays a complete intermediary role between scholars' entrepreneurial identity and academic entrepreneurial performance, and the social capital inertia of academic entrepreneurs weakens this intermediary relationship, while the adaptability of task-based entrepreneurs enhances this intermediary relationship.

Yanxia Li et al, (2020) [33] based on the sample of 200 academic entrepreneurs, through empirical research, the results show that the realization logic and role innovation of academic entrepreneurs are related to the performance of academic entrepreneurs, and the authors believe that role innovation is an important behavior adjustment mode to meet the requirements of entrepreneurial work. In addition, the research results show that the interaction between flexibility and role innovation is negatively correlated with academic entrepreneurial performance. Flexibility logic emphasizes that entrepreneurs need to keep flexible and adaptable behaviors in order to make rapid changes and take advantage of new opportunities. However, compared with ordinary entrepreneurs, academic entrepreneurs lack some business knowledge. When they start a business, they tend to focus on technology rather than business, which makes it difficult for them to identify and seize market opportunities. Although role innovation helps academic entrepreneurs adjust their behaviors to adapt to the environment quickly, they may need more time to identify and seize market opportunities. In this sense, the interaction between flexible logic and role innovation may have a negative impact on performance due to lack of commercial knowledge.

5. Conclusions

According to the author's search results, the number of domestic literatures about the impact of academic entrepreneurs' identity conflict on entrepreneurial performance is less than that of foreign countries. Most of the research results show that the different roles of entrepreneurs and scholars will bring about role conflicts, which will have a negative impact on entrepreneurial performance. According to the theory of social identity, the entrepreneurial identity of academic entrepreneurs will positively affect entrepreneurial performance, while the academic identity will negatively affect entrepreneurial performance. When studying identity conflict and academic entrepreneurial performance, most scholars will introduce role integration (or role innovation) as an intermediary variable, and study the role of role integration in the research mechanism of the impact of academic entrepreneurs' identity conflict on entrepreneurial performance. Most of the research results show that role integration can positively promote entrepreneurial performance, indicating that academic entrepreneurs should adjust their scholars' behavior and actively introduce entrepreneurial behavior into their existing roles, such as learning the behavior of other entrepreneurs, developing innovative entrepreneurial methods and identifying entrepreneurial opportunities. In addition, some studies have shown that factors such as flexibility, task adaptability and social network inertia will adjust the impact of role integration on entrepreneurial performance in different degrees and aspects. For example, academic entrepreneurs can use their reputation and technical knowledge in academia to attract investment from partners and stakeholders, and adjust their behaviors and actively participate in business activities, so as to find more partners, establish partnerships and obtain more resources.

6. Research Prospect

To sum up, future research can test multiple mechanisms at the same time, explain the relative strength or explanatory power of each different intermediary variable, and provide a complete explanation of the relationship between scholars' entrepreneurial status and academic entrepreneurial performance. In addition, the current research on the identity conflict of academic entrepreneurs is mostly confined to a single country background. In fact, countries at different stages of economic

system development, especially those with different business systems, may have different requirements in pursuing academic entrepreneurship. Therefore, future research can improve its applicability and universality in multinational context.

References

- [1] Li Huajing. Scholars, academic organizations and the environment: an analysis of academic entrepreneurship research [J]. *Science of Science and Management of S.& T*, 2009, 30(02): 51-116.
- [2] Lockett A, Wright M, Wild A. The Co-Evolution of Third-Stream Activities in Uk Higher Education [J]. *Business History*, 2013, 55(2).
- [3] Chen Mingzhe. "Unity of theory and practice": the entrepreneurial process of an all-round management scholar [J]. *Foreign Economies and Management*, 2019, 41(3): 3-24.
- [4] Bartunek J M, Rynes S L. Academics and Practitioners Are Alike and Unlike the Paradoxes of Academic–Practitioner Relationships [J]. *Journal of Management*, 2014, 40(5): págs. 1181- 1201.
- [5] Brennan M C, McGowan P. Academic Entrepreneurship: An Exploratory Case Study[J]. *International Journal of Entrepreneurial Behaviour & Research*, 2006, 12(3): 144-164.
- [6] Fu BaJun. Academic Entrepreneurship of University Teachers: Connotation, Value and Path[J]. *Tsinghua Journal of Education*, 2020, 41(05): 28-36.
- [7] Ding Xuechen, Liu Xielin. Analysis of the current situation and hot trends of academic entrepreneurship research at home and abroad based on bibliometric analysis[J]. *Science of Science and Management of S.& T*, 2020, 41(05): 22-41.
- [8] Pontus, Braunerhjelm. Academic Entrepreneurship: Social Norms, University Culture and Policies [J]. *ence and Public Policy*, 2007, 34(9): 619-631.
- [9] Yi Gaofeng. Evolution process, problems and countermeasures of academic entrepreneurship policy in Chinese universities —— Based on the text analysis of academic entrepreneurship policy in universities from 1985 to 2016 [J]. *Educational development research*, 2017, 37(05): 70-76.
- [10] Wang Zhaojun. On the Robustness of University Academic Entrepreneurship Policy: Theoretical Evolution and Influencing Factors [J]. *Journal of henan polytechnic University (Social Science)*, 2020, 21(05): 39-44.
- [11] Colquitt J A, Lepine J A, Piccolo R F, et al. Explaining the Justice-Performance Relationship: Trust as Exchange Deepener or Trust as Uncertainty Reducer? [J]. *Journal of Applied Psychology*, 2012, 97(1): 1-15.
- [12] Balven R, Fenters V, Siegel D S, et al. Academic Entrepreneurship: The Roles of Identity, Motivation, Championing, Education, Work-Life Balance, and Organizational Justice[J]. *Academy of Management Executive*, 2018, 32(1).
- [13] Batjargal B. Internet Entrepreneurship: Social Capital, Human Capital, and Performance of Internet Ventures in China [J]. *Research Policy*, 2007, 36(5): 605-618.
- [14] Hmieleski, Keith, M., et al. The Psychological Foundations of University Science Commercialization: A Review of the Literature and Directions for Future Research [J]. *Academy of Management Perspectives*, 2018, 32(1):43-77.
- [15] Lockett A, Wright M, Wild A. The Co-Evolution of Third-Stream Activities in Uk Higher Education [J]. *Business History*, 2013, 55(2).
- [16] Rasmussen, E. Understanding Academic Entrepreneurship: Exploring the Emergence of University Spin-Off Ventures Using Process Theories [J]. *International Small Business Journal*, 2011, 29(5): 448-471.

- [17] Yi Zhaohui, Guan Lin. Entrepreneurial Role of Scholars, Entrepreneurial Orientation and Entrepreneurial Performance of University Derivatives [J]. *Science Research Management*, 2018, 39(11): 166-176.
- [18] You Li, Xue Ting, Zhou Hong. Research on the Evolution Model of Scholar's Role Identity under the Background of Academic Entrepreneurship [J]. *Chinese Journal of Management*, 2013, 10(03): 438-443
- [19] Xia Qinghua, Song Hui. Research on Entrepreneurial Motivation of Domestic and Foreign Scholars Based on Content Analysis [J]. *Chinese Journal of Management*, 2011, 8(08): 1190-1200.
- [20] Wang Miao, Yamy. The Mission of Entrepreneurial University and Scholar's Academic Entrepreneurial Behavior—From the Perspective of Behavior Motivation and Behavior Intention [J]. *Journal of science and technology management research*, 2020, 40(17): 97-105.
- [21] Natalia. K, Laura G.Me, a woman and a leader: Positive social identity and identity conflict [J].*Organizational Behavior and Human Decision Processes*. 2014;204–219.
- [22] Wei Wu, Ni Hui. The influence of work-family conflict on employees' work behavior: from the perspective of resource conservation theory and identity theory. [J]. *Journal of Industrial Engineering and Engineering Management*,2020,34(01):25-33.
- [23] Duan Guang, Pang Changwei. Research on the influence mechanism of inter-team diversity on employees' comprehensive innovation under the situation of multi-team membership. [J]. *Chinese Journal of Management*,2018,15(09):1285-1294.
- [24] Hirsh J.B,Kang S.K. Mechanisms of Identity Conflict: Uncertainty, Anxiety, and the Behavioral Inhibition System.[J]. *Pubmed*,2016,20(3):223–244.
- [25] Benet-Martínez V, Haritatos J. Bicultural Identity Integration (BII): Components and Psychosocial Antecedents [J]. *Journal of Personality*, 2010, 73(4):1015-1050.
- [26] Kreiner G E, Hollensbe E C, Sheep M L. Where is the 'me' among the 'we'? Identity work and the search for optimal balance [J]. *Academy of Management Journal*, 2006, 49(5):1031-1057.
- [27] Chen Lihua. Research on the Influence of Dual Stress on Work-family Conflict of Female Teachers in Colleges and Universities in the Two-child Age: From the Perspective of Multiple Identity [J]. *Survey of Education* ,2018,7(07):4-7+89.
- [28] Li Haiyang. Research on the influence of entrepreneurial team heterogeneity on entrepreneurial performance of small and micro enterprises [D]. *JiLin University of Finance and Economics*,2019.
- [29] Susan Wang. An Empirical Study on the Influence of Entrepreneurial Competence on Entrepreneurial Performance [D]. *Hebei GEO University*,2020.
- [30] Zou B, Guo J, Guo F, et al. Who am I? The influence of social identification on academic entrepreneurs' role conflict [J]. *International Entrepreneurship and Management Journal*, 2018.
- [31] Zhai Qianqian. Research on the Mechanism of Entrepreneur Identity on Family Farm Entrepreneurship Performance [D]. *Hebei Agricultural University*,2020.
- [32] Feng Guo,Simon Lloyd D. Restubog,Lin Cui,Bo Zou,Yoona Choi. What determines the entrepreneurial success of academics? Navigating multiple social identities in the hybrid career of academic entrepreneurs [J]. *Journal of Vocational Behavior*,2019,112.
- [33] Li Y, Zou B, Guo F, et al. Academic entrepreneurs' effectuation logic, role innovation, and academic entrepreneurship performance: an empirical study[J]. *International Entrepreneurship and Management Journal*, 2020(2):1-24.