

Research on the Relationship between Entrepreneurial Intention of College Students and Their Characteristics

Weiqin Liu

School of Economics and Management
Shanghai Polytechnic University,
Shanghai, China
wqliu@sspu.edu.cn

Ping Zhou

School of Modern Economic and Management
Jiangxi University of Finance and Economics,
Jiangxi, China
summerant@126.com

Abstract—“Development is the top priority, the talent is the first resource and innovation is the primary driving force”. This important assertion is delivered by president Xi. This paper uses methods of questionnaire survey, field investment and literature reference to investigate students in a university of Shanghai. The students, chosen from freshman to senior year of three colleges, were asked to rate their level of interest in entrepreneurial intentions. Based on the analysis, teaching programs and teaching methods of entrepreneurship education can be improved according to the characteristics of major and grade in university.

Keywords—university students; college; grade; entrepreneurial intention; survey data

I. INTRODUCTION

A. Research background

‘Development is the top priority, the talent is the first resource and innovation is the primary driving force’. This was an important assertion made by General Secretary Xi Jinping during the deliberations of the Guangdong delegation at the 13 session of the National People's Congress in March 2018. [1]With the development of the society, independent innovation has become a very important ability to contemporary talents. Cultivating university students’ entrepreneurial spirit and entrepreneurial ability through entrepreneurship education will greatly improve the quality of personnel training. However, the entrepreneurship education in school education is immature, and the development of university students’ entrepreneurship is not very well. On the one hand, few university students have a clear idea of potential risks involved in the process of entrepreneurship. On the other hand, lack of essential entrepreneurship-related education and training result in the failure of many start-ups founded by university students

B. Purpose of the study

The purpose of this study is to understand the entrepreneurial intention of university students in Shanghai, to investigate the industries the college entrepreneurs have entered, the difficulties they encountered and relevant

information so as to guide the entrepreneurial education in the future accordingly.

II. METHOD

A. Methods of investigation

Firstly, we searched relevant literatures home and abroad to design a pilot study, and revised the questionnaire based on the feedbacks we received from first interviewees. Then we collect data online and offline. Finally, the survey data are analyzed, and we write a report based on the statistical analysis.

B. Sample

Participants in this study were students from a s university in Shanghai, including students from the College of Technology, the College of Business and the College of Art as the main subjects of investigation. The College of Technology mainly includes the mechanical Mechanics (Engineer Excellence Program), material forming and control engineering, mechanical engineering (Aircraft manufacturing Engineering), mechanical Engineering (mechanical manufacturing), mechanical Engineering (mechanical design), Transportation (vehicle engineering), automation, measurement and control technology and instrumentation, mechanical and electronic engineering, industrial engineering. The College of Business has the following majors: logistics management, financial management, credit management, tax science, investment science, exhibition, hotel management, international business, e-commerce and other majors. The College of Art mainly includes visual communication design, product design, environmental design, digital media art and other majors.

The total number of people surveyed was 1598. Among them, there are 844 students from the Department of Engineering, 578 from the College of Business, and 176 art colleges. There are 740 students from the first grade, 398 from the second grade, 266 students from the third grade, and 194 students from the fourth grade. See Table I

TABLE I. SAMPLE

Grade Faculty	1st	2nd	3rd	4th	TTL
TECH	506	154	130	54	844
BUS	124	224	103	127	578
ART	110	20	33	13	176
TTL	740	398	266	194	1598

III. RESULTS

A. Overall data

The purpose of this study is to understand how the entrepreneurial intention varies among students of different majors, different grades. The key question of the survey has four options: A indicates great interests in starting up a business, B indicates interested, C little interest, D indicates already having a business.

Overall Statistics shows that among all the students who submitted the questionnaire 20.03% has great interest in establishing their business, 42.93% of them show interest, 26.47% has little interest and 10.3% has already started their own business (See Table II).

TABLE II. OVERALL STATISTICS

	TECH	PCT	BUS	PCT	ART	PCT	TTL	PCT
A	225	26.66	69	11.94	26	14.77	320	20.03
B	371	43.96	235	40.66	80	45.45	686	42.93
C	163	19.31	205	35.47	55	31.25	423	26.47
D	85	10.07	69	11.93	15	8.53	169	10.3
TTL	844		578		176		1598	

B. From the perspective of Grade

Students in Grade one account for the largest proportion who choose Option A (great interest in entrepreneurship), reaching 27.16%. The interest in entrepreneurship shows a decreasing trend along with the rising of grade. 13.32% of students in Grade Two choose Option A, 11.85% of those in Grade Four make the same choice.

Option D indicates already having a business. There are 4.73% of students in Grade One choosing this option; more and more students have started their business when they move to higher grade. 18.56% of students in Grade Four made the choice.

Option D indicates means little interest in starting their business. 20.81% in the first grade, rising year after year, and rising to 33.51% in Grade Four.

The exact figure is shown in Table III.

TABLE III. STATICS OF DIFFERENT GRADES

	1st		2nd		3rd		4th		TTL	
	NO	PCT	NO	PCT	NO	PCT	NO	PCT	NO	PCT
A	201	27.16	53	13.32	43	16.17	23	11.85	320	20.03
B	350	47.30	165	41.46	101	37.97	70	36.08	686	42.93
C	154	20.81	118	29.65	86	32.33	65	33.51	423	26.47
D	35	4.73	62	15.57	36	13.53	36	18.56	169	10.57
TTL	740		398		266		194		1598	

C. From the perspective of Colleges

The least students in College of Business have started their business, the proportion being 11.93%, followed by College of Technology and College of Art, being 24.08% and 23.08% respectively.

The data is shown in Table IV, Table V, Table VI.

TABLE IV. STATICS OF COLLEGE OF TECHNOLOGY

	1st	PCT	2nd	PCT	3rd	PCT	4th	PCT	TTL	PCT
A	170	33.60	22	14.29	21	16.15	12	22.22	225	26.66
B	231	45.65	63	40.91	56	43.08	21	38.89	371	43.96
C	83	16.40	38	24.67	34	26.15	8	14.81	163	19.31
D	22	4.35	31	20.13	19	14.62	13	24.08	85	10.07
TTL	506		154		130		54		844	

TABLE V. STATICS OF COLLEGE OF BUSINESS

	1st	PCT	2nd	PCT	3rd	PCT	4th	PCT	TTL	PCT
A	14	11.29	27	12.05	18	17.48	10	7.87	69	11.94
B	68	54.84	91	40.63	32	31.07	44	34.65	235	40.66
C	33	26.61	75	33.48	44	42.72	53	41.73	205	35.47
D	9	7.26	31	13.84	9	8.73	20	15.75	69	11.93
TTL	124		224		103		127		578	

TABLE VI. STATICS OF COLLEGE OF ART

	1st	PCT	2nd	PCT	3rd	PCT	4th	PCT	TTL	PCT
A	17	15.45	4	20	4	12.12	1	7.69	26	14.77
B	51	46.36	11	55	13	39.39	5	38.46	80	45.45
C	38	34.55	5	25	8	24.24	4	30.33	55	31.25
D	4	3.64	0	0	8	24.25	3	23.08	15	8.53
TTL	110		20		33		13		176	

IV. SUGGESTIONS ON STRENGTHENING SCHOOL ENTREPRENEURSHIP EDUCATION

A. Increase the propaganda of entrepreneurship education

The innovation and entrepreneurship culture of applied universities has a potential impact on students' thoughts and behaviors, and promotes the development of students' innovative thinking and entrepreneurial ability, which is consistent with the goal of talent training in applied universities. [2]Entrepreneurship education is a brand-new concept of education. It requires respecting the freedom of personality in the concept of running a school, respecting the development of personality and mobilizing the potential of students, so that students learn to learn, learn to be human, and learn to create. The overall level of cognition of college students for innovation and entrepreneurship needs to be strengthened.

Schools should open more lecture schools for entrepreneurship education and appropriately involve entrepreneurial knowledge in classroom teaching. The school can also establish a public number related to entrepreneurship, and disseminate entrepreneurial resources and information to students in a timely manner.

B. Establish a Team of Entrepreneurial Education Teachers

At present, the number of entrepreneurial faculty in colleges and universities in China is still relatively scarce. Colleges and universities need to accelerate the absorption of entrepreneurial talents according to the actual situation, so as to improve the entrepreneurial awareness and entrepreneurial practice ability of the entrepreneurial faculty.[3]On the one hand, teachers with relevant subject background are selected from the school teachers to carry out systematic special training so that they can master the teaching knowledge of entrepreneurship education. At the same time, we can also introduce some outstanding social people with both practical experience and academic background to engage in part-time entrepreneurship teaching and research. In the training of teachers, through training, international cooperation, the introduction of short-term overseas teachers and other forms, the level of school innovation and entrepreneurship education can be improved as soon as possible. In addition, schools should also create conditions to encourage teachers to participate in enterprise consultation, set up business enterprises and various research activities, and increase their management practical experience.

C. Enrich and perfect the practice system of Entrepreneurship Education

Entrepreneurship practice plays a key role in entrepreneurship education. Entrepreneurship practice is conducive to the cultivation of students undefined basic entrepreneurial spirit and entrepreneurial skills, and increasing business practice is the inevitable trend of the development of entrepreneurship education in the world. At present, the entrepreneurship education in colleges and universities in China is still stagnant in the shallow form and lack of practical links. To this end, universities should make full use of social resources and cooperate extensively with local governments,

social and business groups to provide opportunities for students to practice and exercise their entrepreneurial activities.

The first practical platform for the establishment of entrepreneurship education .The school has many excellent innovative achievements of students, and enterprises should constantly adjust the product structure to adapt to the changes of the market in order to connect with the market. In order to change the current situation that the innovative activities of students are not closely related to the society, enhance the effectiveness of innovation and reflect the value of innovation. In addition, the school has established a base for entrepreneurship practice. On this basis, it is better to make good use of resources to improve the utilization rate of the park and reduce idleness.

The second focus on the content and form of entrepreneurial practice education. Schools should carry out different entrepreneurial practice education content for students at different stages, and carry out entrepreneurial enlightenment education activities for freshmen and sophomores. Such as offering professional courses in entrepreneurship, elective courses. The third and fourth-grade students pay attention to the education of business practice. For example, it is recommended to encourage students to participate in entrepreneurial competitions or to contact entrepreneurs with successful entrepreneurship, to provide students with entrepreneurial intentions to visit and study places.

V. CONCLUSIONS

The development of national economy and the innovation of technology are closely related to the development of innovation and entrepreneurship, which offer great opportunities for university students to innovate and establish their own businesses. [4] According to the survey data, more than half of the students surveyed at Shanghai S University show interest in starting a business, and some of them had already established their business.

University students' entrepreneurial action is largely influenced by the entrepreneurial atmosphere around them, which should be promoted in scientifically designed and socially supportive entrepreneurial education system. Entrepreneurial educators should involve more relevant knowledge in entrepreneurial education, such as management knowledge, entrepreneurial skills etc..

VI. REFERENCES

- [1] Liang Kangjian. Research on the Construction of Innovation and Entrepreneurship Education System for Local College Students under the Background of "Three Firsts"[M]. Jilin 2019.1
- [2] Liang Weijuan. "Inquiring into the Construction of Innovation and Entrepreneurship Culture in Applied Universities" [M] Research in Higher Education of Finance and Economics, 2019.3
- [3] Zhao Yingqi, Li Cheng. "Study on the Cultivation of College Students' Entrepreneurial Consciousness—Taking Jilin Agricultural Science and Technology College as an Example"[M]Jilin Agriculture,2019.2
- [4] Nie Ying, Chen Yan. Investigation and analysis of college students' entrepreneurial willingness under the perspective of "mass entrepreneurship and innovation" [M] China Metallurgy Education, 2017.6