



Research on the Influencing Factors and Promotion Strategies of Contemporary University Students' Entrepreneurial Intention

Zhan Lu*

Business College, Durham University, Durham, DH1 3LE, the United Kingdom

*Corresponding author: 13750086432@163.com

Abstract. The entrepreneurial behaviour of university students is influenced by entrepreneurial intention, and entrepreneurial intention has always been the best predictor for scholars to predict entrepreneurial behaviour. Through investigation and analysis, the influencing factors are attributed to four dimensions: personal factors, family background, university environment and social factors. The study found that personal factors, family background and university environment have a significant impact on the entrepreneurial intention of university students, while social factors have a smaller impact. Specifically, positive personality, professional skills and social competence are the key personal factors; urban living environment and family income constitute the main influence of family background; Entrepreneurship courses, entrepreneurship competitions and entrepreneurship guidance provided by universities are important components of the environment of universities. However, policy support and social relations play a relatively weak role in promoting university student's entrepreneurial intention. Based on the results of the study, this paper puts forward some strategies to enhance entrepreneurial intention for students, families, and universities to provide support and guidance for university students' entrepreneurship.

Keywords: University Students, Entrepreneurial Intention, Influencing Factors

1 Introduction

In recent years, China's employment situation is very grim, coupled with the increasing number of university graduates, the employment pressure is even greater, which makes more and more university students embark on the road of self-employment. Entrepreneurial activities can effectively promote the social and economic development of the country and region. The development of society depends on the younger generation, in which university students are the main force of the younger generation. University students create more new enterprises through entrepreneurship, inject fresh blood into the social and economic development, and promote the rapid development of China's economy. In order to promote the national economic development, the government has is

sued many policies to support university students' entrepreneurship, such as the financial support policy for university students' entrepreneurship, the construction of entrepreneurship bases and the creation of a good environment for entrepreneurship, the support of university students in terms of funds, projects, abilities and environment, and the encouragement of university students to start their own businesses [1]. Therefore, we should actively study the entrepreneurial intention of university students to actively adjust the coping strategies and promote the entrepreneurial process of university students.

2 Research Hypothesis

According to the cognitive characteristics, learning background and living environment of university students, the four dimensions of students' personal factors, family background, university environment and social factors are taken as independent variables, and entrepreneurial intention is taken as dependent variable. Among them, personal factors include personal character, professional skills and communicative competence; family background includes living environment and family income; university factors include entrepreneurship courses, entrepreneurship competitions and entrepreneurship guidance; Social factors include government support policies and social relations. Based on the previous literature research and preliminary research results, four research hypotheses are put forward [2].

2.1 Personal Factors and Entrepreneurial Intention

Based on the results of social cognitive theory, it is not difficult to find that entrepreneurial intention first comes from the personal factors of university students. Bateman and others have proposed in their research that individuals with high level of active personality will seek opportunities to change the external environment and ultimately achieve their own goals. Chang Wenhao and others also believe that university students' active personality positively regulates the relationship model of entrepreneurial intention, social capital, and psychological capital. Active personality is a part of personal factors, combined with the characteristics of university students, such as active creative thinking, strong sense of daring to think and venture, outstanding practical ability, as well as their learning background, to refine personal personality, professional skills, communicative competence as the main factors of personal factors, and put forward the research hypothesis H1: students' personal factors have a significant impact on entrepreneurial intention.

2.2 Family Factors and Entrepreneurial Intention

In the past, university students generally believed that personal living environment, family income and other family backgrounds were crucial to stimulate their entrepreneurial awareness, especially those with good family background, who felt that superior

family circumstances were more conducive to their entrepreneurship. University students from poor families first consider solving their own food and clothing problems, and when their jobs are stable, they may have other ideas, so their entrepreneurial intentions are more affected by family background [3]. However, in real life, there are also many university students from poor families who can also achieve entrepreneurial success. Based on this, the research hypothesis H2 is proposed: university students' family background has a significant impact on entrepreneurial intention.

2.3 University Factors and Entrepreneurial Intention

Entrepreneurship education is a combination of theoretical knowledge and practical activities related to entrepreneurship, which is conducive to helping individuals understand the connotation of entrepreneurship more profoundly, to cultivating individual entrepreneurship awareness, to improving the knowledge system of individual entrepreneurship, and to enabling them to start entrepreneurship plans in a more accurate and targeted way. Based on the teaching practice of entrepreneurship education, subjective norms can be understood as the individual's perceived expectations of school teaching factors for whether to engage in entrepreneurial activities [4]. The basic work of university factors includes curriculum knowledge and practical activities. Therefore, we divide the concept of "university factors" of entrepreneurship education into four dimensions: entrepreneurship courses, entrepreneurship competitions and entrepreneurship guidance. See the scale for the measurement of subjective norms. Accordingly, the research hypothesis H3 is put forward: there is a positive correlation between higher education and entrepreneurial intention of university students.

2.4 Social Factors and Entrepreneurial Intention

University students' entrepreneurial intention is influenced by social factors, and according to the dimension of subjective norms in the theory of planned behavior, in addition to school teaching factors will affect university students' entrepreneurial intention, the national entrepreneurial policy will also affect university students' entrepreneurial intention. Entrepreneurship policy refers to the normative or preferential policy formulated by the government and other departments or social organizations, which is conducive to stimulating individual self-employment and providing employment guidance for individuals. The formulation and improvement of entrepreneurship policy can create a good and harmonious environment for entrepreneurship and realize the incubation of entrepreneurship achievements as soon as possible. At the same time, the context of social relations also has an important impact on entrepreneurship. Based on this, the research hypothesis H4 is put forward: there is a positive correlation between social education and entrepreneurial intention of university students.

3 Research Design

3.1 Research Samples

Based on the above research assumptions, the questionnaire was designed and tested in a certain number of groups. Combining with the results of the survey and test, we continue to optimize the content of the questionnaire, and finally select a university student as a typical sample by random sampling. A total of 500 electronic questionnaires were randomly distributed, 29 of which were not answered seriously or invalid, and 471 were recovered, with an effective rate of 94.2%, which can accurately support the research conclusions of this study. In the process of investigation, the basic information of student samples collected includes gender, age, grade and so on. Among them, 242 male students and 229 female students were surveyed; 174 students were younger than 20 years old and 188 students were 21-22 years old; 109 people over 22 years old. There are 205 freshmen, 108 sophomores and 81 juniors. There are 77 senior students. The distribution of the basic information parameters of the student samples is relatively uniform, which can effectively guarantee the accuracy of the results of the questionnaire survey. The collected specific data is shown in Table 1.

Table 1. Student Sample Information Sheet.

Classification	Factor	Number	Proportion
Sex	Male	242	51.4%
	Female	229	48.6%
Age	below 20	174	36.9%
	21 or 22	188	39.9%
	above 22	109	23.1%
Grade	Grade 1	205	43.5%
	Grade 2	108	22.9%
	Grade 3	81	17.2%
	Grade 4	77	16.3%

3.2 Measuring Tools

When discussing the entrepreneurial intention of contemporary university students, some scholars use the quasi-experimental method to carry out research, and get some research results in the impact of entrepreneurship education on entrepreneurial intention [5]. However, there are some limitations and practical difficulties in the quasi-experimental method for the analysis of entrepreneurial intention of students in a single major. Therefore, in order to ensure the reliability and validity of the results of this questionnaire survey, according to the assignment of two secondary independent variables (personal personality, professional skills) and one dependent variable (entrepreneurial intention), the mature Likert 5-point scoring method at home and abroad is

adopted. The numbers 1 to 5 represent very XX, XX, general, not XX, very not XX respectively. The independent design mode is adopted for the assignment of other independent variables, and the numbers 1, 2 and 3 are used to represent the different assignments of the corresponding independent variables to facilitate the investigation and data statistics.

3.3 Data Statistics

SPSS and other professional statistical software were used to conduct correlation statistics on the results of the collected valid questionnaire survey data (Table 2), and the mean values of four independent variables and one dependent variable were calculated. The data show that the average values of personal factors, family background, university environment and social factors of contemporary students are 46.2%, 39.1%, 35.5% and 12.4%, respectively. It is not difficult to find that students' personal factors, family factors and university factors have a significant impact on student's entrepreneurial intention, while social factors have little impact on students' entrepreneurial intention.

Table 2. Data Statistics.

Primary variable	Secondary variable	Number	Proportion	Mean
Personal factor	Personal personality	191	40.6%	46.2%
	Professional skills	246	52.2%	
	Communicative competence	207	43.9%	
Family factor	Urban households	194	41.2%	39.1%
	Family poverty	172	36.5%	
University factor	Entrepreneurship courses	169	35.9%	35.5%
	Entrepreneurship Competition	204	43.3%	
	Entrepreneurship guidance	108	22.9%	
Social factors	Policy assistance	87	18.5%	12.4%
	Social relations	43	9.1%	

4 Research Results

4.1 Influence of Personal Factors on Entrepreneurial Intention

The survey found that university students with strong personality are more likely to participate in entrepreneurship, although the number of students with passive personality is still on the high side, but the students with positive personality tend to do things. In the face of many new things in society, students who are active in doing things have a stronger intention to start a business. Among university students, professional skills are considered to be a special skill. More than half of university students believe that professional skills are one of the important factors to participate in entrepreneurship

[6]. Entrepreneurship often requires teamwork, and university students with strong social skills are better at collaborating with others, which can promote harmony and cooperation among team members, which is essential for the success of entrepreneurship projects. Social competence also includes emotional intelligence, the ability to recognize, understand, and manage one's own emotions and those of others. Entrepreneurs need to deal with various emotional challenges, such as pressure, frustration, and conflict [7]. University students with high emotional intelligence are more able to keep calm and rational in the process of entrepreneurship and effectively deal with various challenges. Socially competent university students usually have better communication skills and can effectively express their ideas and needs, as well as listen to and understand others. Good communication skills are essential to building customer relationships, partnerships, and communication within the team during the startup process.

4.2 Influence of Family Factors on Entrepreneurial Intention

194 students currently live in urban areas of the university students who participated in the survey. Urban areas usually mean better educational resources, employment opportunities and convenience in life, which may have a positive impact on student's career planning and entrepreneurial intentions. However, the cost of living in cities is also relatively high, which may put pressure on students with limited family economic conditions. In the survey sample, 172 students have an annual family income of less than 100000 yuan. This data reflects that a considerable part of the students who participated in the survey came from families with relatively tight economic conditions. Family economic situation directly affects the living consumption level of students, and this survey shows that most of the student's family living consumption level is in the middle and lower level. Faced with family economic pressure and cost of living considerations, more than 80% of university students in the survey said they preferred to get a job first to solve basic survival problems. This pragmatic attitude shows that most students realize that in the current stage, stable employment is an important way to ensure the quality of life and accumulate venture capital. They plan to gradually consider the possibility of starting a business according to their personal development and market conditions after solving their basic living needs [8].

4.3 Influence of University Factors on Entrepreneurial Intention

There is a significant correlation between entrepreneurship education and entrepreneurial intention of university students, and a high level of entrepreneurship education can greatly enhance the entrepreneurial intention of university students. In the entrepreneurship education of most universities, students may be relatively able to accept the creation of communication platforms, and the establishment of university platforms can be more conducive to the exchange and communication among university students. According to the survey results, the entrepreneurship competition has a deeper impact on university student's entrepreneurship intention than entrepreneurship courses and entrepreneurship guidance. Entrepreneurial competitions usually require participants to come up with a specific business plan and put it into practice. This practice opportunity

allows students to experience the process of entrepreneurship first-hand to have a deeper understanding of the challenges and pleasures of entrepreneurship. Entrepreneurship competitions are often accompanied by the support of funds, mentors, and other resources. These resources are crucial to the success of entrepreneurship projects, which can bring practical help to students and enhance their confidence in entrepreneurship. Participating in entrepreneurship competitions and achieving results can enhance student's sense of self-realization, stimulate them to continue to pursue their entrepreneurial dreams, and increase students' visibility and credibility, which has a positive effect on the growth of entrepreneurship projects and attracting investors.

4.4 Influence of Social Factors on Entrepreneurial Intention

The survey results show that the correlation between social factors and entrepreneurial intention of university students is not high. Only 18.5% of university students think that policy support has a significant role in promoting university students' entrepreneurship. This is because university students may not know enough about the specific content, application process and actual effect of policy support, which leads to their low perception and trust of policy support. In addition, there may be certain thresholds and restrictions in the implementation of policy support, which makes it difficult for university students to benefit directly or feel the actual help of the policy. In terms of social relations, only 9.1% of university students believe that there is a significant relationship between social relations and entrepreneurial intentions of university students [9]. This is because university students are generally in the stage of learning and growth, their social network is relatively limited, and they may not have established human resources that are of substantial help to entrepreneurship. At the same time, university students may be more inclined to rely on their own abilities and efforts to achieve entrepreneurial goals, rather than relying on social relations. In addition, the establishment and maintenance of social relations need time and experience, and university students may not be mature enough in this respect, so they may think that the impact of social relations on entrepreneurial intention is limited.

5 Strategies For Promoting University Students' Entrepreneurial Intention

5.1 Student-Oriented Strategies

University students must realize that in the current economic situation, the need for talents in society is not only reflected in academic performance, but also more and more people pay attention to the practical ability and comprehensive quality of university students. Entrepreneurship practice can not only cultivate university student's innovative consciousness and ability, but also make them wake up from the ivory tower of campus. University students should pay close attention to all kinds of entrepreneurial practice activities or entrepreneurial activities provided by the school, seize the platform, and seize the opportunity. University students should learn to communicate and

learn with others, truly combine what they have learned on campus with the needs of society, and lay a solid foundation for future entrepreneurship. We should clearly realize that the current social criteria for selecting talents have already jumped out of the curriculum performance [10]. At the same time, university students should clearly know that the knowledge and experience learned in practice will be more profound and intuitive than in the classroom, so pay more attention to the school's activities on entrepreneurship, such as entrepreneurship competitions, training and learning in entrepreneurship bases, are the most straightforward aspects of learning entrepreneurship knowledge. Most importantly, in the continuous practice of entrepreneurship, university students can also improve their language expression, interpersonal communication and management ability. University students are a group who have received higher education in our country, and their entrepreneurship also has a different vision and innovative thinking from others. Therefore, our contemporary university students should actively face difficulties, change their ideas, meet the challenges of the new era, and truly link the development of the country with their own future.

5.2 Family-Oriented Strategies

Families can provide some financial support for university students by planning family finances reasonably and reducing unnecessary expenses. This can not only alleviate the pressure of student's life, but also help them accumulate venture funds. The encouragement and support of parents, relatives and friends can also change the employment intention of university students. Therefore, parents should quickly change the traditional concept, so that university students can discover themselves more and recognize their entrepreneurial ideas. In family education, parents should cultivate their children's abilities in an all-round way, such as daring to struggle and take risks, so that their children can get in touch with more new things, recognize and respect their interests and hobbies, and let them form their own independent character. In addition, in order to enhance the entrepreneurial willingness of university students, in family education, parents should accept the decisions made by their children, support their entrepreneurship, and give them enough spiritual inspiration and material security to make them confident in entrepreneurship. University students are encouraged to participate in social practice activities, such as part-time jobs, internships, or volunteer services, which can improve their social skills, teamwork skills and problem-solving skills, and lay the foundation for future entrepreneurship. Families can support university students' small-scale entrepreneurial attempts, such as opening online stores, participating in entrepreneurship competitions, or launching community service projects, which can help them accumulate valuable entrepreneurial experience.

5.3 University-Oriented Strategies

Universities should put innovation and entrepreneurship education on the ground. Innovation and entrepreneurship education in China has gone through the initial stage and exploration stage, and has now entered the stage of comprehensive development. Innovation and entrepreneurship education began to expand in a large area, no longer relying

on a few pilot institutions. Local universities have also begun to respond to national policies, fundamentally recognizing the significant impact of innovation and entrepreneurship education on China's national strategy and higher education, and promoting innovation and entrepreneurship education to the strategic development of universities. To actively explore innovation and entrepreneurship education is not to passively implement the policy requirements formulated by the state. In addition, we should continue to strengthen and implement innovation and entrepreneurship education, steadily improve the quality of education, and put innovation and entrepreneurship education into practice. In addition, we should strengthen the research on the effectiveness of major practical activities, so that all kinds of entrepreneurial activities can play their value to promote the coordinated development of entrepreneurial practice activities. Change the previous closed and open practice base model for only a few students, and provide more students with innovative and entrepreneurial exchange practice places.

6 Conclusions

As the future pillars of the country, the cultivation and promotion of university students' entrepreneurial intention is of great significance to promote the development of social economy. Facing the future, universities should continue to strengthen entrepreneurship education, innovate education model, and provide more practice opportunities for students; families should give more understanding and support to help students reduce economic pressure and encourage them to pursue their entrepreneurial dreams; Students themselves should also actively improve their personal abilities, seize the opportunities of the times, and bravely take the first step in entrepreneurship. Through the implementation of these comprehensive measures, we have reason to believe that the entrepreneurial intention of university students will be effectively enhanced, and more entrepreneurs with innovative spirit and practical ability will be trained for the society.

References

1. Abbasianchavari A, Moritz A. The impact of role models on entrepreneurial intentions and behavior: a review of the literature[J]. *Management Review Quarterly*, 2021, 71: 1-40.
2. Maheshwari G, Kha K L, Arokiasamy A R A. Factors affecting students' entrepreneurial intentions: a systematic review (2005–2022) for future directions in theory and practice[J]. *Management Review Quarterly*, 2023, 73(4): 1903-1970.
3. Halizah S N, Darmawan D. Development Entrepreneurship Intention as an Effort to Improve the Level of the Consumer Household Economy[J]. *Bulletin of Science, Technology and Society*, 2023, 2(1): 21-25.
4. Wu L, Jiang S, Wang X, et al. Entrepreneurship education and entrepreneurial intentions of college students: The mediating role of entrepreneurial self-efficacy and the moderating role of entrepreneurial competition experience[J]. *Frontiers in psychology*, 2022, 12: 727826.
5. Shah I A, Amjed S, Jaboo S. The moderating role of entrepreneurship education in shaping entrepreneurial intentions[J]. *Journal of Economic Structures*, 2020, 9: 1-15.

6. Barba-Sánchez V, Mitre-Aranda M, del Brío-González J. The entrepreneurial intention of university students: An environmental perspective[J]. *European Research on Management and Business Economics*, 2022, 28(2): 100184.
7. Georgescu M A, Herman E. The impact of the family background on students' entrepreneurial intentions: An empirical analysis[J]. *Sustainability*, 2020, 12(11): 4775.
8. Neneh B N. Entrepreneurial passion and entrepreneurial intention: the role of social support and entrepreneurial self-efficacy[J]. *Studies in Higher Education*, 2022, 47(3): 587-603.
9. Al-Qadasi N, Zhang G, Al-Awlaqi M A, et al. Factors influencing entrepreneurial intention of university students in Yemen: The mediating role of entrepreneurial self-efficacy[J]. *Frontiers in Psychology*, 2023, 14: 1111934.
10. Tomy S, Pardede E. An entrepreneurial intention model focussing on higher education[J]. *International Journal of Entrepreneurial Behavior & Research*, 2020, 26(7): 1423-1447.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

