

Influencing Factors of Undergraduates' Entrepreneurship in Private Higher Vocational Colleges

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Abstract: *With the gradual increase in the number of graduates from private vocational colleges throughout the country each year, my country has gradually entered the era of popularization of higher education. In order to alleviate the employment pressure of students, relevant experts and researchers called on all sectors of society to increase support for student entrepreneurship and encourage students to innovate and start their own businesses. This article aims to study the factors that influence undergraduates' entrepreneurship in private higher vocational colleges. This article explores through a combination of literature research method, questionnaire survey method and statistical analysis method. This article conducts statistical processing on the collected questionnaires and uses scientific software such as SPSS for statistical analysis. Summarize the relevant conclusions on the factors affecting college students' entrepreneurship. While putting forward specific suggestions and strategies, it also summarized the most effective entrepreneurial suggestions for college students in private higher vocational colleges. Experimental research shows that 30 people believe that the impact of related business activities on entrepreneurship is very low, accounting for 8.11% of all entrepreneurs. Many college student entrepreneurs believe that related business activities have not had a great impact on their entrepreneurship.*

Keywords: *Undergraduate Entrepreneurship, Employment Pressure, Entrepreneurial Advice, Entrepreneurial Activities*

1. Introduction

As the influence of knowledge on the economy becomes more and more obvious, entrepreneurial activities are becoming more frequent, playing an increasingly important role in social development. Western developed countries rely on innovation and commercial contributions to sustain economic growth. Entrepreneurship is an important part of social development and a reliable model for measuring social and economic development. Undergraduate entrepreneurship not only solves their own employment problems, but also promotes social and economic development. However, as emerging entrepreneurs, students have relatively difficult economic conditions and obviously lack of social experience. These are all important factors restricting students' entrepreneurship.

In the research on the influencing factors of undergraduates' entrepreneurship in private higher vocational colleges, many researchers have studied them and achieved good results. Muniri K believes that colleges and universities should take practical measures to enhance students' innovative ability. With the goal of cultivating innovative talents, colleges and universities thoroughly implement relevant policies and integrate entrepreneurship education and entrepreneurship curriculum design into students' daily lives. Akyol C believes that universities should also provide all kinds of help. For example, the school organizes activities to encourage students to start their own businesses, lectures on entrepreneurship by well-known scholars, and provides entrepreneurial space, encourage students to start their own businesses. While enriching their business knowledge, they also exercised their own practical ability and enriched their social experience. Students will encounter various situations and problems in some entrepreneurial practices, which is of great significance to the study of factors affecting students' entrepreneurship in higher vocational colleges.

Based on the complicated internal and external environment faced by private higher vocational students in the process of entrepreneurship, this paper constructs a relatively rigorous internal logical

relationship structure. Based on business theory and human capital and other related theories, this article makes full use of the existing achievements of scholars at home and abroad to further define the business concepts studied in this article and further deepen the business activities of students in private vocational colleges. Research and research to fully understand the factors that affect the business process of undergraduates. This article analyzes the correlation between the business entities of private higher vocational colleges and entrepreneurship, and further clarifies the degree of influence of related factors on students' entrepreneurship. Therefore, according to the degree of influence of different factors on students' entrepreneurship, more targeted measures are proposed to promote students' entrepreneurship in private higher vocational colleges.

2. Research on the Influencing Factors of Undergraduates' Entrepreneurship in Private Higher Vocational Colleges

2.1. Model of Influencing Factors of College Students' Entrepreneurship

Self-efficacy, self-efficacy is a belief and evaluation of the different roles played by business school students in completing different business processes. Entrepreneurship self-efficacy is subdivided into four sub-indexes: "risk tolerance efficiency", "management efficiency", "opportunity recognition efficiency" and "relationship effectiveness".

(1) Motivation for realization

Achievement motivation is the personal sense of accomplishment and satisfaction brought by entrepreneurs in the entrepreneurial process of the enterprise, which enables the enterprise to grow better. Entrepreneurs evaluate themselves through objective feedback from the outside world and their own subjective knowledge. We divide achievement motivation into three sub-indexes: "sense of accomplishment", "independent preference" and "desire to control".

(2) Control source

The quality and personal skills of entrepreneurs are one of the key factors affecting entrepreneurship. Entrepreneurs believe that if they can effectively control the impact of the external environment on entrepreneurship, they can have a good impact on the results of entrepreneurship. The source of control is the expectation that they can effectively control and control the external environment. People with a source of control are very likely to start a business. Through positions, they can effectively use their power to directly affect the results. We divide the source of control into "entrepreneurial enthusiasm", "self motivation" and "adaptive".

(3) Leadership potential

In the process of doing business, entrepreneurs integrate various resources required for entrepreneurship, and through a series of guidance, incentives, encouragement and management, they can effectively influence resources and teams and maximize the use of corporate resources. We subdivide leadership potential into two sub-indicators, including "organizational leadership" and "personal talent."

(4) Government policies and work procedures

Under a sound and complete policy system, start-ups can end the disintegration period faster and continue to develop healthily. We subdivided the policy environment into "tax incentives and enjoyment", "government office efficiency", "perfect degree of business behavior specification system", "corporate approval and registration procedures", "protection of intellectual property rights", and "government SME service support system" ", "Government helps identify business opportunities", "Public Procurement" these 8 indicators. Unlike other factors that affect entrepreneurship, the policy environment only corresponds to the government, and the government's role in the policy environment is irreplaceable.

(5) Entrepreneurship education and training

According to the results of the study, in addition to funding, college students' entrepreneurial congestion also lacks business practical skills. Therefore, business education and training are also an important part of the objective factors affecting entrepreneurship. Expand the coverage of entrepreneurship education for college students through the construction of "entrepreneurship and management skills training", "entrepreneurship education", "college student internship", and "college

student entrepreneurship guidance service". Optimize the quality of business guidance and training, give full play to advantages, and fill in the gaps. Currently, entrepreneurship education for students is mainly provided by high schools. Governments, companies and solvents also have varying degrees of participation.

(6) Financial support

The establishment, development and expansion of enterprises cannot do without capital. Funding support includes four sub-indicators of "risk investment", "low-interest start-up loans", "capital market" and "government venture investment". It basically covers various sources of student venture capital, among which the funds of financial institutions should be the main source of venture capital. Some students' venture capital also comes from personal accumulation and family investment.

2.2. Countermeasures to Improve The Entrepreneurial Ability of College Students

(1) Cultivate self-learning ability in a targeted manner

Learning ability mainly refers to a person's personalized behavior that actively absorbs and controls all things needed for life development according to certain personal needs and social value needs. For example, learning experience, technical knowledge, information and various applicable skills. In today's society, only by cultivating and creating an atmosphere for students to learn independently can they learn actively, learn independently, and be good at learning.

(2) Actively participate in commercial practice activities

There are many channels and ways for students to engage in business practice activities. Students can participate in extracurricular activities organized by the school, such as entrepreneurship competitions, career planning competitions, job inspections, social research exhibitions, entrepreneurship education, student clubs, etc. It can improve students' professional knowledge very well, and these practical activities are of great help in cultivating students' organizational ability, management ability and comprehensive practical ability.

(3) Provide effective political support and operational guarantee

The government should introduce some powerful and effective support policies. Entrepreneurship support policies mainly include providing business premises and free entrepreneur-related training for students who have just started a business, and simplifying registration and business registration procedures. Provide preferential measures such as tax reduction and exemption and loan interest discounts for students in the early stage of entrepreneurship, and comprehensively solve students' financial difficulties.

(4) Promote the diversification of student funding channels

The establishment of a special undergraduate venture fund is one of the ways to diversify funding channels for undergraduates. In addition to relevant national preferential policies, local governments must take the initiative to connect with the leading industries and future development directions in the region, guide students to start businesses, and give priority to and support student funds for entrepreneurial projects that meet the requirements. Entrepreneurship funds must have a dedicated person responsible for the continuous exploration of the sustainable development of college student entrepreneurship funds in the process of operation.

(5) Create a strong entrepreneurial atmosphere

Public support and recognition will bring great passion and motivation to entrepreneurs. The government should support students' entrepreneurial behavior and promote this entrepreneurial culture. Therefore, the government must vigorously promote entrepreneurial culture in the whole society, promote entrepreneurship by all people, and change people's views and doubts about entrepreneurship. As a government with functional services, only by setting an example and actively promoting the construction of corporate culture can it gradually promote the recognition and support of entrepreneurship by the whole society.

2.3. Systematic Sampling

The survey was conducted by questionnaire survey. The sample size is determined by comprehensively considering various factors such as region, population, economy, etc., and a

reasonable quota design is carried out to ensure that the sample selection reflects the actual situation of the response as much as possible. The estimation of various proportion data of expected main results and the comparison result between various proportion data are based on the sample size when estimating the overall proportion of simple random sampling in the research of survey sample size. The applicable calculation formula is

$$n = \frac{Nt^2p(1-p)}{\Delta_p^2 N + t^2 p(1-p)} \quad (1)$$

To calculate the sample size, where n is the pure sample size (the pure sample size refers to the remaining amount after removing the unqualified or unanswered survey objects), N is the number of the population, and t is the critical value corresponding to a certain degree of confidence, P is the sample proportion, and P is the average sampling error.

3. Experimental Preparation Research on the Influencing Factors of Undergraduates' Entrepreneurship in Private Vocational Colleges

3.1. Experimental Environment

The personal backgrounds of college students involved in this article include gender, age, self-learning ability, entrepreneurial risk, self-confidence and other personal characteristics. Entrepreneurship environment includes students' parents' attitudes towards their own entrepreneurship, entrepreneurial education and competitions related to entrepreneurship, and the degree of environmental impact. Policy factors include the degree of influence of government tax policies on entrepreneurship and the degree of entrepreneurship. The influence of financial policies, the basic conditions for simplifying the procedures of industrial and commercial registration, and the influence of the knowledge and skills training organized by the government.

3.2. Experimental Method

This article uses a questionnaire survey method. Compared with the survey in this article, the information covered by this questionnaire is more comprehensive. Therefore, the first-hand data of this questionnaire survey is the object of analysis and research. In order to make the questionnaire more authentic and representative, this research is based on the research on the factors that influence students' entrepreneurship in private higher vocational colleges. A total of 500 questionnaires were distributed this time, and 460 were returned. After rechecking the questionnaire, there were 424 valid questionnaires, with an effective rate of 92.2%.

3.3. Experimental Data Collection

Based on the questionnaire survey, this paper uses descriptive statistical methods to analyze the factors affecting private college students' entrepreneurship. The results of the questionnaire survey of students in private higher vocational colleges can clearly understand the basic situation and relevant information of the business school, which is related to the entrepreneurship of higher vocational colleges.

4. Experimental Analysis of the Factors Influencing Undergraduates' Entrepreneurship in Private Vocational Colleges

4.1. Analysis of the Relationship Between Age and Undergraduate Entrepreneurship

Through the age survey of college student entrepreneurs, it is found that different age groups have different reflections on entrepreneurial behavior. This questionnaire divides age into four stages: 18-20 years old, 21-23 years old, 24-26 years old, and 27-29 years old. The experimental results are shown in Table 1.

Table 1: Age distribution of entrepreneurial undergraduates in private higher vocational colleges

Generation	Number of people	Percentage
18-19	35	9.51
20-21	106	28.8

22-23	182	49.46
24-25	45	12.23

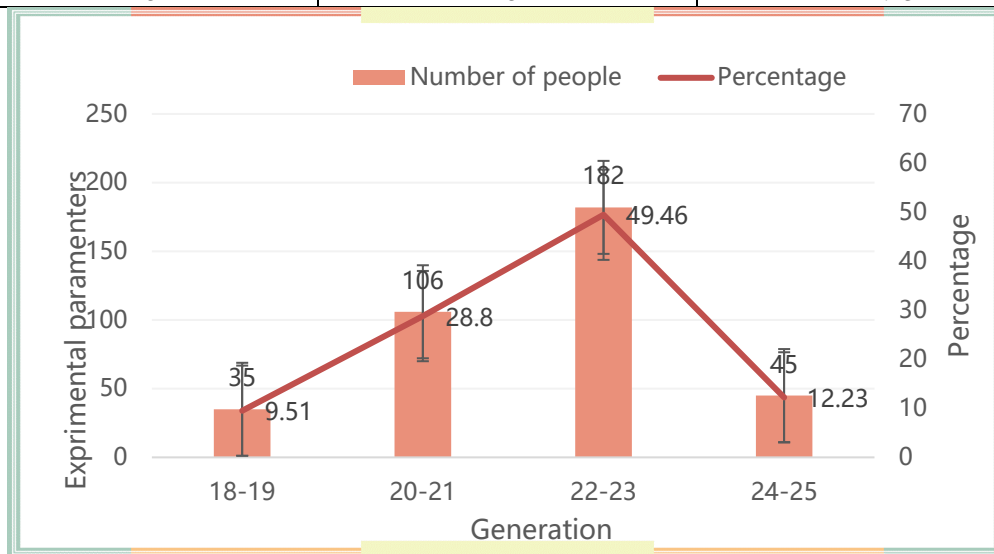


Figure 1: Age distribution of entrepreneurial undergraduates in private vocational colleges

Figure 1 shows that among the 368 entrepreneurs, 35 are students aged 18-19, accounting for 9.51%, 106 are students aged 20-21, accounting for 28.8%, 182 are 22-23 years old, accounting for 49.46%; 45 students aged 24-25, accounting for 12.23%; students aged 22-23 only accounted for 49.46% of the total number of students visited. The reasons for the above results may include the following two aspects: First, 22-23 years old is the final stage of the career of college students. The courses are more relaxed and there is more free time. Students can start their own careers without delaying their studies. Due to the accumulation and gradual maturity of business knowledge in the first and second grades of the university, students' entrepreneurship has been promoted.

4.2. Analysis of the Impact of Related Business Activities on Universities and Society on Entrepreneurship

Through the survey of social business activities and business impact, it is found that different degrees of impact correspond to different business groups. The questionnaire divides age into five levels of influence: very low, low, average, high and very high. The experimental results are shown in Figure 2.

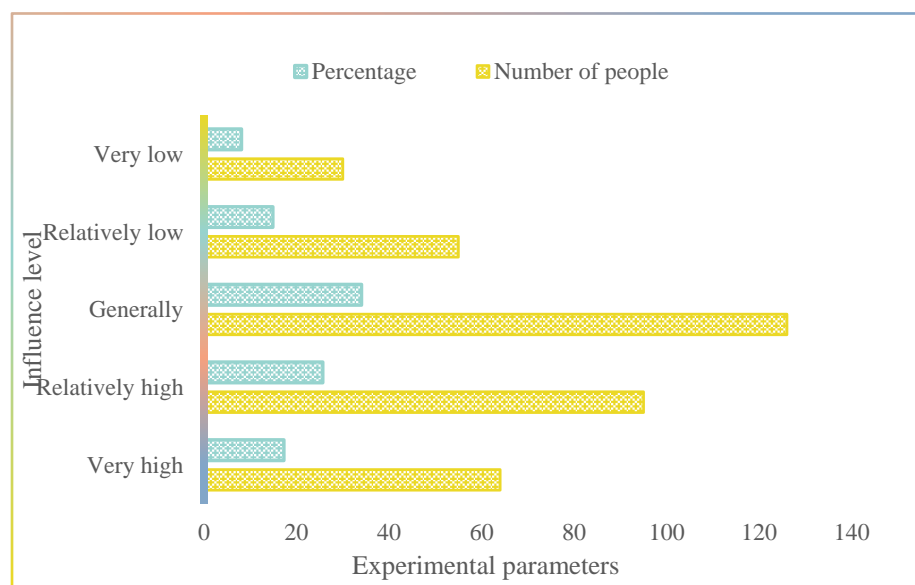


Figure 2: Distribution of the degree of influence of entrepreneurial activities in universities and society on entrepreneurship

As shown in Figure 2, 64 students believe that university and social-related business activities have a very high impact on entrepreneurship, accounting for 17.29% of all entrepreneurs; 95 students believe that related business activities have a greater impact on entrepreneurship, accounting for 25.68% of entrepreneurs; 126 people believe that the impact of related business activities on entrepreneurship is average, accounting for 34.05% of all entrepreneurs; 55 people believe that the impact of related business activities on entrepreneurship is relatively low, accounting for 14.87% of entrepreneurs; 30 people believe that related business activities have an impact on entrepreneurship. The impact of entrepreneurship is very small, accounting for 8.11% of all entrepreneurs. Many university-educated entrepreneurs believe that related business activities have not had a great impact on their entrepreneurship. The current commercial activities may not be mature yet, and the actual benefits of some activities are very low, and may not be of practical help in promoting students' entrepreneurship.

5. Conclusions

This article mainly discusses the entrepreneurship of private college students. First, on the basis of consulting relevant domestic and foreign literature, the keynote and entrepreneurial process of student entrepreneurship are determined from the three aspects of entrepreneurial quality, entrepreneurship education and entrepreneurial environment, and influence student entrepreneurship. Secondly, combined with the characteristics of private college students' entrepreneurship, through case interviews and questionnaire surveys, the factors that affect college students' entrepreneurship are analyzed; in response to these problems, it is necessary to strengthen the cultivation of the inherent ability of vocational students to change the status quo of college students' entrepreneurship, and at the same time do a good job of vocational students' Professional design work; at the same time, strengthen the construction of innovation and entrepreneurship education system, learn from the school's innovation and entrepreneurship curriculum, practice platform, evaluation system, etc., and finally strengthen the construction of the entrepreneurial environment to create a good entrepreneurial atmosphere for students in higher vocational colleges.

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