

# The Influence of College Students' Entrepreneurship Mentoring Behavior on College Students' Entrepreneurship Performance

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**ABSTRACT.** As the number of college graduates increases year by year, the employment situation of college students is not optimistic. Encouraging and guiding college students to start their own businesses has gradually become an effective way to solve the employment problem. Now many colleges and universities have carried out various forms of entrepreneurship education to cultivate the entrepreneurial ability of college students. In college students' entrepreneurial mentor to guide the behavior of college students entrepreneurial performance impact on the questionnaire survey analysis, collecting the questionnaire data by the test results show that learning and knowledge support PS SKG, vocational guidance two variables into the regression equation, two variables were could explain 73% of the variance, entrepreneurial performance college students entrepreneurial mentor to guide behavior long-term positive countermeasures are put forward.

**KEYWORDS:** College students, Entrepreneurial performance, Mentor, To guide the behavior

## 1. Investigation and analysis

### 1.1 Survey Design

In reference to previous researchers on the basis of research results, the design of the questionnaire survey, the first part is the basic information of the sample[1], the second part is the mentors to guide the behavior and the relationship between college students' entrepreneurial performance item and mentors to guide behavior, a total of 14 item, from the way in mentors (MS), professional support (PS), psychological guidance (PG), learning and knowledge instruction (SKG) four Angle to carry on the design. There are seven questions on entrepreneurial performance, measuring two variables, namely management performance (MP) and market performance (MPII).[2]

### 1.2 Correlation Coefficient Matrix

(See Table 1) As the correlation of two-level variables obtained from each question in this collation questionnaire, it was found that all variables were significantly positively correlated at the level of 0.01.

Table 1 Correlation Coefficient Matrix

		(MS)	(PS)	(PG)	(SKG)	(MP)	(MPII)
(MS)	Pearson correlation	1	.757	.691	.735	.688	.587
(PS)	Pearson correlation	.757	1	.796	.827	.820	.751
(PG)	Pearson correlation	.688	.798	1	.807	.759	.677
(SKG)	Pearson correlation	.735	.827	.807	2	.866	.725
(MP)	Pearson correlation	.688	.820	.759	.866	1	.797
(MPII)	Pearson correlation	.599	.751	.678	.724	.797	1

## 2. The Results

According to the results of regression analysis, the two variables of learning and knowledge guidance SKG

and career support PS enter the regression equation, which can explain 73% of the variance in entrepreneurial performance (see Table 2).

*Table 2 Results of Multiple Regression Analysis*

Anova						
model		sum of square	df	Mean square	F	sig
1	return	3377.965	1	3378.964	365.182	.000
	Residual	1332.019	145	9.251		
	total	4909.827	145			
2	return	3634.205	3	1817.102	241.543	.000
	Residual	1075.816	144	7.524		
	total	4709.924	146			

The empirical conclusions of this questionnaire are summarized as follows:

(1) the mean of each variable were higher than “average” level of effective questionnaire statistical results, each item scoring average is more than 3 “general consent”, close to 4 “agree”, that entrepreneurship students to entrepreneurship mentor to guide behavior and mentors to guide business performance have a more positive point of view, and evaluate mentors as guidance for business performance has a positive effect.

(2) business mentor to guide behavior and there is significant positive correlation between business performance, according to the correlation coefficient matrix, and mentors to guide the behavior of the four variables mentors to guide way, professional support, psychological guidance, learning, and the guidance of knowledge and entrepreneurial performance between the two variables of management performance, market performance at the 0.01 level significant positive correlation.

(3) Learning, knowledge guidance and career support can explain the variance of entrepreneurial performance. Through stepwise regression analysis, two of the four variables of entrepreneurial mentor guidance behavior enter the regression equation, namely, learning, knowledge guidance and career support, which can explain 76.8% of the variance of entrepreneurial performance. It shows that entrepreneurship mentor guidance does not need to be comprehensive, but should be focused.

### **3. Suggestions to Improve Entrepreneurship Mentors' Guidance Behavior and Improve Entrepreneurship Performance**

#### ***3.1 Planning Entrepreneurship Education Guidance Courses***

In the course design of entrepreneurship education, colleges and universities should pay attention to the systematicness of the course, avoid overgeneralization, and carry out a full and all-round course education on the entrepreneurship process of college students. In the specific teaching, tutors should interact with students in entrepreneurship training, so as to achieve the teaching objectives through interaction. [3]Additional, the tutor should notice the case to penetrate. Choose successful startups as well as failed ones. Through the comparative study of positive and negative cases, students are trained to analyze and judge the problems they face in entrepreneurship, and the entrepreneurship education guidance course is improved by overlapping theoretical explanation and practical cases [4].

#### ***3.2 Establish a Qualification Training and Performance Appraisal Mechanism for Entrepreneurship Education Instructors***

In China, most of the teaching teachers tend to be knowledge-oriented theory professors. Due to the lack of practical experience in entrepreneurship, there is a shortage of practical skills in entrepreneurship [5]. Based on the guidance program and requirements of entrepreneurship tutor of Babson Business School in the United States, domestic colleges and universities can try to create conditions for teachers to enter high-tech enterprises, experience the entrepreneurial process, study cases with great concentration, and improve entrepreneurial education ability. In addition, a certain number of entrepreneurs are employed as part-time teachers of entrepreneurship education in colleges and universities to participate in the overall education and teaching process, and try to give corresponding credits (integrated in the transcript of the second class), so as to give full

play to the real effect of teachers of entrepreneurship education outside the school.

### ***3.3 Establishment of Entrepreneurship Tutor Guidance Laboratory***

The establishment of entrepreneurship tutor guidance laboratory can provide a platform for entrepreneurship tutors to conduct self-research and improve themselves. Mentors can carry out research on entrepreneurship guidance, and form an investigation group to conduct study and exchange research on entrepreneurship education in foreign schools or abroad. Entrepreneurial mentors do not need to give all-round guidance to entrepreneurial projects [6]. Through regression analysis, only learning, knowledge guidance and career support entered the regression equation under the joint influence of multiple variables. In view of the practical situation such as time and energy in the guidance of the entrepreneurship tutor, the tutor should focus on the guidance of students' entrepreneurship. We can give guidance and support in such aspects as entrepreneurship expertise, management and decision-making knowledge, entrepreneurship policy information, entrepreneurial opportunity information, customer resources and financing resources.

### ***3.4 Students Take the Initiative to Seek Guidance and Support for Entrepreneurship***

Given the most innovative entrepreneurship education in university, have focused on innovative entrepreneurship teaching, college students' innovative undertaking scientific research project, the form of innovative entrepreneurial skills competition, in the aspect of practical support college students entrepreneurship practice still lack of mature [7], effective mode and policy, entrepreneurship tutorial system is only in the stage of exploration on a trial basis. , therefore, has a business plan or ongoing business practice, students should take the initiative to seek the guidance of professional teachers, in order to promote business knowledge to master, at the same time should be by as much as possible, seek teacher in customer resources, policy, opportunities, human resources, finance and other aspects of support and help, in order to reduce business risks, improve business performance.

### ***3.5 Establish Long-Term Working Mechanism of College Students' Entrepreneurship Tutor***

#### ***3.5.1 Innovate the Career Development System of Mentors***

College is a place where talent aggregation and there are many specialized in professional theoretical research, product development and design of scientific research personnel, and is engaged in the management, financial, legal and other professional knowledge, a senior expert, colleges and universities also hired well-known social entrepreneurs, training professionals as a visiting professor at the mtcsol face-to-face teacher resources, provides the entrepreneurship education in colleges and universities smoothly enough teachers. Therefore, how to make full use of these resources, the establishment of practical and theoretical experienced mentors team, will need to set up the mechanism of mentors, targeted and according to the teaching situation, integrate various resources, set up the business in the field of enlightenment teacher, mentor project mentor, market and management tutor, etc., the professional team of mentors. Entrepreneurship mentors of different categories are not independent in imparting relevant entrepreneurship knowledge, but need to cooperate with each other, complement each other's advantages, give full play to the overall role of the team, and serve students' entrepreneurship better.

#### ***3.5.2 Innovate the Working Methods of Entrepreneurship Mentors***

Entrepreneurship tutor and entrepreneurship student pair follow the principle of two-way selection and voluntary pairing, which generally fall into the following four types: first, concept guidance: mainly propagating the latest employment and entrepreneurship policies and correct employment and entrepreneurship concepts, guiding college students to establish a positive and correct view of employment and strengthen confidence in entrepreneurship; The second category is policy guidance. It is mainly to provide entrepreneurship guidance and assistance in relevant laws and regulations for college students who intend to start their own businesses, so as to enhance legal awareness, avoid entrepreneurial risks and enhance the effectiveness of entrepreneurship and employment. Third, skills counseling: mainly providing technical, employment and entrepreneurship knowledge consulting with my own professional practice; Fourth, the typical driving category: mainly through entrepreneurial experience and enterprise strength to provide intellectual or material support for entrepreneurship, to provide jobs. The guidance methods of entrepreneurship mentors can include one-to-one tutoring, special counseling guidance, regular training guidance, and accompanying guidance throughout the whole process.

#### 4. Conclusion

In short, entrepreneurship education is key to the success of the mentors behavior and teacher team building, through this research will study and knowledge support PS SKG, vocational guidance two variables into the regression equation, two variables can explain entrepreneurial performance variance of 73% long-term mechanism to strengthen the construction of mentors team, to improve college students' entrepreneurial ability has important and far-reaching significance.

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