

Analysis of Short Video Entrepreneurial Intention of Students and Its Influencing Factors in Beijing Union University

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Abstract: In recent years, the employment pressure of college graduates has continued to increase with the yearly increase in the number of graduates, and short video entrepreneurship, as a new employment mode under the digital economy, has become an important way to broaden the employment channels of graduates and increase employment opportunities due to its advantages of low threshold and high efficiency. In-depth analysis of college students' willingness to start short video business and its key influencing factors is of great significance in guiding college students to start short video business and alleviating employment pressure. This paper takes the students of Beijing Union University as the research object, through the questionnaire survey and statistical analysis, from the personal factors, entrepreneurial education factors and entrepreneurial resources factors, three aspects of the influence factors of college students' short video entrepreneurial willingness to carry out empirical research, in order to reasonably guide college students to carry out short video entrepreneurship to provide reference.

Keywords: Short video entrepreneurship; University student entrepreneurship; Entrepreneurial willingness

1. Introduction

Along with the transformation of China's economic development model and employment structure, as well as the scale of college graduates continues to climb, the difficulty of college students' employment has greatly increased. According to the employment report of college graduates of Wisdom Recruitment, there will be about 9.09 million fresh graduates from colleges and universities in 2021, compared with about 8.7 million in 2020, an increase of nearly 400,000; in 2022, the nation's undergraduate graduates exceeded 10 million, an increase of 1.67 million year-on-year, with both the scale and the number of graduates at an all-time high^[1], and it is the first time that the number of annual graduates has broken the 10 million mark. In terms of employment rates, the employment rate of fresh undergraduate college graduates will be 34 per cent in 2021 and 15.3 per cent in 2022. At the same time, due to the impact of the large-scale epidemic, the supply of jobs is increasingly in short supply, so how to expand employment more widely and promote employment through entrepreneurship has become the key to solving the problem of university student employment.

The latest data show that China's live webcast user scale reached 751 million, accounting for 70.3% of the overall Internet users; short video user scale of 1.012 billion, accounting for 94.8% of the overall Internet users. Short video entrepreneurship not only includes traffic realisation with the help of releasing videos and content marketing, but also includes other different ways such as live streaming with goods, opening shopping carts to shelve goods, etc^[2]. Along with the rapid iteration of Internet technology and the rise of short video platforms, short video entrepreneurship plays a very important role in promoting college students' entrepreneurship. The diversified video content, diverse anchor positioning and inclusive network environment of various short-video platforms not only bring entrepreneurs high amounts of traffic and wealth, but also provide young creators with the possibility of turning their "wild" ideas into reality. The Statistical Report on China's Internet Development pointed out that as of March 2020, the size of China's Internet users had reached 904 million, and the proportion of Internet users aged 20-29 and 30-39 in the Internet user group was 21.5 per cent and 22.8

per cent, respectively, which was significantly higher than that of other age groups^[3]. The youth group is the main force driving the development of the Internet in China. This group is more active in thinking, more inclined to express their own opinions on the Internet, has a higher desire to express themselves and explore all kinds of things, and also has a great interest in the Internet because of their adventurous spirit^[4]. College students, as part of the youth group, have a strong ability to learn new things, have good network application skills, but also maintain the novelty of the fantastic ideas and "the calf is not afraid of tigers" dare to break into the spirit of hard work, which has laid a solid foundation for its short video entrepreneurship. However, the research results of relevant institutions show that the activity of college students' short video entrepreneurship is low, and the efficiency of short video entrepreneurship is uneven. The college students who choose to carry out short video entrepreneurship are also mixed with some entrepreneurial blindness, so it is particularly important to deeply understand and know the college students' short video entrepreneurship willingness and its influencing factors.

This paper takes the students of Beijing Union University as the research object, to understand and grasp the short video entrepreneurial willingness of the students of Beijing Union University, to analyse the main factors affecting the short video entrepreneurial willingness of the students of Beijing Union University, and to point out the influencing effect of the factors as well as the main problems encountered in the short video entrepreneurship of the students. Based on the results of data analysis, proposing countermeasures and suggestions to enhance students' willingness to start short video ventures in Beijing Union University, it provides a realistic reference for promoting short video entrepreneurship among college students, alleviating the employment pressure on college students, and promoting social and economic growth.

2. Research design

2.1 Data sources and sample characteristics

In this paper, a random sampling method was used to distribute the questionnaires with a combination of online and offline questionnaires, focusing on the Beisihuan Campus and the District Campus of Beijing Union University. The data collection period was from February to March 2023, 450 questionnaires were distributed and 441 questionnaires were recovered, with an effective recovery rate of 98%.

In terms of gender distribution, 40.82 per cent of the students surveyed were male and 59.18 per cent were female, with a higher proportion of female students; in terms of professional distribution, 8.39 per cent of the students majored in economics, 1.13 per cent majored in law, 5.9 per cent majored in education, 1.36 per cent majored in literature, 0.68 per cent majored in history, 3.4 per cent majored in science, 33.11 per cent majored in engineering, 37.19 per cent majored in management, 7.84 per cent majored in art, 1.36 per cent majored in medicine, and management majors accounted for the most; in terms of the distribution of students' grades, freshmen accounted for 19.5%, sophomores accounted for 15.19%, juniors accounted for 28.12%, and senior students accounted for 27.66%, First-year postgraduate students accounted for 4.76%, Second-year postgraduate students accounted for 2.72%, Third-year postgraduate students accounted for 2.04%, focusing on the short video entrepreneurial willingness of junior and senior students who are facing or will face employment.

2.2 Questionnaire design

The questionnaire is divided into three parts: basic personal information, entrepreneurial potential, and willingness to start a short video business. Among them, the basic personal information includes gender, major, grade and personal entrepreneurial qualities; entrepreneurial potential includes the average daily length of watching short videos, internship experience, entrepreneurial experience outside short videos, parents' entrepreneurial situation, classmates' and friends' entrepreneurial situation, school innovation and entrepreneurship courses, and entrepreneurship education and training, etc.; and the intention to engage in short-video entrepreneurship includes short-video entrepreneurship cognition, whether or not it is being engaged in short-video entrepreneurship, Whether there is a short video entrepreneurship willingness and whether they hope to engage in short video entrepreneurship after graduation.

In order to explore college students' willingness to start a short video business and its influencing factors, this paper selects "Are you currently starting a short video business?" "Have you ever had the

idea of short video entrepreneurship?" "Do you have the intention to start a short video business after graduation?" The responses to the three questions were used to measure students' willingness to start a short-video business, and the influencing factors of willingness to start a short-video business were classified into three aspects: personal factors, including gender, grade, personal entrepreneurial qualities, average daily hours of watching short-video, and short-video entrepreneurship; entrepreneurship education factors, including on- and off-campus innovation and entrepreneurship courses; entrepreneurship resources factors, including personal experience of entrepreneurship outside of short videos, parents' experience of entrepreneurship, and classmates' and friends' experience of entrepreneurship.

In this questionnaire, personal entrepreneurial traits and short video entrepreneurship perceptions were measured using a five-point Likert scale, with 1-5 indicating "very much not in line with", "relatively not in line with", "average", "relatively in line with", and "very much in line with", respectively. In order to ensure that the results of the questionnaire are real and reliable, it is necessary to analyse the reliability and validity of the questionnaire, and the results show that the reliability coefficient value of the personal entrepreneurship characteristics scale is 0.950, and the reliability coefficient value of the short-video entrepreneurship cognition scale is 0.940, which is greater than 0.8, indicating that the reliability of both scales is high. Meanwhile, the KMO values of the Personal Entrepreneurship Characteristics Scale and the Short Video Entrepreneurship Awareness Scale are both greater than 0.8, and the significance of the Bartlett's Spherical Test of the two scales is less than 0.05, which indicates that the validity of the scales is good. This indicates that the questionnaire results can be used for subsequent data analysis.

3. Empirical analysis

3.1 *Relevant analyses*

In this paper, SPSS 20.0 was used to correlate the variables. The results show that grade level, average daily video watching time, short video entrepreneurship cognitive situation and short video entrepreneurial behaviour show significant positive correlation, with correlation coefficients of 0.025, 0.003, 0.093, respectively; personal entrepreneurial traits and short video entrepreneurial behaviour show significant negative correlation, with correlation coefficient of 0.002.

Senior students have been exposed to short videos for a longer period of time and have received more innovative entrepreneurship courses offered by the school, and have more time after school to put their ideas of short video entrepreneurship into reality. The more positively students perceive the situation of short video entrepreneurship, the more they correctly realise the prospects and risks of the short video industry, and the more likely they are to take short video entrepreneurship as their career choice. The longer the average daily video viewing hours, the more likely students are to be potential short video entrepreneurs due to their interest in video content, blogger's area of expertise, or investing their time in learning about blogger's experience posting on video operations. However, the more pronounced the personal entrepreneurial traits, the more likely they are to be more cautious in their choice of future entrepreneurial fields, thus slowing down the process of committing to short video entrepreneurship.

Gender, grade, school innovation and entrepreneurship courses, off-campus innovation and entrepreneurship courses, personal experience of entrepreneurship outside the short video, classmates and friends' entrepreneurship experience and the idea of short video entrepreneurship show a significant positive correlation, with correlation coefficients of 0.055, 0.008, 0.044, 0.064, 0.017, 0.094, respectively; the entrepreneurial experience of parents and the idea of short video entrepreneurship show a significant negative correlation, with a correlation coefficient of 0.004.

Compared with men, women have more choices of short video fields, and there are more women bloggers in beauty, life, and dressing, etc., who are more likely to get attention, so more women may have short video entrepreneurship ideas. The more innovative and entrepreneurial courses they receive both on and off campus, the more successful or unsuccessful entrepreneurial experience they have, and the more influence they have from the entrepreneurial experiences of their friends and relatives, all contribute to college students' consideration of short-video entrepreneurship as a direction for their future development, and to the emergence of more "fantastic ideas" that they can put into action. However, due to the different entrepreneurial environments and resource conditions between the two generations of parents and college students, the parents' experience of entrepreneurship is more

arduous, which will subconsciously influence their offspring to look for more stable and reliable jobs, thus affecting college students' ability to generate ideas for short-video entrepreneurship and implement short-video entrepreneurial behaviours.

Gender, grade, average daily hours of watching short videos, school innovation and entrepreneurship courses, parents' entrepreneurial experience and the willingness to start a short video business after graduation show a positive correlation, with correlation coefficients of 0.036, 0.038, 0.078, 0.088, 0.044, respectively, and off-campus innovation and entrepreneurship courses, personal entrepreneurial experience outside of a short video business and the willingness to start a short video business after graduation show a negative correlation, with correlation coefficients of 0.017 and 0.032. The experience of content operation learnt from watching short videos and the industry opportunities and idea implementation learnt from innovation and entrepreneurship courses can push college students to develop their willingness to start short video business. However, off-campus innovation and entrepreneurship courses are closer to the reality of the industry and face more difficult problems; the more challenging and difficult entrepreneurial experience outside of short videos also reduces college students' willingness to start a short-video business.

3.2 Regression analysis

This paper uses binary logistic regression to further test the key factors affecting college students' willingness to start a short video business, and the results of the analysis are shown in Table 1.

For Model 1, gender, short-video entrepreneurship cognitive status, personal short-video entrepreneurship experience outside of short-video entrepreneurship, parents' entrepreneurial experience and classmates' and friends' entrepreneurial experience all have a significant effect on students' current short-video entrepreneurial behaviour. Specifically, more female students than male students are currently engaged in short-video entrepreneurship; students with better short-video entrepreneurship cognitive status are currently engaged in more short-video entrepreneurial activities; and students with off-video entrepreneurial experiences, parents' entrepreneurial experiences, and classmates' and friends' entrepreneurial experiences are also more engaged in short-video entrepreneurial activities.

Table 1: Regression analysis table

classification	variant	Short videos Entrepreneurial behaviour	Short videos Entrepreneurial Ideas	Short video Entrepreneurial Willingness after graduation
		Model 1	Model 2	Model 3
personal factor	Gender	-0.573*	0.414*	0.279
	Age	0.220	-0.094	-0.213
	Personal entrepreneurial traits	-0.353	0.394**	0.761***
	Average daily hours of short video viewing	0.041	0.245***	0.038
	Short Video Startup Perception Situation	0.367*	0.449***	0.341*
Entrepreneurship Education Factors	On-campus Innovation and Entrepreneurship Course Attendance	0.667	-0.115	0.791**
	Off-campus Innovation and Entrepreneurship Course Attendance	0.482	0.407	-0.429
Entrepreneurial Resources Factors	Personal non-short video startup experience	1.157***	-0.020	-0.366
	Parents' entrepreneurial experience	0.728*	-0.45	0.378
	Classmates' and friends' entrepreneurial experience	1.101***	0.202	0.444

For Model 2, gender, personal entrepreneurial traits, average daily length of watching short videos, and short video entrepreneurship cognitive situation all have a significant effect on students' former

short video entrepreneurial willingness. Specifically, male students have stronger entrepreneurial intentions than female students; students with more significant personal entrepreneurial traits have stronger entrepreneurial intentions for short videos; students with longer average daily viewing time have stronger entrepreneurial intentions for short videos; and students with better awareness of short videos have stronger entrepreneurial intentions for short videos.

For model 3, personal entrepreneurial traits, short-video entrepreneurship cognitive situation and school innovation and entrepreneurship courses have a significant effect on students' future short-video entrepreneurial willingness. Specifically, students with stronger personal entrepreneurial traits have a stronger willingness to start a short-video business in the future; students with better short-video entrepreneurship awareness have a stronger willingness to start a short-video business in the future; and students who have taken innovative entrepreneurship courses in school have a stronger willingness to start a short-video business in the future.

4. Conclusions of the study and recommendations for countermeasures

4.1 Conclusions of the study

Through correlation analysis and regression analysis, this paper conducts an in-depth study on the factors affecting the short video entrepreneurial intention of students in Beijing Union University, and draws the following main conclusions:(1) More female students than male students are currently engaged in short-video entrepreneurship, probably due to the fact that female students have a richer selection of short-video content areas to choose from, more successful entrepreneurial bloggers to refer to, and a clearer entrepreneurial outlook. And the better the cognitive status of short-video entrepreneurship, the more students who have had experience in entrepreneurship outside short-video, and whose parents or friends have entrepreneurial experience are now more and more choosing to engage in short-video entrepreneurship activities.(2) Male students have had a stronger entrepreneurial will than female students, and male students have a stronger sense of subjectivity and prefer to meet entrepreneurial challenges and the unknown. The more significant personal entrepreneurial traits, the longer the average daily viewing of short videos, and the better the awareness of short videos, the students have a stronger willingness to start a short video business.(3) Students with stronger personal entrepreneurial qualities, better knowledge of short-video entrepreneurship, and students who have taken innovation and entrepreneurship courses at school have a stronger willingness to start short-video entrepreneurship in the future. These students have a more comprehensive understanding of the short video industry, entrepreneurial mode, and even the challenges and difficulties faced by entrepreneurship, and are able to analyse their own abilities and the external environment rationally, and comprehensively assess the feasibility of short video entrepreneurship.

4.2 Recommendations for countermeasures

4.2.1 Raising students' awareness of innovation and entrepreneurship

First of all, schools should actively establish the confidence of students in short video innovation and entrepreneurship. Encourage a variety of forms of innovation and entrepreneurship mode, encourage students who have entrepreneurial willingness but do not dare to really put it into practice to begin to prepare, and guide students with entrepreneurial ability to recognise their own strengths, challenge themselves, and bravely try to start their own business. Secondly, schools should actively guide students to establish a correct concept of innovation and entrepreneurship^[5]. Positive innovation and entrepreneurship concept can help students have a rational understanding of innovation and entrepreneurship behaviour, they should react quickly and take the initiative when encountering opportunities, and stop loss and make decisions in time when encountering difficulties. Finally, the school should strengthen the correction of students' bad cognition about short video entrepreneurship, alleviate the prejudice of students for short video entrepreneurship, short video focuses on content output, concept delivery, short video platform is not the only vulgar and funny segments, guide students to correctly understand the short video industry so as to improve the willingness of students to short video entrepreneurship.

4.2.2 Creating an atmosphere of innovation and entrepreneurship in schools

Firstly, we actively encourage students to participate in the on-campus innovation and entrepreneurship competition and encourage them to express their entrepreneurial ideas bravely. On the

one hand, the feasibility and practicability of entrepreneurial ideas are measured through hands-on experience of the entrepreneurial process, the production of entrepreneurial plans, and the guidance and selection of teachers on campus; on the other hand, the use of benign competition within the school stimulates the enthusiasm of students for entrepreneurship and creates a better entrepreneurial atmosphere. Transform the concept of innovation and entrepreneurship education in colleges and universities, and break the embarrassing situation of over-emphasis on students' academic performance and neglect of comprehensive quality cultivation in the past teaching process^[6]. Secondly, the school should strengthen the contact with enterprises and adopt the learning and exchange method, so that students can practically understand the reality of corporate entrepreneurship and the opportunities and threats facing the industry. Finally, schools should also strengthen the support for students' entrepreneurship. Scholars Cao Keyan et al. (2020) believe that the availability of entrepreneurial resources is also one of the most important factors affecting college students' entrepreneurial intentions. On the one hand, strong support from friends and relatives or family can help college students to eliminate concerns and put into the entrepreneurial process faster; it is easier to achieve goal consensus, form entrepreneurial teams, and even complete the process of raising funds as soon as possible among friends; on the other hand, in the process of entrepreneurship, individuals are required to have relevant management skills, and to master the market channels, social networks and other resources, and the college students' possession of these resources will affect their entrepreneurial confidence, and the availability of these resources will influence their entrepreneurial confidence, which in turn affects entrepreneurial intention^[7].

4.2.3 Promoting innovation and entrepreneurship education on and off campus

Encouraging students to actively participate in innovation and entrepreneurship courses, scholars Liang Chunxiao and Shen Hong (2022) argued that compared with entrepreneurial learning for entrepreneurs in general, entrepreneurial learning for college students is closely linked to entrepreneurial education in colleges and universities, and entrepreneurial intentions are more affected by entrepreneurial support in schools^[8]. In addition, foreign scholar António Porfirio José (2023) similarly agrees that entrepreneurial culture and education have a significant impact on promoting entrepreneurial self-efficacy and developing entrepreneurial intentions^[9]. Scholars Nguyen Quyen Do (2023) also agree that entrepreneurship education has a positive impact on students' entrepreneurial intentions^[10]. Colleges and universities can choose to improve the innovation and entrepreneurship education system by offering a variety of innovation and entrepreneurship courses, strengthening the faculty of innovation and entrepreneurship courses, and hiring outstanding entrepreneurs to lecture and teach.

4.2.4 Enhancing policy support for innovation and entrepreneurship

First of all, schools should improve and optimise student innovation and entrepreneurship services. It can help students who have ideas and abilities but lack start-up funding to achieve their entrepreneurial goals by increasing financial assistance to entrepreneurial teams, providing entrepreneurial incubation bases [11], and setting up foundations for student innovation and entrepreneurship. Secondly, the government should strengthen the publicity of entrepreneurship support policies to help more students understand the latest innovation and entrepreneurship policies and motivate students to participate in innovation and entrepreneurship activities. Finally, online platforms should also strengthen the regulation of innovation and entrepreneurship activities to protect everyone's ideas from fair attention and exposure, so as to gain students' trust and enable them to fulfil their entrepreneurial passion in the platforms in a guaranteed way.

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