

Research on Chinese College Students' Start Up Business: Multiple Motivation, Behaviour Characteristics and Management Policy——Based on the Investigations of Six Universities

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To cite this article:

Shaogang Liao, Junjie Ji. Research on Chinese College Students' Start Up Business: Multiple Motivation, Behaviour Characteristics and Management Policy——Based on the Investigations of Six Universities. *International Journal of Education, Culture and Society*.

Vol. 3, No. 2, 2018, pp. 34-41. doi: 10.11648/j.ijecs.20180302.13

Received: November 14, 2016; **Accepted:** November 29, 2016; **Published:** June 13, 2018

Abstract: College student's entrepreneurial motivation determines their entrepreneurial behavior, and affects the school's management strategy. The investigation study of six Universities and Literature Search shows that College student's entrepreneurial motivation is diverse. There are seven motivations, and their weight from high to low are individual development (21.25%), infusing entrepreneurial culture (16.61%), increasing income (14.21%), play major advantage (14%), utilizing family resources (13.30%), improve the quality of employment (13.21%) and entertainment (7.41%). According to it, we could inductive the major and minor motivation of Chinese college students' entrepreneurship, and construct the multiple motivation model. The students entrepreneurial behavior is different from the characteristics of social groups, such as non utilitarian consciousness, awareness of quality improvement is bright, easily affected by the external environment, business resources and business channel is narrow, etc. So we can put forward the suggestions on the classification of entrepreneurship education in colleges.

Keywords: Entrepreneurial Motivation, Chinese College Student, Entrepreneurship Education, Entrepreneurial Talent

1. Introduction

Entrepreneurship education is to cultivate people's entrepreneurial awareness, thinking and skills, to make the educates growth to an entrepreneurial talent.

UNESCO called entrepreneurship is the "third passports" of the education field which is after the academic education and occupation education, so its' importance is self-evident. In recent years, entrepreneurship education has received widespread attention in Chinese; entrepreneurship of Chinese college students is more and more. As a result, the Chinese college students' entrepreneurial problem has also entered the field of vision of the researchers.

For the study of the entrepreneurship of Chinese college students, most researchers focus on the exploration of "what quality suitable for business", but "suited" does not mean "involved in entrepreneurship". Most students are lack of practical experience, they are potential entrepreneur. The

essential difference between the potential entrepreneurs and the actual entrepreneurs lies in the individual entrepreneurial motivation, that is, the driving force behind the entrepreneurial action". [1] Therefore, any Chinese college students to start entrepreneurship, it is bound to be driven by certain motives. Look no further, The theory of "Need—motivation—behavior" indicates that when people have some need, psychological will produce the internal driving force, as motivation. It has activation, directional, maintain and adjust function, can drive people to choose their target and behavior to achieve the goal, so as to meet the need. In the same way, Chinese University Students' entrepreneurial motivation is also bound to their own needs, and also to determine their entrepreneurial behavior. Therefore, in order to explore the entrepreneurial motivation of college students as an intermediary, we can not only explore the root causes of the needs of students, but also can be targeted to stimulate and guide students to start their own business. At the same time, it also helps to sum up the characteristics of College Students'

entrepreneurial behavior, and provide scientific basis for the development of scientific management strategies.

According to former analysis, the student's entrepreneurial motivations behavior characteristic and corresponding regulation strategy are very valuable issues to research To explore these issues is conducive to deepening the understanding of the law of student entrepreneurship, improve the effectiveness of entrepreneurship education, and this is precisely the lack of relevant research. Even if there is a study involved in this, but also generally ignored the students entrepreneurial motivation may exist in the primary and secondary characteristics, and it is lack of quantitative analysis of the impact of a variety of entrepreneurial motivation. This indicates that the related research has lagged behind the development of entrepreneurship education needs. Based on this, this paper will along the analysis framework of "entrepreneurial motivation—demand and entrepreneurial behavior—management measures", carries on a field survey of China's college students entrepreneurial motivation, and puts forward the reform proposals on entrepreneurial talents training.

2. Research Background and Program

This study selected six universities to investigate. In order to ensure the balance of visit universities in the region, discipline and level distribution, we choice each two universities from Zhejiang, Hubei and Jiangxi, of which two

universities of science and engineering, two comprehensive universities, two universities of Finance; one "985" university, one "211" university, four provincial universities. In addition, the choice of these six universities also based on the following two reasons:

First, these colleges entrepreneurship education theory and practice foundation is better, formed a more mature entrepreneurial talent training system, they have strong entrepreneurial atmosphere, formed community of students entrepreneurship, have a fairly representative in the Chinese universities. So it is conducive to the investigation and study. Second, the researchers had conducted a survey on the learning situation of the students in these six schools. The survey results show that entrepreneurial students in the four aspects of learning time, learning style, learning attitude and learning achievement has no significant difference with the same school students who are non business. So since they were in the same school and entrepreneurship did not have significantly affected on academic, why some students will join the venture and the other won't is a quiet significant question. This is real problem in the context of this study.

Based on the above analysis, the investigation of this study includes two parts: first, the survey of entrepreneurial motivation. The main task is to conduct interviews about students' entrepreneurial motivation, thus refining the motivation of students in the category. Interviewed a total of 120 people (20 people each college, gender and professional structure refer to table 1).

Table 1. Subject and gender distribution of interview subjects.

Subject	Design		Economics		Administration		Engineering		other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Num	24	13	12	5	11	4	17	3	19	12	83	37
proportion (%)	30.83		14.17		12.50		16.67		25.83		100	

Second, the weight survey of multiple entrepreneurial motivation, that is, by means of a questionnaire survey to measure the importance of a variety of entrepreneurial motivation. For this purpose, the author has compiled a questionnaire—«the weight survey of entrepreneurial motivation of students in the school». The questionnaire is composed of three parts: the background of entrepreneurial students, the importance of entrepreneurial motivation, the problems and suggestions. "The background of entrepreneurship students" is mainly to understand the situation of the professional of the entrepreneurial college students, family economic status, employment expectations, entrepreneurial resources, leisure time, so as to clarify the respondents' entrepreneurial background and reason. "The importance of entrepreneurial motivation" is the main part of the questionnaire, which requires the investigation to mark for the importance of each entrepreneurial motivation by the Richter Five Grade method. "No impact" for 1 points, "not

important" for 2 points, "general" for 3 points, "important" for 4 points, "very important" for 5 points. Then, we count and evaluate the distribution of the importance of the entrepreneurial motivation. "Problems and suggestions" design as open, is mainly to understanding of what difficulties will the entrepreneurial students encountered in the process of entrepreneurship? What help do they need? So as to provide reference for improve the entrepreneurship education of universities.

The questionnaires were distributed by directional sampling. Six schools issued a total of 581 copies questionnaire, recovery of 467 copies, the recovery rate was 80.37%. The effective questionnaires were 421 copies, the effective rate was 90.14%. (In the effective questionnaire, the gender and professional structure of the interviewees were found in Table 2; The economic status, employment expectation, employment outlook, and leisure time before entrepreneurship of the interviewees were found in Table 3)

Table 2. Subject and gender distribution of subjects.

Subject	Design		Economics		Administration		Engineering		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Num	91	34	40	14	53	13	78	12	61	25	323	98

Subject	Design	Economics	Administration	Engineering	Other	Total
proportion (%)	29.69	12.82	15.68	21.38	20.33	100

Note: Design includes art design, industrial design and environmental design; economic includes accounting, finance and economics; management includes enterprise management, business management; engineering includes computer, electronics and machinery and so on. Other majors include Chinese, history, foreign language, mathematics, law and so on.

Table 3. Entrepreneurial background of the survey object.

Family economic situation	Type	Difficulty	Commonly	Good	Total
	proportion (%)	51.07	37.53	11.40	100
Employment expectation	Type	Difficulty	Commonly	Good	Total
	Proportion (%)	40.61	34.20	25.18	100
Source of entrepreneurial resources	Type	Family	Classmate	Other	Total
	Proportion (%)	52.30	35.30	12.40	100
Leisure time before entrepreneurship	Type	More	Commonly	Less	Total
	Proportion (%)	47.03	39.67	13.30	100

Note: the proportion (%) = n/N; among them, n represents the number of selected, N represents the total number, that is, 421.

3. The Multiple Motivations of Chinese College Students' Entrepreneurship

The aim of carrying out entrepreneurship education in colleges is to improve students' comprehensive quality and to cultivate excellent entrepreneurs and innovative talents for the society. Compared to the scholars' clear lofty educational expectation, the reality motive of Chinese college students to engage in entrepreneurship may be more rich and colorful.

After an interview with 120 students in 6 universities found that there are 98 students (about 81.67%) believe that join entrepreneurship is the result of multiple motivation comprehensive roles. Summarized all kinds of entrepreneurial motivation of the respondents, we can be found that the entrepreneurial motivation which they mention can be summarized as seven aspects: increase revenue, improve quality, resource utilization, integrate into the entrepreneurial culture, play a professional expertise, improve the quality of employment and entertainment. (See table 4).

Table 4. Proportion of all kinds of entrepreneurial motivation (n=421).

Motivation	increase income	improve quality	entrepreneurial culture	employment quality	resource utilization	professional expertise	entertainment
Proportion	85.83%	76.67%	45.83%	43.33%	39.16%	35.00%	9.16%

Note: proportion (%) = n/N; among them, n represents the number of selected; N represents the total number of people, that is, 421. Since most respondents are driven by multiple entrepreneurial motivations, the total number of entrepreneurial motivation is greater than 1.

Based on the interviews and literature research, the connotation and the representatives of the root of the needs of these 7 motivations are shown below:

- (1) Increase income, it refers to the students hope to increase economic sources through entrepreneurship. It reflects the economic needs of students. For example, Song Yicheng (2010) believes that students' entrepreneurial motivation can be divided into two types of economic needs and social needs. Among them, the economic need is mainly to meet the individual survival and the pursuit of wealth, which is the original motivation of college students. [2]
- (2) Improve quality, it refers to the students hope to exercise personal ability, increase social experience, to lay the foundation for the development of graduation, it reflects the needs of the individual development of students. For example, Xu Hong, Deng Yincheng (2009) proposed that students' entrepreneurship reflect the specific expectations of the future career, is the realistic efforts of the future individual development of the students. [3]
- (3) Improve the quality of employment, it means that students are expected to solve the problem of

employment after graduation or enhance the job satisfaction, which is derived from the employment needs of students. For example, Qian Yonghong (2007) believes that when the individual believes that the future will not be faced with employment difficulties, entrepreneurial intention will not be too strong, and vice versa may choose short-term risk but long-term beneficial individual entrepreneurship. [4]

- (4) Integrate into entrepreneurial culture, it refers to the students' expectations through entrepreneurship integrate into the campus' entrepreneurial atmosphere and groups, which reflects the students' "social needs"^①, For example, a strong campus entrepreneurship culture, entrepreneurship education courses offered by the school, the entrepreneurial practice of the friends and relatives, etc., are likely to have a role in promoting entrepreneurship in school. Weng Xi Jin (2011), entrepreneurial culture is an important part of campus culture, is the inevitable requirement to improve the quality of entrepreneurial training, it

^① "Social needs" is from McClelland's theory of achievement. He believes that people are social animals, they need friendship and group identity from the social interaction, so "gregarious" is the basic needs of the people.

includes entrepreneurial material culture, entrepreneurial behavior culture, entrepreneurial system culture and entrepreneurial spirit culture four parts. [5]

- (5) Resource utilization, it refers to the student with existing business resources, including market channels, business guidance, technical and social capital support, help to reduce business costs, to achieve low risk business, it from student (economic) security.^① These resources usually come from parents, but also from other relatives and friends. For example, Dunn. T. and Holtz-Eakin. D (2000) pointed out that the profound influence of parents on their children's entrepreneurial intention is reflected in the two aspects of entrepreneurial resources and career values. [6]
- (6) Play professional expertise, it refers to the entrepreneurial students choose areas of business and highly correlated with their major, this can play their professional expertise, reduce business costs, and also to practice and enhance their professional knowledge level, it reflects the needs of professional practice of the students. Tao Mingxin (2010) proposed that high knowledge and skill level is the most significant features of the entrepreneurial community. Students have experienced the system of higher education, has accumulated professional knowledge, these ensure their core competitiveness and living space. [7]
- (7) Entertainment, it refers to the student start a business just to amuse and spend the leisure time, it reflected the entertainment need of the student to start a business. Although this entrepreneurial motivation is not advocated, but the author found that this is a situation in the real interview. This point is rarely involved in the previous studies, so it is a new discovery in this investigation.

4. The Weights of Multiple Motives and Behavior Characteristics of Chinese College Students' Entrepreneurship

In order to quantitative evaluation the impact extent of these seven motivations on the students' entrepreneurship, the respondents were asked to empower the importance of the entrepreneurial motivation by use the five-score method according to its individual entrepreneurial experience. Students need to assess the entrepreneurial motivation a total of 8—— in addition to the above 7 motives, in order to prevent the omission of other possible existence of entrepreneurial motivation, the questionnaire also set up a "other motivation" for investigators to fill in.

The researchers set up a five-level statistics, so as to

investigate the proportion of the total score of the entrepreneurial motivation in the overall sample, and then sort. According to the survey results, make the i sample and j motivation importance degree (weight) as x_{ij} , and the calculation model of the importance degree of each motive was:

$$\alpha_j = \frac{\sum_{i=1}^m x_{ij}}{\sum_{i=1}^m \sum_{j=1}^n x_{ij}}$$

Comprehensive the questionnaire survey results, calculation of the importance of these seven kinds of motivation score and sort. As show in the table 5:

Table 5. Importance ranking of the entrepreneurial motivation.

improve quality	entrepreneurial culture	increase income	professional expertise
22.47%	15.79%	14.08%	13.82%

improve quality	resource utilization	employment quality	entertainment
22.47%	13.49%	12.77%	7.58%

Table 5 shows that, the weight of the seven entrepreneurial motivations from high to low is: improve quality, integrate into the entrepreneurial culture, increase income, play a professional expertise, resource utilization, improve the employment quality, entertainment and leisure. In addition, the respondents did not fill in the "other motivation", which shows that the above seven kinds of motivation can cover all the motivation of the students' entrepreneurship.

This can be summed up the primary and secondary entrepreneurship motivation of the six school students, the weighted mean of the above seven items is 14.28% (1/7). Based on this, the weight of more than 14.28% of the motivation can be defined as the main motivation, the weight of nearly 14.28% of the motivation can be defined as an important motivation, and the weight is significantly lower than 14.28% of the motivation can be defined as a secondary motivation. It is not difficult to find that the weight of improve quality and integrate into entrepreneurial culture are more than the average, which can be considered to be the main motivations for students to start a business. The motivation weights of increase income, play professional expertise, resource utilization and improve the quality of employment are close to the average weight, they can be regarded as an important motivations for students to start a business. The entertainment motivation is less than the mean, can be regarded as a secondary motivation for students to start a business. Based on this, an empirical model of multiple entrepreneurial motivations can be constructed (Figure 1).

① "Security needs" from Maslow's «theory of motivation» (1943), is the need of prevent physical injury, disease, accident and economic risks. In this paper, we mainly refer to the need to avoid economic risks.

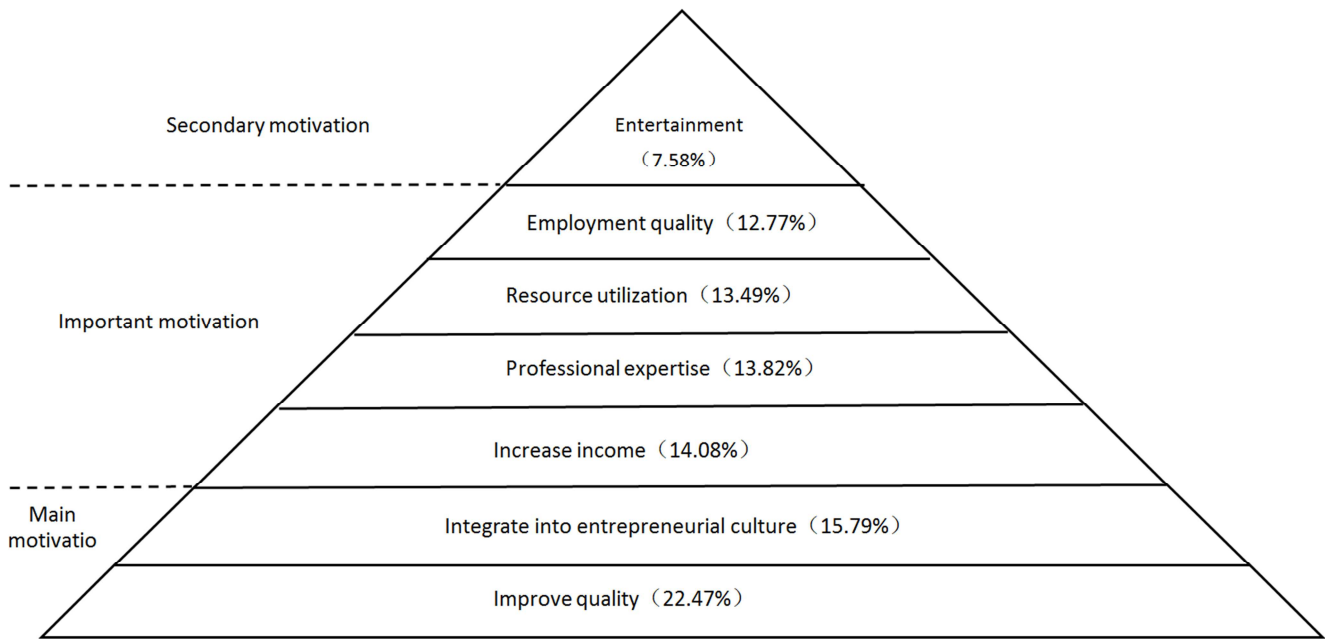


Figure 1. Multivariate motivation model of student entrepreneurship.

To sum up, the weight of the 7 entrepreneurial motivations from high to low is: improve quality, integrate into the entrepreneurial culture, increase income, play professional specialty, resource utilization, improve the employment quality, entertainment and leisure. Then, these entrepreneurial motivations will make the students' entrepreneurial behavior showing different characteristics.

Quality promotion is the primary motivation for college students to start their business in china. In general, economic benefits are the prime motive of social entrepreneurship. While the Chinese college students during the best period of their individual development, improve the comprehensive quality is their greatest demand, coupled with the modern university advocate the comprehensive development of students, participate in business can develop the ability of solve practical problems, so it is an effective way to promote the development of students' quality. Under the joint efforts of students and schools, promote quality beyond the economic benefits, becoming the number one motivation of students in entrepreneurship, which also reflects the effectiveness of entrepreneurship education in universities. Therefore, students pay first attention to the improve quality, with the characteristics of non utilitarian. This is also the biggest entrepreneurship difference between Chinese college students and the social groups including graduates.

Integration entrepreneurial culture is one of the main entrepreneurship motivations of Chinese college students, which reflects the key role of entrepreneurial culture in entrepreneurial talent training. Psychological theory points out that human need are determined by the subjective needs and external stimuli. Therefore, the external stimulus will also induce or strengthen the entrepreneurial motivation. As is known to all, excellent culture has a function of infection, leading and shaping. As young students, they have high

education, and soon after leaving home, it is easier for them to accept new things, and also eager to group belonging and social identity. Rich campus entrepreneurial culture is conducive to enhancing students' entrepreneurial interest, and formatting a demonstration effect in the social group, prompting the students to integrate into the entrepreneurial atmosphere actively. Therefore, compared to the social group, the students' entrepreneurial behavior and decision-making are more vulnerable to external environmental impact, but they may also meet the drawbacks of lack of independent opinions and difficulty estimating.

Increase income ranked third in the entrepreneurial motivation. Although the students do not put economic interests in the first place, but they also have economic needs. Moreover, most family economic conditions of the entrepreneurial students are not ideal; the majority of the family economic situation of the respondents is difficult or general, which shows that the number of poor students in entrepreneurship is more. Two studies of Tsinghua University also found that the entrepreneurship motivation of the students whose parents' with career in rural areas is stronger than the city students or workers of state-owned enterprises. [8] he motivation of survival entrepreneurship of college students in the school is accounting for 41%. [9] This shows that the family economic situation is an important factor affecting the entrepreneurial motivation; students also have obvious economic motivation.

Play a professional specialty is another important entrepreneurial motivation of the visited students. Study for practice is the fundamental aim of professional learning, it is also an important means to test and improve the professional level, so the professional practice is an important need for the Chinese college students. At the same time, the research shows that the category of subject has a significant impact on

the entrepreneurial motivation of the students. [10] Table 2 shows that entrepreneurship students are mainly concentrated in the design category, economics, management and engineering these four types of professional, other types of professional accounting for only 20.33%. In the above major, students majoring in economics and management are more familiar with the market economy and enterprise management norms, which are helpful to the operation of the enterprise. The design and engineering students, professional learning combined with practical operation, which are helpful to reduce the input of purchase of patents and hire technical staff. So, compared to the social group, the professional background of the entrepreneurial students is stronger, and it is more closely combined with the entrepreneurial industry.

Enhance the quality of employment is also an important motivation for students to start a business. College is a career preparation period, and high quality employment is one of the core needs of the Chinese college students. Especially in recent years, the employment pressure of college students to increase, entrepreneurship to promote employment, has become the common aspiration of schools and students. Table 3 also shows that most of the college students are not optimistic about their employment prospects. So relative to the graduates who have entered the career and other social groups, entrepreneurial student tend to considered entrepreneurship as rehearsal and preparation of employment, with conscious awareness of employment ability training.

Using existing resources to start a business is a big shortcut. In particular, Chinese college students are lack of economic fundamentals and entrepreneurial experience, poor anti-risk ability, so the security of economic security is also an important demand. On the other hand, because the students' living environment is simple and the interpersonal scope is narrow, both the entrepreneurial resources are mainly from family members and classmates, so the weight of using resources is relatively low. Table 3 shows that the entrepreneurial resources of most of the entrepreneurial college students in mainly from the family or students. So, compared to the graduates and social groups to start a business, the social capital of entrepreneurial students is less, their entrepreneurial resources are more rely on friends and relatives, their business is also mainly for the campus.

Entertainment motivation is the secondary motivation of students starting a business. This is very rare in the entrepreneurship of graduates and social groups. Compared to adult social groups, young people have more entertainment needs. And a small number of students have too much spare time and do not know how to arrange, coupled with the entrepreneurial thinking is not correct, so they start a business to leisure time. Table 3 shows that most of the students have many leisure time before they start a business. When some students have nothing to do, participate in business activities will become logical.

Comprehensive the analysis above, it is not difficult to find such a law: The multiple entrepreneurial motivations of the students in the school determine its entrepreneurial behavior has a lot of different from the characteristics of social groups. These motives and behaviors are in the process of adapting to

the demand characteristics of the early stage of socialization, such as the emphasis on self - improvement and long-term development, to seek community identity, the utility is relatively weak. This shows that there is a regular contact between the physical and mental development needs of students, entrepreneurial motivation and entrepreneurial behavior. That is, students' physical and mental development needs determine their entrepreneurial motivation, entrepreneurial motivation determine entrepreneurial behavior, entrepreneurial behavior to meet and promote the physical and mental development of students. That is the relationship between "physical and mental development needs—entrepreneurial motivation—entrepreneurial behavior—physical and mental development".

5. Research Conclusions and Policy Recommendations

Through the research of this paper, we can draw the following conclusions:

1. The entrepreneurial motivation of Chinese college students has the characteristics of diversity and primary and secondary. The impact weight of the seven entrepreneurial motivations is: improve quality (22.47%), integrate into the entrepreneurial culture (15.79%), increased income (14.08%), play professional expertise (13.82%), resource utilization (13.49%), improve the quality of employment (12.77%) and entertainment (7.58%). These motives reflect a variety of physical and mental development needs of Chinese college students in the individual development, economic, employment, social, entertainment and other aspects of the physical and mental development.
2. The entrepreneurial behavior of Chinese college students is different from the characteristics of social groups. For example, distinctive quality promotion and the consciousness of ability culture, economic motivation is relatively weak, professional background closely combine with the entrepreneurial industry, easily affected by external environment, business resources and business channels narrow, there are certain entrepreneurial attitudes are not correct, and so on.
3. There is a regular connection between the physical and mental development needs of students, entrepreneurial motivation and entrepreneurial behavior. That is physical and psychological development requirements to determine their entrepreneurial motivation, entrepreneurial motivation determine the entrepreneurial behavior, entrepreneurial behavior promotes the physical and mental development of students ultimately.

Visible, for Chinese college students, entrepreneurship has the functions of enhancing comprehensive quality, increasing revenue, strengthening professional learning, ensuring the quality of employment and so on; it can effectively promote students' physical and mental development, and has a high degree of consistency with the higher education talent

cultivation. And this shows the rationality of entrepreneurship education in universities. Based on this, we can conduct classified management of the multiple entrepreneurial motivation of Chinese college students, and then more scientific to regulate their entrepreneurial behavior. Its main countermeasures include:

First, to enhance the motivation of quality improve. Improving the quality of students is the basic purpose of entrepreneurship education in universities, but also the theoretical legitimacy of entrepreneurship education in universities. The survey shows that although most of the students' family economy is not rich, but the vast majority of students put the quality development in the first place. This fully shows that the current entrepreneurship education of Chinese universities is in the standardized track on the whole. In the future, we should further strengthen the motivation of quality enhance of Chinese college students' entrepreneurship, so as to improve their comprehensive quality in the entrepreneurial practice and ensure the quality of the training of college students' talents.

Second, regulate economic motivation. Profitability is the primary criteria to test the success of entrepreneurship, so the school should face and affirm the economic motivation of students, to encourage them to obtain economic returns through honest labor and intelligent management. On the other hand, we should also strengthen the guidance of students' entrepreneurial purpose, so that students can establish the concept of "academic oriented" and "honesty", Help students to correctly deal with the relationship between academic and entrepreneurship, format a correct entrepreneurial ethics, prevent the extreme phenomenon of excessive profits and even delay the academic.

Third, cultivate and guide cultural motivation. Compared with the hardware construction of entrepreneurial curriculum and service system, construction of entrepreneurial culture is easy to be regarded as a "retreat", and be neglected by the school. And the survey showed that integrate into entrepreneurial culture ranks the second place in the Chinese college students' entrepreneurial motivation. It suffices to show the great role of campus entrepreneurial culture. Therefore, universities should change the previous deviation of heavy hardware and light culture; regard the entrepreneurial culture as an important criterion to evaluate the quality of entrepreneurship education. On the other hand, in view of the weak impulse of the young students, the school should strengthen entrepreneurship risk education and project demonstration, and guide students to form a correct concept of entrepreneurship to avoid the students to follow suit.

Fourth, combine entrepreneurship education with professional education. Professional background is the advantage of Chinese college students, and using professional knowledge to start a business can also promote the professional learning. It requires universities to emphasize the professional learning in the entrepreneurship foundation. On the other hand, the school should inject the concept of entrepreneurship education in the process of professional education, reforming the teaching contents and methods, make the students receive

entrepreneurial education when they receive professional education, and finally realize the organic combination of entrepreneurship education with professional education.

Fifth, use students' entrepreneurship to promote employment. In the student population, for employment to entrepreneurship is a common phenomenon. Practice has proved that entrepreneurship helps to enhance the employ ability and employment quality of the students in school. Therefore, the school should recognize the employment motivation of entrepreneurship students, and combine the students' entrepreneurial guidance with employment guidance work, use entrepreneurship to promote employment. For example, the Entrepreneurship Education Guidance Center office and Employment Guidance Center offices work together or cooperation, open "entrepreneurship and employment" course, make the school enterprise as students' internships and employment base, and so on.

Sixth, pay attention to and expand the entrepreneurial resources. In terms of the students who are resource scarcity and low risk taking ability, using the existing resources is a low-cost entrepreneurial venture, the school should encourage it. On the other hand, in addition to encourage campus entrepreneurial resources sharing and mutual help, the school entrepreneurship guidance department should get in touch with other universities actively, to build a better public business platform for the entrepreneurial student, increase the student's existing total resources.

Seventh, we should constrain the entertainment motivation. For entertainment to start a business, the failure rate is very high, and it will interfere with the healthy entrepreneurial environment. Therefore, the school should help students to correct entrepreneurial attitude, strengthen the audit supervision of students' entrepreneurial projects. At the same time, the school should arrange healthful sports and social practice, to enrich the students' leisure life.

Acknowledgement

This thesis is supported by the 13th Five-years Education Scientific Plan of Jiangxi Province of China (No. 16YB054), Humanities and Social Sciences foundation of Universities in Jiangxi Province (No. JC1512)

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