

Research on the Influencing Factors of College Students' Entrepreneurial Intention based on Grounded Theory

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Abstract

The study is based on grounded theory to explore the influence factors of college students' entrepreneurial intentions. The Anhui university of finance and economics in full-time undergraduate students were chosen as the survey population. The 15 samples were selected through the judgment sampling method, and they were then interviewed in semi-structured interviews. The interview materials classified finishing the entire interview material for coding and analysis by three levels of coding. Finally, the influencing factors model of college students' entrepreneurial intention is constructed. The findings show that the influencing factors of college students' entrepreneurial intentions include demographic characteristics, personal factors, environmental factors, resource factors, and self-actualization needs.

Keywords

Entrepreneurial Intention; College Students; Grounded Theory.

1. Introduction

Since The introduction of entrepreneurship education courses in European and American countries by Chinese colleges and universities, there is an obvious gap between the proportion of Chinese college students who have the intention to start their own business and the final entrepreneurial behavior compared with some western developed countries.[1] In recent years, the state has strengthened efforts to build a new era of mass entrepreneurship and innovation, and issued a number of policies to encourage entrepreneurship by the whole people, especially college students.

According to the behavioral motivation theory of psychology, individual behavior originates from human's own motivation and will. When individual behavioral will accumulates to a certain extent and is subject to individual external environmental factors, it can lead to the actual occurrence of behavior. [2]

Some scholars believe that entrepreneurial intention can predict the occurrence of entrepreneurial behavior. For college students, most of them stay in the preliminary stage of thinking and preparation. Therefore, the analysis of college students' entrepreneurial intention is conducive to the study of the real situation of college students' entrepreneurship. [3]

In order to further promote the entrepreneurial behavior of college students, it is necessary to stimulate the entrepreneurial willingness of college students. [4] Therefore, this paper carries out three-level coding of interview materials of 15 college students based on grounded theory. Qualitative research method was used to analyze the influencing factors of college students' entrepreneurial intention. In order to stimulate the innovation and entrepreneurship enthusiasm of college students in China.

2. Literature Review

Willingness refers to a person's subjective attitude towards the occurrence of a specific behavior in the future, reflecting the individual's willingness to perform. [5] Entrepreneurial intention refers to an individual's inner desire and idea for entrepreneurial behavior, which is the direct element and the best entry point for studying entrepreneurial behavior. At present, many scholars at home and abroad have paid attention to entrepreneurial intention and studied the influencing factors of entrepreneurial intention from different perspectives. Some scholars analyze the entrepreneurial intention of college students based on the theoretical model of behavioral planning and the perspective of entrepreneurship education. Liu Jiafeng (2017) introduced a new variable entrepreneurship education on the basis of the theory of planned behavior and analyzed the influencing factors of college students' entrepreneurial intention from the perspective of entrepreneurship education. The results show that entrepreneurship education has a significant positive impact on college students' entrepreneurial intention, the validity of the variable of entrepreneurship education on TPB model extension is verified, and it is suggested that college entrepreneurship education should pay more attention to the regulation of college students' entrepreneurial behavior and attitude and the control of perceived behavior. [6] Feng Lei(2011), by combining literature analysis and field interviews, proposed from the perspective of entrepreneurship education that the seven entrepreneurial skills of college students, including risk bearing ability, social ability, self-control ability, teamwork ability, innovation ability, strategic ability, commitment ability, have a significant positive correlation with college students' entrepreneurial intention, and it is suggested that colleges and universities should give full play to the role of university entrepreneurial park and entrepreneurial practice base to build a new platform for entrepreneurial skills training. [7] Other scholars analyzed the influencing factors of entrepreneurial intention from other perspectives, such as Yang Jie (2016) collected research literature on the influencing factors of entrepreneurship policies and entrepreneurship education on college students' entrepreneurial intention in the past decade, using the meta-analysis method, it is concluded that there is a positive correlation between entrepreneurship policy and entrepreneurship education and college students' entrepreneurial intention. [8] Wang Yu (2013) empirically analyzed the entrepreneurial intention of college students by questionnaire survey based on the perspective of social network relations, and the conclusion is that both the strong and weak relationships of social networks affect the entrepreneurial intention through mediating variables, and the strong relationship also directly affects the entrepreneurial intention. [9] Meng Xin (2015) discussed the relationship between college students' entrepreneurial self-efficacy and entrepreneurship based on empirical research data, starting from the study of the entrepreneurial cognitive view of the educated, and the results show that college students' entrepreneurial self-efficacy has a significant positive predictive effect on their entrepreneurial intention. [10].

3. Research Methods and Steps

3.1. Research Methods

Grounded Theory is a qualitative research interpretation framework proposed by American scholars Barney Glaser and Anselm Strauss in *The Discovery of Grounded Theory* in 1967. [11] The emergence of grounded theory has filled the gap between previous theoretical research and empirical research, made a breakthrough in qualitative research methods, and completely reversed the situation that executive research was seriously underestimated. [12] At present, grounded theory is regarded as the most scientific research method in qualitative research. In essence, grounded theory is a path or way of research, not a theory of substance. In the

grounded theory research, the idea basically follows the bottom-up logic, determines the code through the grounded nature and the analysis of empirical materials, and then generates the theory. [13]

3.2. Research Procedure

The research object of this paper is college students. A total of 15 interviewees were selected by the method of judgment sampling (Table 1). Data were collected through semi-structured interviews with 15 college students. Before each interview, interviewees were asked whether they agreed to the recording and took interview notes. In this study, iFlyrek audio products were used to convert 15 interview recordings into text materials, and 2/3 of them were imported into NVIVO12 software for coding analysis until no new concepts and categories appeared. Finally, the remaining interview materials were imported into software for theoretical saturation verification.

Table 1. Information table of interviewees

Gender	Numbers
male	7
female	8

4. Coding Process

4.1. Open Coding

Open coding refers to the process of looking up the text materials obtained through interviews sentence by sentence, marking each state of affairs with keywords, gathering and classifying keywords according to concepts, and establishing some conceptual categories as much as possible. [14] Firstly, it uses NVIVO12 software to extract and label interview materials sentence by sentence. Secondly, extract related concepts from labels. Finally, concepts with similar meanings are combined into categories, and 73 labels, 26 concepts and 12 categories are obtained through the three steps of appeal, as shown in the following table:

Table 2. Development code table1

Category,	conceptualization	The interview data represent the language
Demographic characteristics	age	One advantage is college students. They're young
Personal preference	Risk appetite	Entrepreneurs, like things with high risk and high reward, and those who like stability, although low risk, but also low return.
	Interest in the idea	When I was planning or competing in college, I had a good idea or idea and wanted to make it come true
	Life creed	Like looking for a job, I didn't ask anyone to introduce me to my family, or their relatives and friends as my roommate said. I didn't want it and I didn't like it, so I just looked for it myself, and I went from house to house all over the street (the most developed street in my neighborhood). There was always someone who needed you
Personality traits	character	Entrepreneurs are independent, which means they don't rely too much on others
	The spirit of quality	If you wanted to be a little bolder, you couldn't just say you think about it and say I'm quitting. It's up to you to go for it, to be bold
	Vision to see	Vision means pattern, gravity. It's something that you can find that says I'm going to target you right now and you can

		find it when you think it's going to go ahead, and you have to be broad.
Human capital	Personal ability	The ability to establish a good relationship with the team, communicate well with the team, and deal with the feelings between the team, this ability is the main
	Opportunities for luck	Chance and luck are included
	health	By the time you're 30, your body can't handle it either
	The accumulation of experience	Starting a business can bring them a lot of operation experience accumulation, and it can also improve their will quality
	Knowledge reserves	Its basic requirements for people, some cultural environment, background or experience, or relatively high requirements
Time background	We-Media	Because it is interested in basketball or some sports equipment, and then look, and then look at some words on b station ah micro-blog
The entrepreneurial environment	Policy direction	Now the policy encourages, then each aspect also will compare to refer to convenient
	The campus atmosphere	Because there are many competitions related to the school, we all feel that we are starting a business. There's the triple creative, and then there's the big game
Outside pressure	Employment pressure	For the entrepreneurs themselves, success for their work will not be too big concerns
	Life pressure	In fact, my own heart is very panic, I feel less than money after what, MY fear of this aspect is particularly big
Family factors	Family expectations	My dad taught me a lot about it when I was a kid
	Family pressure	Some of his relatives, not all of them rich or anything like that, could feel his high spiritual standards, including his flexibility in doing things, and felt that he was really smart. Some people have a very high degree of education or dedication, they are really smart and sharp, and do things in a comprehensive and flexible way completely different from their own dimensions, so they have a lot of pressure since childhood
The human resources	team	Entrepreneurship needs people, but you can't do it by yourself. It's hard to do it by yourself. You need the same type of talents who want to start a business and have advantages in all aspects
	channel	There are many ways to get money to start a business, which is an important factor
	Social relations	At that time, he (an elder) established a company by contacting some friends he knew in Shanghai at that time, some people with good relationship
Technical resources	Technical mastery	Now come out are certain technology, can develop in the future
Funding conditions	money	There are times when you have an idea to start a business, but it's more about funding that gets in the way of your idea
Self actualization	Personal planning	In fact, there are two main purposes for college students to start their own business, one of which is to add a resume to themselves during school
	Value realization	There are a lot of possibilities, including you see so many successful startups, they're all trying to make a business. It is not necessary to say what a high degree, you have such a high degree, such academic achievements, you can contribute to the scientific research of the country

4.2. Spindle Coding

Spindle coding refers to the process of linking concepts of similar meaning together through continuous comparison. In other words, by examining the relationship between each conceptual genus and each phenomenon, the hypothetical relationship between each genus is considered, and verify whether the interview materials support the above hypothetical relationship, continue to look for the relationship between the primary and secondary categories, reorganize and explore to build the category relationship between categories. [15] In this paper, NVIVO12 software is used to refine 12 categories of open coding to obtain 5 categories, which are demographic characteristics, personal factors, environmental factors, resource factors and self-actualization needs factors. The spindle coding process is shown in Table 3.

Table 3. Spindle code table2

Category,	Relational structure	A generic,
Demographic characteristics		Demographic characteristics
Personal preference	Type of relationship	Personal factors
Personality traits		
Characteristics of human capital		
Time background The entrepreneurial environment Outside pressure Family factors	Type of relationship	Environmental factors
The human resources Technical resources Funding conditions	Type of relationship	Resource factors
Self actualization	Type of relationship	Self-actualization needs

4.3. Selective Coding

Selective coding refers to finding the "core generic" in the generic relationship through integration and refinement, that is, the keywords obtained by condensing all the analysis results. [16] Analyze the relationships among genera by completing the categories not covered by conceptualization. The conceptual categories in the data are connected in series to build a preliminary theoretical system. After the above steps, the core categories extracted are the influencing factors of college students' entrepreneurial intention, including demographic characteristics, personal factors, environmental factors, resource factors and self-actualization needs.

4.4. Theoretical Saturation Verification

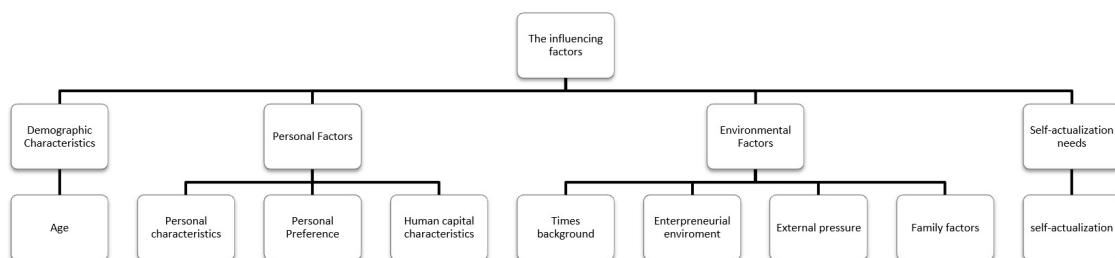


Fig 1. Influencing factor model of college students' entrepreneurial intention1

Theoretical saturation refers to the continuous comparison and theoretical extraction of various concepts in the process of material information coding until no new concepts or categories emerge. The verification results show that there are no new concepts, categories and core genera. Therefore, it can be considered that the theoretical model of influencing factors of college students' entrepreneurial intention has passed the test.

5. Model Construction

The essential task of grounded theory is to realize the transformation from data description to theory in the process of three-level coding of data materials. Through recording and theoretical sampling of material information, it is constantly interspersed between data materials and theory to finally realize theoretical saturation and build a theoretical system. Through the above three-level coding steps, this study constructed a theoretical model of influencing factors of college students' entrepreneurial intention (Figure 1). According to the model, the influencing factors of college students' entrepreneurial intention include five aspects: demographic characteristics, personal factors, environmental factors, resource factors and self-actualization needs factors; Demographic characteristics include age; Personal factors include personality characteristics, personal preference and human capital characteristics; Environmental factors include time background, entrepreneurial environment, external pressure and family factors; Resource factors include human resources, technical conditions, and financial resources; Self-actualization needs include self-actualization. [17]

6. Conclusions and Recommendations

6.1. The Conclusion

This study adopts grounded theory to conduct three-level coding of 15 college students' interview materials, which includes 73 tags, 26 concepts, 12 categories and 5 categories. On this basis, the influencing factor model of college students' entrepreneurial intention is constructed (Figure 1). The five categories included demographic characteristics, personal factors, environmental factors, resource factors and self-actualization needs factors. Demographic characteristics included age. Personal factors include personality characteristics, personal preference and human capital characteristics; Environmental factors include time background, entrepreneurial environment, external pressure and family factors; Resource factors include human resources, technical conditions, and financial resources; Self-actualization needs include self-actualization.

6.2. The Suggestions

6.2.1. Improve the Entrepreneurial Environment and Stimulate Entrepreneurial Passion

In the process of improving the entrepreneurial environment, we should focus on two aspects: policy and atmosphere. The first is entrepreneurship related policies, including the two dimensions of universities and society. From the social dimension, the government can improve and optimize entrepreneurship policies. On the one hand, it can collect current information and improve policies related to entrepreneurship based on public feedback. As for the dimension of colleges and universities, we should actively respond to the policies and measures promulgated by the government on the entrepreneurship of college students, improve the entrepreneurship policy of colleges and universities and improve the entrepreneurship atmosphere, truly provide support and help for college entrepreneurs, stimulate the enthusiasm of college students to start their own business. In addition, the government and universities should further strengthen the publicity of preferential conditions for entrepreneurship, so as to change the

traditional public understanding of entrepreneurship and stimulate entrepreneurship enthusiasm.

6.2.2. Strengthen Innovation and Entrepreneurship Education and Improve Entrepreneurial Vitality

In order to stimulate the entrepreneurial enthusiasm of college students, it is necessary for universities to strengthen the education related to entrepreneurship, which can be started from two aspects: theoretical education and practical guidance. First of all, colleges and universities can offer courses related to innovation and entrepreneurship to help students understand the basic situation of entrepreneurship and build the knowledge system of entrepreneurship education. Secondly, we set up an entrepreneurship instructor system to help campus entrepreneurs and provide them with professional knowledge and guidance, so as to improve the production vitality and vitality of new enterprises.

7. The Disadvantages

This study strives to be rigorous and scientific, but due to the limitations of some objective factors, there are the following deficiencies: First, the limitation of samples. The research aims to explore the influence of college students' entrepreneurial intention through interviews. Due to the limitation of research funds, only college students from Anhui University of Finance and Economics are interviewed and studied. Due to the limited sample selection, the scope of application of the research conclusion is narrow. Future studies can further expand the research scope and sample size to expand the effective range of conclusions. The second is the singleness of research methods. This study only adopts the interview method to obtain data, which will have a certain impact on the empirical results of the study. In the future, interviews combined.

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