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Investigation analysis of the influence of gender and the role of parents on the university students' entrepreneurial intentions

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ABSTRACT

Currently, the entrepreneurship is very popular in the young people, especially in the university students who think that if there are no entrepreneurial intentions in one's mind, he or she would feel sorry the title of university students. So, what are the factors to promote the entrepreneurship of the university students? This study is the investigation analysis of the current entrepreneurial intentions of the university students and it pays much attention to the investigation analysis of the influence of gender and the role of parents on the college students' entrepreneurial intention. Generally, the male student has the inherent advantages in entrepreneurship among the university students. The reasons are: firstly, their bodies have the absolute advantage. At the early time of entrepreneurship, it is bitter and the pressure is so big, so it is difficult to go on if there is no a strong body. Secondly, entrepreneurship needs the courage to have a try. Usually, rare of the female students have the courage, especially the female students who are introverted. So the influence of gender to the entrepreneurial intentions of university students is not ignored. Thirdly, the role of parents is very important for the entrepreneurial intentions of university students. If their parents have a stable job, the university students in the school have no strong willingness to start their own business. Because they learn the advantage of stable work from their childhood, they have no living pressure and have no the motive power to start the entrepreneurship effected by their parents, so most of these students have no the willingness to start the entrepreneurship. If their parents are businessmen, especially the successful businessmen, the students would have strong entrepreneurial intentions, because most of them have been encouraged by the successful entrepreneurship. Another is that the entrepreneurial intentions of the students who have poor families would large relatively, because they have a strong will to change the current living situation and this is their biggest motivation.

KEYWORDS

University students in campus; Entrepreneurial intention; Gender; the role of parents.



INTRODUCTION

Through the collation and analysis of the entrepreneurial intentions research results, the rich research results can be seen and it can be found that the entrepreneurial intention is still a relatively new research area at home and abroad, especially at home^[1]. The healthy development of psychology not only can promote the overall development of students, but also can lay a good foundation for the continuous progress of work in the future. Through the rapid development of a half-century, the mental health education of some Western European countries has reached a new stage. Although China has achieved some development in the mental health education by introducing the foreign technology and theory in the past 20 years, the quality and quantity are still behind the developed countries in Europe and America. There is some room for the further improvement^[2]. No matter basing on the requirements of age or the development of society, the importance of mental health education has been much accounted of the next question in front of us is how to develop mental health education. Currently, in school, the mental health education is mainly realized by the course. Although mental health education has been carried out widely, the implement, operation and actual function of the course should be realized by the evaluation to the course. The evaluation of the course not only includes the evaluation to the design of course, but also includes the evaluation of the implementation of course and the evaluation of the implementation effect. During the study of mental health education course evaluation, many scholars and experts have recognized that it has a profound impact on the design indicators of the course by evaluating the mental health education course to improve students' psychological quality. But there still are some deficiencies in the study. In the three parts of the course evaluation, many people pay more attention to the evaluation of the course implementation results, which limits the evaluation tools and methods to the course. This situation has seriously hampered the comparison, validation and deepens development of the research results of the entrepreneurial intentions and it needs to be improved.

The scientific of the measurement of entrepreneurial intention needs to be further improved. The current situation research is an important part of entrepreneurship intentions. Recently, there still is a problem in the study which is that some evaluation theories applied to other are as is directly applied to the local mental health education course evaluation^[3]. In this situation, it is easy to make the study if course evaluation lack of pertinences and effectiveness. The effective teaching is a representative teaching theory, which is mainly used to evaluate the effectiveness of teaching, and to see whether the student can get development from the course.

STUDY ON THE INFLUENCE FACTORS OF UNIVERSITY STUDENTS' ENTREPRENEURIAL INTENTION

Parents' occupations are important factors in affecting their children's entrepreneurial intentions. The impact is mainly reflected in two aspects. On the one hand, the professional ideology of parents influences the values of employment of their children subtly. On the other hand, if the parents are engaged in the work which has a commercial nature (such as business), their children will have the higher entrepreneurial intentions^[4]. Now, in the process of mental health teaching, it pays much attention to the development of mental health education and the evaluation to the course and the validity research on teaching also has systematic analysis. But, from the application results of the effective teaching theory in other courses, it is believed that applying the effective teaching to the mental health education can improve the teaching quality to complete the ultimate objective of mental health education more successfully. In the above context, this study first researches school mental health education course how to evaluate, and then it discusses how to play the effectiveness of the course effectively in the existing education system. The research results show that parents' occupation would affect the entrepreneurial intention of their children.

There are significant differences in the entrepreneurial intentions between the students whose parents have different work. The entrepreneurial intentions of the students whose parents are business owners, private owners or self-employed individuals are higher than the other students whose parents work in the administrative institutions or other places significantly^[5]. In the aspect of the course objective, the purposes to evaluate the school mental health education course not only complete the learning of the psychology knowledge, but also take advantage of the knowledge have learned to promote the development of students' psychology cognitive in a higher level. To some extent, this can enhance the psychological quality of students, and for the students who have psychological problems, they can be effectively treated. In the actual operation, usually, the course objectives are evaluated by the following contents: first, the course objectives must be consistent with the overall goal of mental health education; secondly, whether the target is realistic and feasible; thirdly, the course objectives should follow the zone of proximal development principle; fourth, the knowledge system of the course objectives should promote students' psychological development further; and finally, course objectives should be stated accurately. Only the course objectives which meet all the above content is mental health education course objectives which are scientific and can be used. When evaluating the mental health education course content, it not only evaluates the selection of course content, but also considers the organization of the course content, and also gives full consideration to the presentation of the course structure. On the basis of taking full account of the above content, the education content' selection of psychological health course also reflects the humanistic spirit, which fully reflects the mental health education course from heart to heart and the possibility is bigger for the success of entrepreneurship.

By reading the literature and questionnaire results, it can be seen that comparing to the entrepreneurship selection of the male university students, the female university students have the significant higher expectation to the entrepreneurship than their real capability of entrepreneurship. The entrepreneurship interest investigation of female university students is shown as Figure 1.

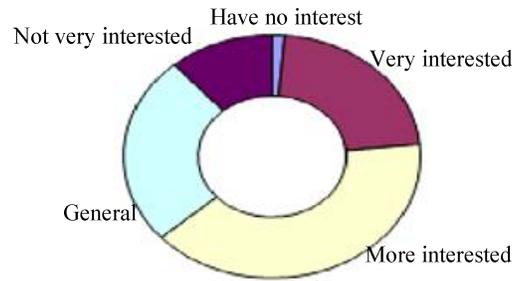


Figure 1 : The entrepreneurship interest investigation of female university students

From Figure 1, it can be seen that a third of female university students are very interested in entrepreneurship, strongly willing to have their own business after graduation^[6]. The evaluation of the implementation process of mental health education course is to feedback the weak link of course implementation process, to enable teachers to improve the teaching process and to facilitate students to identify problems, thereby improving the quality of teaching. Unlike other disciplines, the mental health education course adopts the activity course, which by holding a variety of special activities to achieve the purpose of teaching. For this activity course, its evaluation should pay more attention on the process of the activity, which means to evaluate the performance of the students in the activity process. The evaluation results usually are to facilitate the improvement of course content. So in the evaluation process, the observer should observe the actual change of the students carefully and refer to the evaluation results of students for themselves. Then, he needs to feedback the information to teachers and teachers adjust the course content to improve the teaching quality. The insufficient understanding for the university students' entrepreneurship conceptions which is given by country is shown in Figure 2.

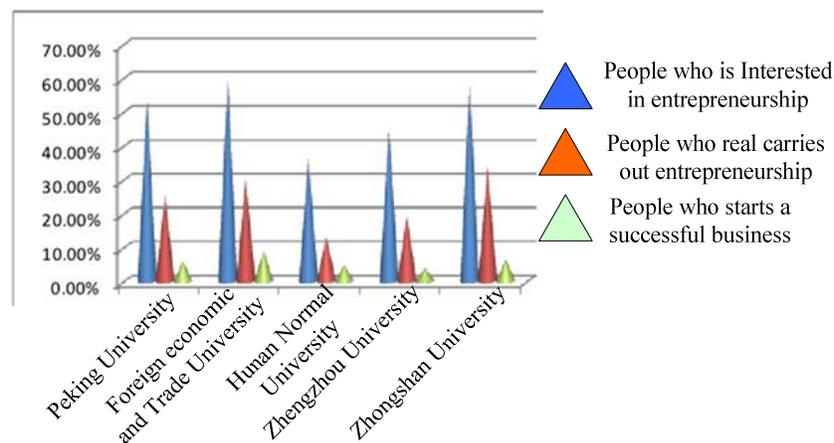


Figure 2 : Comparison of entrepreneurship among the female students in some universities

In order to test the concept of desirability is a first-order conceptual model or a second-order conceptual model on earth^[7], this study uses the confirmatory factor analysis to fit the two models. Then, it compares the two fitting results and examines which model fit the sample data better, and thus more likely to be accepted. Currently, the evaluation to the course effectiveness is mature for the evaluation of school mental health education. It mainly evaluates the effectiveness after the implementation of course, but there are some problems in this section, such as how to evaluate the effectiveness of the course scientifically and which courses and methods should be used in the evaluation process. This study analyzes how to evaluate the effectiveness after the implementation of the course reasonably from three aspects. First, people should evaluate the effectiveness of the course to strengthen the function of development. It does not just use of scores as the selection criteria, because for the mental health education course, this screening method does not reflect the real level of students' mental health. In the process of mental health education course, students are developing continuously, so mental health education should be student-oriented and promote the development of students. The evaluation to the effectiveness of the course should make the students' mental get growth and the psychological quality get improved. The development not only refers to the students' personal development, but also refers to the development of course itself in the continuous improvement. This also has been mentioned herein-above; the information can be feedback by the effectiveness after the implement of the course. Via the feedback information, people can understand the problems in course, so as to facilitate teachers and students to improve the problems and improve the teaching quality, and then to really meet the goals of the students' mental development. Secondly, when evaluating the course effectiveness, the researcher should emphasize the dialogue and consultation between teachers and students. In the course, teachers are not absolute authority and the students should not only be regarded as the evaluated, but also as a participant. That is to add the evaluation information of the evaluated to the

content of evaluation and the evaluated are regarded as the subject of the evaluation. Their evaluation is real, objective and has the valuable reference, which reflects the evaluation process of democratic consultation and subject participation. But it is less than 0.1, indicating that it already belongs to the better fit. The analysis charts of comprehensive entrepreneurial intention concepts and data are shown in Figure 3 and Figure 4. The desirability concept in this study adopts the second-order model.

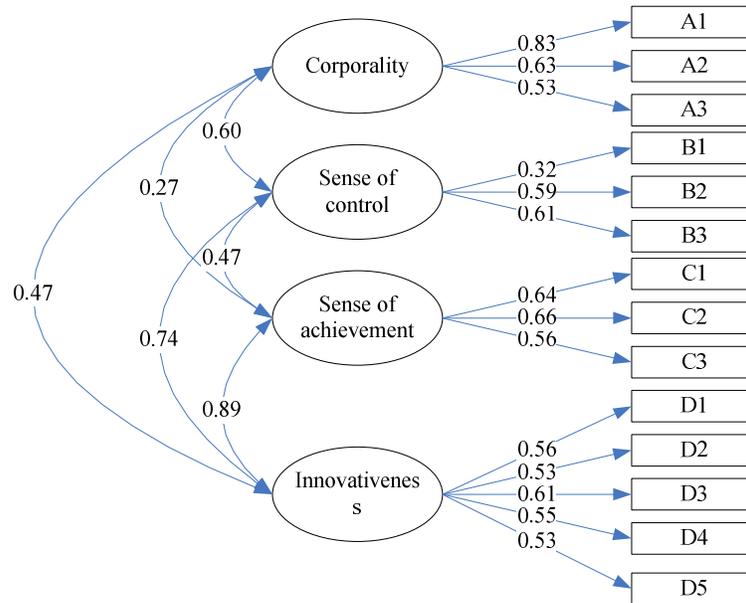


Figure 3 : The confirmatory factor analysis of the desirability: first-order concept model

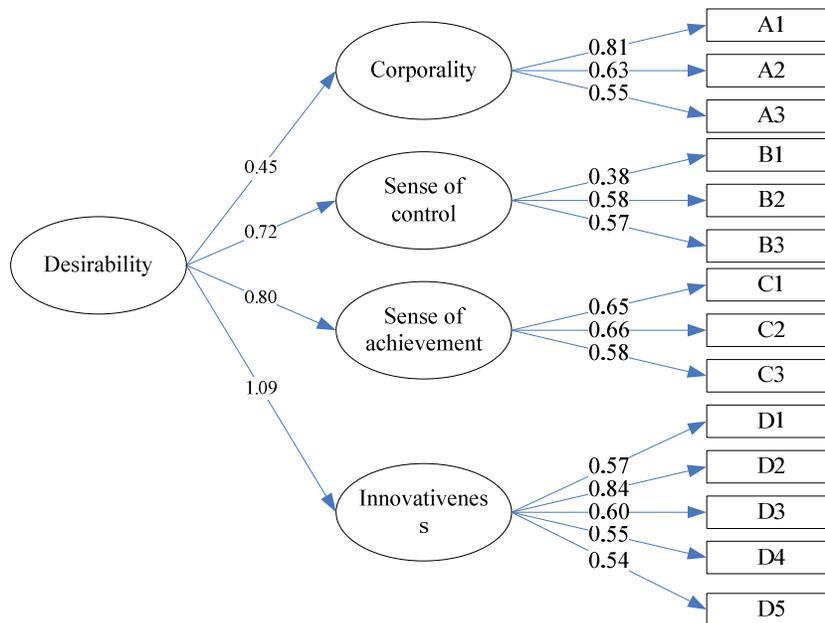


Figure 4 : The confirmatory factor analysis of the desirability: second-order concept model

The idea verification of the model is carried out by the Amos20.0 structural equation modeling software and the results are shown in TABLE 1.

TABLE 1 : The fitting results of confirmatory factor analysis of behavior tendency concept model

Model	χ^2	df	χ^2 / df	RMSEA	TLI	NFI	CFI	IFI
Behavior tendency model	11.841	5	2.368	0.088	0.96	0.967	0.980	0.980

According to the comparison of the above fit index in TABLE 1, it can be seen that the model fit index is good and the load if each factor is more than 0.6. The model fit is good which is shown in Figure 5.

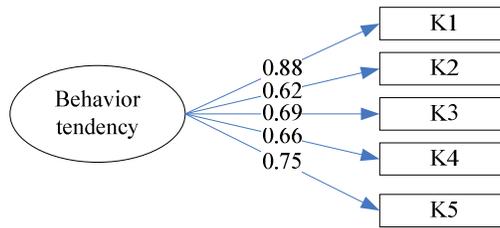


Figure 5 : The confirmatory factor analysis of the behavior tendency: first-order concept model

In order to test the concept of desirability is a first-order conceptual model or a second-order conceptual model on earth, this study uses the confirmatory factor analysis to fit the two models. Then, it compares the two fitting results and examines which model fit the sample data better, and thus more likely to be accepted. The conceptions of the two concept models are shown in Figure 6 and Figure 7.

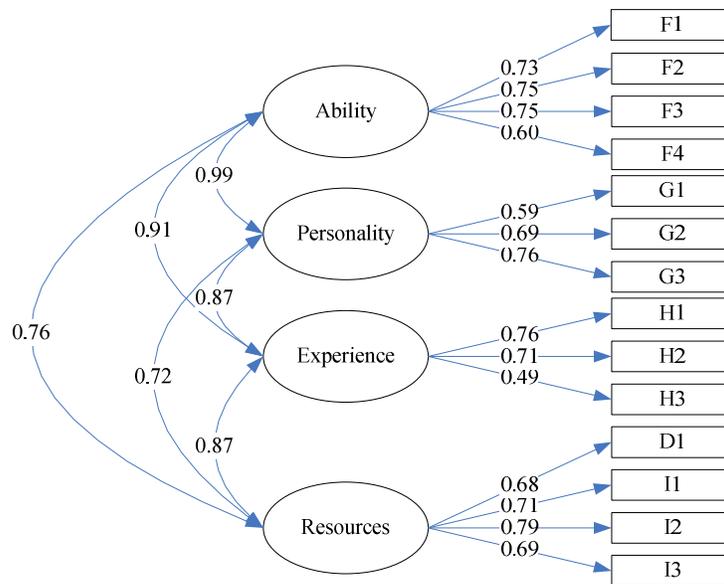


Figure 6 : The confirmatory factor analysis of feasibility: first-order concept model

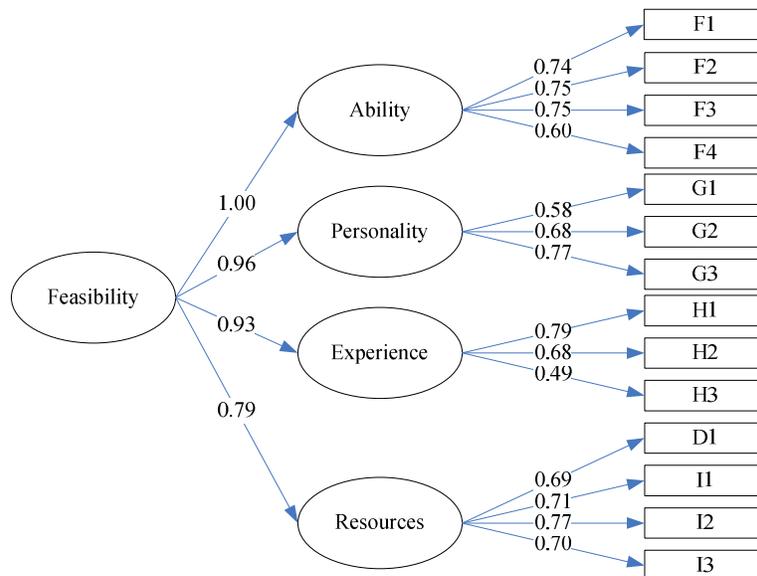


Figure 7 : The confirmatory factor analysis of feasibility: second-order concept model

UNIVERSITY STUDENTS ENTREPRENEURSHIP IS THE UNITY OF IDEAL VALUE AND REALISTIC VALUE

Entrepreneurship education value is an objective social phenomenon. To distinguish from the perspective of the object in the main-object relationship, the existing forms of entrepreneurship education value can be divided from different angles. Although mental health education teaching has experienced a period of development and has achieved some success, the actual effectiveness of teaching is not particularly desirable and there are still some problems. First of all, in the understanding of the course concept, there are some deviations in the cognition of some educators to the mental health education course. Their cognition is still stuck in the shallow surface and they think that we should prevent the course of mental health education or the school mental health education is a panacea. These two views neglect that the mental health education course is a way and means to achieve the goal of mental health education in fact. This erroneous cognition to the course concept effects the implementation of mental health education course.

In the concrete practice of the entrepreneurship education, through the course teaching, business practice or business incubator and other sectors, students are able to get the harvest in the education process quickly. In the position of teaching objective, most of the current positions are the psychological education barriers of students, but these kinds of targets of psychological health education are tailored for a part of people. The educators should not ignore all the students because of a part of students. The goal of the mental health education course is to improve and develop all the students, so the current position which is designed for a part of students' education course easily lead to a lack of effectiveness. Once again, in terms of the teaching resources, Chinese mental health education course develop for a short time, lacking of development experience, so the course materials and counseling content are still in the exploratory stage. The existing teaching materials can not keep up with the theory researches and they can not meet the needs of real teaching. So the trinity mental health education system should be built. The trinity refers to the school, family and society. In school, the teachers are the persons who carry out education and their levels can ensure the effective implementation of teaching. Students are the persons who are educated and participate in the teaching process. Both the teachers and students should take part in the teaching process and cooperate with each other depending on the course objectives and course arrangement. Not only in the classroom, but also in everyday teaching and activities, the mental health education should be penetrated in them, so as to continuously optimize mental health education environment. Mental health education is not only existed in schools, but also the role of the family and society should be noticed in mental health education. It should take advantage of a variety of ways to guide the mental health education for the parents to form the trinity, cooperation and common effects to achieve the purpose of improving the quality of students' psychological quality ultimately. In fact, the problem is not only the textbook problem. in China's current education system, although teachers resources are rich enough, it lacks the mental health education teachers and some teachers are not full-time, which has led to the quality of teachers in different levels. Some teachers with low level can not catch up with the development of education. In the teaching process, they still use the didactic way and their counseling skills are backward. So it is easy to influence the effectiveness of education. It is necessary to pay attention to the practical problem of entrepreneurship education, but also focus on the ideals and goals to guide the overall and free development of the students to realize the maximum of the entrepreneurship education value by combining the two mentioned above.

The effect of entrepreneurship education on the human and social development is divided into the direct effect and indirect effect. When putting the course theory into the practice, many teachers still use the traditional teaching mode, but mental health education course is different from other disciplines. In the traditional teaching, the teacher is the controller of the classroom, who not only can decide the teaching practice, but also have the absolute control to the initiation of the activities. And, the student merely is the recipients of the teaching. They are the participants only in the activity, which easily leading the mental health education course teaching reduce to the knowledge instill process of psychology. In the actual mental health education course, teachers and students should be interactive. The student should display the subjectivity and initiative to truly meet the needs of psychological development, so as to nurture students' practical ability. The direct value and indirect value of entrepreneurship education are linked closely.

CONCLUSIONS

This study is the investigation analysis of the current entrepreneurial intentions of the university students and it pays much attention to the investigation analysis of the influence of gender and the role of parents on the college students' entrepreneurial intention. Generally, the male student has the inherent advantages in entrepreneurship among the university students. The reasons are: firstly, their bodies have the absolute advantage. At the early time of entrepreneurship, it is bitter and the pressure is so big, so it is difficult to go on if there is no a strong body. Secondly, entrepreneurship needs the courage to have a try. Usually, rare of the female students have the courage, especially the female students who are introverted. So the influence of gender to the entrepreneurial intentions of university students is not ignored. Thirdly, the role of parents is very important for the entrepreneurial intentions of university students. If their parents have a stable job, the university students in the school have no strong willingness to start their own business. Because they learn the advantage of stable work from their childhood, they have no living pressure and have no the motive power to start the entrepreneurship effected by their parents, so most of these students have no the willingness to start the entrepreneurship.

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