

Esearch on the Relationship between Female College Students' Psychological Capital and Entrepreneurial Intention

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Abstract

This research selects 672 female college students from 985 or 211 universities, general universities, and private universities as subjects; psychological capital scale and entrepreneurial intention scale are adopted as survey tools, their psychological capital, entrepreneurial intentions and their relationship are investigated and studied, the results show that: (1) the psychological capital of female college students is generally at a medium level, and there are differences in grades, universities types and part-time job aspects; (2) female college students' entrepreneurial intentions are at the level above average, and there are differences in origin of student, major type and part-time job aspects;; (3) there is a positive correlation between female students' psychological capital and its four sub-dimensions and entrepreneurial intentions; (4) female college students' psychological capital and its sub-dimension self-efficacy has a predictive effect on entrepreneurial intention.

Keywords

Female college students; psychological capital; entrepreneurial intention.

1. Introduction

The employment and entrepreneurship of college graduates is one of the important works in the education field, the Party Central Committee and the State Council attach great importance to it. From the 18th CPC National Congress of the Communist Party of China, "the education field should deepen the comprehensive reform, implement the policy of promoting employment and encouraging entrepreneurship, do good job in the youth employment and entrepreneurship work which take university graduates as key point", 2015 government work report propose "mass entrepreneurship and innovation", "mass entrepreneurship and innovation" as a new key word in China's economic field and education field, which has been written into the government work report for two consecutive years and brought into the innovation-driven development strategy.

This paper conducts an in-depth research on female college students' psychological capital and entrepreneurial intentions, which contributes to comprehensive understanding of the psychological state behind entrepreneurial intention, and guides and helps them to carry out entrepreneurial activities. According to the extensibility and improvement of psychological capital, it is better to carry out entrepreneurship education for female college students, enhance entrepreneurial psychological capital, form entrepreneurial intention, generate entrepreneurial activities, ease the employment pressure of female college students, and achieve successful entrepreneurship.

2. Object and Method

2.1 Research Object

The survey selects 672 female college students in 985 or 211 universities, general universities and private colleges as samples; investigates their psychological capital and entrepreneurial intention, the subjects has school distribution, grade difference, urban and rural regional nature, professional coverage and other features.

2.2 Research Method

This research adopts the "Psychological Capital Scale" compiled by Zhang Kuo (2010), including four dimensions; they are self-efficacy, resilience, hope and optimism, respectively, and the classic

individual “Entrepreneurial Intention Scale” developed by Thompson (2009). IEIS), including six projects, measures the psychological capital and entrepreneurial intentions of female college students, respectively, these two scales have been widely used in the evaluation of college students in China, and have shown good reliability and validity.

2.3 Data Processing

Data statistics processing analysis was performed with SPSS21.0 for windows software.

3. Results

3.1 Investigation on the Current Situation of Female College Students' Psychological Capital

The average score of female college students' mental capital is 121.32, and the standard deviation is 20.12. The psychological capital of female college students in different grades is extremely different ($F=5.482$, $p<0.001$); the psychological capital of female college students in different colleges and universities has significant differences ($F=4.705$, $p<0.01$); the psychological capital of female college students with or without part-time jobs is different. ($F=3.702$, $p<0.05$). Whether the only child, origin of different students, different types of majors, the student cadre, the overall score differences of the psychological capital of female college students are not significant.

3.2 Investigation on the Status of Female College Students' Entrepreneurial Intention

The average score of female college students' entrepreneurial intentions is 19.023, and the standard deviation is 5.49. There is a significant difference in the entrepreneurial intentions of female college students in different origin of students ($F=5.666$, $p<0.01$); the female entrepreneurs intention of different professional types have difference ($F=3.071$, $p<0.05$); there is a significant difference in the entrepreneurial intention of female college students with or without part-time work ($F=6.088$, $p<0.01$). There is no significant difference in the overall scores of female college students' entrepreneurial intentions in different grades, whether they are only children, different types of colleges, or they are student cadres.

3.3 Correlation Analysis of Female College Students' Psychological Capital and Entrepreneurial Intention

The Pearson's product moment correlation coefficient between the total score of female college students' psychological capital and the total score of entrepreneurial intention is $r=0.222$ ($p<0.01$), namely there is a significant positive correlation between female college students' psychological capital and entrepreneurial intention. In addition, self-efficacy in mental capital ($r=0.275$, $p<0.01$), hope ($r=0.194$, $p<0.01$), optimism ($r=0.139$, $p<0.01$), and tenacity ($r=0.105$, $p<0.01$), these four sub-dimensions have a significant positive correlation with entrepreneurial intentions, respectively. It shows that there is a certain degree of co-variation between psychological capital with its four sub-dimensions and entrepreneurial intentions; the correlation extent between self-efficacy dimensions and entrepreneurial intentions in psychological capital is higher than correlation degree of the overall psychological capital with the rest three sub-dimensions and entrepreneurial intentions (see table below).

Table 1. Pearson correlation coefficient of overall psychological capital with various dimensions and entrepreneurial intention

	1(self-efficacy)	2(tenacity)	3(hope)	4(optimism)	5 (psychological capital)
self-efficacy	—	—	—	—	—
tenacity	0.417**	—	—	—	—
hope	0.684**	0.355**	—	—	—
optimism	0.65**	0.39**	0.736**	—	—
psychological capital(total)	0.853**	0.675**	0.853**	0.854**	—
entrepreneurial intention	0.275**	0.105*	0.194**	0.139**	0.222**

3.4 Regression Analysis of Female College Students' Psychological Capital and Entrepreneurial Intention

In order to further explore the influence of female college students' psychological capital and its sub-dimensions on entrepreneurial intention, the total score of psychological capital and four sub-dimensions are used as independent variables, and the total score of entrepreneurial intention conducts stepwise regression analysis for dependent variable. The standard regression coefficient of the total score of psychological capital on entrepreneurial intention is 0.22 ($p < 0.001$), which shows that the female college students' psychological capital score has a significant predictive effect on their entrepreneurial intention. Furthermore, the four sub-dimensional factors of psychological capital and the entrepreneurial intention are made regression analysis step by step, the standard regression coefficient of self-efficacy factor on entrepreneurial intention is 0.297 ($p < 0.001$), which has a significant predictive effect on entrepreneurial intention, and the other three sub-dimensions in psychological capital (tenacity, hope, optimism) have no significant effect on the prediction of entrepreneurial intentions.

4. Discussion

4.1 The Status of Female College Students' Psychological Capital

4.1.1 Overall Condition of Psychological Capital

According to division standard of data high and low group, 27% above and below the highest and lowest scores are divided into high and low groups, the average score of psychological capital of female college students is 108 and 136 in this research, respectively, the psychological capital of subject female students in this rese is 121.32, the overall level is at a medium level. Among the four sub-dimensions, the average score of self-efficacy is the highest ($M=32.099$), followed by tenacity ($M=29.984$), optimism ($M=29.729$), and hope ($M=29.51$). The results show that the subjects generally have better psychological capital; they believe that they can fully mobilize and give play to own ability to engage in entrepreneurial activities, they firmly believe that they can achieve specific goals and entrepreneurial success by working hard, and they can fully prepare themselves emotionally and rise to the challenge for the adversity and failure in entrepreneurship.

4.1.2 Difference Test of Psychological Capital

4.1.2.1 Grade differences

Among the five grades of female college student subjects, the female students have the highest average score in psychological capital, and the freshmen have the lowest average score in psychological capital. The scores of the first grade are lower than the second and third grades, and are significantly lower than the fourth grade and graduate students, and the scores of the second and third grades are lower than the graduate students. As the grades of female college students rise and their ages increase, their knowledge basis becomes more and more solid, practical skills are more and more abundant, especially the female college students who are in the postgraduate stage, the knowledge they have learned is more professional, research and practical, therefore, they have higher self-efficacy, optimistic and positive attitude towards life, and are full of hope for future personal development. In contrast, the first grade female college students just enter new university life, everything is still relatively new, fresh and even confused, the future experience is still unimaginable, the unknown difficulties do not know how to deal with, and so the psychological capital score is relatively low.

4.1.2.2 Difference with or without the only child

There is no significant difference in the total score of psychological capital between the only child college students and the non-only-child students, but the only child' scores are significantly higher than the non-only child in the self-efficacy dimension. Usually the only child has more family support d encouragement from the parents and family than the non-only child an, all the parents' energy is devoted to them, they are extremely rich in spirit and material, which makes the only child have more

superiority complex than the only child, without the help of brothers and sisters, they can develop independent personality traits, and believe that they can achieve their goals through their own efforts.

4.1.2.3 Differences in origin of student

Female students from city have the highest psychological capital scores, the next is rural areas, and the lowest scores are town, however, the overall difference in psychological capital of female students in different origin of student is not significant. The reason is that with the deepening of urban-rural integration and the gradual popularization of information networks, students from cities, towns and villages have more opportunities to receive the same education, face the same opportunities and challenges; the difference of psychological capital in origin of student this demographic variable has gradually narrowed.

4.1.2.4 Differences in university types

Female students in 985 or 211 universities have the highest average scores of psychological capital, the next are general colleges and universities, and the lowest is private colleges and universities, there are significant differences among the three. The psychological capital score of female college students in 985 or 211 colleges is significantly higher than that of female college students in private universities. The scores of female college students in general colleges and universities are higher than female college students in private colleges and universities. The reason is that there are great differences in the social status, school brand, educational resources, social expectations and student level in three types of colleges and universities, therefore, the psychological capital of female college students from three types of colleges and universities is different.

4.1.2.5 Professional differences

Female college students in economics and management specialty have the highest psychological capital scores, the next are female college students in art and humanities specialty, and the third are science and engineering, and other majors, but there is no difference in the overall condition of psychological capital of female college students in different majors. The reason is that the different majors can only represent that the female college students who are interested in or like which kind of major, there are few influences for the individual's optimistic attitude towards life, the solution to face setbacks, and the future dream and hope dream, therefore, different majors have no significant impact on female college students' psychological capital and its various factors.

4.1.2.6 Difference with or without student

There is no difference in the overall psychological capital of female college students whether student cadre or not, but in the self-efficacy dimension, the scores of female college students who take student cadres are significantly higher than female college students who does not take cadres. This shows that student cadre experience is helpful for improving self-efficacy, because the student cadres are the organizers, leaders and managers of the daily affairs of school, community and class; they have good organizational ability, management coordination ability and ability to handle emergencies. In this process, the student cadres bear a lot of pressure, but they also feel a strong sense of accomplishment and honor, so they have a greater self-efficacy.

4.1.2.7 Difference with or without part-time job

The psychological capital of female college students who have part-time jobs related to the profession is significantly higher than the psychological capital of college students who do not have part-time job or and part-time job not related to the majors, There are significant differences among the three. First of all, participating in social part-time work can build the spirit of hard work and perseverance of college students; secondly, social practice is the embodiment of the best combination of theoretical knowledge and practical operation, engaging in part-time work related to this major can improve professional confidence, broaden professional thinking, improve professional direction, and professional growth and development are also more rapid, and more confident in the future employment and entrepreneurship. Therefore, the psychological capital of this part of female college students is also richer.

4.2 The Status of Female College Students' Entrepreneurial Intention

4.2.1 Overall Situation of Female College Students' Entrepreneurial Intentions

In this research, the average score of female college students' entrepreneurial intention is 19.023, and the standard deviation is 5.49. The average score of entrepreneurial intention below and over 27% in high and low group is 16 and 22, in this research, the female college students' entrepreneurial intention score is at the level above the average, which show that female college students generally have higher entrepreneurial intentions.

4.2.2 Difference Test of Female College Students' Entrepreneurial Intention

4.2.2.1 Grade differences

Among the five grade student subjects in colleges and universities, the average score of junior female college students' entrepreneurial intention is highest, the next is the sophomore and freshman female college students, and the female postgraduate students and senior female college students have lower entrepreneurial intentions, but the grade difference of entrepreneurial intentions is not significant. The theoretical knowledge of junior female students has basically been completed, the time and opportunities for participating in social practice activities are more plentiful than other grades, interpersonal communication is relatively stable, emotional and feeling fluctuation are small, and the mood is relatively comfortable, it is easier to be interested in entrepreneurship and full of expectations and hopes. Senior female college students and postgraduate are in the turning point of life, many female college students are looking for jobs at this stage, but they are refused everywhere, they have encountered unprecedented difficulty and adversity, and their optimism and expectations for work prospects have declined. Freshmen and sophomores have just entered college life, and schoolwork burden is heavy, they are busy with various examinations, in addition, colleges and universities less offer employment and entrepreneurship courses for freshman and sophomore. Therefore, female college students at this age know little or do not consider the issue of employment and entrepreneurship.

4.2.2.2 Difference with or without the only child

There is no difference in the entrepreneurial intention between the only child and the non-only child. However, the entrepreneurial intention of non-only child is slightly higher than that of the only child, the reason may be that the non-only child are less dependent on the family, the sense of independence and competition is stronger, and they have the courage to fight and start a business.

4.2.2.3 Differences in origin of student

The entrepreneurial intentions of female college students from different places are significantly different, from high to low; they are city, and village and town, respectively, the entrepreneurial intention of female students from city is significantly higher than that of female students from town, there is no significant difference among the entrepreneurial intentions of female students from village and students from city and town. Urban female students have more entrepreneurial opportunities and resources; they have a broader vision, horizon is more open, and economic conditions are richer, they are more likely to join the entrepreneurial wave. Under the circumstance that urban and rural unity continues to advance, rural college students enjoy preferential policies and support from the state and governments at all levels, under such more convenient objective conditions, they are more eager to change the status of life. Therefore, they also have a strong desire and intention for entrepreneurship.

4.2.2.4 Differences in college and university types

There is no difference in the entrepreneurial intentions of female college students of different colleges and universities. However, 985 or 211 college female students have the highest scores in entrepreneurial intentions, the next are general colleges and universities, and female college students in private universities have the lowest entrepreneurial intentions. Female college students in 985 or 211 universities are more excellent in knowledge basis, educational environment, personal ability and acceptance of entrepreneurship education; they are more willing to realize their own value through entrepreneurship. In contrast, the conditional basis of female college students in ordinary colleges

and private colleges is weaker than that of female college students in 985 or 211 universities; however, due to the severe employment situation of college students in recent years, entrepreneurship has become one of the ways for college students to work, there is no significant difference in the entrepreneurial intentions of female college students in three types of colleges and universities, which is also the actual embodiment of the objective employment situation.

4.2.2.5 Differences in major

There are significant differences in the entrepreneurial intentions of female college students with different majors; they are mainly reflected that the entrepreneurial intention of female college students in art is significantly higher than that of female college students in humanities, the difference between the two and other majors (economics and management, science and engineering) is not significant, entrepreneurial intentions are in order: art, economics and management, science and engineering and humanities. Art female college students have professional expertise, so they are more willing to start a business, female college students in economic management major know more about the market economy, they are more likely to capture the forefront entrepreneurial information, and have a sensitive perspective, so they also have high entrepreneurial intentions female college students of science and engineering belong to applied talents, they usually have a single skill and a certain willingness to start a business, the theoretical foundation of female college students in humanities is relatively rich, but the practical application ability is relatively weak, so the entrepreneurial intention is the lowest.

4.2.2.6 Differences with or without student cadre

The difference in entrepreneurial intentions of female college students who are student cadres is not significant, but the entrepreneurial intention of female student who is student cadre is slightly higher than that of a female college student who is not a student cadre. Female college students who as student cadres have strong organizational leadership and interpersonal skills, they view the issues more comprehensively, deal with problems more properly, and have more interpersonal relation; these factors are conducive to the improvement of their entrepreneurial intentions.

4.2.2.7 Difference with or without part-time job

There are significant differences in the entrepreneurial intentions of the three types of female college students with or without part-time, part-time and professional are related, the entrepreneurial intention of female college students with part-time job related to major is significantly higher than that of female college students without part-time job. The score of entrepreneurial intention of female college students who have part-time jobs is higher than that of female college student without part-time job, but the difference between the two is not significant. Entrepreneurship is a relatively complex market economic activity and commercial social activity, female college students with part-time awareness have the desire to work and start a business, and they have accumulated rich work experience and developed social survival skills by participating in part-time work, has improved the ability of employment and entrepreneurship, and associate with partners in the same camp. Therefore, this part of female college students has higher entrepreneurial intention, while female college students who have no part-time job related to the major participate in social practice activities, but because the major is not suited to special training, the entrepreneurial intention to further improve the major is not clear, and female college students who have never participated in part-time activities rarely consider the issue of entrepreneurship, and entrepreneurial awareness is the weakest.

4.3 Relationship between Female College Students' Psychological Capital and Entrepreneurial Intention

4.3.1 Correlative Analysis between Female College Students' Psychological Capital and Entrepreneurial Intention

In this research, the Pearson's product difference correlation coefficient between female college students' psychological capital and entrepreneurial intention is 0.222 ($p < 0.01$), namely there is a positive correlation between female college students' psychological capital and entrepreneurial intention, it shows that the higher individual's psychological capital level, the higher degree of

entrepreneurial intention, and vice versa. Therefore, the psychological capital plays a decisive role in the level of entrepreneurial intention. In addition, the self-efficacy, hope, optimism and tenacity, the sub-dimensions of these four psychological capitals are significantly positively correlated with the entrepreneurial intention, among them, self-efficacy and entrepreneurial intention are the most relevant. Boyd et al. (1994) introduced the entrepreneurial self-efficacy model proposed by Bandura's self-efficacy; it is believed that individual self-efficacy can influence individual behavior through different ways, can cause an impact on individual behavior. This influence not only promotes the individual to produce positive or negative thinking, but also affects the individual's goals, and also affects the individual's way of dealing with stress, thus ultimately affecting decision-making. Psychological capital theory thinks that optimism can make people reasonably attribute positive or negative events encountered; hope is that individuals set goals, and plan ways and means to achieve goals; tenacity enables people to quickly recover when encounter setbacks or pressures, these three aspects can also affect the individual's formation of entrepreneurial intentions, and whether take the final decision of entrepreneurial behavior. Therefore, improving the overall situation of female college students' psychological capital and the self-efficacy level are important factors affecting entrepreneurial intention.

4.3.2 Regression Analysis of Female College Students' Psychological Capital and Entrepreneurial Intention

In this research, the standardized regression coefficient of psychological capital to entrepreneurial intention is 0.22 ($p < 0.001$), it shows that female college students' psychological capital has a very significant predictive effect on their entrepreneurial intention, the stronger the psychological capital of female college students, the higher their entrepreneurial intention. Furthermore, the four sub-dimensional factors of psychological capital and the entrepreneurial intention are analyzed, the standardized regression coefficient of self-efficacy factor to entrepreneurial intention is 0.297 ($p < 0.001$), it shows that self-efficacy has a significant predictive effect on entrepreneurial intention, namely, the higher the self-efficacy of female college students, the stronger their entrepreneurial intention, and the other three factors (tenacity, hope, optimism) have no significant effect on the prediction of entrepreneurial intention. This is consistent with the related analysis of psychological capital and entrepreneurial intentions; it shows that self-efficacy has the strongest predictive effect on female entrepreneurs' entrepreneurial intentions. Therefore, while improving the psychological capital of female college students, we must pay more attention to the improvement of self-efficacy level, and thus effectively improving the psychological capital level of female college students and promote their entrepreneurial intentions.

5. Conclusion

5.1 The psychological capital of female college students is generally at a medium level; the scores of the four sub-dimensions are self-efficacy, tenacity, optimism and hope in order.

5.2 Female college students' entrepreneurial intentions are at the level above the average, it shows that female college students generally have higher entrepreneurial intentions.

5.3 There is a positive correlation between female college students' psychological capital with its four sub-dimensions and entrepreneurial intentions, the correlation extent from high to low is self-efficacy, psychological capital, hope, optimism and tenacity.

5.4 The overall situation of female college students' psychological capital and self-efficacy have a predictive effect on entrepreneurial intention, and the predictive power of self-efficacy is higher than the overall predictive power of psychological capital.

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