

Entrepreneurship Education on Sports college student's Entrepreneurship intention in Guangdong province, China

¹Dou Dou Yang and ²Eksiri Niyomsilp

^{1,2}School of Management, Shinawatra University

¹Corresponding Author Email: 237046813@qq.com

Abstract

This article aimed to study what is the relationship between entrepreneurship education and entrepreneurship intention; to find the factors that affect the entrepreneurship intention of sports college students; to study whether the entrepreneurship education can effectively enhance the entrepreneurship intention of sports college students in Guangdong Province. Firstly, this article used a quantitative research method. Secondly, this article used a questionnaire to collect data. Thirdly, this article used sample random sampling to extract 396 samples. Fourthly, it used multiple regression to test hypothesis. The main research conclusions were as follows: 1) Student attitude had a significant impact on sports college students' entrepreneurship intention. 2) Education method had a significant impact on sports college students' entrepreneurship intention. 3) Investment in educational resources had a significant impact on sports college students' entrepreneurship intention.

Keywords: Entrepreneurship education; Entrepreneurship intention; Sports college students

Introduction

Innovation and entrepreneurship activities were the core of socio-economic development. It has increasingly become an important driving force for economic development of various countries (Duan, 2018). After strategy of "Walking the road of independent innovation, building an innovation-originated country" was putted forward (Alain F. & Francisco L., 2014) China begins to bring innovation and entrepreneurship to the strategic height. In process of fostering Chinese entrepreneurship system and creating entrepreneurship environment, entrepreneurship education must go first. Deng thought that only we to do entrepreneurship educations jobs, we could cultivate the talents with innovative awareness and entrepreneurship spirits. It could promote innovation and entrepreneurship activities entire country (Deng, 2018).

As an important part of higher education, sports universities will bear the important responsibility for the development of innovation and entrepreneurship in the field of sports in China (Kristiansen S.& Indarti N., 2014). As the backbone of the entrepreneurship group in China, sports college students are essential to tap their potential entrepreneurship intention. It can be cultivated and improved through entrepreneurship education (Hu,N.,2018).Therefore, it is necessary to improve the entrepreneurship education system, continuously deepen the reform of entrepreneurship education in sports colleges. Based on the planned behavior theory, this article uses quantitative research method to build the research model (Izedonmi, P. F.,2010)

Research Objectives

The main aims of the research are depicted as follows:

1. To study what is the relationship between entrepreneurship education and entrepreneurship intention.
2. To find the factors that affect the entrepreneurship intention of sports college students.
3. To study whether the entrepreneurship education can effectively enhance the entrepreneurship intention of sports college students.

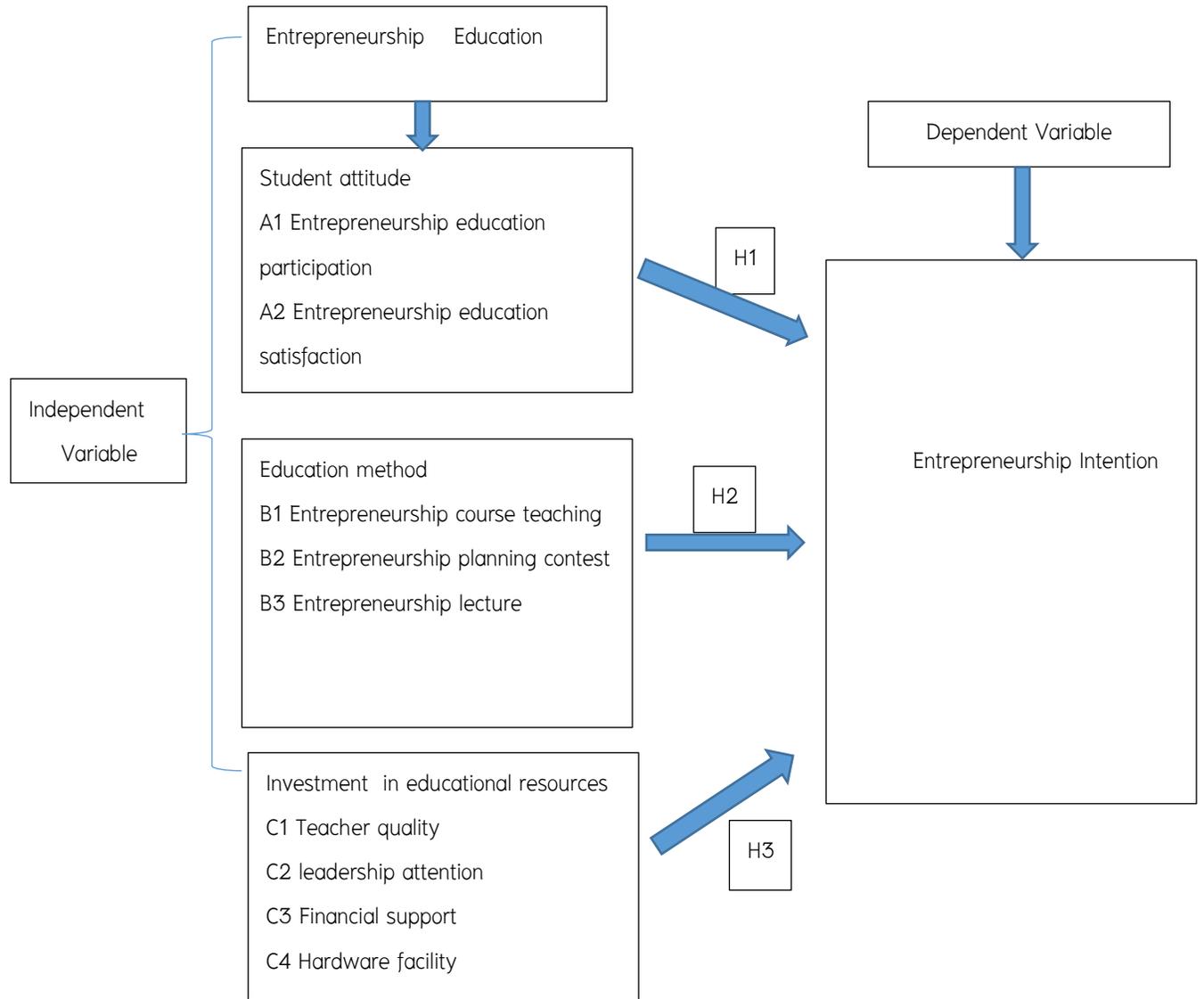
Research Hypothesis

H1 Student attitude has a significant impact on entrepreneurship intention.

H2 Education method has a significant impact on entrepreneurship intention.

H3 Investment in educational resources has a significant impact on entrepreneurship intention.

Research Conceptual Framework



Source: Li Jingwei. (2013). Research on the mechanism of entrepreneurship education’s effect on college students’ entrepreneurship intention. Doctoral thesis, Nankai University.

Research Methodology

This research used the quantitative method. The data were collected by survey questionnaires. The researcher defines the population as sports college students who are studying currently in Guangdong province, China. The total number of sports college students in the four universities is 11,871, which is the total sample size of the research. Following the Yamane to calculate 396 could be a sample size in quantitative research. Therefore, the researcher collected the data from four different colleges of Guangdong province, China (Ministry of Education of the People's Republic of China, 2018). For quantitative analysis, the author used regression to analyze the relationship between entrepreneurship education and entrepreneurship intention. At the same time, verifying their hypothesis and to discuss the research results.

Research Results

This article uses regression analysis to examine the effect of entrepreneurship education on entrepreneurship intention. Regression analysis is only suitable for situation of “one fruit with one cause” or “one fruit with multiple causes”, so entrepreneurship intention is taken as dependent variable (Li,2013). Gender, education background, profession and entrepreneurship education received are control variables. The three dimensions of entrepreneurship education are took as independent variable, to make regression analysis on effect of entrepreneurship education on entrepreneurship intention (Krueger,N.f.,2011).

1. Regression analysis of influencing students' attitude on entrepreneurship intention.

Taking student attitude as independent variable, the first is model 1a, which the control variable enters regression equation; the second is 1b, which the control variable and the student's attitude enter regression equation as a whole; the last is model 1c, which the control variable and student's attitude are incorporated into regression equation. The test results are shown in Table 1.

Table1: Regression analysis results of student attitude on entrepreneurship intention

| Variable | Model 1a | | Model 1b | | Model 1c | |
|--|----------|--------|-----------|--------|-----------|--------|
| | Beta | t | Beta | t | Beta | t |
| Gender | .079 | .1.521 | .080 | .178 | .084* | .1.993 |
| Profession | .130* | 2.478 | .138** | 3.026 | .146** | 3.396 |
| Education ground | .228*** | 4.343 | .251*** | 5.480 | .266*** | 6.172 |
| Entrepreneurship education received | .214*** | 4.105 | .022 | .437 | .074 | .1.551 |
| Student attitude | | | .535*** | 11.133 | | |
| Entrepreneurship education participation | | | | | .588*** | 10.157 |
| Entrepreneurship education satisfaction | | | | | .620 | 1.109 |
| F | 7.648*** | | 32.882*** | | 39.078*** | |
| Adjusted R ² | .065 | | .293 | | .372 | |
| ΔR^2 | .074 | | .228 | | .308 | |

Note: *** Regression is significant at the 0.001 level (3-tailed).

** Regression is significant at the 0.01 level (2-tailed).

*Regression is significant at the 0.05 level (1-tailed).

It can be seen from Table3 that the F value of Model 1a is 7.648 ($P < 0.001$), which pass F test; the adjusted R^2 is 0.065, which means that the control variable explained 6.5% of variance. Profession ($\beta = 0.130$), education background ($\beta = 0.228$) and entrepreneurship education received ($\beta = 0.214$) have a significant effect on entrepreneurship intention. The F value of model 1b is 32.882 ($P < 0.001$), which pass F test; the adjusted R^2 is 0.293, which 29.3% of variance is all predictors explained. It additional increase 22.8%, compared to model 1a. The variance indicates that overall students attitude has influence on entrepreneurship intention. At the same time, the regression coefficient is 0.535 ($P < 0.001$). It is indicated that overall student attitude has significantly positive influence on entrepreneurship intention, test hypothesis H1.

2. Regression analysis of influencing education method on entrepreneurship intention

Table2: Regression analysis results of education method on entrepreneurship intention

| Variable | Model 1a | | Model 1b | | Model 1c | |
|-------------------------------------|----------|-------|-----------|-------|-----------|-------|
| | Beta | t | Beta | t | Beta | t |
| Gender | .079 | .1521 | .044 | .942 | .042 | .890 |
| Profession | .130* | 2.478 | .132 | 1.806 | .135* | 2.861 |
| Education ground | .228*** | 4.343 | .160** | 3.351 | .160** | 3.222 |
| Entrepreneurship education received | .214*** | 4.105 | .030 | .588 | .034 | .665 |
| Education method | | | .465*** | 9.687 | | |
| Entrepreneurship course teaching | | | | | .090 | 1.095 |
| Entrepreneurship plan contest | | | | | .172** | 2.827 |
| Entrepreneurship lecture | | | | | .233** | 2.689 |
| F | 7.648*** | | 26.378*** | | 18.908*** | |
| Adjusted R ² | .065 | | .248 | | .246 | |
| ΔR^2 | .074 | | .074 | | .185 | |

Note: *** Regression is significant at the 0.001 level (3-tailed).

** Regression is significant at the 0.01 level (2-tailed).

*Regression is significant at the 0.05 level (1-tailed).

The F value of model 1b is 26.378 (P<0.001), which pass F test; the adjusted R² is 0.278, which 27.8% of variance is all predictors explained. It additional increases 21.3%, compared to model 1a. The variance indicates that education method has influence on entrepreneurship intention. At the same time, the regression coefficient is 0.465 (P<0.001). It is indicated that overall education method has significantly positive influence on entrepreneurship intention, test hypothesis H2.

3. Regression analysis of influencing investment in educational resources on entrepreneurship intention

Table3: Regression analysis results of investment in educational resources on entrepreneurship intention

| Variable | Model 1a | | Model 1b | | Model 1c | |
|-------------------------------------|----------|-------|-----------|-------|-----------|-------|
| | Beta | t | Beta | t | Beta | t |
| Gender | .079 | .1521 | .041 | .868 | .043 | .904 |
| Profession | .130* | 2.478 | .081 | 1.683 | .100 | 1.968 |
| Education Ground | .228*** | 4.343 | .137** | 2.775 | .150** | 2.913 |
| Entrepreneurship Education Received | .214*** | 4.105 | .095 | 1.893 | .115* | 2.238 |
| Investment in educational resources | | | .402*** | 8.393 | | |
| Teacher Quality | | | | | .128* | 2.520 |
| Leadership Attention | | | | | .055 | .667 |
| Financial Support | | | | | .179** | 2.985 |
| Hardware Facility | | | | | .178 | 1.836 |
| F | 7.648*** | | 21.322*** | | 13.906*** | |
| Adjusted R Square | .065 | | .209 | | .211 | |
| ΔR^2 | .074 | | .145 | | .154 | |

Note: *** Regression is significant at the 0.001 level (3-tailed).

** Regression is significant at the 0.01 level (2-tailed).

*Regression is significant at the 0.05 level (1-tailed).

The F value of model 1b is 21.322 ($P < 0.001$), which pass F test; the adjusted R^2 is 0.209, which 20.9% of variance is all predictors explained. It additional increases 14.4%, compared to model 1a. The variance indicates that investment in educational resources has effect on entrepreneurship intention. At the same time, the regression coefficient is 0.402 ($P < 0.001$). It is indicated that overall investment in educational resources has significantly positive influence on entrepreneurship intention, and test hypothesis H3.

Based on relevant literatures on entrepreneurship education and entrepreneurship intention at home and abroad (Xiong,2013). This article built a model of influencing on entrepreneurship intention. We discussed influence of entrepreneurship education on entrepreneurship intention of sports college students. The main research conclusions were: (1) Student attitude had a significant impact on sports college students' entrepreneurship intention.(2) Education method had a significant impact on sports college students' entrepreneurship intention.(3) Investment in educational resources had a significant impact on sports college students' entrepreneurship intention.

Based on relevant literatures on entrepreneurship education and entrepreneurship intention at home and abroad (Xiong,2013). This article built a model of influencing on entrepreneurship intention. We discussed influence of entrepreneurship education on entrepreneurship intention of sports college students. The main research conclusions were: (1) Student attitude had a significant impact on sports college students' entrepreneurship intention. (2) Education method had a significant impact on sports college students' entrepreneurship intention. (3) Investment in educational resources had a significant impact on sports college students' entrepreneurship intention.

Therefore, it is suggested that the government departments of Guangdong Province can provide some special policies for sports post graduates entrepreneurship in the formulation of entrepreneurship policies, and establish different entrepreneurship sodality to provide abundant social resources for sports postgraduates, helping them to build entrepreneurship social capital.

Research Suggestion

1.Suggestion for use

1) To build the New Model

According to the needs of thesis, based on the GEM, entrepreneurship self–efficacy and entrepreneurship event model (EEM), the author built the model with entrepreneurship self–efficacy as a mediator variable. The new model not only absorbs the advantages of previous researches, but also makes up for the defects. It can verify the entrepreneurship intention of individuals more effectively and present the process of entrepreneurship intention more clearly.It can further reform and improve the practice of innovation and entrepreneurship in sports colleges. At the same

time, it gets rid of the limitation of entrepreneurship intention as a single variable in previous researches, so as to do a comprehensive study and discussion.

2) Make in difference in Research on Management Efficacy

Entrepreneurship management efficacy had a positive effect on entrepreneurship intention of sports postgraduates. The conclusion is different from previous researches. In previous research, it is just the reverse. Management efficacy means that people have the ability to mobilize humans or things, achieving the confidence of management object. In enterprise, management by objectives can enhance management level, including the organizational productivity and employee performance.

Management by objectives embodies a clear plan implementation and control process. Superior inspection and information feedback in the implementation process can help to carry out effective control activities. Timely information feedback can reflect the gap between personal efforts and goal realization, which is conducive to adjust timely the activities(Sun,2018). Because of the majority of sports team projects, sports postgraduates have a stronger sense of teamwork. The management by objectives becomes a daily necessary course. Therefore, management efficacy is particularly important to improve entrepreneurship intention of sports postgraduates

3) Reveal the Mediator Effect of Entrepreneurship Self-efficacy

Entrepreneurship self-efficacy had a mediating effect between entrepreneurship environment and entrepreneurship intention of sports postgraduates. About entrepreneurship self-efficacy, some researchers studied it from the perspectives of entrepreneurship support, entrepreneurship ability and entrepreneurship behavior. Some researchers also studied from the perspective of entrepreneurship environment, but they established in different model perspectives. Based on it, the author analyzes and judges the relationship among entrepreneurship environment, entrepreneurship self-efficacy and entrepreneurship intention. The entrepreneurship environment has instability, it affected by social changes. It can directly impact on entrepreneur's intention. The entrepreneurship self-efficacy has subjectivity, it affected the psychological state of entrepreneurs. The variety of entrepreneurship environment would also affect individual entrepreneurship self-efficacy. The entrepreneurship self-efficacy can affect the individual entrepreneurship intention.

Therefore, entrepreneurship environment could indirectly affect individual's intention through entrepreneurship self-efficacy

References

- Alain Fayolle,&Francisco Linan.(2014).The future of research on entrepreneurship intentions.
Journal of Business Research,5(8),63–66.
- Duan Wenting & Jiang Guangrong.(2018).Planned Behavior Theory. *Advances in Psychological Science*, 16 (2), 315–320.
- Deng Xiaoting.(2018). The present situation and countermeasures study of the postgraduates innovation and entrepreneurship education in Chinese sports colleges. *Journal of Guangzhou Sport University*,5(7),24–29.
- Hu, N. (2018). *Research on entrepreneurship education of college students based on the background of “public entrepreneurship and innovation”*. Master thesis, Chongqing University of Technology.
- Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2011). Entrepreneurship intentions: A competing models approach. *Journal of Business Venturing*, 15(5/6), 411–432.
- Kristiansen, S., & Indarti, N. (2014). Entrepreneurship intention among Indonesian and Norwegian students. *Journal of Enterprising Culture*, 12(01), 55–78.
- Li Jingwei.(2013). *Research on the mechanism of entrepreneurship education's effect on college students' entrepreneurship intention*. Doctoral thesis, Nankai University.
- Izedonmi, P. F. (2010). The effect of entrepreneurship education on students' entrepreneurship intentions. *Global Journal of Management and Business Research*, 10(6),110.
- Xiong Jingwei. (2013). Influential factors of college students' entrepreneurship intention and cognitive research on students' entrepreneurship barriers: analysis based on SEM model and LAC method. *Journal of Huazhong Agricultural University: Social Science Edition*, 2(6), 129–135.