

A Study on the Influence of College Students' Experience in Science and Innovation Competition on Entrepreneurial Intention

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Abstract: As an important way to select innovative talents and excavate entrepreneurial projects, the issue of "How to combine science and technology innovation competition to improve the entrepreneurial will of college students" has been put before the scholars. Based on this, the following conclusions are drawn by mathematical analysis: (1) the effect of the present science and innovation competition on the improvement of college students; (2) there is obvious gender tendency among the participants in the science and innovation competition; (3) There are significant differences in the participation of the science and innovation competition at different stages; (4) The promotion of the overall entrepreneurial literacy helps to stimulate the entrepreneurial will of college students. In addition, based on this discussion, it puts forward the corresponding suggestions.

Keywords: College Students; Science and Innovation Competition; Competition Experience; Entrepreneurial Intention; Employment of College Students

1. Introduction

According to the analysis of the employment data of college graduates in recent years, the rate of students is generally less than 1%, which may be affected by the epidemic, the change of the overall economic environment and other factors, but the fundamental problem lies in the transition of entrepreneurship education and entrepreneurship practice. In recent years, under the strong guidance of the government, the high-standard and high-quality science and technology innovation competitions such as "Challenge Cup" and "Internet +" have developed rapidly, and many new quality productive forces have been transformed from concept to production, and remarkable achievements have been made in

promoting the entrepreneurship of college students. Obviously, the question of "why to hold all kinds of science and innovation competitions" has been answered by various universities with practical results. However, the bigger question of "how to more effectively combine the science and innovation competitions to improve college students' entrepreneurial willingness" has been put in front of scholars.

Based on the current grim situation of college students' employment, the academic circle generally pays close attention to the research on college students' employment field^[1]. There is a lack of research on college students' willingness to start their own businesses. As the strategy of "science and education and rejuvenating the country" put forward and implemented, the social from all walks of life gradually began to realize kechuang competition of youth innovation ability, knowledge transformation ability, organization management ability and values, the importance of shaping about kechuang competition experience and the relationship between college students' entrepreneurial intention began to rise, scholars found that participate in entrepreneurship competition can exercise improve students' entrepreneurial thinking and entrepreneurial ability, is beneficial to the cultivation of innovative entrepreneurial talents. For example, Wang et al. found that entrepreneurship competition is an effective way for college students to experience the process of entrepreneurship. It can not only exercise the necessary skills of entrepreneurship, but also expand the popularity of the project by relying on the competition platform, and establish the human resources and financial support needed for entrepreneurship^[2]. Dai also conducted a comparative survey, and found that students who have participated in entrepreneurship education or related entrepreneurship simulation activities are more willing to start

businesses^[3]. However, most of the relevant studies are qualitative studies, with abstract conclusions, few quantitative and empirical studies, and there is no unified consensus.

2. Model Construction and Study Hypotheses

2.1 Model Construction

The author on the basis of analysis of different entrepreneurial intention influence factors model, think Lin entrepreneurial intention influence factors model is most suitable for this study, so decided in the theory of planning behavior Lin entrepreneurial intention influence factors model as a guide, combined with the kechuang competition experience

involved in the study construction model (as shown in Figure 1). The model contains kechuang competition experience, perceptual behavior control, entrepreneurial behavior attitude, subjective norms, entrepreneurial intention, including kechuang competition experience refers to the subjects in kechuang competition frequency, perceptual behavior control mainly investigate factors related to entrepreneurial success, entrepreneurial attitude mainly investigated by angel, cognitive attitude of entrepreneurial behavior, subjective norms associated with subjects feel social pressure, entrepreneurial intention refers to the possibility of individual entrepreneurship and interest in entrepreneurship.

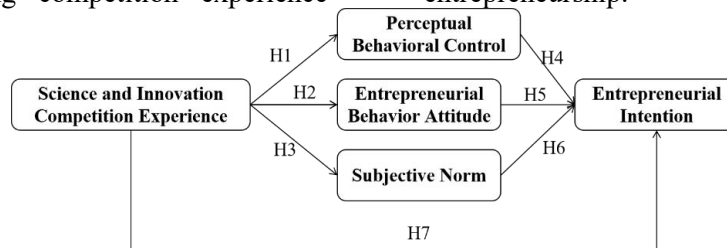


Figure 1. Impact Model of College Students' Science and Innovation Competition Experience on Entrepreneurial Willingness

2.2 Establish the Hypothesis

Graevenitz et al. believes that individual entrepreneurial attitude may be influenced by entrepreneurship education and previous entrepreneurial experience. Students can accumulate entrepreneurial knowledge and improve their entrepreneurial ability in the process of participating in science and technology innovation competitions, and are more likely to generate entrepreneurial willingness based on their understanding of the entrepreneurial field^[4,5]. Zhang and Wang further explored the internal mechanism of the transformation from entrepreneurial experience to entrepreneurial ability^[6]. Should Ying and Wang, Zhu et al. and others also proved through the empirical effect of college students 'self-efficacy on entrepreneurial intention, think that college students in the process of kechuang competition can have a clearer understanding of their own ability, the social demand can have more objective and in-depth understanding, to further influence and guide students' behavior and attitude, which affect the subjects 'perceptual behavior control level and entrepreneurial attitude, and stimulate college students' entrepreneurial intention^[7,8].

In addition, Zhang et al. also put forward, subjective norms reflects the individual to the family, school, society and other all levels of pressure, namely they for the opinion of "entrepreneurship" this behavior, if these groups are positive attitude, subjects can get entrepreneurial encouragement and higher entrepreneurial motivation, and strengthen entrepreneurial intention^[9].

Therefore, based on the perspective of entrepreneurial learning theory and self-efficacy theory, the paper puts forward the following assumptions:

Hypothesis H1: The experience of participating in science and innovation competition can enhance the level of perceptual behavior control of college students, that is, the experience of science and innovation competition is significantly positively correlated with the perceptual behavior control of college students.

Hypothesis H2: The experience of participating in science and innovation competition can actively guide college students 'entrepreneurial attitude, that is, the experience of science and innovation competition, which is significantly positively related with college

students' entrepreneurial attitude.

Hypothesis H3: The experience of participating in science and innovation competition can guide college students to correctly face and adjust the perceived social pressure, that is, the experience of science and innovation competition is significantly positively correlated with their subjective norms.

Hypothesis H4: The experience of participating in science and innovation competition can improve the entrepreneurial willingness of college students, that is, the experience of science and innovation competition is significantly positively correlated with college students' entrepreneurial intention.

Hypothesis H5: good perceptual behavior control level can further stimulate college students' entrepreneurial willingness, that is, perceptual behavior control is significantly positively related with college students' entrepreneurial intention.

Hypothesis H6: Good entrepreneurial behavior attitude can further stimulate college students' entrepreneurial willingness, that is, entrepreneurship, behavioral attitude, which is significantly positively related with college students' entrepreneurial willingness.

Hypothesis H7: good subjective norms level can further stimulate college students' entrepreneurial willingness, that is, subjective norms, which are significantly positively correlated with college students' entrepreneurial willingness.

3. Study Protocol Design

3.1 Research Tools

In this paper, the questionnaire survey was used for research, and the Likert5 point scale was used. The studies of Li et al.^[10], Meng and Hu^[11], Liñán and Fayolle^[12], Li et al.^[13], and Li were used^[14]. The independent variable in this paper is the college students' "science and technology innovation competition experience", Specific ured by the frequency of competition participation; Using "perceptual behavior control", "entrepreneurial behavior attitude" and "subjective norms" as intermediary variables, The "perceptual

behavior control" variable refers to the individual's perception of whether they can complete their entrepreneurial behavior, Therefore, in this study, five items including "It is easy for me to establish a company and maintain its operation" and "I can control the creation process of a new company" were measured; The "Entrepreneurial behavior attitude" is measured by the subjects' attitude towards the "entrepreneurship" behavior, Includes " relative to other occupations, Entrepreneur profession is more attractive to me, "and" If there are opportunities and resources, I will start a business "," becoming an entrepreneur has a great satisfaction for me " and other three items; "Subjective norms" are measured by the level of support from relatives, friends, classmates and other parties, "My immediate family members will support my decision to start a business", "My close friends will support my decision to start a business", "My classmates will support my decision to start a business", " Even if others disagree, I can still stick to the entrepreneurial ideal and put it into practice " and other four options; The dependent variable is college students' entrepreneurial willingness, Using five items, such as "I am very interested in building my own company" and "I have systematically and completely considered entrepreneurship".

3.2 Sample Selection and Data Collection

In this paper, the students from 2021-2023, and a total of 89 valid questionnaires were collected.

4. Data Analysis

4.1 Credit and Validity Analysis

In this paper with Cronbach's α (gramLongbach coefficient) come the reliability of the scale was measured, and the reliability of each variable was tested using the SPSS19.0 software (as shown in Table 1). From the results, each scaleThe Cronbach's α coefficient. All were higher than 0.9, and the KMO values for all variables were higher than 0.7. The visible scale not only has high reliability, but also has good internal consistency.

Table 1. Factor Analysis

| variable | Cronbach's α | KMO | Total variance explained |
|-------------------------------|---------------------|-------|--------------------------|
| Perceptual behavioral control | 0.985 | 0.880 | 94.309% |

| | | | |
|------------------------------------|-------|-------|---------|
| Entrepreneurship behavior attitude | 0.965 | 0.782 | 93.419% |
| Subjective norms | 0.977 | 0.832 | 93.542% |
| entrepreneurial intention | 0.958 | 0.788 | 85.749% |

4.2 Correlation Analysis

In order to test the correlation between the competition experience, perceptual behavior control, entrepreneurial behavior attitude, subjective norms and entrepreneurial intention, the variables were analyzed (as shown in Table 2). It can be seen that the positive effect of the number of participation in science and technology innovation competitions, the control of perceptual behavior, entrepreneurial behavior attitude and subjective norms is not

obvious, so it is assumed that H1, H2 and H3 are not established. However, the number of participants in the competition was significantly correlated with gender ($\beta = 0.07$, $p < 0.01$), grade ($\beta = 0.565$, $p < 0.01$), and willingness to start a business ($\beta = 0.239$, $p < 0.05$). Moreover, there were significant positive associations between perceptual behavior control, entrepreneurial behavior attitude, subjective norms, and entrepreneurial intention..3

Table 2. Pearson, Correlations

| | | sex | grade | Number of participation in science and technology innovation competitions | Perceptual behavioral control | Entrepreneurship behavior attitude | Subjective norms |
|---|--------------------------|---------|---------|---|-------------------------------|------------------------------------|------------------|
| grade | Pearson Correlation | 0.121 | | | | | |
| | Significance (Bilateral) | 0.258 | | | | | |
| Number of participation in science and technology innovation competitions | Pearson Correlation | .3007** | 0.565** | | | | |
| | Significance (Bilateral) | 03.00 | 00.00 | | | | |
| Perceptual behavioral control | Pearson Correlation | .0135 | 0.071 | 0.145 | | | |
| | Significance (Bilateral) | 0.208 | 0.509 | 0.174 | | | |
| Entrepreneurship behavior attitude | Pearson Correlation | 0.071 | -0.042 | .0076 | 0.833** | | |
| | Significance (Bilateral) | 0.507 | 0.698 | 0.476 | 0.000 | | |
| Subjective norms | Pearson Correlation | 0.128 | -0.050 | 0.101 | 0.822** | 0.931** | |
| | Significance (Bilateral) | 0.230 | 0.645 | 0.347 | 0.000 | 0.000 | |
| entrepreneurial intention | Pearson Correlation | 0.172 | -0.015 | 0.239* | 0.742** | 0.784** | 0.788** |
| | Significance (Bilateral) | 0.108 | 0.886 | .0024 | 0.000 | 0.000 | 0.000 |

** . Significant correlation at the 0.01 level (bilateral);

.0* . Significant correlation at the 05 level (bilateral).

4.3 ANOVA Analysis

The results of correlation analysis showed that the number of participants in science and technology innovation competitions was significantly related to gender and grade, and the independent sample T test was tested for gender variables (as shown in Table 3). Assuming the homogeneity of variance is $P < 0.05$, the variance is uneven ($T = -2.616$, $P = 0.014$), that is, there is a significant difference in the participation between boys

and girls. This shows obvious gender tendency in the participants of the competition, and the mean male students is 1.11 and the standard deviation is 0.412; the mean of female students is 1.61 and the standard deviation is 0.956, that is, the average male students participated in 0.11 times with few individual differences, the average female students participated in 0.61 times and the individual differences are large, so the male students have less enthusiasm for the competition.

Table 3. Independent Samples' T-test

| | | The Levene test for variance Eq | | The t-test for the mean equation | | | | | | |
|---|-------------------------------|---------------------------------|-------|----------------------------------|--------|------------------|-----------------|-----------------------|--|----------------|
| | | F | Sig. | t | df | Sig. (bilateral) | Mean difference | Standard error values | The 95% confidence intervals of the difference | |
| | | | | | | | | | lower limit | superior limit |
| Number of participation in science and technology innovation competitions | Assume equal variance | 35.901 | 0.000 | -3.407 | 87 | 0.001 | -0.492 | 0.145 | -0.780 | -0.205 |
| | Unequal variances are assumed | | | -2.616 | 31.701 | 0.014 | -0.492 | 0.188 | -0.876 | -0.109 |

According to grade group, participate in kechuang competition score average and standard deviation is 1.05/0.216, 1.95/1.046, 2.00/0.707 respectively,

namely the freshman average students participated in 0.05 kechuang competition, and individual differences is not obvious, sophomore average participated in 0.95 kechuang competition, and individual differences are obvious, junior average participated in 1 kechuang competition, compared with the sophomore no significant change. One-way analysis of variance was performed on grade variables, and the results showed that the variance of the data was uneven, so the non-parametric test (as shown in Table 4) was conducted, and the results of Kruskal-Wallis test showed that the progressive significance level was less than 0.05, so it was considered. The distribution of the number of participants in the competition is significantly different in the grade groups, i.e. With the increase of school time, college students' understanding of science and technology innovation competition and their opportunities to contact with science and technology innovation competition will change significantly accordingly.

Table 4. Kruskal-Wallis Test Statistics^a

| null hypothesis | chi-square | df | Progressive significance | make policy |
|--|------------|----|--------------------------|-------------------------------|
| The distribution of the number of science and innovation competitions is the same in grade categories. | 35.000 | 2 | .000 | Refusing the null hypothesis. |

a. Group variable: grade

4.4 Regression Analysis

In this study, four regression models were constructed to test the hypothesis, given the gender, grade and entrepreneurial intention verified above, no control variables set here, the number of participation in course competition (model 1), perceptual behavior control (model 2), entrepreneurial behavior attitude (model 3), subjective norms (model 4) as independent variables, and entrepreneurial willingness as the dependent variable (as shown in Table 5). As can be seen from the table, although the number of participation in course competitions is significantly related to entrepreneurial willingness ($\beta = 0.326$, $p < 0.05$), it can only explain 4.6% of the variation in entrepreneurial intention. Therefore, this paper has no obvious impact on entrepreneurial intention, so H4 is not established. Perceptual behavioral control effectively explained 54.5% of the variation in entrepreneurial intention, and a significant

positive correlation between the two ($\beta = 0.738$, $p < 0.05$), that is, perceptual behavioral control significantly positively affects entrepreneurial intention, so assuming H5 is true. Entrepreneurial behavior attitude effectively explained 61.0% of the entrepreneurial intention, and a significant positive correlation between the two ($\beta = 0.731$, $P < 0.05$), that is, the attitude of entrepreneurial behavior significantly positively affects the entrepreneurial intention, so H6 is assumed to hold. Subjective norms effectively explain 61.6% of the entrepreneurial intention, and a significant positive correlation between the two ($\beta = 0.753$, $P < 0.1$), that is, subjective norms significantly positively affect entrepreneurial intention, so H7 is assumed.

Table 5. Regression Analysis

| | model1 | model2 | model3 | model4 |
|--|---------|---------|---------|---------|
| Number of course competitions | 0.326** | | | |
| Perceptual behavioral control | | 0.738** | | |
| Entrepreneurship behavior attitude | | | 0.731** | |
| Subjective norms | | | | 0.753* |
| R ² | 0.057 | 0.550 | 0.614 | 0.620 |
| After the adjustment of R ² | 0.046 | 0.545 | 0.610 | 0.616 |
| F price | 5.249 | 106.315 | 138.438 | 142.113 |
| Durbin-Watson | 1.822 | 1.671 | 1.727 | 1.791 |

Note: * indicates $P < 0.1$, ** indicates $P < 0.05$

5. Results and Suggestions

5.1 The Existing Science and Technology Innovation Competitions Have Limited Effect on Improving College Students' Entrepreneurial Quality

The results show that the number of college students to participate in kechuang competition of perceptual behavior control, entrepreneurial behavior attitude, subjective norms, entrepreneurial positive effect is not obvious, the students can't participate in kechuang competition to entrepreneurial knowledge, entrepreneurial ability, entrepreneurial literacy, which is contrary to the purpose of innovation entrepreneurship competition. Part of the reason for this conclusion may be the limitations of the research object, but it is undeniable that some universities still have this phenomenon, and the reasons behind it are thought-provoking. As schools, government, society to the attention of kechuang competition, related competition competition is more and more fierce, lead to some projects directly use mentor or social achievements for

unfair competition, it not only violates the principle of fair competition, also cannot achieve the purpose of promoting students' entrepreneurial quality, even the volume of competition, let the real innovation entrepreneurial projects.

In this regard, all parties need to pay further attention to the authenticity and operability of the competition projects, the school should strengthen the competition integrity education, and formulate supporting systems to cultivate school-level science and innovation projects; the originality and authenticity of the project, take corresponding measures to verify the actual ownership and source of the project, and implement one-vote veto for projects and project results that do not conform to the actual operation of students.

5.2 Significant Gender Tendency Appeared Among the Participants in the Science and Technology Innovation Competition

According to the traditional theory, men are significantly more likely than women in terms of entrepreneurship. Similarly, the entrepreneurial intention of male college students is significantly higher than that of female universities. This view has been verified in many studies, but the conclusion of this study shows that compared with boys, girls show higher enthusiasm for science and technology innovation competition. This phenomenon is caused by various factors. First of all, girls are more delicate and rigorous, and tend to demonstrate and practice. Second, in reality, women generally face more severe social and family pressure, entrepreneurial willingness, entrepreneurial behavior and less probability of project landing.

In this regard, the school should fully explore the potential entrepreneurship projects through systematic research, guide the students on the basis of the value of entrepreneurship competition, to avoid the blind entrepreneurship; integrate the popularization of science and the advantages of participating in the science and technology innovation competition into the teaching content of innovation and entrepreneurship course, and strengthen the enthusiasm of male college students to participate in the science and technology innovation competition; balance the formation of competition teams, so that each team member can give full play to the

advantages of gender and ability.

5.3 There are Significant Differences in the Participation in Science and Technology Innovation Competitions at Different Stages

According to the descriptive statistics of different grade groups, it can be seen that the freshman students' enthusiasm in the competition is weak. The main reason is that the participation rate of students in the second stage is significantly increased, but there is polarization. Students who are not interested in it do not participate in the competition, and some interested students participate in the junior stage. It can be seen that the main students to participate in the science and technology innovation competition are students in the second stage. How to design the innovation and entrepreneurship curriculum "according to the time" deserves the attention of the academic community.

Big is the golden period of students contact kechuang competition, the freshman innovation entrepreneurship course as students contact, understand the most direct and efficient way of kechuang competition, how to effectively play to the guidance of the course content is particularly important, this stage should pay attention to the course of kechuang competition science, competition interpretation, cultivate students' entrepreneurial interest, etc., encourage students to try to participate in sex. As the main force of the sophomore students in the science and technology innovation competition, this stage is the watershed for whether the students to participate in the science and technology innovation competition. Project book writing and entrepreneurship practice should be added to the entrepreneurship course design of this stage to encourage students to implement the project. The participation in the competition of the third year is not obvious, Part of the reason is that students at this stage are facing employment, higher education, Without putting more energy into such competitions, However, it cannot be excluded that some competition participants, through repeated market research, detailed design, project approval and financing of the project in the early competition, At this stage, we are actively starting to land the competition projects and even further expand the scale of the landed projects, Therefore, the traditional

indoctrination teaching is obviously not applicable to such courses, Considering some students who don't have entrepreneurial ideas, These students can arrange basic employment and entrepreneurship courses teaching, For students with further entrepreneurial ideas, Entrepreneurship guidance classes can be set up at the school level, Pair of entrepreneurial mentors at this stage, systematic, targeted one-to-one or one-to-many help guidance.

5.4 The Improvement of Overall Entrepreneurial Quality is Help to Stimulate the Entrepreneurial Willingness of College Students

The results show that the improvement of perceptual behavior control, entrepreneurial behavior attitude and subjective normative level can significantly enhance the entrepreneurial willingness of college students. This is quite understandable. When an individual holds a positive attitude towards entrepreneurial behavior and thinks that they have the knowledge and ability needed to implement the business, and the society, relatives, friends and peers can also provide necessary help for them, the individual is certainly more likely to have the idea of entrepreneurship.

To this, the school in the process of entrepreneurship education, encourage students to entrepreneurship, the most important thing is to pay attention to the cultivation of entrepreneurial attitude, let the students understand why the government actively encourage college students' entrepreneurship, understand the strategy of science and education rejuvenating the country in the Chinese modernization, to help students establish science and technology patriotism, power have my correct entrepreneurship. Secondly, colleges and universities should carry out systematic entrepreneurship education to realize the transformation from the accumulation of basic entrepreneurial knowledge to the entrepreneurial ability. Finally, we need to actively support our entrepreneurial behavior, Together, we will create a good entrepreneurial atmosphere, first, At the policy level, all levels and departments have introduced policies to encourage college students to start businesses, But more for the icing on the cake, That is, the reward-type support after the occurrence of entrepreneurial

behavior, But in practice, As long as the business behavior starts, Even in the start-up phase, College student entrepreneurs are already facing huge financial pressure, Fund advance payment, the government support and other "prepare for a rainy day" and "timely help" policies are to solve the difficulty of college students entrepreneurship, alleviate college students entrepreneurship anxiety effective measures; second, Taking full advantage of the family advantages, For students with a certain family entrepreneurial background or entrepreneurial foundation, Strive for innovative transformation and upgrading in raw materials, technology, science and technology, products, culture, industrial chain and other aspects, Develop it into a new innovation project; third, With the help of the school entrepreneurship guidance class, Business mentors and other human resources, Build a communication platform, One-stop solution to the problems faced in the process of student entrepreneurial team formation and practical operation.

6. Conclusion

Based on mathematical analysis, this paper draws the following conclusions: (1) The existing science and innovation competitions have limited effect on the improvement of college students' entrepreneurial literacy; (2) There was a significant gender tendency among the participants of the science and innovation competition; (3) There are significant differences in the participation of science and innovation competitions at different stages; (4) The improvement of overall entrepreneurial literacy can help stimulate college students' entrepreneurial willingness. Based on this, some suggestions are put forward. From a quantitative point of view, this paper summarizes the factors affecting college students' entrepreneurial intention and the mechanism of scientific innovation competition on college students' entrepreneurial intention, so as to further optimize the cultivation process of China's entrepreneurial practice education, promote the continuous promotion of China's entrepreneurial education and the cultivation of science and technology entrepreneurial engineering talents. It provides practical reference suggestions for colleges and universities to cultivate compound talents with

entrepreneurial ability more effectively, and provides practical reference suggestions for the organizers of science and technology innovation competition to organize and carry out science and technology innovation competition more scientifically and reasonably.

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