International Journal of Management, Accounting, Governance and Education
2023, Volume 3, Issue 2

Factors Influencing College Students' Entrepreneurial Intention: A Systematic Literature Review

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Abstract

Students' entrepreneurial intention is an important subject under the background of "mass entrepreneurship and innovation", and has always been one of the important social issues studied by Chinese and foreign scholars. This paper reviews the current domestic and foreign researches on the influencing factors of college students' entrepreneurial intention from four aspects, including the origin of the research on college students' entrepreneurial intention, the measurement of college students' entrepreneurial intention, the evolution of the research, various factors affecting the variable, literature conclusions, enlightenment and future prospects. On this basis, it analyzes the changing trend of the influencing factors of college students' entrepreneurial intention. The results are of great significance to the understanding of college students' entrepreneurial intention and its influencing factors, as well as the historical development and future evolution of related research.

Keywords: higher vocational teachers, information-based teaching ability, influencing factors, research strategy

1 Background

With the continuous development of the popularization of higher education, the increase of the number of college graduates leads to the increase of employment pressure, and the ensuing employment of college students has become a hot topic of discussion and the focus of the government. The National Bureau of Statistics reported that more than 8.3 million college graduates graduated in 2019, while 8.74 million in 2020 and more than 10 million in 2021.

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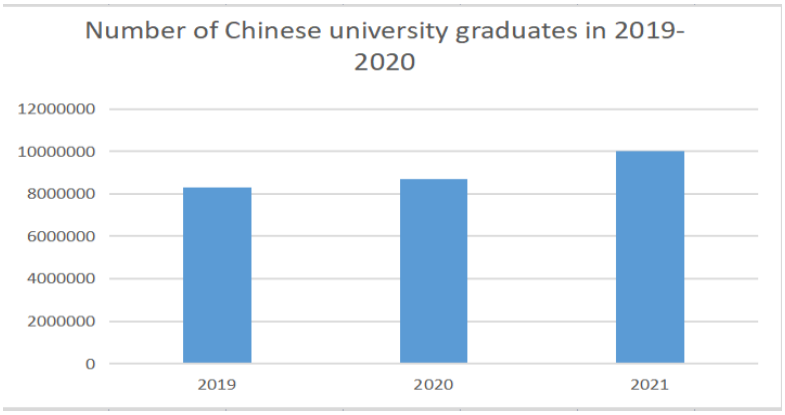

Fig. 1.2.4 The Number of Chinese university graduates in 2019-2020 (Data from National Bureau of Statistics)）

A large number of labor supply and market demand do not match, objectively put forward the urgent need for entrepreneurship. The state and government have put forward the policy of "mass entrepreneurship and innovation". The fundamental purpose of this policy is to bring more employment opportunities through entrepreneurship, relieve the current employment pressure in China, encourage all college students to actively launch entrepreneurship, and stimulate the innovation potential of the whole society. Thus inject fresh blood and vitality into China's economic and social development. Therefore, entrepreneurship to promote employment, is one of the important channels to solve the employment of college students.

In order to solve the problem of employment difficulties, government departments have put forward many policies to promote employment by starting businesses and encourage college students to participate in entrepreneurial activities. Many colleges and universities have set up courses on entrepreneurship, organized students to participate in entrepreneurship competitions, encouraged college students to participate in innovation and entrepreneurship activities, and helped college students enhance their entrepreneurial ability.

2 Relevant literature of entrepreneurial intention

The number of papers on the research of entrepreneurial intention was up to the end of June 2023. The author took entrepreneurial intention, entrepreneurial intention of college students and entrepreneurial intention of vocational college students and related topics as the subject words to carry out simple statistics in China National Knowledge Infrastructure (CNKI), and searched and classified the main title. Data are as follows.

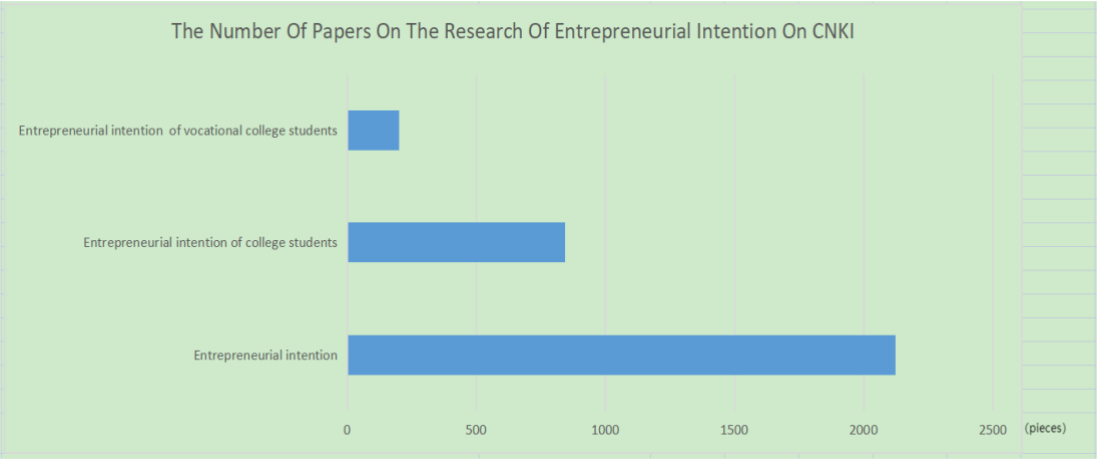

Fig. 1: The Number Of Papers On The Research Of Entrepreneurial Intention On CNKI

Seen from Fig.1, Many scholars in China have paid attention to entrepreneurial intention, among which there are 2124 journals and Dissertations on entrepreneurial intention of college students, 845 journals and dissertations on entrepreneurial intention of college students, but there are only 202 journals and dissertations on entrepreneurial intention of vocational college students, which indicates that there are still relatively few relevant researches on entrepreneurial intention of vocational college students.

3 Research object of entrepreneurial intention

In terms of the object of study, Many scholars around the world focus their research on social entrepreneurs or people from different classes of people in society, such as Ma (2021) studied the overseas Chinese return home entrepreneurial intention, Wu (2021) study of entrepreneurial motivation of migrant workers and entrepreneurial intention, Zeng (2019) study of employees on entrepreneurial intention, and so on. There are also some scholars who pay attention to the entrepreneurial intention of college students, but these scholars mostly focus on the entrepreneurial intention of students with higher education, that is to say, the research objects of most scholars are undergraduates and postgraduates. For example, Wang (2019) conducted an empirical analysis on the influencing factors of college students' entrepreneurial intention and the improvement countermeasures based on eight undergraduate universities, Zhu (2019) conducted an investigation and analysis of undergraduate students' entrepreneurial intention, and Luo (2020) conducted a study on the influencing factors of the innovation and entrepreneurship ability of graduates majoring in economics and management. However, few scholars pay attention to the entrepreneurial intention of vocational college students. The number of vocational college students in Guangdong province is close to 80,000, which is a huge group. Vocational college students are different from other social groups, and the characteristics of vocational college students are different from those of undergraduates and postgraduates, so their entrepreneurial intention has its particularity.

According to the 2022 China Youth Entrepreneurship Development Report， from the perspective of age and career background, 19-23 years old college students, college graduates, and unemployed people after graduation are the main body of young entrepreneurs. In terms of age, the total proportion of 19-23 years old is 51.1%, of which 20 years old is the peak age of

entrepreneurship; In terms of occupational background, college students accounted for 51.3%, college graduates accounted for 11.8%, and unemployed people accounted for 10.7% after graduation, a total of 73.8%, an increase of 5.1 percentage points over last year. Data are as follows.

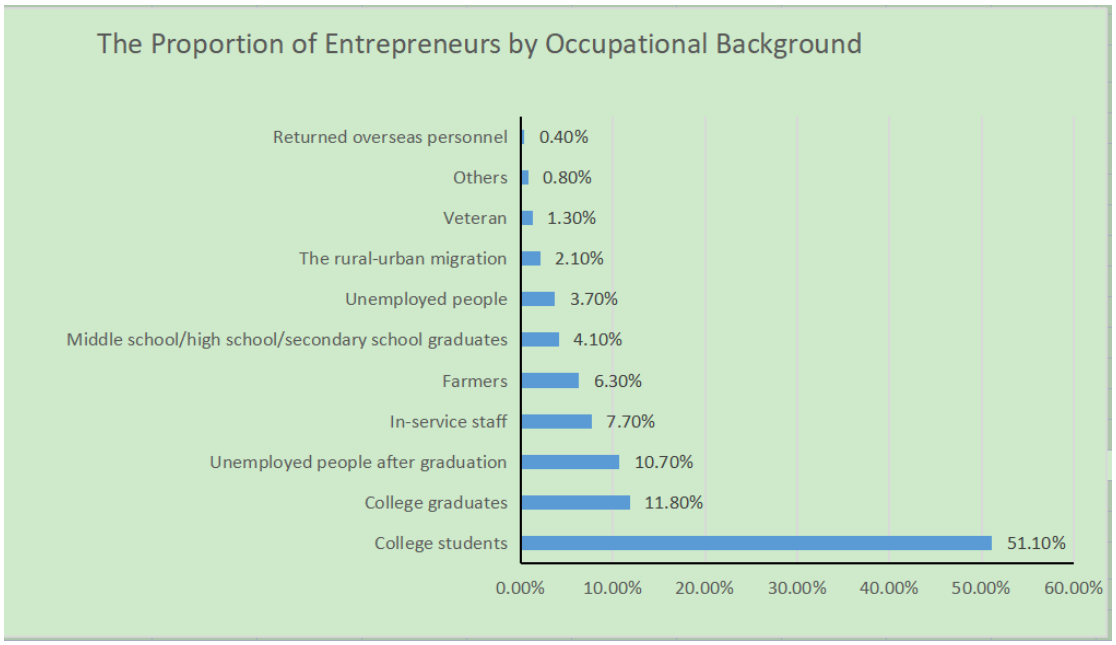

Fig. 2: The Proportion of Entrepreneurs by Occupational Background in 2022 (Data from China Youth Entrepreneurship and Employment Foundation)

From the perspective of education level, the proportion of entrepreneurs with middle school education and below is only 5.3%, high school education accounted for 12.2%, vocational college degree accounted for 26.4%, undergraduate degree accounted for 50.6%, master's degree and above accounted for 5.2%. The proportion of entrepreneurs with vocational college degree or above is over 80% in 2020.

But in 2022， young entrepreneurs with vocational college degrees or above is over 90%. Middle school and below accounted for only 2.5%, high school and secondary school accounted for 7.2%, vocational degree accounted for40.8%, undergraduate degree accounted for 46.6%, master's degree or above 2.9%, the total proportion of entrepreneurs with vocational college degree or above reached 90.3%. The growth is due to the increase of vocational college degree entrepreneurs. This reflects that the entrepreneurial consciousness of Chinese vocational college students has been enhanced. Vocational college students have gradually become the main body of entrepreneurship. See figure 3 and 4 for details.

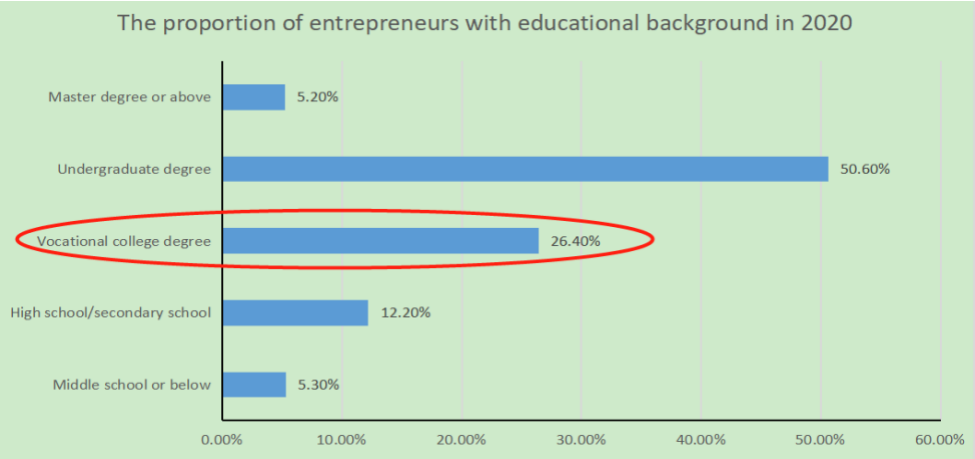

Fig. 3: The Proportion of Entrepreneurs with Educational Background in 2020 (Data from China Youth Entrepreneurship and Employment Foundation)

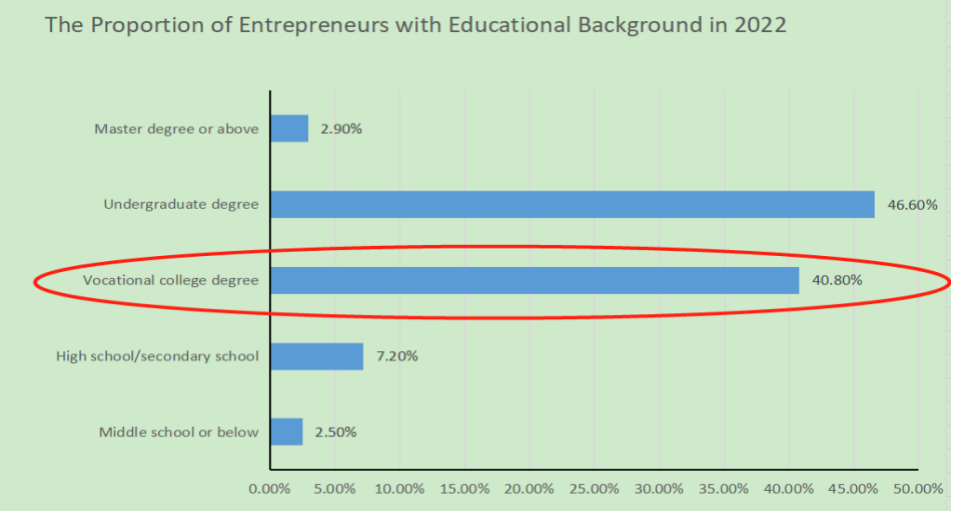

Fig.4 The Proportion of Entrepreneurs with Educational Background in 2022 (Data from China Youth Entrepreneurship and Employment Foundation)

4 Influencing factors of entrepreneurial intention

4.1 External influencing factors of entrepreneurial intention

4.1.1 Family background

Some scholars found that there was a negative correlation between family background and entrepreneurship of students after conducting a survey and sampling analysis of zhejiang University students, that is, the poorer the students were from, the more they hoped to change their destiny through entrepreneurship (He, 2016). Ding and Chu believed that the better the family economic status and the higher the annual income were, the more financial support they could give to entrepreneurship. Correspondingly, the students were also more enthusiastic about entrepreneurship and more willing to try entrepreneurship(Ding and Chu, 2017). Based on the survey results of undergraduates in a university in Nanjing, it found that there was a u-shaped relationship between family background and entrepreneurial intention of college students, that

is to say, students from the best and worst family conditions had the strongest entrepreneurial intention, and their father's entrepreneurial example could promote college students' entrepreneurship (Sun, 2019).

A survey of a higher vocational college in Shanxi province showed that parents' occupations had a significant impact on students' entrepreneurial ideas and career goals (Zhang, 2019). The findings highlighted that the students with an entrepreneurial family background reported a higher entrepreneurial intention than those without such a background(Herman, 2020).The entrepreneurial intention of students with friends and relatives' entrepreneurial experience was significantly higher than that of students without friends and relatives' entrepreneurial experience(Cao, 2020). The more entrepreneurs in college students' family members, the stronger the role of entrepreneurial models for college students. By communicating with or being influenced by entrepreneurial models around them, college students may stimulate their entrepreneurial enthusiasm and improve their entrepreneurial intentions(Ji,2021).

4.1.2 Entrepreneurship Education

A survey of more than 870 college students and pointed out that there was a positive correlation between college students' entrepreneurial intention and entrepreneurial competence and entrepreneurial education and entrepreneurial support (Wang,2019).

Entrepreneurship education and entrepreneurship support in colleges and universities can significantly increase college students' entrepreneurial intentions(Li and Liu, 2019). Entrepreneurship education can have a positive impact on entrepreneurial intention (Wangand Yu, 2019). Entrepreneurship education positively affects entrepreneurial intentions, and this relationship is mediated by both learning orientation and self-efficacy (Le, 2020).

Innovation and entrepreneurship education has a significant positive impact on college students' entrepreneurial intentions, and innovation and entrepreneurship education can significantly promote the improvement of college students' entrepreneurial intentions(Li, 2020).Entrepreneurship courses have a significant impact on college students' entrepreneurial intentions, and there are differentiated impacts of entrepreneurship courses on college students' entrepreneurial intentions (Huang, 2020). Further verifies that entrepreneurship education has a significant positive impact on vocational college students' entrepreneurial intentions through planned behavior theory (Zhang, 2021). The more entrepreneurship education college students participate in, the more their interest in entrepreneurship will be stimulated and their attitude to entrepreneurship will be more positive (Ji, 2021).

4.1.3 Entrepreneurship Environment

An empirical survey was conducted among 1524 college students in Guangdong province. The relationship between entrepreneurial environment and entrepreneurial intention of college students is significant. Further regression analysis shows that education and training and social culture in entrepreneurial environment positively predict entrepreneurial intention of college students, while administrative environment and financing environment have no obvious predictive effect on entrepreneurial intention of college students. This shows that entrepreneurship education at all levels in China has been effective, which has promoted college

students' understanding and interest in entrepreneurship and raised their expectations of success in entrepreneurship. The good social and cultural atmosphere created by relevant departments stimulates the enthusiasm and confidence of college students to start businesses, thus achieving the effect of improving the entrepreneurial intention of college students (Zhao, 2020).

This paper takes agricultural college students as the research object, summarizes the factors affecting entrepreneurial intention of agricultural college students into five aspects: entrepreneurial policy, financing environment, social culture, innovation efficacy and risk taking efficacy, and empirically tests the relevant hypotheses. The results show that entrepreneurial policy, financing environment, innovation efficacy and risk-taking efficacy have significant positive effects on entrepreneurial intention. Social culture has no significant influence on entrepreneurial intention (Xue, 2021).

A good regional economic environment can open up all resources, promote economic development, form a complete and mature industrial chain, and guarantee the speed of innovation and entrepreneurship transformation. In addition, the capital injection from the government and enterprises also provides sufficient "blood" for the development of college students' entrepreneurship, improves the efficiency of economic structure transformation, and provides strong support for the optimization of the ecological environment for college students' entrepreneurship.

In good regional economic environment, the government led by the combination of entrepreneurship and innovation, promote the combination of investment and incubation, promoting the combination of resources and information, and finally to realize the combination of talent and policy, effectively promote regional entrepreneurial environment of gear upgrades, inspires students pioneering consciousness, for the success of the college students' entrepreneurship practice may (Wei , 2021).

4.2 Internal influencing factors of entrepreneurial intention

Personality traits play an important role in predicting entrepreneurial intentions. Many empirical studies have also explored the relationship between personality and entrepreneurial intention. The current research on the relationship between personality and entrepreneurial intention can be divided into two types, one is the research on the relationship between general personality traits (such as the Big Five personality) and entrepreneurial intention, and the other is the research on the relationship between specific personality traits (such as achievement needs, risk-taking, innovation, autonomy, internal control, etc.) and entrepreneurial intention. Relatively speaking, there are many studies on the relationship between specific personality traits and entrepreneurial intention. It is found that college students' risk inclination, internal control, innovation, entrepreneurial courses, entrepreneurial practice and entrepreneurial intention have significant positive correlation, while achievement need and entrepreneurial competition have no obvious impact on college students' entrepreneurial intention(Yang, 2022). The results show that liberal arts students in achievement need, risk taking, initiative and entrepreneurial intention are significantly higher than those of science students. College students' achievement demand, risk taking, initiative and entrepreneurial intention are significantly correlated, and achievement demand and initiative can significantly positively predict entrepreneurial intention. This study

suggests that cultivating college students' entrepreneurial personality is one of the important ways to improve their entrepreneurial intention.

But there are obviously few empirical studies on the relationship between personality and entrepreneurial intention by using the Big Five personality model in China. Therefore, it is necessary to further explore the relationship between Big Five personality and entrepreneurial intention.

5 Theoretical basis

5.1 Triadic Reciprocal Determinism

Bandura (1986) put forward the "Triple Interaction Theory" on the basis of social cognitive theory research. This theory believes that there will be interaction among the three elements of individual, environment and individual behavior. This interaction is identified by Bandura Named Triadic Interaction Determinism. The core idea of this theory is the interaction among individual factors, behavioral factors and environmental factors, and emphasizes that individual cognition will affect behavioral choice and intensity. At the same time, environmental conditions can regulate individual cognition, and this regulation may be It is to strengthen, or it may be to weaken the individual's cognition of the same thing, so as to take different action intentions. The individual element refers to the internal characteristics of the individual that can cause individual perception and action, including personality traits, attitudes, intentions, emotions, etc.; the environmental element refers to the external environment that can affect individual behavior, including educational environment, family environment, Social environment, etc.; Behavioral factors refer to individuals making expected behavioral decisions based on their own intentions. The individual, the environment, and the behavior promote and influence each other, and their relationship is shown in the figure:

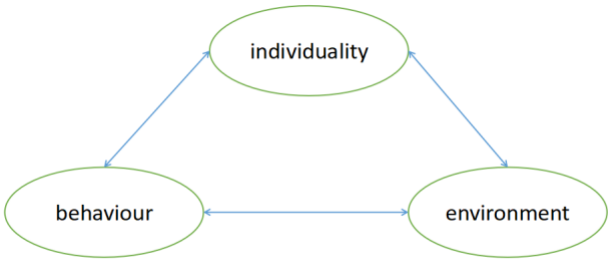

Fig. 5: Triadic Reciprocal Determinism

The study of intention first appeared in the field of psychology and was used to reflect an individual's view or attitude towards things, which is a tendency or willingness. Later, scholars introduced the concept of behavior into research in the field of social psychology, taking intention as an important predictor of individuals' planned behavior. Therefore, this study unifies individual factors (entrepreneurs' personal traits and entrepreneurial self-efficacy), environmental factors (entrepreneurial education), and behavioral factors (entrepreneurial intention) based on the triadic reciprocal determinism. This indicates that there is an interactive relationship between the four variables, which also provides strong theoretical support for the construction of the theoretical model of this study, and further explores the relationship between variables such as

personal traits, entrepreneurial self-efficacy, entrepreneurial education, and entrepreneurial intention.

5.2 Theory of planned behavior

Fishbein (1963) proposed the theory of multi-attribute attitude, believing that expected behavioral results and outcome evaluation affect individuals' behavioral attitudes, while behavioral attitudes affect individuals' willingness to implement behaviors.

Later, Fishbein and Ajzen (1975) put forward the theory of rational behavior based on the theory of multi-attribute attitude, clearly pointing out that behavioral intention is the direct factor determining behavior. After several studies, Ajzen found that the theory of rational behavior still had this deficiency, and proposed the theory of planned behavior by supplementing the perceptual behavioral control on the basis of the original theory.

According to the theory of planned behavior, there are three aspects that affect individual behavior intention, namely, behavior attitude, subjective norms and perceived behavior control.

To be specific, behavioral attitude is the individual's pre-evaluation of the implementation of a certain behavior. Subjective norms refer to the influence of external factors on an individual when making behavioral decisions, including environmental, individual or group factors. Perceived behavioral control refers to an individual's perception of relevant factors that can promote or hinder his taking a certain behavior.

According to statistics, most studies on entrepreneurial intention are based on the theory of planned behavior proposed by Ajen (1991). As a kind of planned behavior, entrepreneurial intention plays an important role in individual entrepreneurial decisions and behaviors, and is the premise for individuals or organizations to carry out entrepreneurial practice.

A large number of studies have proved that entrepreneurial intention plays an important role in the process of deciding whether to establish a new enterprise. Only with a certain degree of entrepreneurial intention, an individual can carry out entrepreneurial practice.

It reflects the individual's inner desire and idea of entrepreneurial behavior, is the necessary core to understand the entrepreneurial process, is the first step of entrepreneurial long-distance activities, is the direct element and the best entry point of entrepreneurial behavior research.

In addition, some scholars have proved that the preference for self-employment is an important test indicator for predicting new entrepreneurial behaviors. Therefore, in order to simplify the study, entrepreneurial intention is selected as the dependent variable of the study instead of the entrepreneurial behavior as the research object.

5.3 Social Cognitive Theory

As one of the representative theories of Social psychology, Social Cognitive Theory was proposed by Bandura (1986), an American psychologist. According to social cognition theory, human activities are determined by three factors (individual behavior, individual cognition and individual environment) that interact and influence each other. The three factors do not happen at the same

time, and their intensity is not completely consistent. Moreover, the interaction between the three factors is not immediately apparent, as time goes on, the interaction between the factors will become apparent.

The core characteristics of personality initiative include intention, prospective, self-reaction and self-reflection. According to social cognition theory, human beings living in social environment are not only affected by the environment, but also can exert human initiative to change the environment. Human behavior and social environment interact with each other, and they have a complex relationship. People in the environment will reflect their personality initiative, that is, everyone is the agent of their own and personal experience.

In reality, people are not only the subjects of behaviors, but also self-responders, with the ability to motivate, guide and regulate their activities (Bandura, 1999). Thus, people regulate many of their motivations and behaviors based on the expected outcome of a given action (Bandura, 1986, 1997; Feather, 1982).

People set goals for themselves in anticipation of the possible consequences of their future actions, and avoid negative outcomes by planning the expected outcomes. Of course, future events cannot be the main cause of current motivation and actions, because they do not exist in reality and are an unknown factor. However, people can predict future outcomes through deliberate thinking, and by presenting them cognitively in the present, they can transform the imagined future state into the current behavioral motivation and regulator.

Actions that produce positive results are easily adopted and used, while those that are expected to produce unhelpful or punishing results are often discarded by decision makers. External consequences are not the only factors that affect human behavior. People can also learn indirectly by observing the behaviors of others (Bandura, 1997), that is, people can also benefit from the successes and mistakes of others as well as their own experiences.

In social cognitive theory, the belief generated by individual self-efficacy is the most important factor. This individual belief generation system is the basis of social cognition theory. Unless people believe they can achieve the desired effect through their actions, they have little incentive to face difficulties or persevere. Individual motivators are rooted in the core belief that people have the ability to effect change through their actions. Therefore, self-efficacy plays an important role in social cognition theory.

Self-efficacy can directly affect actions and also has a decisive influence on other types of factors. This ability to respond by setting goals and assessing one's own performance and to exercise self-influence through personal challenges provides a major motivational and self-directed cognitive mechanism for individuals (Bandura, 1991; Locke & Latham, 1990). People can use goal selection to invest themselves in activities. Once people are committed to worthwhile goals, they seek self-satisfaction in achieving them and intensify their efforts through dissatisfaction with substandard performances. Therefore, the influence of behavioral motivation does not come from the goal itself, but from self-evaluation on the condition of achieving the goal.

Boyd et al. (1994) introduced individual self-efficacy into Bird's entrepreneurial intention model (1998) and pointed out that individual self-efficacy in the field of entrepreneurship is the belief

that one can achieve entrepreneurial success, which affects not only the development of entrepreneurial intention but also the development of entrepreneurial actions or behaviors. Luthans et al. (2006) pointed out that entrepreneurial self-efficacy refers to the ability of individuals to influence their environment and the belief and confidence to achieve entrepreneurial success. Like self-efficacy, entrepreneurial self-efficacy does not refer to the entrepreneurial ability used by an individual, but to the belief of an individual's entrepreneurial ability to achieve entrepreneurial success. In this study, entrepreneurial self-efficacy is defined as an individual's degree of confidence in entrepreneurial success.

Bandura (1977) divided self-efficacy into three dimensions: universality, intensity and amplitude. Chen (1998) distinguished the entrepreneurial self-efficacy of managers and non-managers from the perspectives of market, risk bearing capacity, innovation, company management and financial control.

5.4 Personality trait theory

Socrates, the ancient Greek philosopher, first studied personality, thinking that the ideal personality from the perspective of ethics should have goodness, wisdom and intellectual reason. In the early 20th century, the researches on personality were gradually systematized. Personality theory provides reference for describing human psychology and behavior. In the development process, it has formed many schools such as psychoanalysis, trait, biology and humanism, among which personality trait theory has the greatest influence and the most abundant research results.

Personality trait Theory holds that personality is composed of various trait structures and basic units. The core idea of personality trait theory is to predict individual behavior through personality trait. The main theoretical achievements include Personality Trait Theory (Allport), Personality Factor Scale (Cattell), Personality Scale (Eysenck) and Big Five Personality Scale.

Allport personality theory is that personality traits can be divided into two parts, one part is a common trait, this part refers to most of the people have the same quality, the other part is a personal trait, this part refers to only one individual has qualities, including top, center, the secondary three levels, primary traits with representative and generality.

Individual personality can be roughly judged by the primary trait, and this trait can have an all-round impact on individual behavior. The central trait is secondary to the primary trait, and there are not many but it can describe the uniqueness of the individual. The secondary trait has certain situational conditions and its significance is not high. Allport believes that three independent but overlapping traits constitute the personality that dominates individual behavior. When we understand a specific individual, we should first determine its central traits.

Cattell believed that the research focus of personality traits was to determine the types of traits. He determined the basic units of personality through factor analysis and proposed Cattell 16 Personality Factors Questionnaire (16PF, 1949). Cattell divides personality into four classes of traits.

In the level of personality traits, the first level is the broad classification based on uniqueness. The second level is based on the observability of behavior, the third level is based on the classification

of root traits that cannot be directly observed, based on whether they are innate, and the fourth level is based on the classification of specific traits from three aspects: motivation, ability and temperament.

The proposal of root trait is the main contribution of Cattell. 16PF refers to the 16 mutually independent root trait proposed by Cattell, which can describe the personality of an individual, so as to understand the individual's performance in environmental adaptation, mental health and other aspects. Usually, 16PF is applied in psychological consultation, talent selection, career guidance and other aspects.

Eysenck personality scale is a self-reported scale, including extroversion (E), neuroticism (N), psychosomatic (P) and lie detection (L), which is divided into adult scale and juvenile scale according to different subjects. Through the empirical research of many scholars, EPQ has high reliability and validity, and is widely used in education, psychological counseling, talent evaluation and other aspects.

The Big Five model resulted from the contributions of many independent researchers. Gordon Allport and Henry Odbert first formed a list of 4,500 terms relating to personality traits in 1936 (Vinney, 2018). Their work provided the foundation for other psychologists to begin determining the basic dimensions of personality.

In the 1940s, Raymond Cattell and his colleagues used factor analysis (a statistical method) to narrow down Allport's list to sixteen traits. However, numerous psychologists examined Cattell's list and found that it could be further reduced to five traits. Among these psychologists were Donald Fiske, Norman, Smith, Goldberg, and McCrae & Costa (Cherry, 2019).

In particular, Lewis Goldberg advocated heavily for five primary factors of personality (Ackerman, 2017). His work was expanded upon by McCrae & Costa, who confirmed the model's validity and provided the model used today: conscientiousness, agreeableness, neuroticism, openness to experience, and Extroversion.

The model became known as the "Big Five" and has seen received much attention. It has been researched across many populations and cultures and continues to be the most widely accepted theory of personality today.

Each of the Big Five personality traits represents extremely broad categories which cover many personality-related terms. Each trait encompasses a multitude of other facets.

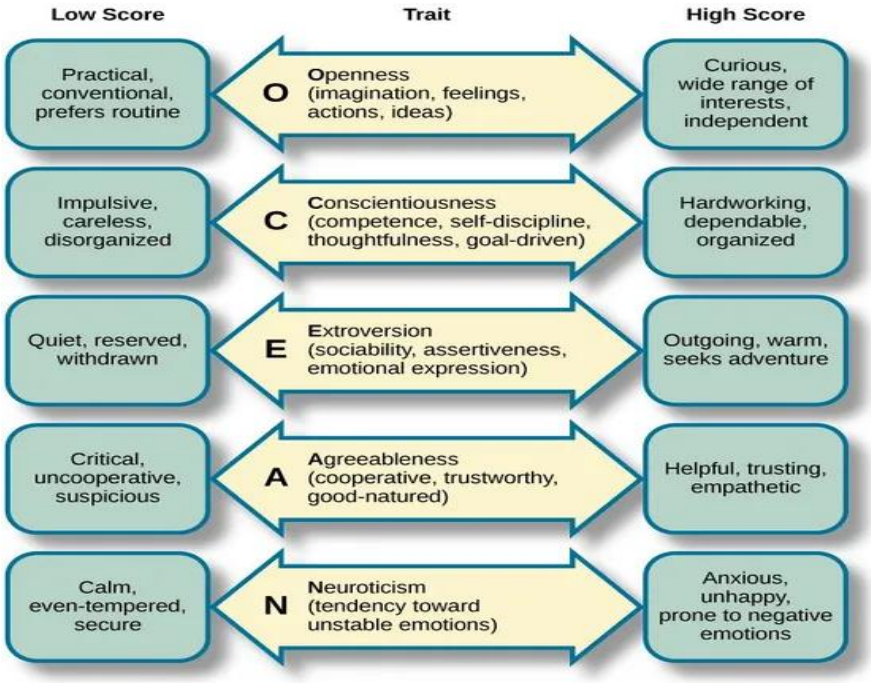

Figure 6: The Big Five Personality Traits. Reprinted from PennState, by R. Gray, 2017,https://sites.psu.edu/leadership/2017/09/02/the-importance-of-personality-trait-screening-for-todays-organizations-application-of-the-five-factor-model-ffm/

6 Conclusion

To sum up, the current domestic and foreign researches on factors affecting college students' entrepreneurial intention have been extensive. Some factors that can promote entrepreneurial intention have been identified mainly from the perspectives of individual differences, family background, entrepreneurial education, entrepreneurial environment, etc., and consensus has been reached on many variable relationships, but there are also some differences on factors such as personality traits. Of course, there are drawbacks to the current results. First of all, when college students are analyzed as the main body, there are relatively few studies on vocational college students. However, according to China Youth Entrepreneurship Development Report (2022), vocational college students have gradually become the main body of entrepreneurial groups. Secondly, at present, college students' entrepreneurship is a phenomenon involving multiple subjects, and factors such as universities, society and families should also be considered. Especially in the Chinese environment, the increasingly common entrepreneurship education is a factor worthy of attention.

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