

# Psychological Dilemmas of College Students with Entrepreneurial Intentions and Educational Countermeasures

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**Abstract:** With the popularization of innovation and entrepreneurship education and the support of national policies, more and more college students are choosing to start their own businesses. However, college students generally face psychological difficulties in the process of entrepreneurship, such as fear and uncertainty, self doubt and lack of confidence, pressure and anxiety, loneliness and lack of support. These psychological difficulties not only affect the mental health of entrepreneurs, but may also hinder the smooth progress of entrepreneurial projects. This article analyzes the causes of entrepreneurial psychological difficulties among college students, including personal factors, environmental factors, and socio-cultural factors, and proposes targeted educational strategies to provide theoretical support and practical guidance for universities, governments, and society, helping college students better cope with entrepreneurial psychological challenges and improve entrepreneurial success rates.

**Keywords:** Intention for Independent Entrepreneurship; College Student; Psychological Dilemma; Educational Strategies

## 1. Introduction

In recent years, with the deepening of the "mass entrepreneurship and innovation" policy, college students' independent entrepreneurship has gradually become an important employment choice. Entrepreneurship not only provides a platform for college students to realize their self-worth, but also injects new vitality into social and economic development [1]. However, the entrepreneurial process is full of challenges and uncertainties, especially for college students who lack experience and social resources. Psychological difficulties have become an important factor affecting their entrepreneurial success. Research has shown that college students generally face psychological problems such as fear, self doubt, stress, and loneliness during the process of entrepreneurship. These problems not only affect their mental health, but may also lead to the failure of entrepreneurial projects. Therefore, in-depth analysis of the causes of entrepreneurial psychological difficulties among college students and proposing effective educational strategies have important theoretical and practical significance. This article will explore the manifestations, causes, and educational strategies of psychological difficulties, providing theoretical support and practical guidance for universities, governments, and society to help college students better cope with entrepreneurial psychological challenges and improve their success rates.

## 2. The psychological dilemma of college students' independent entrepreneurship

The psychological difficulties faced by college students in starting their own businesses mainly manifest as fear and uncertainty, self doubt and lack of confidence, pressure and anxiety, loneliness and insufficient support [2]. These psychological difficulties not only affect the mental health of college students, but may also hinder the smooth progress of their entrepreneurial projects.

### 2.1 Fear and Uncertainty

Fear and uncertainty are one of the most common psychological dilemmas encountered by college students in the process of entrepreneurship. Firstly, college students generally lack entrepreneurial experience and are prone to strong fear when faced with the possibility of entrepreneurial failure. This



fear not only affects their decision-making ability, but may also lead them to give up entrepreneurial opportunities. Secondly, entrepreneurship involves complex market environments and economic factors. Due to a lack of in-depth understanding of market dynamics, college students often feel anxious about the uncertainty of the future and find it difficult to develop effective entrepreneurial strategies. For example, facing market competition, policy changes, and uncertainty in consumer demand, college students may feel at a loss, which in turn affects their entrepreneurial confidence and action ability. This fear and uncertainty not only affect decision-making in the early stages of entrepreneurship, but may also run through the entire entrepreneurial process, becoming an important psychological barrier for college students to start their own businesses.

### ***2.2 Self doubt and lack of confidence***

Self doubt and lack of confidence are another important manifestation of the psychological dilemma of college students in entrepreneurship. On the one hand, college students often lack practical entrepreneurial experience and necessary resources (such as funding, connections, etc.), which makes them prone to self doubt during the entrepreneurial process and difficult to firmly promote entrepreneurial projects. For example, when formulating business plans or facing market challenges, college students may question their abilities due to a lack of experience, leading to indecision in decision-making. On the other hand, due to a lack of confidence in their own abilities and the feasibility of their entrepreneurial projects, college students may become hesitant and even give up their entrepreneurial plans in the early stages of entrepreneurship. This self doubt and lack of confidence not only affect the start-up stage of entrepreneurship, but may also persist throughout the entire entrepreneurial process, becoming an important psychological barrier for college students to start their own businesses.

### ***2.3 Stress and Anxiety***

During the process of entrepreneurship, college students often face multiple pressures from their studies, family, and society, which can lead to severe anxiety. Firstly, college students need to balance their studies while starting their own businesses, and this dual pressure may lead to difficulties in time management and even affect their physical and mental health. For example, while preparing for exams or completing academic tasks, college students also need to invest a lot of time and energy in handling entrepreneurial affairs. This high-intensity workload can easily lead to physical and mental exhaustion and anxiety. Secondly, the expectations of families and society towards college students' entrepreneurship may become a psychological burden, especially when significant results are not achieved in the early stages of entrepreneurship, this pressure will further exacerbate their anxiety. For example, facing doubts or high expectations from family and friends, college students may feel immense psychological pressure, which in turn affects their entrepreneurial confidence and initiative.

### ***2.4 Loneliness and lack of support***

Entrepreneurship is a complex activity that requires teamwork and social support, but college students often face loneliness and lack of support during the entrepreneurial process. Firstly, many college students find it difficult to find like-minded partners in the early stages of entrepreneurship, resulting in a sense of isolation and helplessness during the entrepreneurial process, making it difficult for them to cope with challenges. For example, when encountering technical difficulties or market challenges, college students who lack team support may feel helpless, which in turn affects their entrepreneurial confidence and initiative. Secondly, college students often lack extensive social networks and resource support, which makes it difficult for them to obtain funding, market information, and professional guidance, further exacerbating their sense of loneliness. For example, when seeking investment or market promotion, college students who lack social resources may feel isolated and helpless, which in turn affects the progress and development of their entrepreneurial projects.

## **3. Analysis of the causes of psychological distress**

The causes of entrepreneurial psychological difficulties among college students are multifaceted, including personal factors, environmental factors, and socio-cultural factors. These factors interact with each other and jointly affect the entrepreneurial psychological state of college students [3]. Therefore, when helping college students cope with entrepreneurial psychological difficulties, it is necessary to



start from multiple levels such as personal, environmental, and socio-cultural aspects, and provide targeted support and intervention measures to help college students better cope with entrepreneurial challenges and improve the success rate of entrepreneurship.

### ***3.1 Personal factors***

Personal factors are one of the important causes of entrepreneurial psychological difficulties among college students. Firstly, psychological resilience and stress resistance directly affect the ability of college students to cope with entrepreneurial challenges. College students with weak psychological resilience or insufficient ability to withstand pressure are more likely to experience negative emotions such as anxiety and fear when facing difficulties and setbacks in entrepreneurship, which in turn affects their entrepreneurial confidence and action. Secondly, entrepreneurial motivation and goal setting are also important factors. If college students' entrepreneurial motivation is not clear or their goals are set too high, it is easy for them to feel confused or under too much pressure during the entrepreneurial process, which can lead to psychological difficulties. For example, some college students start their own businesses solely for the pursuit of short-term benefits, lacking long-term planning. This motivation may lead them to easily give up when faced with difficulties.

### ***3.2 Environmental factors***

Environmental factors are another important cause of the psychological dilemma of college students in entrepreneurship. Firstly, family background and support have a significant impact on the entrepreneurial psychological state of college students. If families hold a negative attitude towards entrepreneurship or lack necessary support, college students may feel isolated and helpless, leading to psychological difficulties. For example, poor family economic conditions or parents' lack of understanding of entrepreneurship may increase the psychological burden on college students. Secondly, the level of support from schools and social resources can also affect the entrepreneurial psychology of college students. If schools and society can provide sufficient resources (such as entrepreneurship training, financial support, etc.), college students will have more confidence and motivation in the process of entrepreneurship; On the contrary, resource scarcity may lead to feelings of helplessness and anxiety.

### ***3.3 Sociocultural factors***

Sociocultural factors are the deep-seated causes of the psychological dilemma of college students in entrepreneurship. Firstly, society's perception and attitude towards entrepreneurship directly affect the psychological state of college students. If society holds a positive attitude towards entrepreneurship and highly recognizes it, college students will have more confidence and motivation in the process of entrepreneurship; On the contrary, if society holds a negative attitude or bias towards entrepreneurship, college students may feel immense pressure, leading to psychological difficulties. Secondly, cultural traditions and values can also affect the entrepreneurial psychology of college students. For example, in some cultural traditions, a stable job is seen as a more ideal choice, and this value may lead college students to feel conflicted and anxious during the entrepreneurial process, which in turn affects their entrepreneurial confidence and action.

## **4. Educative countermeasure**

### ***4.1 Psychological counseling and support***

By providing psychological counseling and guidance services, and establishing an entrepreneurial psychological support network, universities can help college students effectively cope with entrepreneurial psychological difficulties, enhance their psychological quality and entrepreneurial confidence. These measures not only help alleviate the negative emotions of college students, but also provide them with continuous psychological support and resource sharing, helping them to walk more steadily and further on the path of entrepreneurship.

#### ***4.1.1 Provide psychological counseling and counseling services***

Universities should establish specialized psychological counseling centers to provide psychological counseling services for college students who have entrepreneurial intentions or are currently starting



their own businesses. Through one-on-one counseling, group counseling, and other forms, help college students alleviate negative emotions such as anxiety and fear, and enhance their psychological resilience. For example, regular "Entrepreneurship Psychology Salon" can be held to invite psychology experts and successful entrepreneurs to share their experiences and help college students establish a positive attitude. In the salon, psychology experts can explain how to deal with the pressure and challenges in entrepreneurship, while successful entrepreneurs can share their personal experiences and help college students build confidence. In addition, psychological counseling centers can provide personalized psychological assessments and counseling services to help college students understand their psychological state and develop targeted psychological adjustment plans. Through this approach, college students can better manage their emotions and enhance their psychological resilience in the process of entrepreneurship, thus facing difficulties and setbacks more calmly.

#### ***4.1.2 Establishing an Entrepreneurial Psychological Support Network***

Universities can establish online and offline entrepreneurial psychological support platforms to provide psychological support and resource sharing for college students. For example, creating an "Entrepreneurial Psychological Mutual Aid Group" to encourage college students to share their entrepreneurial experiences and psychological confusion within the group, and to support and encourage each other. At the same time, professionals such as psychological counselors and entrepreneurial mentors can be invited to join the platform to provide real-time guidance and assistance. Offline, universities can organize "entrepreneurial psychology mutual aid associations" and regularly hold activities to allow college students to exchange entrepreneurial experiences and confusion face-to-face, forming a mutual aid atmosphere. On line, you can publish psychological adjustment skills, entrepreneurial success stories and other content through WeChat official account, applet and other tools to help college students obtain psychological support anytime and anywhere. In addition, an "Entrepreneurial Psychological Support APP" can be developed to provide online psychological counseling, psychological assessment, resource docking, and other functions, providing comprehensive psychological support services for college students. By establishing an entrepreneurial psychological support network, college students can feel more support and companionship during the entrepreneurial process, thereby better coping with psychological difficulties and improving the success rate of entrepreneurship.

### ***4.2 Entrepreneurship Education and Training***

By offering entrepreneurship courses and workshops, providing practical experience and case analysis, universities can help college students systematically learn entrepreneurial knowledge, accumulate practical experience, and enhance their entrepreneurial abilities and confidence. These measures not only help college students master entrepreneurial skills, but also help them establish correct entrepreneurial concepts, laying a solid foundation for their future entrepreneurial journey.

#### ***4.2.1 Offering entrepreneurship courses and workshops***

Universities should offer systematic entrepreneurship courses, covering topics such as entrepreneurship theory, market analysis, financial management, etc., to help college students master the basic knowledge of entrepreneurship. Course design should focus on the combination of theory and practice, such as through case analysis, group discussions, etc., to enable college students to simulate entrepreneurial scenarios in the classroom and enhance their practical operational abilities. At the same time, universities can regularly hold entrepreneurship workshops, inviting successful entrepreneurs, entrepreneurs, and industry experts to share practical experiences. For example, organizing a "Entrepreneurship Simulation Competition" allows college students to experience the entrepreneurial process in a simulated environment, from project planning, team building to market promotion, comprehensively exercising their entrepreneurial abilities. In addition, a "Entrepreneurship Mentor Classroom" can be established to invite well-known entrepreneurs to serve as mentors, providing one-on-one entrepreneurship guidance for college students and helping them solve practical problems. Through these courses and workshops, college students can systematically learn entrepreneurial knowledge, accumulate practical experience, and lay a solid foundation for their future entrepreneurial journey.

#### ***4.2.2 Provide practical experience and case analysis***

Universities can collaborate with enterprises and entrepreneurship incubators to provide internship and practical opportunities for college students. For example, establishing an "entrepreneurial practice base" to allow college students to participate in real entrepreneurial projects and accumulate practical



experience. In the practical base, college students can serve as project assistants or team members, directly participating in market research, product development, marketing planning and other aspects to enhance their practical operational abilities. At the same time, universities can use case analysis teaching to help college students understand successful and failed entrepreneurial cases, and learn from them. For example, universities could offer the course "Entrepreneurial Case Studies", which selects classic domestic and international entrepreneurial cases, analyzes reasons for success or failure, and helps students understand entrepreneurship principles and risk management strategies. In addition, "entrepreneurial experience sharing sessions" can be organized to invite entrepreneurial failures to share their failure experiences, helping college students establish correct entrepreneurial concepts and avoid repeating the same mistakes. Through practical experience and case analysis, college students can better understand the complexity and challenges of entrepreneurship, enhance their entrepreneurial abilities and confidence.

### ***4.3 Resource and Platform Construction***

By establishing entrepreneurship incubators and funds, and building platforms for school enterprise cooperation and resource sharing, universities can provide necessary resources and support for college students to start businesses, reducing their entrepreneurial costs and risks. These measures not only help college students obtain funding and market resources, but also provide professional entrepreneurial guidance to help them better cope with the challenges in entrepreneurship.

#### ***4.3.1 Establishing Entrepreneurship Incubators and Funds***

Universities should establish entrepreneurship incubators to provide office space, equipment support, and entrepreneurial guidance for college students. Incubators can provide low-cost or even free office space, network facilities, and basic equipment for entrepreneurial teams, reducing their start-up costs. At the same time, incubators should be equipped with a professional team of entrepreneurial mentors to provide comprehensive guidance services for college students, including project planning, market analysis, and financing docking. For example, a "one-on-one assistance program for entrepreneurial mentors" can be established, providing each entrepreneurial team with an experienced mentor to help them solve problems encountered during the entrepreneurial process. In addition, universities can establish entrepreneurship funds to provide financial support for potential entrepreneurial projects. For example, schools could establish a "College Student Entrepreneurship Seed Fund" to provide startup funding for outstanding entrepreneurial teams through project evaluations. Fund evaluation should focus on the innovation, feasibility, and social value of the project, ensuring that the funds can truly help potential entrepreneurial projects grow. Through the support of entrepreneurship incubators and funds, college students can obtain necessary resources and funding, reduce entrepreneurial risks, and improve the success rate of entrepreneurship.

#### ***4.3.2 Building a platform for school enterprise cooperation and resource sharing***

Universities should actively cooperate with enterprises, build resource sharing platforms, and provide market information, technical support, and industry resources for college students. For example, a "school enterprise cooperation alliance" can be established to invite enterprises to participate in guiding and investing in college student entrepreneurship projects. In the alliance, enterprises can provide internship opportunities, technical support, and market resources for college students to help them better understand industry trends and market demands. At the same time, universities can develop "entrepreneurial resource sharing platforms" to integrate on campus and off campus resources, providing one-stop entrepreneurial services for college students. For example, the platform can provide services such as interpreting entrepreneurial policies, coordinating financing channels, and transferring technology patents to help college students quickly access the necessary resources. In addition, universities can also organize "school enterprise matchmaking meetings", inviting enterprises and college student entrepreneurship teams to have face-to-face exchanges and promote cooperation opportunities. Through school enterprise cooperation and resource sharing platforms, college students can obtain more market resources and technical support, enhancing the competitiveness and success rate of their entrepreneurial projects.

### ***4.4 Policy and institutional safeguards***

By formulating policies to support college students' entrepreneurship and improving relevant laws and regulations on entrepreneurship, the government and universities can provide strong policy support and legal protection for college students' entrepreneurship. These measures not only help reduce the



cost and risk of entrepreneurship for college students, but also create a favorable entrepreneurial environment and stimulate more college students' entrepreneurial enthusiasm.

#### **4.4.1 Develop policies to support college students' entrepreneurship**

The government and universities should formulate support policies for college students' entrepreneurship, such as tax reductions, loan incentives, entrepreneurship subsidies, etc., to reduce the cost and risk of college students' entrepreneurship. For example, a "Green Channel for College Students' Entrepreneurship" can be launched to simplify the registration and approval process for entrepreneurship, providing convenience for college students to start their own businesses. In terms of taxation, the government can implement a certain period of tax exemption or reduction policies for college student entrepreneurship enterprises to help alleviate their initial business pressure. In terms of financing, a "Special Program for College Students' Entrepreneurship Loans" can be established to provide low interest or interest free loans to solve the financial difficulties of college students' entrepreneurship. In addition, the government can provide entrepreneurship subsidies, such as venue rental subsidies, equipment purchase subsidies, etc., to further reduce the cost of entrepreneurship. Universities can formulate on campus entrepreneurship support policies, such as providing credit rewards and extending academic periods for entrepreneurial students, to encourage more students to participate in entrepreneurship. Through these policies, college students can receive more entrepreneurial support, lower the threshold for entrepreneurship, and enhance their entrepreneurial confidence.

#### **4.4.2 Improve laws and regulations related to entrepreneurship**

The government should improve laws and regulations related to entrepreneurship to protect the legitimate rights and interests of college students. For example, formulating the "Regulations on the Protection of College Students' Entrepreneurship", clarifying policy support and legal protection for college students' entrepreneurship, and creating a favorable legal environment for college students' entrepreneurship. This regulation can stipulate the scope of policy benefits, application conditions, and procedures for college student entrepreneurship enterprises, ensuring the transparency and operability of policies. At the same time, it is necessary to strengthen the protection of intellectual property rights for college students' entrepreneurship, formulate relevant regulations, and prevent entrepreneurial projects from being infringed or plagiarized. In addition, the government can establish a "College Student Entrepreneurship Legal Aid Center" to provide free legal consultation and rights protection services for entrepreneurial college students, helping them resolve legal issues such as contract disputes and labor disputes. By improving laws and regulations, college students can obtain more legal protection during the entrepreneurial process and avoid being affected by legal issues.

## **5. Conclusion**

This article analyzes the relationship between college students' psychological capital and entrepreneurial intention, revealing the direct impact of psychological capital on entrepreneurial intention and its underlying mechanism. Research has found that college students with higher levels of psychological capital are more likely to exhibit positive entrepreneurial intentions, and educational interventions can effectively enhance their psychological capital levels. Based on this, this article proposes strategies for psychological capital education, including curriculum design, practical activities, school support, family and social collaboration, and personalized counseling, providing practical guidance for universities to carry out psychological capital education.

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