A Study on the Psychological Frustration of College Students in Entrepreneurship—Evidence from In-depth Interviews with College Entrepreneurs

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***Abstract:** This study aims to investigate the influencing factors of college students' frustration psychology during entrepreneurship and entrepreneurship competitions. Through literature analysis and in-depth interviews, interviews were conducted with 6 college students who participated in entrepreneurship competitions and 3 college students who started their own businesses. The results showed that individual resilience to setbacks, team cohesion, family and social support, and market demand were the most important influencing factors. Based on this, college students can alleviate the negative impact of entrepreneurial setbacks by improving their personal resilience to setbacks, communicating and collaborating more, assessing the situation and controlling the direction of market demand, and apply this approach to overcoming setbacks in life.*

***Keywords:** entrepreneurship, setbacks, college students*

1. Introduction

According to data from the Ministry of Education, the number of college graduates in 2023 will exceed 11.58 million, reaching a historic high. With the expansion of the scale of college graduates and the increasingly severe employment situation, guiding college students to start their own businesses has become an important way to alleviate employment pressure. The report of the 19th National Congress pointed out that employment is the greatest livelihood, and we must adhere to the strategy of prioritizing employment and active employment policies [1]. With the strong support of the country for college students' entrepreneurship, the strategic goal of "mass entrepreneurship and innovation" has been brought to the stage of history, and college students' participation in innovation and entrepreneurship has been internalized from government documents into practical actions for university education. In recent years, in response to the call of the country, policies related to innovation and entrepreneurship in universities have been continuously introduced, and the degree of collaboration between the government, universities, and enterprises has been deepening [2]. Major universities are striving to play the role of "intermediaries", including cultivating innovative and entrepreneurial talents, responding to government white papers, and connecting with enterprises to build innovation and entrepreneurship platforms for college students. College students have encountered an unprecedented era of entrepreneurship.

However, discussions about college student entrepreneurship have always been mixed. On the one hand, the Report on the Work of the Government in recent years has different length or programmatic support; On the other hand, there are voices in society questioning the value and effectiveness of college students' entrepreneurship. Many college students who want to start a business are currently only participating in innovation and entrepreneurship competitions due to various factors such as age, funding, team, and so on. There are not many college students who truly implement entrepreneurship. Therefore, only by delving deeper into the group of college students and starting from both participating in innovation and entrepreneurship competitions and actual entrepreneurial behavior, can we thoroughly analyze the factors that affect college students' entrepreneurship.

At present, social competition is intensifying, and parents are eager for their children to become successful and their daughters to become successful. In order to enable their children to become successful, parents often take on all the heavy responsibilities of the family. The family is an indispensable part of exploring the psychological setbacks of college students in entrepreneurship. College students are in a critical period of shaping and improving their personality, abilities, and values.

Family is a microcosm of their personality, coping abilities, and to some extent, family is also their root. Therefore, the family will be considered as a research component second only to the individual perspective in this study. The impact of family on individuals mainly includes two aspects: (1) the impact of family economic status. On the one hand, college students with poor family economic conditions may experience greater psychological guilt when facing setbacks in entrepreneurship; On the other hand, some college students lack financial support from their families, have empty ideas, and are unable to truly start a business. (2) Lack of family support. On the one hand, due to the existence of a generation gap, parents cannot understand the thoughts of college students and do not provide spiritual support, making it easy for college students to fall short; On the other hand, some stable families do not want their children to take risks and start businesses, but only hope that their children have a stable income.

2. Literature review

On CNKI, a total of 11000 Chinese literature were retrieved by inputting "The Impact of College Students' Entrepreneurship". A total of 7920 articles and 1826 related thesis papers were published in academic journals. Based on this, it can be concluded that college students' entrepreneurship has received much attention from the academic community. With the development of policies and the times, more and more research has become timely.

The concept of entrepreneurship proposed by Harvard Business School and Baisen Business School in the United States is widely recognized, both of which believe that entrepreneurship refers to combining one's own social capital and using a series of effective means to find entrepreneurial opportunities and opportunities under existing conditions [3].

Many experts and scholars in China have conducted investigations and studies on the current situation and factors of college students' entrepreneurial setbacks. For example, Huang divided the social situation of entrepreneurship setbacks into the following aspects: (1) Insufficient entrepreneurship education. On the one hand, educational concepts are outdated, teaching models are outdated, teaching methods are rigid, and there are few heuristic and exploratory teaching methods aimed at cultivating students' practical wisdom. On the other hand, the content of entrepreneurship education offered by most universities currently mainly focuses on the understanding of the significance of entrepreneurship and the cultivation of students' entrepreneurial awareness. The training of various abilities required for entrepreneurship is insufficient, and entrepreneurship setback education is basically not involved, or even avoided. (2) The entrepreneurial environment is difficult. China's labor market is gradually opening up, but institutional segmentation still exists. Due to various restrictive systems such as the registered residence system, personnel system, industry monopoly and closure, China's economic system is not very conducive to individuals, especially college students' entrepreneurial development. The most prominent problem is that college students' entrepreneurial risk bearing mechanism is vacant, and credit and financing channels are narrow. (3) The social and cultural foundation for entrepreneurship is weak. College students' entrepreneurship has not won full recognition and support from society, families, and schools, and there are not many universities and parents that explicitly encourage college students' entrepreneurship. There are relatively few college students who promote entrepreneurship to society or entrepreneurs who promote entrepreneurship to universities, resulting in a weak public opinion atmosphere for entrepreneurship. (4) The entrepreneurship competition itself has shortcomings and has not formed a system. Although the "Challenge Cup National College Student Entrepreneurship Competition" led by the Central Committee of the Communist Youth League since 2019 has reached a certain scale, China has not yet formed an encouraging atmosphere for entrepreneurship in the whole society. The policy for college student entrepreneurship itself needs to be improved, and the policy promotion is not in place, and the policy execution is not strong.

Regarding the influencing factors of entrepreneurial intention, domestic and foreign scholars' research can be roughly divided into three aspects: the first is the internal factors of entrepreneurial intention, the second is the external factors of entrepreneurial intention, and the third is the basic model of entrepreneurial intention. The psychological traits, personality traits, and perception of entrepreneurship of individuals can also affect their entrepreneurial intentions [7] found that there were significant differences in the total score and dimensions of innovation efficacy among college students in terms of gender, grade, family economic status, and parents' entrepreneurial attitude towards their children.

From the perspective of ability, this study referred to the "two factor theory" proposed by British psychologist C. Spearman (Black, Morrison,&Gregersen, 1999). He believes that human abilities are composed of two factors, the "general factor" (G factor) and the "special factor" (S factor). People need the support of these two factors to complete any task. General factors refer to an individual's basic abilities and are the common foundation of all intellectual activities [6]. Special factors are the abilities that individuals must possess to complete a particular activity. The consideration of ability is generally based on these two major factors. The construction and improvement of entrepreneurial ability is essentially a learning process, but due to a lack of experience in work, industry, and entrepreneurship, college students are potential entrepreneurs with "no experience to learn".

Cai Li et al. (2014) pointed out that social network learning is a major form of entrepreneurial learning, which involves observing and imitating the entrepreneurial activities and behaviors of others, learning from the skills, insights, and entrepreneurial practices of other entrepreneurs and entrepreneurs, and accumulating the knowledge and abilities needed to create new businesses.

The college student innovation and entrepreneurship training program project is implemented through the national level college student innovation and entrepreneurship training program, promoting higher education institutions to change their educational concepts, reform talent cultivation models, strengthen innovation and entrepreneurship ability training, enhance the innovation ability and entrepreneurial ability of college students on the basis of innovation, and cultivate high-level innovative talents that meet the needs of building an innovative country. Therefore, it also belongs to the category of "ability building".

In summary, both the two major factors of ability and the external environment have varying degrees of impact on college students' entrepreneurship. Based on this, this study focuses on studying the internal and external factors of college students' entrepreneurship.

3. Methodology

This study adopts the following two research methods.

3.1 Literature analysis method

(1) Literature search: Based on multiple indicators such as college students, entrepreneurship, frustration, and psychological resilience of college students, establish several dimensions such as college students, entrepreneurship, frustration resilience, psychology, and current constructive opinions to accurately search for literature. At the same time, pay attention to the publication time of the literature and screen out literature that has a longer time span than the current one.

(2) Literature organization: Classify and organize a large number of previous literature, and summarize them according to several dimensions and literature relevance.

(3) Literature analysis: Using literature analysis method, on the one hand, to understand the current research status of college students' entrepreneurial frustration psychology, and on the other hand, to understand the essential reasons for entrepreneurial frustration psychology from a more professional perspective, analyze and provide relevant suggestions for coping methods. Understand the background of these two aspects, so that this study can combine the two and study the frustration psychology of college students in the specific context of entrepreneurship, investigating their possible reactions to unfinished tasks under high pressure.

3.2. Deep interview method

Deep interviews are a major method of qualitative research in social sciences, which involves in-depth conversations with respondents to understand the life experiences and lifestyles of a certain social group, explore the formation process of specific social phenomena, and propose ideas and methods to solve the problem.

(1) Establish the format of the interview: Due to the severe epidemic, various universities have been closed down, so the chosen format is to conduct both online and offline interviews, and record them.

(2) Establish interview outline: Based on interview research, establish interview topics, such as the interviewee's entrepreneurial experience from high school to present, key events that prompted them to start a business or participate in entrepreneurial competitions, the process of starting a business or

participating in entrepreneurial competitions, and social support from family, friends, and other important individuals.

(3) Identify interview questions: First, explain the phenomenon and background of entrepreneurial setbacks. Interviews were conducted on 16 core variables of the interviewees, such as gender, age, grade, project situation, ways and favorable conditions for obtaining project approval and other achievements, effectiveness of participating in the project, role in the project, type of frustration in the project process, cause of frustration type in the project process, source of frustration in the project process, interpersonal communication, entrepreneurial competition or entrepreneurial experience, support of important people, etc. Finally, 14 questions were determined, Fully understand the various indicators of the interviewee.

(4) Interview content:

Understand the reasons why the interviewee participated in entrepreneurship (such as "What prompted you to start a business or participate in entrepreneurship competitions.

Understand the impact of important people on interviewees (such as "Does your family support you in starting a business? If so, in what ways?" "Who do you seek help from in the first place when facing difficulties? Friends, teachers, family?")

Understand the difficulties that interviewees may encounter (such as "What difficulties have you encountered in entrepreneurship? How have you solved them?", "Have you ever thought of giving up? If so, what supports you in continuing your entrepreneurship?", etc.)

Understand the position of the interviewee in the team (such as: "What is your position in the team? Are you a leader or a follower?" "How do you handle team collaboration issues in a team?")

Understand the interviewees' opinions on entrepreneurship (such as "Do you think participating in innovation and entrepreneurship competitions for college students is helpful for their entrepreneurship? What specific help is it?" "Do you have any valuable suggestions for those planning to start a business?")

(5) Summary of interview content: By reviewing the recording and recording of the interview process, list the questions and the specific answers of the interviewee for analysis.

3.3 Research group

The research team of this study consists of three people, conducting research using the "iron triangle" model. In order to avoid errors and induce respondents to answer, one person conducts research and selects respondents as the global controller; One person develops an outline and analyzes interview data based on literature and other materials; Conduct an interview and record a summary.

3.4 Interviewees

Table 1: Basic information of interviewees in entrepreneurship competition

Entrepreneurship Competition	Gender	Age	Major	Competition
S1	Male	21	Applied psychology	China International "Internet plus" Undergraduate Innovation and Entrepreneurship Competition and Undergraduate Innovation and Entrepreneurship Training Project
S2	Male	21	Traditional Chinese Medicine	Innovation and Entrepreneurship Training Program for College Students
S3	Male	22	Online finance	China International "Internet plus" Undergraduate Innovation and Entrepreneurship Competition
S4	Female	20	Public administration	Innovation and Entrepreneurship Training Program for College Students
S5	Female	20	Public administration	Innovation and Entrepreneurship Training Program for College Students
S6	Female	20	Accounting	Members of the school entrepreneurship team

This study adopts a purposive sampling method to select samples, and then conducts in-depth

interviews on the samples. The interview data is organized, classified, and coded to explore the relevant influencing factors of college students' entrepreneurship. This study selected 9 students from Guangdong University of Finance as samples, of which 6 have participated in innovation and entrepreneurship competitions and 3 have entrepreneurial experience. The basic information of the interviewees in the entrepreneurship competition is shown in Table 1, and the basic information of the interviewees in the entrepreneurship competition is shown in Table 2.

Table 2: Basic information of entrepreneurial interviewees

Entrepreneurship	Gender	Class
E1	Male	Second year of college
E2	Male	Senior
E3	Female	Third year of college

3.5 Interview process

The process of this interview is to reach a consensus with the interviewees, schedule their time in advance, and sign an informed consent form with them for a one-on-one interview, with each interview lasting approximately 30 minutes. The interview was conducted through two forms of information collection: recording and recording by an interviewer, followed by detailed verification with group members, and finally a draft of the interview record was formed.

Firstly, the self-awareness factors and behavioral influencing factors related to "college students' entrepreneurial behavior" will be sorted, classified, and extracted to form eight three-level codes: entrepreneurial willingness (01), individual traits (02), entrepreneurial capital (03), entrepreneurial preparation (04), entrepreneurial efficacy (05), policy interpretation (06), opportunity identification (07), and facing difficulties (08). Secondly, extract and translate the three-level codes, search for the deep meaning behind the three-level codes, and establish the correlation between multiple codes. Abstract six two-level codes closely related to entrepreneurial behavior: individual and society (A1), market and demand (A2), opportunity and risk (A3), resources and abilities (A4), life and education (A5), and policy and atmosphere (A6). Finally, reanalyze and abstract the secondary codes to form two fully structured and logically clear primary codes that affect entrepreneurial behavior: contradiction and conflict (M), breakthrough and optimization (T).

4. Results

4.1 Result analysis of respondents participating in innovation and entrepreneurship competitions

Firstly, based on the research topic, I would like to ask six respondents what they believe is the problem of entrepreneurial setbacks, in order to have a basic understanding of what they perceive as entrepreneurial setbacks.

Question 1: How do you view entrepreneurship setbacks?

S1:"Entrepreneurial setbacks are something that we inevitably experience during the entrepreneurial process, but after experiencing setbacks, we can recognize the problems exposed during the entrepreneurial process. If we can solve the problems through communication with teachers and team discussions, it will not only facilitate us to continue entrepreneurship better, but also exercise our abilities and make up for our shortcomings.

S2: "The entrepreneurial environment is inherently complex, so encountering setbacks during the entrepreneurial process is a very normal thing.

S3: "It should be measured based on the identity, economic strength, and entrepreneurial goals of the frustrated individuals. As a college student, if I start a business, it is more likely that it is to practice my ideas, enrich my experience, and social cognition. So, entrepreneurial frustration is only a part of growth. But if I have entered society and use the business I have created as a source of income, the impact of entrepreneurial frustration on me will be even greater.

S4: "A specific analysis of the specific problem is that being frustrated in entrepreneurship not only makes you feel sad, but more importantly, I think it is the growth brought about by the failure of entrepreneurship. When facing setbacks in entrepreneurship, it is more important to pay attention to the process of solving problems, rather than the results.

S5: Entrepreneurship is definitely not always smooth sailing. Since we have chosen this path, we should be prepared to take risks from the beginning. Moderate setbacks can help us accumulate experience and avoid risks for potential problems we may encounter in the future. If we have been frustrated without any success, we can seek more opinions from people to see if we are truly suitable for such a choice, so as not to waste more time and energy doing useless work.

S6: "It is inevitable to encounter setbacks during the entrepreneurial process, such as technical issues. The most important thing is to calm down and ask experienced people for advice, and then gradually implement specific design plans.

Based on the interview content, the following results can be obtained:

(1) Frustration has more advantages than disadvantages

All six respondents believe that setbacks in entrepreneurship are inevitable, and the setbacks faced at different stages of entrepreneurship vary. Different emotions and environments can affect the degree of entrepreneurial setbacks, but all respondents believe that setbacks in entrepreneurship are more beneficial than harmful to individuals. Interviewee No. 4 believes that "appropriate setbacks can help us accumulate experience and avoid risks for potential problems we may encounter in the future. If it is a situation where we have been frustrated without any results, we can seek more opinions from people to see if we are truly suitable for such a choice, in order to avoid wasting more time and energy on useless work.

Personal resilience to setbacks is an important factor for college students to overcome entrepreneurial setbacks more quickly. Frustration tolerance refers to an individual's ability to withstand shocks and pressures when encountering setbacks, and to overcome and resolve difficulties to avoid psychological and behavioral disorders. That is, an individual's ability to adapt, resist, and cope with setbacks. Generally speaking, people with strong resilience to setbacks often have less reaction to setbacks, shorter setbacks, and fewer negative effects of setbacks; People with weaker resilience to setbacks are more likely to be at a loss in the face of setbacks, and the negative effects of setbacks can be significant and easily harmed, even leading to psychological and behavioral disorders. Therefore, improving one's resilience to setbacks and learning from setbacks can better adjust oneself and solve problems.

(2) The team is the backbone of entrepreneurship

When facing setbacks in entrepreneurship, teams often play a crucial role. Among the six interviewees, most believe that each entrepreneurial project may face problems in the field it is studying, which is irresistible, but the more common ones are team collaboration and communication problems. The lack of coordination within the team not only hinders the team from overcoming the current difficulties, but also worsens the existing situation. Among the six interviewees, 5 stated that they are in a role that can be both a leader and a submissive within the team. Respondent 2 said, "At different stages, my position within the team varies.

Question 2: How do you handle team collaboration issues in a team?

S1: "It only focuses on the problem, not on the individual itself, and the main contradiction is focused on solving the problem.

S2: "Firstly, it must be that I have a deep understanding of this issue and have ideas to solve it. Through my own efforts, I have synthesized opinions from multiple parties.

S3: "Part of the content is completed independently, and if there is a problem with the division of labor, reset the division of labor to ensure that everyone's goals are consistent.

S4: "Discuss and resolve with the team leader, and the leader will come forward to resolve the issue.

S5: "The most important thing is communication, as long as communication is good, many things will be easily solved.

S6: "The issue of team collaboration is more about cohesion, and more importantly, communication. Our team often has meetings, whether online or offline, to discuss recent work or arrange future tasks, which can maintain relationships.

From this, it can be seen that timely and appropriate handling of team relationships by team members can reduce the adverse effects of entrepreneurial setbacks. If the problem persists for a long

time and is not resolved, it can lead to panic within the team and a lack of cohesion. Most interviewees tend to communicate well within the team, assign tasks well, and then seek the help of guidance teachers, striving to be patient in every detail.

(3) The market is a major factor affecting the choice of entrepreneurship

How to determine the direction of entrepreneurship among many choices is a compulsory course for every college student who wants to start a business. The focus of most college students is on market demand and their own intentions. Most respondents believe that market trends and team ideas should be combined when determining direction. Interviewee No. 6 said, "Your ideas are based on the market. You need to see what others need in order to grasp the direction of the market and inspire yourself.

(4) Family support and social support are important factors in overcoming setbacks in entrepreneurship

According to social support theory, the stronger a person's social support network, the better they can cope with various environmental challenges. The resources owned by individuals can be divided into personal resources and social resources. Personal resources include an individual's self function and coping ability, while social resources refer to the breadth of an individual's social network and the degree of social support functions that individuals in the network can provide. Social support networks are a group of interpersonal contacts through which individuals maintain their social identity and receive emotional support, material assistance, services, and new social contacts. The larger a person's social support network, the better they can cope with various environmental challenges.

Question 4: Does your family support you in starting a business? If so, how is it supported?

S1: "I didn't tell the people at home about my entrepreneurship.

S2: "They shouldn't be too supportive or too interfering because they don't really understand and think it's a risky thing, but if they really want to do it, they will also support it.

S3: "Not very supportive. Entrepreneurship mostly stops at school and there is less communication with family about this aspect.

S4: "My family's financial conditions are not supportive, so I did not inform them of my thoughts.

S5: "The family may not support it, after all, the risk of failure is too high.

S6: "Support, will provide me with some financial assistance.

Question 5: Who will you seek help from in the first place when encountering difficulties? Friends, teachers, or family?

S1: "The members of the team were the first one I would seek help from because they were like a source of support for my entrepreneurial process, followed by my mentor, who was much more knowledgeable about the entire entrepreneurial project than others and was more able to provide guidance suggestions.

S2: "I will definitely choose a teacher, and their suggestions are very constructive and feasible.

S3: "Firstly, I will consult with family members or confide in friends. If it is a professional issue, I will discuss it with a professional teacher.

S4: "I first discuss with the team's mentor, and then negotiate with team partners. I rarely communicate with my family in this regard.

S5: "I tend to confide in my friends.

S6: "Senior, seek advice from experienced individuals.

Overall, whether college students choose to start a business is closely related to social support, and the more supportive their families are, the greater the likelihood of choosing to start a business.

4.2 Result analysis of respondents participating in entrepreneurship

(1) Early stages of entrepreneurship are highly susceptible to setbacks

Among the three respondents to entrepreneurship, two of them had setbacks in their early stages of entrepreneurship, Interviewee 2 said, "In the early stages of entrepreneurship, there was no introduction of funds, and during this process, some team members chose to withdraw." Interviewee 3 said, "In the

early stages of entrepreneurship, many tasks were actually disrupted, and whoever had time was responsible. This can easily lead to some members completing more work, but like other members, there is an inequality in salary.

(2) Having ideas and interests is the only way to have an entry ticket for entrepreneurship

All three respondents to entrepreneurship believe that the market is a major factor affecting entrepreneurship, but having ideas and interest is the key to sticking to entrepreneurship. Interviewee 1 believes that "the basic requirement is to be happy with what I want to do, and I want to do it in the direction I feel happy." Interest is the source of motivation, and interest to some extent can affect the generation of ideas. As Interviewee 3 said, "If you start a business in a field that you are not interested in or cannot understand, it is a very painful thing.

(3) Adapting to team identity is important

People with different personalities gather in a team, and there must be leaders who dominate the overall situation and followers who follow instructions. If there is no leader, the team will be like a pack of scattered sand that is difficult to gather; If there are no followers, it is extremely easy to have team disagreements and achieve great things in various opposing viewpoints.

The three interviewees in this study are all leaders in the team, and the entrepreneurial team was built by them. Both interviewees 2 and 3 believe that 'recruiting the right type of people is essential for achieving a 1+1>2 effect in collaboration, as adapting to the team's identity is crucial'.

(4) Family support is the key to entrepreneurship

Among the three respondents who started their own businesses, E2 and E3 both work in business. E2 said, "Because my family also does business, my family is more supportive." E3 said, "My parents think that starting a business outside now can help me exercise myself, which is more profitable than working honestly." E2 and E3 are still starting their own businesses. However, E1's family is not very supportive, and his parents believe that he should choose to take the postgraduate entrance examination. E1 currently also chooses to follow family advice.

5. Discussion

Starting from the respondents who participated in innovation and entrepreneurship competitions and truly participated in entrepreneurship, summarizing their similarities and comparing their differences can provide a more profound analysis of the influencing factors of college students' entrepreneurship. Starting from the psychological factors that hinder entrepreneurship, it can effectively help college students who are currently starting a business or have entrepreneurial ideas.

Based on the above interviews, it can be concluded that experience of setbacks, team, family, and market are the four major factors that affect college students' entrepreneurship. At the same time, personal resilience to setbacks and grasping the direction of market demand are the abilities that college students must enhance in their entrepreneurial journey.

5.1 Moderate setbacks can accumulate experience

The ability to resist setbacks is a special factor in Spearman's two factor theory, which also means that in the process of completing entrepreneurship, it is necessary to cultivate the ability to resist setbacks.

All respondents believe that setbacks in entrepreneurship are a normal phenomenon and should be treated with peace of mind. Low or moderate levels of frustration have more advantages than disadvantages. Moderate frustration can help entrepreneurial college students accumulate experience and avoid risks for potential problems they may encounter in the future. But a high degree of frustration may make college students choose to give up entrepreneurship or fall into a state of decline.

5.2 Building a high-quality team

A team is the crystallization of the wisdom of all members and a general factor in the theory of ability construction. In the process of social transformation, many social enterprises are facing enormous challenges. The prerequisite for enterprises to effectively respond to rapidly changing environments and achieve prosperity and development is the ability to break through resource

constraints, and the key to building this ability is to create a good entrepreneurial team. All members of the team become stakeholders, and carrying out social entrepreneurship activities in the form of a team can make up for the lack of personal entrepreneurial ability, but at the same time, one person's fault is the responsibility of the entire team.

The prerequisite for team integration is unity, which requires a clear system to determine the positions and powers of team members, as well as to improve interpersonal trust and communication cooperation among entrepreneurial team members. Secondly, it is necessary to effectively integrate and allocate the knowledge and resources of team members in order for entrepreneurial teams to achieve a 1+1>2 effect.

5.3 Family support is positively correlated with entrepreneurial intention

In Chinese cultural tradition, "home" is regarded as the reference point for everything, so college students who lack social experience and confidence are easily influenced by their family environment when making employment and entrepreneurial decisions. Family support and role models for family entrepreneurship have a positive impact on college students [5]. Family support is the key to entrepreneurship, whether it is resource support, emotional support, or environmental support, it will positively affect the entrepreneurial decision-making of college students.

5.4 Market is the first element of entrepreneurship

Most of the respondents participating in innovation and entrepreneurship competitions have their ideas based on the market, while those who have already started a business believe that they need ideas to conduct market research. This also shows that many college students who have not started their own businesses are currently in the "Ivory Tower", and many ideas are inspired by competition or the market. However, with the increasingly fierce social competition, innovation and having their own ideas become the only way to go forward. And this also means that the market is the first element of entrepreneurship, and everything about entrepreneurship is based on the market. If there is no market, entrepreneurship becomes a mere talk on paper.

Previous studies have focused more on the internal and external factors of college students' entrepreneurial intentions. Lv et al. [4] found through their research that, influenced by their families, rural college students are more willing to try entrepreneurship and achieve economic independence and change their living conditions through entrepreneurship. And the personal psychological capital of college students can significantly and positively affect entrepreneurial intention. College students with high levels of psychological capital are full of confidence in the future and want to challenge themselves and realize their life value through entrepreneurship. At the same time, they will be prepared to achieve their goals, thereby increasing the possibility of choosing entrepreneurship. The results of this study found that experience of setbacks, team, family and social support, and the market all affect college students' entrepreneurial willingness to varying degrees, which supports previous research findings. At the same time, this study also expands the research approach of the academic community, that is, the group studying college students' entrepreneurship should be included in the group participating in college students' innovation and entrepreneurship competitions. This group is a potential group of college students' entrepreneurship, and studying their entrepreneurial intentions is more scientific.

6. Conclusion

For college students who participate in entrepreneurship related competitions or plan to start a business:

(1) Moderate setbacks can not only accumulate experience, but also examine whether the direction of effort is feasible and adjust it in a timely manner, maximizing the application of invested resources as much as possible, and avoiding futility. We should have a correct understanding of the difficulty of successful entrepreneurship and make corresponding psychological preparations. In the early stages of entrepreneurship, it is easier to encounter setbacks and obstacles.

(2) A good team relationship will maximize the team's strength. The key to success is for different roles in the team to perform their duties, work together, and strengthen communication. Individuals need to have a clear understanding of their position in the team. Whether as a leader or being led, it is

necessary to fulfill their duties and communicate more to create a positive atmosphere for the team, which helps stimulate creativity and maintain motivation.

(3) Among the many choices in the market, college students with entrepreneurial intentions need to analyze market demand, assess the situation, and determine feasible entrepreneurial goals based on this. Ideas and interests are admission tickets for entrepreneurship. In other words, it needs to have the characteristics of daring to innovate and having entrepreneurial motivation.

(4) Family support and social support are indispensable aids in the early stages of college student entrepreneurship competitions. Whether the family supports it can affect the difficulty of entrepreneurship.

The study of entrepreneurial frustration psychology is expected to provide some reference experience for college students who have not yet started a business, so that they can make the best choice after careful consideration. In addition, this study can also provide some help to college students who have failed or suffered setbacks in entrepreneurship, adjust their psychological state, and quickly overcome the shadow of setbacks. Finally, it is hoped that research on psychological setbacks can also draw inferences, and the mindset of facing and solving setbacks in entrepreneurship can also be derived into life.

Acknowledgement

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