

An Analysis of The Coping Strategies of College Students After Their Failure in The Entrepreneurial Competition

Danmei Zhu^{1, a}

¹School of Literature, Anhui University of Finance and Economics, Anhui Bengbu 233030, China

^ahufan1129@163.com

Abstract

As an important form of entrepreneurship education in colleges and universities, entrepreneurship competition can help college students improve their entrepreneurship literacy and store their entrepreneurial knowledge, thus promoting the development of entrepreneurship in society. In the context of college students' Entrepreneurial Competition Failure, this paper will empirically explore the relationship between motivation, negative emotion coping orientation and reentry intention. The results show that the emotional focus coping orientation and problem focus coping orientation are helpful to the formation of college students' willingness to re-enter the competition after they have failed in the entrepreneurial competition, and the problem focus coping orientation is positively related to their willingness to re-enter the competition, the effect degree of different motivation has significant difference, but it weakens the positive relationship between the emotion focused coping orientation and the reentry intention. Therefore, it is suggested that adopting proper negative emotion coping style can help college students to recover from failure and participate in the competition again. College students with strong motivation to participate in the competition need to relieve their negative emotions from the root of failure, and colleges should encourage them to take part in the competition with interest as the goal, and attach importance to self-study and self-improvement.

Keywords

Problem focused coping style; Emotional focused coping style; Motivation; Willingness to reenter.

1. INTRODUCTION

Entrepreneurship, as a propeller of economic and social development, plays an important role in alleviating the pressure of social employment and accelerating industrial and regional economic growth[1]. In the context of the era of "mass innovation, mass entrepreneurship", college students' entrepreneurship education has become particularly important, and entrepreneurship education, as a new education model, has an important role in promoting college students' independent entrepreneurship, promoting quality education, and cultivating new concepts of university education[2]. As an important place of origin for nurturing innovative and entrepreneurial talents, universities have always used entrepreneurship competitions to integrate entrepreneurial resources inside and outside the university and promote the socialization of entrepreneurial projects[3], becoming a new form of global innovation and entrepreneurship education. As the main part of the college student competition, in terms of individuals, the entrepreneurship competition is conducive to the popularization

and reserve of entrepreneurial knowledge among college students, promoting the literacy of college students in entrepreneurship, cultivating innovation ability and stimulating entrepreneurial passion. Therefore, it can lay the foundation for the actual practice of entrepreneurship to achieve sustainable development. College students participating in entrepreneurship competitions is a crucial way to become entrepreneurial talents.

Most research on this phenomenon only focuses on the benefits of entrepreneurship competitions for college students and the update of its training model[4][5], ignoring the importance of how to recover from it as soon as possible, adjust their emotions, learn lessons, re-evaluate and improve their abilities, and participate in the competition again after the failure of the entrepreneurial competition. If the college student competition fails to take appropriate negative emotional response methods, it is easy to lose interest in participating in the competition again, trigger the negative psychological expectations of surrounding students, produce a bad entrepreneurial competition atmosphere, and reduce the enthusiasm of college students in entrepreneurship competition, which is contrary to the purpose of colleges and universities to carry out entrepreneurial competitions to enhance college students' entrepreneurial literacy and promote college students' actual entrepreneurship. At the same time, college students who have the motivation to participate may be more willing to adopt different coping methods to alleviate the negative emotions caused by it, from the formation of a willingness to participate again. Therefore, after the failure of the college student entrepreneurship competition, what kind of coping methods can help alleviate the negative emotions (such as anxiety, disappointment and even inferiority, etc.) generated by them, and form a willingness to participate again? Does the motivation of college students affect the difference in the way they cope?

2. LITERATURE REVIEW

2.1. Negative Emotions to Deal with The Orientation and Failure of The Re-Participation Willingness

Existing research focuses more on the generation of negative emotions in individuals and how to deal with them, and when they feel external things, individuals will have corresponding attitudes and behavioral reactions, called emotions [6]. The emotions of college students have polarity, which means that the emotions of college students are unstable, often manifested as being at two extremes, and negative emotions ultimately change the cognition and behavior of college students by acting on the psychology or physiology of college students [7]. Therefore, after the failure of the college student competition, how to correctly deal with the negative emotions that have been generated is an important way to form a willingness to re-participate.

Coping refers to the thoughts and behaviors of individuals in stressful situations to manage internal and external needs. Using a canonical stress response, individuals can deal with the negative emotions that arise when important goals are damaged, lost, and threatened [8]. Research on coping styles focuses on two different negative emotion coping directions: problem-focused coping and emotion-focused coping orientation [9]. Problem focus is directed by addressing the sources of negative emotions, including developing an action plan or focusing on the next step; Emotion focusing, on the other hand, refers to the regulation of negative emotions and efforts to alleviate the negative emotions surrounding the situation, such as by participating in distracting activities and seeking emotional support.[8][10] According to the theory of coping behavior, individuals have different adjustments to negative emotions, and problem focus and emotion focus coping orientation can be effective ways to help individuals balance the negative emotions generated [10]. Corresponding to college students participating in competitions, the problem-focused response orientation can help college students quickly focus on the process of generating negative emotions after failing to participate in the

competition[11], that is, take action to increase positive emotions. Because positive and negative emotions are two relatively separate dimensions, individuals under the influence of positive emotions exhibit higher creative abilities and self-examination abilities than negative emotions [12]. College students who choose a problem-focused response will actively re-evaluate their abilities, increase their confidence in participating in similar competitions next time, and prepare for re-challenges to achieve their expected results. The emotional focus coping orientation is more focused on reducing mental stress by properly dealing with the negative emotions that have arisen[8], which is manifested as the recovery process of negative emotions [12]. After the failure of the competition, college students often produce emotions such as disappointment, regret and even anger because their own efforts cannot be exchanged for the expected results, although the emotional impact can be gradually reduced with time, but the healing process requires a reasonable way of handling, and the incorrect way of dealing with negative emotions may lead to the fear of college students for the competition, and the expectation of failure to participate in the competition again. Emotional focus coping can be used by, for example, communicating with others to gain emotional support, or taking action to vent negative emotions to reduce negative emotions, reduce the negative effects of emotions, and increase the willingness to participate in subsequent competitions.

2.2. The Role of Motivation for Participation

The theory of self-determination indicates that individual motivation includes internal motivation and external motivation, where internal motivation refers to an individual's behavior derived from the individual's intrinsic interest, extrinsic motivation refers to an individual's tendency to engage in an activity in order to obtain an expected result[13][14], and different types of motivation prompt individuals to act accordingly. In the process of college students participating in the competition, the motivation to participate in the competition and the negative emotional response orientation are manifested as the relationship between motivation and behavior, and the motivation of college students to participate in the competition is an important factor in their participation in the competition and re-participation. College students with innovative knowledge and ability are difficult to transform into competition behaviors without the stimulation of the motivation to participate. Similarly, after the failure of the competition, college students face the negative emotions generated, and the lack of motivation to participate in the competition induces them to have negative emotions to cope with the behavior, which often affects the final willingness to participate in the competition because the negative emotions cannot be dealt with in time.

Internal motivation stems from the intrinsic interest of college students in participating in competitions, and college students who tend to internal motivations will consider whether the competition is in line with their own preferences and whether they have the passion to compete to stick to the whole difficult process. When college students choose the way to focus on the problem, they will try to change the source of the stress encounter, take action to increase the positive emotions to alleviate the impact of negative emotions on themselves, internal motivation opportunities to promote college students to more clearly understand the content of the competition they are interested in, in the face of the negative emotions generated after failure through the re-evaluation and improvement of their own strength and give college students enough confidence and positive emotions, to ensure the smooth progress of the problem focus response, improve the willingness to participate again. At the same time, external motivations that tend to achieve the desired results, such as improving credits or obtaining material rewards, can motivate college students to make the next step of planning, and improve the role of problem-focused response methods in promoting the willingness to re-compete.

The main way to promote the formation of college students' willingness to fail and re-participate is to reduce the negative emotions generated after failure, so as to avoid them falling

into failure and being affected by negative emotions in their attitude of subsequent re-participation. Whether it is the influence of internal motivation or external motivation, it can prompt college students to calm down sadness, disappointment and other emotions faster. For example, internal motivation encourages college students to reflect on themselves, learn from failure experiences, extend knowledge and improve abilities from existing experience and ability, and weaken the sense of powerlessness to participate again; External motivation will help college students to consider the external situation more, use the benefits of external conditions to improve their expectations of success, thereby reducing the grief after failure and motivating them to participate in the competition again.

3. CONCLUSION AND DISCUSSION

3.1. Research Conclusions

Emotional focus response orientation and problem focus response orientation significantly positively affect college students' willingness to fail and re-participate, which is consistent with existing research: on the relationship between negative emotions and willingness, Sun Ying and others believe that negative emotions will eventually hinder the emergence of willingness [15]. This article argues that the right way to deal with negative emotions can promote the willingness of college students to participate in entrepreneurship competitions again by reducing the adverse effects of negative emotions. Among them, the way of dealing with negative emotions includes emotional focus and problem focus, indicating that whether it is to regulate negative emotions through other activities to alleviate emotional distress, or to find sources of negative emotions to increase positive emotions, they have the effect of increasing the willingness to re-participate.

Compared with internal motivation, external motivation is more significant in strengthening the positive relationship between the problem focus and the willingness to re-participate, which can highlight the current situation of the college student entrepreneurship competition: the main motivation of contemporary college students to participate in the entrepreneurship competition is to achieve certain purposes independent of the activity, such as obtaining the expected reward and meeting the school's credit requirements, etc., rather than participating in the competition for their own interests. Therefore, after experiencing failure, these external motivations can greatly promote college students to behave in response to negative emotions, making them more likely to participate in entrepreneurship competitions again.

College students with motivation to participate may not be suitable for emotionally focused negative emotional coping methods, which will be more detrimental to the desire to re-compete, and Stanton et al. argue that although dealing with problems through emotional processing may seem adaptable in the short term, if it continues in the long term, it may become ruminative and therefore less favorable in terms of adjustment. Failing an entrepreneurial competition to competing again is a long-term process, so it may be counterproductive for college students with both internal and external motivations to adopt an emotionally focused approach after experiencing failure.

3.2. Theoretical Contributions and Practical Enlightenment

The theoretical significance of this paper is to verify the influence of negative emotional response orientation on a specific intention, that is, the willingness to participate again, and further support the motivation-behavior association after adding motivational factors. At the same time, the article also proposes to explore the influence of the motivation of the competition on the final response method choice in the process of the failure of the entrepreneurship competition to the willingness to participate in the competition from the perspective of negative emotions, so as to provide theoretical support and empirical basis for college students to participate in

the entrepreneurship competition again and the improvement of the mechanism of the university entrepreneurship competition.

There are the following practical implications for colleges and universities: It is necessary to deal with negative emotions. Individual attitudes and behaviors are affected by emotions, the response to negative emotions after the failure of college students' entrepreneurship competition is a complex and long-term process, colleges and universities should carry out targeted post-game psychological counseling for college students, improve the negative effect of emotions on cognition, amplify the positive role of entrepreneurial competitions, and let college students have the psychological construction that entrepreneurial competitions can improve themselves. Using "supportive" psychological intervention techniques, such as listening and empathy[16], college students can open their hearts after failure in entrepreneurship competitions, face up to and accept failure experiences, and take the necessary measures to deal with negative emotions such as guilt, inferiority or disappointment.

Problem focus is better than emotion regulation. For college students with strong motivation to participate, the problem-focused response method is more likely to promote their willingness to re-compete, rather than the use of emotional focus. Therefore, colleges and universities should increase the opportunities for participating teams to communicate with each other for the purpose of improving the entrepreneurial literacy of college students, discuss and summarize the differences in all aspects of the participating teams, realize mutual learning, and create an entrepreneurial competition environment of "promoting learning through competition"; Relevant teachers provide relevant education and guidance to college students, so that college students can be trained due to failure, re-plan the next entrepreneurship competition, and continue to promote their learning and practice of entrepreneurial knowledge.

Value intrinsic motivation. Compared with internal motivation, college students with external motivation are more willing to take measures to deal with negative emotions and prepare for the next entrepreneurial competition, highlighting the correlation between the results of the entrepreneurial competition and the strength of the reward, therefore, the university increases the reward of the entrepreneurial competition to attract more students to participate, which is the main means of maintaining the attractiveness and sustainability of the entrepreneurial competition. However, it also reflects the weakness of the intrinsic motivation of college students, colleges and universities should pay attention to the purpose of entrepreneurial competition to promote entrepreneurial education, while increasing the competition rewards, they should also pay attention to pre-competition education and publicity, and encourage college students to achieve self-recognition and self-learning under the inherent interest.

3.3. Educational Implications

First of all, educators should cultivate flexible ways of thinking of college students such as attention shifting and short-term emotional venting, so as to avoid their excessive correlation between failure events and self-depreciation; On the other hand, it is necessary to guide college students to cope with failure through protective efforts, failure learning and other behaviors, and reduce the psychological harm caused by excessive suffering from the consequences of failure. At the same time, educators should help students face up to the fear of failure and guide them to respond positively. Fear of failure is the result of a college student's assessment of threats and is a normal psychological response to a negative event. It is necessary to enhance the psychological motivation of college students in the face of failure, guide them to look at the fear of failure dialectically, and help them use the fear of failure to learn failure.

Second, we must pay attention to the protective efforts of college students to maintain their behavioral drive. Protective efforts are one of the important ways to deal with the threat of failure,

It depends on the individual factors of the university student, but also has the plasticity of the environment. College teachers or classmates provide psychological or behavioral support and help such as encouragement and communication, which can fully stimulate the protective efforts of college students and improve their ability to cope with negative events. At the same time, while creating a good growth environment, colleges and universities should also pay attention to cultivating the self-belief and effectiveness of college students, so that they can maintain confidence and motivation in dealing with and responding to negative situations, and then give full play to the guiding role of protective efforts.

Finally, college students should cultivate problem-oriented thinking and improve their coping-oriented ability. Responding to the challenges of orientation to college students to face failure and improve their learning ability

It has an important role. While colleges and universities provide support and help for students, college students should also focus and pay attention to the problem itself, look at failure events through empathy, and if necessary, carry out appropriate emotional transfer, adjustment or venting, which is of great significance for their correct response to negative emotions such as failure fear.

REFERENCES

- [1] Luis L. Martins, Violina P. Rindova, Bruce E. (2015). Greenbaum. Unlocking the Hidden Value of Concepts: A Cognitive Approach to Business Model Innovation[J]. Strategic Entrepreneurship Journal, 9(1): 2-19.
- [2] Amit R, Zott C. (2001). Value creation in E-business[J]. Strategic Management Journal, 22(6/7):493-520.
- [3] Chesbrough H, Rosenbloom R S. (2002). The role of the business model in capturing value from innovation: evidence from Xerox Corporation's technology spin-off companies[J]. Industrial and Corporate Change, 11(3):529-555.
- [4] David J. Teece. (2009). Business Models, Business Strategy and Innovation[J]. Long Range Planning, 43(2):172-194.
- [5] Wang Qin. (2011). Value Network-Based Reconstructed Enterprise Business Model Innovations[J]. China's Industrial Economy, 01: 79-88.
- [6] Doz Y.L., Kosonen M. (2010). Embedding strategic agility: A leadership agenda for accelerating business model renewal[J]. Long Range Planning, 43(2/3):370-382.
- [7] Oliver Gassmann, Ellen Enkel, Henry Chesbrough. (2010). The future of open innovation[J]. R&D Management, 40(3):213-221.
- [8] Folkman S, Moskowitz J T. Coping: Pitfalls and promise[J]. Annu. Rev. Psychol., 2004, 55: 745-774.
- [9] Folkman S, Lazarus R S. An analysis of coping in a middle-aged community sample[J]. Journal of health and social behavior, 1980: 219-239.
- [10] Patzelt H, Shepherd D A. Negative emotions of an entrepreneurial career: Self-employment and regulatory coping behaviors[J]. Journal of Business venturing, 2011, 26(2): 226-238.
- [11] WANG Xinyue. Attribution of first-time entrepreneurial failure, negative emotion response orientation and entrepreneurial failure learning[D]. Shanghai University, 2013.
- [12] Mroczek D K, Kolarz C M. The effect of age on positive and negative affect: a developmental perspective on happiness[J]. Journal of personality and social psychology, 1998, 75(5): 1333.
- [13] Baard P P, Deci E L, Ryan R M. Intrinsic need satisfaction: a motivational basis of performance and well-being in two work settings 1[J]. Journal of applied social psychology, 2004, 34(10): 2045-2068.

- [14] Sosna, Trevinyo-Rodríguez, Velamuri. (2010). Business model innovation through trial-and-error learning: the Naturhouse case[J]. Long Range Planning, 43(2):383-407.
- [15] Chen Jing, Liu Yuanyuan. (2017). Research on the innovation motivation of business model based on the cognitive perspective of entrepreneurs [J]. Research on technology economy and management 11:47-51.
- [16] Chen C C, Greene P G, Crick A. Does entrepreneurial self-efficacy distinguish entrepreneurs from managers?[J]. Journal of business venturing, 1998, 13(4): 295-316.