International Review of Social Sciences and Humanities
Vol. 13, No. 1 (2017), pp. 11-22
www.irssh.com
ISSN 2248-9010 (Online), ISSN 2250-0715 (Print)

Emotional Competences and Entrepreneurial Intentions: A Case Study of College Student Entrepreneurs

Zeng Fanqi
Business School, Shantou University
No. 243 Da Xue Road, Shantou, Guangdong, 515063, P.R. China
E-mail: fqzeng@stu.edu.cn

Liu Qian
International School, Jinan University
No. 601, West Huangpu Avenue, Guangzhou, Guangdong, 510632, P.R. China
E-mail: susannusas@vip.qq.com

Zheng Muqiang
(Corresponding Author)
Business School, Shantou University
No. 243 Da Xue Road, Shantou, Guangdong, 515063, P.R. China
E-mail: mqzheng@stu.edu.cn

Cao Xinrui
Business School, Shantou University
No. 243 Da Xue Road, Shantou, Guangdong, 515063, P.R. China
E-mail: qfq919@qq.com

(Received: 28-11-16 / Accepted: 7-3-17)

Abstract

This study investigates how the different emotional competences—personal emotional competences and social emotional competences, influence people's entrepreneurial intentions. Collecting the data from the members of Enactus from 19 cities in China, using the hierarchical regression analysis, the following results are obtained. Firstly, both personal emotional competences and social emotional competences are positively relevant to the entrepreneurial intentions of nascent entrepreneurs. Secondly, both innovativeness and risk taking propensity are positively relevant to the entrepreneurial intentions of nascent entrepreneurs. Thirdly, innovativeness plays a moderating role between personal emotional competences and entrepreneurial intentions. Finally, risk taking propensity reinforces the effect of social emotional competences on entrepreneurial intentions.

Keywords: Emotional Competence, Entrepreneurship Orientation, Moderating Effect, Case Study.

1. Introduction

Social Entrepreneurship, or Social Enterprise, is a business principle associated with both economic benefits and social welfare, which spread quickly globally in recent years. It aims to focus on the needs and social problems which have not been satisfied or solved by the free market system and the government (Caldwell et al. 2016). It enables the organizations to develop and accumulate social welfare though various means of innovation. Social Entrepreneurship, indeed, is playing a more crucial role in solving problems, including wealth gap, environmental deterioration and inequality of medical resources under the climate of social transformation (Rahim and Mohtar 2015; Bravo 2016). Social entrepreneurship is "to manage public welfare" through gaining benefit with the business method. The operation of a social entrepreneurship organization can be either an enterprise or a non-profit organization. ENACTUS, founded in 1975, a non-profit international organization, is a social enterprise dedicated to motivate college students to realize the sustainable development of society, economics and environment through the practice of entrepreneurial spirit. Each year, over 60,000 college students from more than 1,600 schools among 39 countries prove that social entrepreneurship activities with entrepreneurial spirit. As a new-type social organization which has been developing rapidly on a global scale and has gradually become a kind of key social force besides government and market, could generate enormous positive effect on the human society.

College student social entrepreneurship group have proved to be effective on solving the above-mentioned issues. Through the training of social entrepreneurship, it develops college student social entrepreneurs' emotional competences, entrepreneurship orientation and entrepreneurial intentions (Antonio 2014). In these social entrepreneurship activities, ENACTUS projects provide suitable study scenarios and behavior scenarios for the entrepreneurial behavior of college student social entrepreneurs. Then, what influence does the development of emotional competences have on the entrepreneurship intention of this group? In the influencing process, what roles do the three dimensions of entrepreneurship orientation (innovativeness, risk taking propensity and proactiveness) play? As the studies that focus on this emerging entrepreneurship group have just started, existing relevant theories and empirical studies are inadequate to explain college students' social entrepreneurial behavior. Obviously, this study, on the one hand, can make up the significant lack of existing studies; On the other hand, it helps to analyze and instruct how college student social entrepreneurs can effectively improve their entrepreneurial abilities and entrepreneurial intentions.

2. Literature Review and Hypotheses

2.1 The Relationship between Emotional Competences and Entrepreneurial Intentions

Based on emotional experience and gained through study, emotional competence is a kind of comprehensive competence which enables people to achieve excellent results in work. It is also a kind of competence in having an insight into one's own and others' emotion, self-motivating, self-managing and handling interpersonal relationships. Entrepreneurial intention is a kind of subjective judgment whether potential entrepreneurs will engage in entrepreneurial activities. It describes the degree to which people have the traits similar to entrepreneurs and people's abilities and attitudes towards entrepreneurship. It is also the possibility that nascent entrepreneurs will choose to start up business (Thompson 2009). De Noble et al (1999) defined six entrepreneurial self-efficacy dimensions that will influence the entrepreneurial intentions of nascent entrepreneurs. They are: risk and uncertainty management, innovation and product development, interpersonal relationship and network management, opportunity identification, resource acquisition and distribution, the

development and maintenance of innovation work environment. All of these dimensions will influence the entrepreneurial intentions of nascent entrepreneurs. Luthje and Frank (2003) indicated that the predictable prospective entrepreneurship after collage students' graduation, as the measurement problem of the students' entrepreneurial intentions, has many influencing factors of individual entrepreneurial intentions, including personality traits, life experience, educational level, self-efficacy and other emotional competences. Renko et al (2012) also regarded that self-efficacy is positively related to individual success, entrepreneurial experience, risk preference, educational level and other variables, thus having a positive impact on entrepreneurial intentions. Ye (2009) conducted research of entrepreneurial intention influencing factors on 521 college students and found those college students' entrepreneurial personality traits, previously acquired knowledge and entrepreneurial resources generate positive effects on entrepreneurial intentions. Dehkordi (2012) focused on two main factors of nascent entrepreneurs' entrepreneurial intentions—personality trait and emotional competences, and tried to identify the respective dimensions of personality traits and emotional competences. By means of the fuzzy decision experiments, evaluation experiments and DEMATEL method, the result showed that need of achievement and emotional competences are the most significant factors that influence entrepreneurial intentions. Based on the above analysis, we put forward following assumptions.

Hypothesis 1: Emotional competences are positively relevant to entrepreneurial intentions.

Hypothesis 1a: Personal emotional competences are positively relevant to entrepreneurial intentions.

Hypothesis 1b: Social emotional competences are positively relevant to entrepreneurial intentions.

2.2 The Relationship between Entrepreneurship Orientation and Entrepreneurial Intentions

Entrepreneurial intention is a kind of intention that can be predicted by entrepreneurship orientation and shows personal attitude towards entrepreneurial behavior (Sajilan 2015). For nascent entrepreneurship groups, entrepreneurial intentions continue to be improved and developed. The entrepreneurship orientation of the nascent entrepreneurs with higher emotional competences is tend to be stronger than that of average people, which can vastly promote nascent entrepreneurs' entrepreneurship intentions. Ekpe and Mat (2012) collected 120 valid data of the female college students from three schools which were located in the north, east, and west of Nigeria respectively. Through descriptive statistics and hierarchical regression analysis, the results indicated that for female students in Nigeria, entrepreneurship orientation has a positive effect on entrepreneurial intentions. Wu (2009) collected data of four types of the newly-established enterprises in China and the United State and it turned out that the four dimensions of entrepreneurship orientation (opportunity identification, initiative, need of achievement and risk preference) influence entrepreneurial intentions positively. Pruett et al (2009) regarded that one of the key handicaps that make it less possible for college students to enhance their entrepreneurial intentions is the lack of practical experience, which results in their deficiency in management experience, business capabilities and accounting management capabilities. However, these orientations and capabilities can be enhanced by nurturing, thus enhancing their entrepreneurial intentions. Stuetzer et al. (2013) looked into the effects of balanced skills in the process of creating new corporations, and the results show that the nascent entrepreneurs who master more balanced skills tend to take more brewing actions. In summary, entrepreneurship orientation is that the nascent entrepreneurs need specific entrepreneurial capabilities and consciousness. This kind of entrepreneurship orientation enables them to formulate business plan more effectively and innovatively and to

develop entrepreneurial intentions. Based on the above analysis, we put forward the following assumption.

Hypothesis 2: Entrepreneurship orientation, which includes innovativeness, risk taking propensity and proactiveness, is positively relevant to entrepreneurial intentions.

2.3 The Interaction between Emotional Competences and Entrepreneurship Orientation

Through the development of emotional competences, individual subjective efforts can gradually change entrepreneurship orientation, thereby affecting entrepreneurial intentions. Individual traits have enormous effects on entrepreneurship orientation, while there is an overlap between individual traits and emotional competences, such as self-management abilities, social management skills and so on, which means that emotional competences have a significant impact on entrepreneurship orientation (Piperopoulos and Dimov 2015). Therefore, the higher the personal emotional competences are, the higher abilities people have to control their own emotions, which makes them more confident and capable to control and manage the surrounding environment. Besides, the individuals will also have higher proactiveness and risk taking propensity, enabling them to act in the manner of entrepreneurs. However, Hechavarria et al (2012) suggested that the higher self-efficacy is, the more likely entrepreneurs are to overestimate their capabilities, in which case they may give up earlier. To avoid this situation, entrepreneurs need to continually improve their risk and innovation consciousness. Shane (2003) indicated that entrepreneurship orientation concerns reasons for entrepreneurial decisions, information backgrounds, personality characteristic (such as self-fulfillment：attitude, capability and confidence) and the decision-making process which is measured by individual risk-taking propensity. All of these have cross effects on individual entrepreneurial intentions. Antonio et al (2014) classified emotional competences as Self-Awareness, Self-Management, Social-Awareness, and Relationship Management, finding that emotional competences are positively relevant to entrepreneurship orientation and entrepreneur intentions.

Mikolajczak et al. (2006) established a theoretical model that associated emotional competences with entrepreneurial intentions through initiative traits and innovativeness traits and analyzed the importance of emotional competences. Emotional competences can cope with stress problems, while the resolution of stress problems also works as a way to connecting emotional competences with entrepreneurial intentions (Fayolle and Gailly 2015). Fan and Wang (2006) created an entrepreneurial intention model of the five dimensions in a China context to conduct classification study on entrepreneurial psychological quality of college students in Chinese mainland, including personal emotional competences such as need of achievement and entrepreneurship orientation such as risk taking propensity. These factors also have cross influence on college students' entrepreneurial intentions. A research based on the connection between entrepreneurial expectancy, efforts and performance of the business school students from 179 universities showed that individual perceptive entrepreneurship orientation abilities work together to change the expectancy of starting a new business in the future (Gatewood et al, 2002). In addition, high-level entrepreneurship orientation is conducive to identify and seize market opportunities quickly. It also helps to enhance nascent entrepreneurs' emotional competences and promote people's intentions to create corporations in the future. Based on the above analysis, we put forward the following assumption.

Hypothesis 3: The stronger the entrepreneurship orientation is which includes innovativeness, risk taking propensity and proactiveness, the greater effects personal emotional competences have on entrepreneurial intentions.

Hypothesis 4: The stronger the entrepreneurship orientation is which including innovativeness, risk taking propensity and proactiveness, the greater effects social emotional competences have on entrepreneurial intentions.

3. Study Design and Methodology

Questionnaires were firstly issued to the members of ENACTUS projects in Shantou University with small samples (10 copies) to pre-test the reasonability of the questionnaires and the specific situation of college students' entrepreneurship. Then the questionnaire was modified according to the returned copies and interviews in order to make it easy for interviewers to understand the questionnaires quickly and exactly. The investigation subjects are college students from ENACTUS China. Samples are chosen from East China (Hangzhou, Ningbo, Suzhou, Shanghai, Nanjing and Dalian), South China (Shantou, Shenzhen and Guangzhou), North China (Tianjin, Beijing, Harbin, Changchun and Shenyang) and Mid-West China (Zhengzhou, Changsha, Wuhan, Xi'an and Chongqing). There are 19 cities in total. The investigation was carried out in June, 2014. The investigation subjects are project teams from ENACTUS China who enter into social entrepreneurial activities. All paper questionnaires are filled in on the spot. 300 questionnaires were distributed and 265 copies were returned, yielding a response rate of 88.33%. Of the 265 copies, some copies contained with empty items were filled in with the mean values. Therefore, 228 valid questionnaires are obtained, yielding a valid response rate of 76.00%. The study adopts SPSS 19.0 to count all effective questionnaires. Entrepreneurs' characteristics are described with gender, major, region, and the time span of social entrepreneurship and role of a college student. Table 1 shows the statistics of sample frequencies.

Table 1: Demographic Characteristics of the Samples

Statistical content	Classification	Samples	Percentage (%)	Remark
Gender	Male	105	46.1%	**Major:** Students in ENACTUS are usually sophomores and juniors, so only a minority of students participate for more than one year. **Region:** Developed regions contain East China and South China; underdeveloped regions contain North China and Mid-west China. The time span of participation in **ENACTUS:** Only the students who take part in entrepreneurial activities for a relatively long time and become experienced can work as innovators and play roles in the developing products and service, conducting business plans, starting up new programs as well as setting up program teams. Therefore, only a minority of students are capable to act as innovators.
	Female	123	53.9%	
Major	Science and engineering	67	29.4%	
	Humanistic and social science	161	70.6%	
Region	Developed	69	29.2%	
	Underdeveloped	159	70.8%	
Time span of participation in ENACTUS	Above one year	82	36.0%	
	Within one year	146	64.0%	
Role	Innovator	67	29.4%	
	Participant	161	70.6%	

Resource: The questionnaires of this study

The current researchers mainly discuss the interrelationships among emotional competences, entrepreneurship orientation and entrepreneurial intentions. The measurement items of these variables refer to the existing research results and have been adjusted according to the study subjects and the feasibility of study. Each item in the measurement scale is classified on a five-point Likert scale, from disagree (1 score) to strongly agree (5 scores).

The main body of the questionnaire consists of three parts three parts: The first part measures *entrepreneurial intentions. This variable* selected 6 items from the entrepreneurial intention measurement scales from Norris et al (2000) and Delmar (2000). The second part measures *emotional competences. This variable* referred to the questionnaire on emotional competences study from Goleman and Boyatzis (2001). In the research, we saved 30 factors whose factor loadings are above 0.5 as measurement items, including 13 items for personal emotional competences (7 items for self-perception and 6 items for self-management) and 17 items for social emotional competences (4 items for social perception and 13 items for social relationship management). The third part measures entrepreneurship orientation. *The measurement of this variable* referred to the design scale on individual entrepreneurship orientation. It includes 10 items and consists of three parts: innovativeness (4 items), risk taking propensity (3 items) and proactiveness (4 items).

Besides, the correlational studies show that college student entrepreneurs' gender, major, region, time span of participation in ENACTUS, role and other factors may generate effects on entrepreneurial intentions. Therefore, we control these factors that are likely to influence college student entrepreneurial intentions. Based on the information of the questionnaire, we designed the questions as follow: whether the gender is male, the major belongs to science and engineering, the region is in developed areas, the time span of participation in ENACTUS is more than one year, the role is an innovator (1 = "Yes", 0 = "No").

As shown in Table 2, the Cronbach α of each variable exceeds 0.75, suggesting the good reliability of the questionnaire design in content consistency (Cronbach, 1951). The factor loading of each variable is over 0.65 and cumulative factor interpretations are all more than 0.70. Meanwhile, the results of confirmatory factor analysis show that the fitting index of each variable, RMSEA, is less than 0.08 while the values of GFI, CFI, NNFI are all greater than 0.90. Overall, the fitting effect of the model is excellent, which means that the measurement scale has pretty good construct validity.

Table 2: Result of reliability and validity test

Variable	**Observational variable**	**Items**	**Cronbach α**	**Results of confirmatory factor analysis**
Personal emotional competences	Self-perception	7	0.863	GFI=0.90, CFI=0.96, NNFI=0.93, RMSEA=0.053
	Self-management	6		
Social emotional competences	Social perception	4	0.784	GFI=0.94, CFI=0.97, NNFI=0.94, RMSEA=0.046
	Social relationship management	13		
Entrepreneurship orientation	Innovativeness	4	0.917	GFI=0.92, CFI=0.96, NNFI=0.95, RMSEA=0.032
	Risk taking propensity	3		
	Proactiveness	3		

Entrepreneurial intentions	Entrepreneurial intentions	6	0.895	GFI=0.96, CFI=0.99, NNFI=0.97, RMSEA=0.028

4. Findings and Discussion

This paper mainly uses multiple the hierarchical regressions to testify the hypotheses and reflect the integral level of each construct by adding up the values of their items. Table 3 shows the means, standard deviations and correlation coefficient matrix of the main variables. It is clear that personal emotional competences, social emotional competences, innovativeness, risk taking propensity and proactiveness are positively relevant to entrepreneurial intentions.

This paper uses SPSS19.0 to manipulate data and verify hypotheses. Before using the hierarchical regression analysis, we process the dada in the following way: First of all, considering the variables that we are studying are multi-items, in order to meet the requirements of the regression model, we add up all items' values of each variable to reflect the integral levels of this variable in order to meet the requirements of the regression model. Besides, the control variables of this study include the gender, major, region, time span of participation in ENACTUS and role of a college student entrepreneur. Additionally, in view of the effects of interaction terms, we add the control variables, independent variables and the hierarchical regression model of interaction terms gradually to analyze the data. Meanwhile, in order to eliminate the multi collinearity brought by the interaction terms, we process them with the method of centering and then plug them to the regression function.

Table 3: Mean, standard deviations, and correlations

Variable	Mean	Standard deviation	1	2	3	4	5	6
1. Entrepreneurial intentions	3.77	0.922	1					
2. Individual emotional competences	3.89	0.908	0.236***	1				
3. Social emotional competences	3.47	0.945	0.262***	0.137**	1			
4. Innovativeness	3.93	0.896	0.362***	0.278***	0.266***	1		
5. Risk taking propensity	3.91	0.902	0.312***	0.308***	0.283***	0.139**	1	
6. Proactiveness	3.85	0.913	0.142**	0.113*	0.135**	0.151**	0.220***	1

Note: * P＜0.10, ** P＜0.05, *** P＜0.01

Table 4 shows the results of the empirical hierarchical regression analysis in this study. Firstly, the five variables of a college student entrepreneur (gender, major, region, time span of

participation in ENACTUS and role) are plugged into model 1, so model 1 is the regression analysis which only involves dummy variables. Model 2 shows the results of regression analysis that adds personal emotional competences, social emotional competences, innovativeness, risk taking propensity and propensity as independent variables (R^2=0.474, $\triangle R^2$=0.261), explaining 47.4% of totality. Compared to model 1, the explanatory ability of the model increased by 26.1%. The F value of model is 22.012, indicating its high total significance. As shown in model 2 in table 4, except proactiveness, the other four variables (personal emotional competences, social emotional competences, innovativeness and risk taking propensity) all have significantly positive correlations with entrepreneurial intentions (R_1=0.100, P＜0.10; R_2== 0.136, P＜0.01; R_3==0.226, P＜0.01; R_4==0.291, P＜0.01). Hence, Hypothesis 1 that emotional competences are positively relevant to entrepreneurial intentions is supported. Whereas Hypothesis 2 is not fully supported and it should be modified into that personal emotional competence, social emotional competences, innovativeness and risk taking propensity are positively relevant to entrepreneurial intentions.

Model 3 shows the results of the regression function that take in the respective interaction terms of innovativeness and personal emotional competences as well as social emotional competences (R^2=0.490, $\triangle R^2$=0.012, F-value =19.404, P＜0.01). The change value of R^2 is positive, reflecting that in comparison with model 2, the explanatory ability of model 3 grows greatly and reach a significant level. Meanwhile, personal emotional competences and social emotional competences have significantly positive correlations with entrepreneurial intentions (R_1=0.257, P＜0.01; R_2== 0.222, P＜0.01). In details, only the regression coefficient of the interaction of personal emotional competences and innovativeness is positive (R=0.381, P＜ 0.05), indicating that the stronger the innovativeness of a college student is, the greater effects the personal emotional competences have on his/her entrepreneurial intentions. Therefore, Hypothesis 3 is not fully supported and should be modified into that the stronger the innovativeness is, the greater effects personal emotional competences have on entrepreneurial intentions.

Table 4: Result of multiple regression analysis

Variable		**Model 1**	**Model 2**	**Model 3**	**Model 4**	**Model 5**
Control variables	Gender	0.040	0.041	0.033	0.032	0.040
	Major	0.369***	0.124**	0.147***	0.143***	0.126**
	Region	0.105*	0.028	-0.020	-0.024	0.017
	Time span of participation in ENACTUS	0.143**	0.106**	0.089*	0.091*	0.106**
	Role	0.113**	0.100**	0.095**	0.094**	0.097**
Emotional competences	Personal emotional competences		0.100*	0.257***	0.257***	0.089
	Social emotional competences		0.136***	0.222*	0.303**	0.229
Entrepreneurship orientation	Innovativeness		0.226***	0.591***	0.525***	0.225***
	Risk taking propensity		0.291***	0.280***	0.454***	0.290***
	Proactiveness		0.092	0.065	0.061	0.160
Interaction items	Personal emotional competences × Innovativeness			0.381**		

	Social emotional competences × Innovativeness			0.132		
	Personal emotional competences × Risk taking propensity				0.268	
	Social emotional competences × Risk taking propensity				0.398**	
	Personal emotional competences × Proactiveness					0.005
	Social emotional competences × Proactiveness					0.125
Statistical parameters	R^2	0.208	0.474	0.490	0.493	0.475
	AdjR^2	0.192	0.453	0.465	0.468	0.449
	ΔR^2	-	0.261	0.012	0.015	-0.004
	F	13.099***	22.012***	19.404***	19.641***	18.251***

Note: * P＜0.10, ** P＜0.05, *** P＜0.01

Model 4 shows the results of the regression function in which we introduce the respective interaction items of risk taking propensity and personal emotional competences as well as social emotional competences (R^2=0.493, $\triangle R^2$=0.015, F-value=19.641, P＜0.01). The change value of R^2 is positive, indicating that compared with model 3, the explanatory ability of model 4 grows greatly and reach a significant level. Meanwhile, personal emotional competences and social emotional competences have significantly positive correlations with entrepreneurial intentions (R_1=0.257, P＜0.01; R_2=0.303, P＜0.05). In details, only the regression coefficient of the interaction of social emotional competences and risk taking propensity is positive (R=0.381, P＜0.05), indicating that the stronger the risk taking awareness of a college student is, the greater effects the social emotional competences have on his/her entrepreneurial intentions. Therefore, Hypothesis 4 is not supported fully and should be modified into that the higher level of risk taking propensity, the greater effects social emotional competences have on entrepreneurial intentions.

The results of the empirical study support the following deductions: (1) Personal emotional competences and social emotional competences are positively relevant to entrepreneurial intentions. Based on emotional experience and gained through study, emotional competence is a kind of competence in having an insight into one's own and others' emotions, self-motivating, self-managing and handling interpersonal relationships. The acquisition of this ability will drive nascent social entrepreneurs to form the entrepreneurial intentions. It is consistent with the conclusions from the works of Luthje and Frank (2003) and Dehkordi (2012). (2) Innovativeness and risk taking propensity have significantly positive effects on entrepreneurial intentions. College student social entrepreneurs are fearless, so they have comparative advantages in innovativeness and risk taking propensity. By means of the practical training of social entrepreneurship, the entrepreneurial intentions are formed. This kind of guidance capability can be strengthened by nurturing, thus promoting there

enforcement of entrepreneurial intentions. It is obviously not in complete conformity with the conclusion from the works of Wu (2009). (3) The stronger the innovativeness of college student social entrepreneurs is the greater effects their personal emotional competences have on entrepreneurial intentions. Innovation, to a large extent, belongs to personal behavior and gift, including personal digestion, absorption, transformation and sublimation of knowledge. It will strengthen entrepreneurs' entrepreneurial attitudes and trends. However, it is not completely consistent with the conclusions from Mikolajczak et al (2006). (4) The stronger the risk taking propensity of college student social entrepreneurs is, the greater effects their social emotional competences have on entrepreneurial intentions. Whether a nascent entrepreneur will form entrepreneurial intentions largely depends on his/her degree of the awareness and capabilities towards risk. Being exposed to social networks and relationship management is of great benefit to the solution of this problem. However, it is not fully coincident with the research results of Gatewood et al (2002).

5. Conclusion

Most of the existing literature on college student entrepreneurs analyzes whether entrepreneurial capabilities will influence entrepreneurial intentions, while few studies systematically distinguish the different entrepreneurial capabilities and study how those capabilities generate effects on entrepreneurial intentions. Moreover, the existing studies almost focus on the early entrepreneurial behavior of business entrepreneurs while few of them studies social entrepreneurs' behavior. Based on the samples of college student social entrepreneurs, this study concludes and distinguishes the impacts of different emotional competences in a new perspective. Therefore, this study not only supplements and expands the available studies but also enriches and deepens social entrepreneurial theory.

This study has certain instructive significance to college student social entrepreneurs as well as universities and government departments who support college student entrepreneurship. For college student entrepreneurs, firstly, they should take active part in social entrepreneurial activities during their college years. They ought to participate in activities of the social entrepreneurial organizations such as ENACTUS and try to become the core member who can start up independent programs and operate them sustainably. Through the key activities, including finding the social problems that the social enterprises are working on, organizing and utilizing entrepreneurial opportunities, innovating business models, operating programs and changing the subjects, college student entrepreneurs are able to enhance their individual and social emotional competences and improve their self-management capabilities and social management capabilities. Secondly, it is insufficient to improve emotional competences only. College student entrepreneurs should attach importance to fostering their capabilities of innovativeness and risk taking propensity. They can emphasize the development of these two capabilities by participating in the research and development of new products, market expansion, the adoption of new marketing platforms like E-commerce and We Chat, and the entrepreneurial program practices in ENACTUS which mobilize and integrate various social resources.

6. Recommendation

From the aspect of universities and government departments, in order to implement better support for college students to engage in entrepreneurial activities, they should start with the following points: First, focus on supporting college students in participation in significant social enterprise organizations instead of intervening in their entrepreneurial intentions and behavior. Through the input and support for ENACTUS and other social enterprises and organizations, universities and government departments should involve more students in these activities and constantly enhance their personal emotional competences and social emotional competences, which make for the formation and development of students' entrepreneurial

intentions. Second, encourage the relevant parties in colleges and universities to offer courses of innovation & entrepreneurship and social entrepreneurship. These courses conduce to the improvement of college student entrepreneurs' emotional competences as well as innovation and risk taking propensity, thus reinforcing the formation of their entrepreneurial intentions.

Acknowledgements

This paper is supported by "Humanities and Social Sciences Program of the Ministry of Education" (13YJAZH128) and "The Guangdong Educational Science Research Project" (2014GXJK046).

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