



**A MIXED STUDY ON THE INFLUENCING FACTORS OF CROSS-
CULTURAL YOUTH LEADERS' ENTREPRENEURIAL
INTENTIONS — BASED ON CHINESE STUDENTS
IN THAILAND**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY IN LEADERSHIP
IN SOCIETY, BUSINESS AND POLITICS
COLLEGE OF LEADERSHIP AND SOCIAL INNOVATION**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2024**

Dissertation entitled

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was submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in Leadership in Society, Business and Politics

Rangsit University

Academic Year 2024

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ACKNOWLEDGEMENTS

This dissertation would not have been possible without the invaluable guidance, support, and encouragement of several individuals to whom I owe my deepest gratitude.

First and foremost, I would like to express my heartfelt thanks to Dr. Chatwarun Angasinha, my supervisor and mentor. Her insightful guidance, constructive feedback, and unwavering support have been instrumental in the successful completion of this research. Her dedication and encouragement have inspired me to strive for excellence throughout this journey.

I am also deeply grateful to Dr. Suriyasai Katasila, the Dean of Social Innovation, for his exceptional leadership and for fostering an environment that encourages academic and personal growth. His vision and support have been integral to my success during my time at the university.

In addition, I would like to extend my sincere appreciation to Dr. Mano Laohavanich, my first supervisor, for his initial guidance and foundational support in the early stages of my research journey. His advice and direction provided me with a strong base upon which I could build my study.

Finally, I would like to acknowledge the continuous support of my family, friends, and colleagues, whose encouragement has been a source of motivation throughout this endeavor. To all of you, I am deeply indebted, and I extend my heartfelt gratitude for helping me reach this important milestone in my academic career

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6402984 : Zheyun Zheng
 Dissertation Title : A Mixed Study on The Influencing Factors of Cross-Cultural Youth Leaders' Entrepreneurial Intentions-Based on Chinese Students in Thailand
 Program : Doctor of Philosophy in Leadership in Society, Business and Politics
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Abstract

This research investigates factors influencing cross-cultural youth entrepreneurial intentions, focusing on Chinese students in Thailand through a series of interconnected studies. Study 1 employed the Delphi method, involving experts from corporate management, business education, and government sectors in China and Thailand, to establish a validated evaluation framework. Study 2 empirically examined these factors, finding that social support positively influences entrepreneurial intentions, with entrepreneurial passion acting as a partial mediator. Study 3 analyzed demographic factors, showing significant variations in entrepreneurial education and entrepreneurship based on age and birthplace, and confirmed a positive relationship between those factors. Study 4 explored moderating roles of entrepreneurial education and entrepreneurship, revealing entrepreneurial education strengthens the positive effects of social support on passion and intentions, while entrepreneurship moderates the link between passion and intentions. Study 5 utilized focus groups to examine cross-cultural experiences, highlighting the critical role of social support and entrepreneurial passion in shaping intentions, despite cultural adaptation challenges.

The findings of this research are as follows. Study 1 revealed experts reached a consensus on the pivotal role of social support, entrepreneurial passion, and education in shaping entrepreneurial intentions, culminating in a validated evaluation framework. Study 2 indicated that social support significantly enhances entrepreneurial intentions, with entrepreneurial passion acting as a partial mediator, showing statistical significance. Study 3 showed that demographic factors, particularly birthplace and age, significantly influenced entrepreneurial education and entrepreneurship and confirmed positive relationship between those factors. Study 4 demonstrated that entrepreneurial education enhanced the positive effects of social support on entrepreneurial passion and intentions. Additionally, entrepreneurship moderates the relationship between entrepreneurial passion and intentions, showing the importance of educational interventions. In Study 5, focus groups revealed that social support and entrepreneurial passion are crucial in shaping intentions, despite cultural adaptation challenges. These insights highlighted the complex cross-cultural dynamics influencing entrepreneurial intentions. These studies offer actionable recommendations for policymakers and educators to enhance social support, cultivate entrepreneurial passion, and improve entrepreneurial education to support youth entrepreneurship in diverse cultural settings.

(Total 219 pages)

Keywords: Cross-Cultural Entrepreneurship, Perceived Social Support, Entrepreneurial Passion, Entrepreneurial Education, Youth Entrepreneurial Intentions

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ABBREVIATIONS

Abbreviation	Meaning
SS	Perceived Social Support
EE	Entrepreneurial Education
EP	Entrepreneurial Passion
ER	Entrepreneurship
EI	Entrepreneurial Intention
CN	China
TH	Thailand



CHAPTER 1

INTRODUCTION

1.1 Background and Need

Currently, both China and Thailand are in a period of economic structural transformation. Entrepreneurship can stimulate economic growth, promote industrial transformation, and increase employment. Both countries have been given more missions and content. The economic structural transformation currently underway in China and Thailand has necessitated re-evaluating their economic strategies to maintain sustainable growth. In this context, entrepreneurship plays a crucial role in stimulating economic growth, facilitating industrial transformation, and increasing employment opportunities (Chen & Thompson, 2015, pp. 1-21). These transformations highlight the importance of entrepreneurship as a driving force for innovation and economic diversification. Entrepreneurship becomes increasingly significant as both nations seek to transition from traditional manufacturing and agriculture-based economies to more knowledge-intensive and service-oriented economies. For China, entrepreneurship has been aligned with the government's objectives to upgrade industries, promote technological innovation, and develop a more consumer-driven economy (Chen & Thompson, 2015, pp. 1-21). The Chinese government has introduced several policies to support start-ups and small and medium-sized enterprises (SMEs), which are vital for creating jobs and driving economic growth (Zhao, 2022, pp. 34-56). In addition, initiatives such as the 'Mass Entrepreneurship and Innovation' policy emphasize harnessing entrepreneurial activities as a key strategy to achieve economic modernization. Similarly, Thailand is pursuing policies to foster entrepreneurship, particularly in digital technology, tourism, and creative industries, to enhance its global competitiveness (Kritsada & Teerawut, 2022, pp. 205-221). The Thai government's 'Thailand 4.0' initiative aims to shift the economy towards innovation-driven growth,

encouraging new business ventures that leverage technology and creative solutions. These efforts are designed to mitigate the economic challenges posed by reliance on traditional industries and create a more dynamic economic environment that can attract domestic and foreign investment. Thus, both China and Thailand have embraced entrepreneurship as a means to spur economic development and as a strategic component of their broader economic transformation agendas. The missions and content assigned to entrepreneurship in these countries now extend beyond traditional economic objectives to include social and technological advancements, positioning entrepreneurship as a multifaceted tool for national development.

The national innovation-driven development strategy urgently requires the participation of youth groups (Xu, Zhang, Guo, & Liu, 2022a, pp. 94-104). However, although the Chinese government encourages young people to start entrepreneurship and provides entrepreneurial consulting and subsidies, the entrepreneurship rate among college students and youth groups is still very low (New Jincheng Research Institute, 2022). Young people are an essential group of new start-ups and the leading force in entrepreneurship. Currently, Chinese youth are affected by China's economic transformation. Considering that the knowledge and skills required to start a business are becoming increasingly complex, more people choose to take public exams, postgraduate exams or find a stable job instead of starting a business. Despite relevant entrepreneurship policies are frequently released, and most young Chinese people are born in a good family atmosphere that is tolerant and supportive compared to before, there is no actual entrepreneurial behaviour.

Since individuals live in a complex and intertwined social environment, the surrounding environment will restrict any decision they make, and the environment will also affect their emotions. Even if they choose to start a business, individuals will take effective actions based on their understanding of their surrounding environment. The cognitive evaluation theory of emotions is rarely used in early entrepreneurial activities. This theory introduces entrepreneurial passion into the relationship between perceived social support and entrepreneurial intention, and explores the relationship from an emotional perspective. Most research on entrepreneurial passion focuses on

the impact of passion on entrepreneurial performance, while there are few studies on individual entrepreneurial intentions. Individuals have different perceptions of social support; entrepreneurial passion indirectly generates entrepreneurial intention. This leads the research on perceived social support of entrepreneurial passion.

There are differences in individual perceptions of social support, so it is important to study how perceived social support affects individual entrepreneurial behaviour. Entrepreneurial passion can drive the development of entrepreneurial activities, and passion builds backup support for entrepreneurial activities to promote entrepreneurial activities (Xie & Ye, 2022, pp. 140-150). Behind successful entrepreneurs, to find their passion. Research shows that entrepreneurial passion has many positive effects on entrepreneurship. For example, it can improve entrepreneurial self-efficacy (Neneh, 2022b, pp. 1-22), increase entrepreneurial success and positively impact entrepreneurial persistence (Kiani, Ali, Biraglia, & Wang, 2023, pp. 2818-2848).

This paper explores the boundary conditions for the impact of perceived social support on entrepreneurial passion. Treating entrepreneurship education as an objective situation that can empower individual entrepreneurship, the researcher examines the differences in the role of entrepreneurs' perceived social support in promoting entrepreneurial passion under different levels of entrepreneurship education. This paper further explores the impact of entrepreneurship education at various levels on the mediating role of entrepreneurial emotions. Combined with realistic circumstances, why can't the social support felt by individuals improve their entrepreneurial behaviour? Will entrepreneurial passion provide a new perspective in explaining this issue?

Management courses offered by Thai universities are top-rated among Chinese students because Thai universities provide high-quality and internationally certified courses. Many courses also cooperate with educational institutions in Europe and the United States to ensure international teaching resources. Located in the heart of Southeast Asia, Thailand is a hub for business and trade, providing students with vast international career opportunities. China and Thailand offer different entrepreneurial landscapes shaped by their unique cultural, political, and economic environments. Despite frequent policy

announcements in China, entrepreneurial behaviour among youth remains limited, possibly due to economic uncertainties and preferences for stable employment. In Thailand, government initiatives have focused on creating a conducive environment for start-ups. The differing approaches of the two countries offer a rich context for examining how various factors influence youth entrepreneurship. Universities play a crucial role in fostering entrepreneurship in both countries. In Thailand, universities offer internationally certified management courses and prepare students for entrepreneurial success. In China, universities have also been active in entrepreneurship education, but there's a need to focus not only on skills but also on fostering positive entrepreneurial emotions. These factors attract Chinese students to study management courses in Thailand. Society and universities continue to carry out rich entrepreneurship education activities. Researchers and teachers should see that entrepreneurship education should not only teach the knowledge and skills required for entrepreneurship, but also pay attention to the beneficial effect on the entrepreneurial emotions of educated individuals and help individuals improve their entrepreneurial emotions. Individuals with positive entrepreneurial feelings can promote entrepreneurial behaviour.

Improving individual entrepreneurial intentions more effectively in a tolerant social support environment. In recent years, due to the many obstacles in the early stage of business, individuals will have a sense of fear and fear when facing entrepreneurship. As a result, they have no entrepreneurial tendency even when they have the support from others who are more tolerant. Entrepreneurship is important in the relationship between perceived social support and entrepreneurial ideas. Therefore, it is necessary to pay attention to the entrepreneurship of individuals to improve their entrepreneurial ideas effectively. At the same time, how to improve entrepreneurship has become a headline worthy of attention.

It appears that current courses offered by Thai universities for Chinese students often lack a focus on fostering entrepreneurship. The emphasis tends to be primarily on textbook knowledge, without sufficient practical experience or exposure to entrepreneurial environments. This approach may limit students' ability to develop the essential skills and mindset needed for entrepreneurship. Without practical training

and opportunities to apply theoretical knowledge in real-world settings, students might struggle to cultivate innovative thinking and problem-solving abilities critical for entrepreneurship. This gap suggests a need for universities to integrate more hands-on entrepreneurial training into their programs, which could enhance students' overall educational experience and better prepare them for future business ventures.

1.2 Research Objectives

1.2.1 To evaluate and analyse the factors influencing cross-cultural youth entrepreneurial intentions by constructing an evaluation system through literature analysis and expert opinions.

1.2.2 To utilise the Delphi method to verify and optimise the evaluation system by repeatedly gathering and integrating expert feedback, ensuring the system's scientific rigour and reliability.

1.2.3 To create valid youth entrepreneurial passion scale, youth perceived social support scale and youth entrepreneurial intention scale.

1.2.4 To analyse the impact of different demographic characteristics (such as gender, age, education level, entrepreneurial experience and birthplace) on perceived social support, entrepreneurial passion and entrepreneurial intention.

1.2.5 To test the direct impact of perceived social support on entrepreneurial intention.

1.2.6 To explore the mediating role of entrepreneurial passion between perceived social support and entrepreneurial intention.

1.2.7 To create valid youth entrepreneurial education and youth entrepreneurship scales.

1.2.8 To analyse the impact of different demographic characteristics on entrepreneurial education and entrepreneurship.

1.2.9 To evaluate the direct impact of entrepreneurial education on entrepreneurship.

1.2.10 To explore the moderating role of entrepreneurial education and entrepreneurship in the relationships between perceived social support, entrepreneurial passion, and entrepreneurial intention.

1.2.11 To investigate the influence of perceived social support and cross-

cultural experiences on entrepreneurial intentions and passion among Chinese students, focusing on mitigating negative emotions, exposure to new market opportunities, and developing creative thinking and essential entrepreneurial skills.

1.2.12 To assess the impact of cross-cultural experiences and entrepreneurial education on the development of risk-taking, innovation, and leadership abilities, identifying the challenges and opportunities in the interplay between internal motivations and external support systems in shaping entrepreneurial intentions.

1.3 Research Framework

A review of previous research results shows that fewer studies consider the development of youth entrepreneurial leaders from the perspective of perceived social support and entrepreneurial intention, and there is a lack of empirical research for verification. Therefore, this study takes the perceived social support as an independent variable and adds entrepreneurial passion as a mediator variable to explore the mechanism of entrepreneurial intention on youth entrepreneurial leadership. This study selects entrepreneurial education and entrepreneurship as a moderator variable to explore the moderating effect of perceived social support on entrepreneurial intention. Based on this, a research model is constructed, as shown in Figure 1.1.

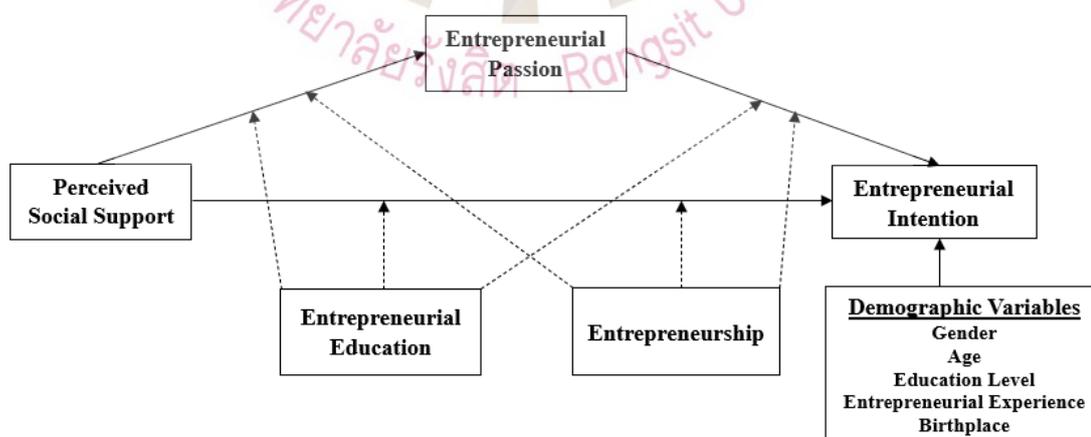


Figure 1.1 Research Framework

1.4 Definitions

Perceived Social Support This study adopts Brissette, Scheier, & Carver (2002, pp. 102-115) perspective and understands perceived social support as the subjective support an individual receives, which can show individual psychological optimism. Perceived social support is defined as an individual's subjective evaluation of expected support.

Entrepreneurial Education This study draws on Ning, He, Deng, & Zeng (2023, pp. 93-105) definition of entrepreneurship education. Entrepreneurship education provides a complete series of entrepreneurial preparation knowledge, equips the educated with the ability and skills to start a business, helps improve the overall quality of entrepreneurial individuals, and enables them to realize independent entrepreneurship when conditions permit.

Entrepreneurial Passion This study understands entrepreneurial passion as an entrepreneurial individual's conscious, sustained, and strong positive emotional experience of entrepreneurial activities, resulting from participation in entrepreneurial role activities with self-identity (Huang & Tao, 2022, pp. 40-51).

Entrepreneurship This study believes that entrepreneurship is an entrepreneurial trait displayed by an individual within a specific period and is not easy to change in the short term. A series of factors include previous education, social experience, talent. Research believes that education will impact entrepreneurship, but this impact requires a long process (Kusmintarti, Thoyib, Maskie, & Ashar, 2016, pp. 24-35).

Entrepreneurial Intention Entrepreneurial intention (EI) is a subjective attitude of potential entrepreneurs about whether to engage in entrepreneurial activities. It is a general description of the degree to which people have entrepreneurial characteristics and their attitudes and abilities towards entrepreneurship. It is the best predictor of entrepreneurial behaviour (Krueger, Reilly, & Carsrud, 2000, pp. 411-432). Since the decision to establish a new enterprise can be regarded as a deliberate

individual action or a planned individual behaviour, the individual entrepreneurial intention has a strong predictive effect on individual entrepreneurial behaviour (Bird, 1988, p. 442-453)

Young Leader According to the definition of youth in "The Middle- and Long-term Youth Development Plan (2016-2025)" of The State Council of the People's Republic of China (2017), youth are defined as those aged 14-35. Therefore, the ages in this study include 17-18 years old, 19-25 years old, 26-30 years old, and 31-35 years old.

Entrepreneurial Feeling Entrepreneurial feeling in this research is defined as the range of emotional experiences entrepreneurs encounter. These feelings include a spectrum of affective states, emotions, moods, and sentiments that arise before, during, and after various stages of the entrepreneurial process. These stages involve identifying, evaluating, creating, and exploiting business opportunities. High uncertainty, risk, and personal involvement are typical factors in entrepreneurship and influence entrepreneurial feelings. They can affect decision-making, motivation, and overall entrepreneurial behaviour, influencing personal well-being and business outcomes (Van Ewijk, Nabi, & Weber, 2021, pp. 1871-1890).

Entrepreneurial Emotions Entrepreneurial emotion in this research is defined as the range of emotional experiences that individuals or groups undergo throughout the entrepreneurial process, including identifying, evaluating, creating, and exploiting business opportunities. These emotions can be positive and negative, such as excitement, passion, fear, and anxiety. They play a critical role in influencing the behaviour and decision-making of entrepreneurs (Cardon, Foo, Shepherd, & Wiklund, 2012, pp. 1-10).

1.5 Ethical Considerations

All the research must consider various ethical issues to ensure that ethics and legality are compiled within the study's guidelines. First, the researcher ensures that all participants are fully aware of the purpose of the survey, the process, how the data will

be used, potential risks, and their rights (such as the right to withdraw from the survey), and that participants are informed that they can withdraw from the study at any time. Second, the researcher ensures that participants' personal information is protected, data is anonymized or de-identified, and adequately kept to prevent the leakage of sensitive information. Third, the researcher ensures that questionnaire questions do not intrude on participants' privacy, make them uncomfortable or embarrassed, and avoid offending their cultural sensitivities. At the same time, the researcher clarifies the data's purpose and ensures that it is only used for the specified purpose. If there are other uses, consent must be obtained again. This study will submit the research design to the relevant ethics committee for review to ensure that all ethical issues are properly addressed.

The research requires careful ethical considerations to ensure the integrity and respect for all participants. The researcher informed consent must be obtained, ensuring participants are fully aware of the study's purpose, procedures, and their right to withdraw without penalty. Confidentiality and anonymity are paramount; personal information must be stored and anonymized in reports. Researcher must exhibit cultural sensitivity, respect participants' diverse cultural backgrounds, and ensure all interactions and research instruments are culturally appropriate. Efforts had been made to minimize potential harm or discomfort, avoiding intrusive questions and providing a respectful and supportive research environment.

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

Entrepreneurial intentions, particularly among cross-cultural youth, were influenced by various psychological and social factors. To understand these complex relationships, several theoretical models provided valuable insights into how individuals formed entrepreneurial intentions and how external support systems and internal cognitive evaluations could shape these intentions. This section discussed six key theories: the Theory of Planned Behaviour (TPB), Social Cognitive Theory (SCT), Social Capital Theory, Cultural Dimensions Theory, Psychological Capital Theory (PsyCap), Entrepreneurial Event Model (EEM) and the Instructional Leadership. These theories offered a unique perspective on how factors such as social support, self-efficacy, cultural background, psychological resources, and perceived feasibility and desirability impacted entrepreneurial intentions. By examining these models, this study aimed to establish a comprehensive theoretical framework for analysing the role of social support and other influencing factors in fostering entrepreneurial intentions among cross-cultural youth.

2.1.1 Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB), proposed by Ajzen (1991), was a psychological model widely used for predicting and explaining individual behavioural intentions. TPB posited that an individual's behavioural intention was the immediate antecedent of behaviour, influenced by three primary factors: attitude, subjective norms, and perceived behavioural control. Attitude refers to an individual's positive or negative evaluation of performing a behaviour; subjective norms involve the perceived social

pressures from significant others to perform or not perform the behaviour; and perceived behavioural control denoted the individual's perception of their ability to execute the behaviour successfully. In the context of cross-cultural youth entrepreneurial intentions, TPB was useful for understanding how social support could influence entrepreneurial intentions by shaping positive attitudes, reducing perceived social pressure, and enhancing entrepreneurial self-confidence. For example, strong social support could bolster a youth's confidence in entrepreneurship, reduce fear of failure, and increase entrepreneurial intention (Ajzen, 1991, pp. 179-211).

2.1.2 Social Cognitive Theory

Social Cognitive Theory (SCT), developed by Albert Bandura, emphasized learning through observing and imitating others' behaviours. A key concept in SCT was self-efficacy, which refers to an individual's belief in their ability to perform a specific task successfully. SCT suggested that the interaction of environmental, cognitive, and behavioural factors influenced behaviour. Specifically, individuals learned by observing role models (e.g., successful entrepreneurs) and adjusting their behaviours based on feedback from others. In studying cross-cultural youth entrepreneurial intentions, SCT helped explain how social support and entrepreneurial passion could enhance self-efficacy, leading to increased entrepreneurial intentions. For instance, when young people observed peers or mentors succeeding in entrepreneurship and received support from family and society, their self-efficacy and motivation to pursue entrepreneurship were likely to increase (Bandura, 1986, pp. 399-421).

2.1.3 Social Capital Theory

Social Capital Theory focused on the value of social networks, relationships, and trust in accessing resources, information, and opportunities. Social capital could be categorised into structural, relational, and cognitive dimensions, reflecting the strength of social networks, trust levels, and shared values and goals. According to this theory, individuals with rich social capital were better positioned to achieve their objectives effectively. In the context of cross-cultural youth entrepreneurial intentions, Social Capital

Theory was valuable for analysing how social networks and interpersonal relationships influenced access to entrepreneurial resources. A supportive social network could facilitate easier access to entrepreneurial information, resources, and mentorship, thus boosting entrepreneurial passion and intentions (Putnam, 2000, pp. 22-52).

2.1.4 Cultural Dimensions Theory

Cultural Dimensions Theory, proposed by Geert Hofstede, identified several key cultural dimensions, such as power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance, and long-term orientation. These dimensions helped describe and compare cultural characteristics across different countries and regions. In cross-cultural youth entrepreneurial intention research, Cultural Dimensions Theory aided in understanding why youth from different cultural backgrounds might have differed in their perceptions of social support and entrepreneurial passion. For example, social support might have played a more significant role in shaping entrepreneurial intentions in collectivist cultures, as these cultures emphasised group support and collective benefits (Hofstede, 2001, pp. 98-113).

2.1.5 Psychological Capital Theory

Psychological Capital Theory (PsyCap) focused on the positive psychological state of an individual, encompassing four core components: self-efficacy, hope, optimism, and resilience. These elements together formed a person's psychological capital, which could significantly impact their response to challenges and behaviour choices. In studying cross-cultural youth entrepreneurial intentions, PsyCap explained how psychological resources played a crucial role in entrepreneurship. High levels of psychological capital could help youth cope with uncertainty and challenges in the entrepreneurial process, thereby enhancing their entrepreneurial passion and intentions (Luthans, Youssef, & Avolio, 2007, pp. 19-35).

2.1.6 Entrepreneurial Event Model

The Entrepreneurial Event Model (EEM), proposed by Shapero and Sokol, posited that entrepreneurial intentions were primarily driven by perceived desirability and feasibility. Perceived feasibility refers to the individual's belief in their capability to start a business, while perceived desirability refers to the attractiveness of entrepreneurship as a career choice. In the context of cross-cultural youth entrepreneurial intentions, EEM could be utilised to understand how social support and entrepreneurial passion increased perceived feasibility and desirability. For instance, when young people felt supported by their environment and were passionate about entrepreneurship, they were more likely to perceive entrepreneurship as a feasible and desirable option, thus enhancing their entrepreneurial intentions (Shapero & Sokol, 1982, pp. 72-90).

2.1.7 Instructional Leadership

Instructional leadership was considered to be one of the key factors in improving the quality of school education, promoting the professional development of teachers, and improving student learning outcomes (Hallinger, 2011, pp. 95-110). By studying instructional leadership, educational researchers and practitioners could better understand how to support and improve the teaching process through effective leadership behaviors. Instructional leadership generally referred to the process by which school leaders, especially principals, directly or indirectly influenced the quality of teaching and students' academic achievement through strategies and behaviors (Robinson, Lloyd, & Rowe, 2008, pp. 635-674). Early research on instructional leadership focused on leaders' role definitions and responsibilities, such as formulating school vision, supervising the teaching process, and providing teacher development opportunities (Leithwood & Jantzi, 2005, pp. 177-199). Research showed that instructional leadership mainly included the following dimensions: Establishing vision and goals: Successful instructional leaders were able to develop a clear educational vision and translate it into specific school goals, motivating teachers and students to work towards a common direction (Hallinger & Heck, 2010, pp. 95-110). Supervising and supporting teaching: Through regular classroom observation and feedback, instructional leaders could ensure the quality of teaching and

help teachers improve their teaching abilities (Robinson et al., 2008, pp. 635-674). Promoting teacher professional development: Providing teachers with continuous professional development opportunities helped them improve their teaching skills and knowledge, thereby improving the overall quality of education (Leithwood, Harris, & Hopkins, 2008, pp. 27-42). Creating a positive learning environment: Creating a supportive and inclusive school culture enabled teachers and students to grow and develop in a positive learning environment (Day, Gu, & Sammons, 2016, pp. 221-258). Numerous studies have shown that instructional leadership significantly impacted student academic achievement, teacher satisfaction, and overall school performance (Hallinger & Heck, 2010, pp. 95-110; Robinson et al., 2008, pp. 635-674). Instructional leadership indirectly improved academic outcomes by improving teacher teaching quality and student learning engagement. In addition, effective instructional leadership could also reduce teacher turnover, enhance teacher job satisfaction, and thus stabilize the school's human resources (Leithwood et al., 2008, pp. 27-42).

2.2 Perceived Social Support

2.2.1 Perceived Social Support Concept

Social support was first cited in psychiatry and later became widely used across different fields, such as management, psychology, and sociology. The definition of social support was mainly divided into two aspects based on various sources. The first aspect was based on objective reality, representing the actual support that an individual or group received. This type of support could be measured in material terms and consisted of the actual help that individuals or groups received from those around them when facing difficulties or complex, stressful environments. For example, individuals might have described the frequency with which others supported them (Dour et al., 2014, pp. 436-442) and the provision of resource support, information support, cognitive support, and emotional support to those in need (Yildirm & Tanriverdi, 2021, pp. 23-35). Social support was generated between individuals and was considered a form of resource exchange (Hupcey, 1998, pp. 1231-1241).

The second aspect involved understanding the degree of support provided by the surrounding environment from a subjective perspective. Perception was a process through which individuals recognised and evaluated their environment through the senses. From a subjective perspective, social support resulted from this perception. It was the individual's subjective evaluation of the expectations of the surrounding environment and the degree of help they perceived to be available. This did not represent objective and specific support but was based on the individual's subjective expectation evaluation process (Yildirm & Tanriverdi, 2021, pp. 23-35). For example, social support was perceived as information that enabled individuals to believe they were cared for and respected by others in their network (Cobb, 1976, pp. 300-314).

The entrepreneurial process was complex and highly uncertain, and its success depended mainly on the social environment (Welter & Smallbone, 2011, pp.107-125). Entrepreneurship was an activity greatly affected by the social environment and various objective factors. The early stages of entrepreneurship were periods of tremendous psychological and life pressure for individuals. Support from entrepreneurial resources, government policies, and psychological support from family members was needed at such times. Therefore, social support was introduced into entrepreneurship as an external support. Overall, the understanding of social support in entrepreneurship was primarily examined from the perspective of social networks. From this perspective, social support was seen as a process of exchange between people, viewed as a form of social interaction, specifically the exchange of resources. The degree of social support reflected the closeness between individuals, with social support being the help derived from one's social network (Lin & Meng, 2010, pp. 132-135).

The real situation that people found themselves in was based on their self-perception, so the actual perceived environment further affected individual behaviour through the individual's inner evaluation. Matter existed objectively, and human consciousness was based on the existence of objective matter. Only when people had a perception of real life could they guide their behaviour to a certain extent. People took specific actions based on their perception of objective reality. Only when individuals felt support from the external environment would it become helpful (Liu, Y., Liu, Z., Ren, Shu,

Hu, & Wang, 2011, pp. 615-618). Therefore, studying what people perceived as social support was more critical. Brissette et al. (2002, pp. 102-115) proposed that perceived social support was more likely to show psychological and emotional value to individuals than the actual social support received by individuals. As long as individuals felt that others had helped them psychologically, perceived social support could provide benefits without offering material and resource help (Hu, 2018, pp.25-113).

The actual situation that people found themselves in was based on their self-perception, so the actual perceived environment further influenced individual behaviour through the individual's internal evaluation (Groening, Sarkis, & Zhu, 2018, pp. 1848-1866). Haber, Cohen, Lucas, & Baltes (2007, pp. 133-144) proposed that perceived social support was more likely to show psychological and emotional value to individuals than the actual social support received by individuals. As long as individuals felt that others had helped them from a psychological level, perceived social support could have a beneficial impact without actually providing material and resource help (Kılınç & Sis Çelik, 2021, pp. 1000-1008). Perceived Social Support was the subjective perception of existing social support that an individual independently felt after evaluating the situation (Liu et al., 2011, pp. 615-618). There were specific differences between different subjects when they experienced the same actual social support. Perceived social support was a subjective cognitive evaluation representing social support and was likely to establish reliable connections. It referred to an individual's belief that the surrounding groups could help them in the future. Perceived social support appeared to be of more accepted value than the actual external support received.

2.2.2 Perceived Social Support Measurement

From different perspectives of support sources, Vaux, Phillips, Holly, Thomson, & Williams (1986, pp. 195-218) proposed that perceived social support could be divided into three levels: friends, family, and others, referring to a subjective evaluation of a person's feeling of being loved and respected. Subsequently, the academic community recognised support from family, friends, and significant others. The 12-item Multidimensional Perceived Social Support Scale was developed to measure these

dimensions (Zimet, G., Dahlem, Zimet, S., & Farley, 1988, pp. 30-41). The social support perceived by individuals could thus be measured from different sources. This scale was found to be reliable for Chinese primary and secondary school students (Arechabala & Miranda, 2019, pp. 132-137). It was widely used in Chinese psychological research.

Klyver (2017, pp. 709-734) divided social support into instrumental and emotional support, representing the support derived from one's surrounding social relationships. From the perspective of the functional support of perceived social support, Lowe et al. (2010, pp. 10-19) adapted the Social Provision Scale, reducing it to express perceived social support through items such as, "If I need it, I know someone will help me." Additionally, based on different measurement groups in the Chinese context, specific perceived social support scales emerged, such as the "Migrant Workers Perceived Social Support Situational Questionnaire," which was used to measure the perceived social support of migrant workers (Liu, Zhang, & Fan, 2022b, pp. 30-39).

It could be seen that many dimensional divisions of perceived social support existed. The reason for these numerous divisions was due to the varying research contents. Therefore, the division of dimensions of perceived social support needed to be selected according to different research perspectives. This study explored the impact mechanism of perceived social support on the entrepreneurial behaviour of individuals. Drawing on the different sources of perceived social support identified by Zimet et al. (1988, pp. 30-41), perceived social support was divided into three aspects: family, friends, and significant others.

2.2.3 Related Research on Perceived Social Support

Many studies on the social support received in entrepreneurship focused on its outcome variables. The literature review showed that social support affected individuals and their subsequent development. Social support influenced the healthy development of individuals and generally had a beneficial effect on human development. High social support was associated with good physical and mental

conditions, enabling individuals to cope with any pressure they encountered actively (Gong, 1994, pp. 34-39). Emotional exhaustion could be buffered by three sources of social support (family, friends, or others) (Greenglass, Fiksenbaum, & Burke, 1996, pp. 185-197). Social support led individuals to believe they were more likely to be suited to pursue a business career. Since social support was a type of external stimulation provided to an individual, it offered spiritual encouragement and resource assistance, thereby influencing the individual's entrepreneurial decision-making.

From the perspective of entrepreneurs' network relationships, the impact of the social support system on college students' public welfare entrepreneurship was studied (Liu & Deng, 2020, pp. 71-81). Some scholars also believed that social support promoted entrepreneurs' entrepreneurial persistence through emotional and cognitive channels (Zheng et al. 2017, pp. 153-160). Based on the theory of planned behaviour, Arechabala & Miranda (2019, pp. 132-137) revealed how perceived social support influenced social entrepreneurial intention through attitude and self-efficacy. A higher level of social support was associated with fewer stress-related and psychological symptoms and behaviours (Li et al., 2020, p. 15).

Perceived social support significantly affected an individual's mental health and behavioural attitudes. When individuals perceived less social support, their psychological well-being decreased accordingly (Shields & Price, 2005, pp. 513-537). Perceived social support was commonly utilised in the fields of psychology and medicine. However, there were fewer studies on perceived social support in entrepreneurship compared to those on direct social support in entrepreneurship. In entrepreneurship, Hu (2018, pp. 25-113) found that perceived social support could affect the relationship between entrepreneurial intention and entrepreneurial behaviour. For first-year students who had just entered college, their psychological optimism and adjustment ability were closely linked to perceived social support (Brissette et al., 2002, pp. 102-115).

Since entrepreneurship was a high-risk activity and subject to more significant external influences, perceived social support could more accurately

describe an individual's psychological feelings and the impact of entrepreneurship under different subjective perceptions of individuals.

2.3 Entrepreneurial Education

2.3.1 Entrepreneurial Education Concept

Since the first entrepreneurship course was offered at Harvard Business School in 1947, entrepreneurship education had received increasing attention. In 1989, UNESCO held the "International Symposium on Education for the 21st Century" in Beijing, where the concept of "entrepreneurship education" was formally proposed. Entrepreneurship education improved entrepreneurs' skills and knowledge, corrected their entrepreneurial attitudes, and promoted employment opportunities and economic growth. Due to the potential benefits, research on entrepreneurship education began to flourish. Different scholars defined entrepreneurship education differently. Entrepreneurship education aimed to enhance individuals' entrepreneurial intentions (Li, Huang, Chau, & Yu, 2021, p. 732659).

Entrepreneurship education taught students the knowledge and skills required for entrepreneurship and conveyed the construction of entrepreneurial identity. In the process of transitioning to entrepreneurial careers, strategically cultivating entrepreneurial identity was crucial (Donnellon, Ollila, & Middleton, 2014, pp. 490-499). Students' cognition and skills were developed with formal entrepreneurship education, guiding them to generate entrepreneurial passion by encouraging mastery of entrepreneurship-related skills (Arshad, Farooq, & Farooq, 2018, pp. 1-10). Manimala and Thomas (2017a, pp. 53-75) proposed that entrepreneurship education equipped individuals with a comprehensive set of knowledge, skills, and qualities related to employment and entrepreneurship, enabling them to plan their careers freely. Currently, most researchers defined entrepreneurship education as an education model focused on entrepreneurial knowledge and skills taught in specific settings, such as university classrooms.

2.3.2 Related Research on Entrepreneurial Education.

The measurement dimensions of entrepreneurship education included simple single-dimensional measurement (Turker et al., 2009, pp. 142-159). There were also measurements from multiple dimensions. For example, Li (2013, pp. 1-13) believed entrepreneurship education included non-systematic and systematic learning. Non-systematic learning referred to independent entrepreneurial practice, while systematic learning mainly referred to a series of entrepreneurship courses, academic activities, and lectures offered by schools. Wang, Bo, & Lei (2016, pp. 116-124) pointed out that entrepreneurship education could be divided into three dimensions: entrepreneurial courses, entrepreneurial competitions, and entrepreneurial activity experiences. Ning et al. (2023, pp. 93-105) divided entrepreneurship education into two dimensions: school factors and factors of individuals actively participating in entrepreneurship education activities. Education needed a combination of theory and practice to measure entrepreneurship education to achieve maximum effectiveness.

In the literature review, most research focused on outcome variables in entrepreneurship education. From an individual point of view, firstly, entrepreneurship education increased the willingness to start a business. There were currently many studies on entrepreneurship education for college students. Since college students had few entrepreneurial activities during their school years, most entrepreneurship research on college students used entrepreneurial intention as a variable to evaluate the results of entrepreneurship education. There were many studies on college students' entrepreneurial intention in entrepreneurship education Krueger et al. (2000, pp. 411-432) believed that by receiving entrepreneurial education, individuals could master more entrepreneurial professional knowledge and skills, improve their self-confidence, and thereby improve their entrepreneurial self-efficacy, which would also benefit entrepreneurial passion. Entrepreneurship education promoted entrepreneurial intention by improving individual entrepreneurial self-efficacy (Xu & Chen, 2019, pp. 225-233). Secondly, entrepreneurship education improved the entrepreneurial ability of individuals. For example, entrepreneurship education had a certain predictive effect on entrepreneurial behaviour by enhancing the entrepreneurial ability of individuals (Ning et al., 2023, pp. 93-105). Some

researchers pointed out that the entrepreneurship education curriculum could stimulate college students' entrepreneurial passion and inspiration.

Entrepreneurship education had rich research content on individual cognition, but research on the role of entrepreneurship education in individual emotions was relatively scattered. Entrepreneurship education could stimulate students' entrepreneurial enthusiasm to a certain extent. Donnellon et al. (2014, pp. 490-499) found that the role of understanding existing in entrepreneurial passion could be enhanced through a series of courses in entrepreneurship education. Arshad et al. (2018a, pp. 1-10) found that entrepreneurship education could directly stimulate individual entrepreneurial passion, and the relationship between this and passion could also cause passion by changing individuals' views on their own entrepreneurial self-efficacy.

There was little literature exploring the impact of entrepreneurship education on entrepreneurial emotions. Emotions played an essential role at the beginning of entrepreneurship, and the role of emotions might exceed the role of cognition. Whether entrepreneurship education could increase entrepreneurial behaviour by improving individual entrepreneurial emotions became meaningful. Therefore, it was necessary to connect entrepreneurial education and emotions to explore the mechanism of entrepreneurial individual behaviour.

2.4 Entrepreneurial Passion

2.4.1 Entrepreneurial Passion Concept

From the perspective of individual entrepreneurs, the trait perspective regarded entrepreneurial passion as a stable personality characteristic of entrepreneurs. For example, Baum & Locke (2004, pp. 587-598) explored the impact of entrepreneurs' characteristics and situation-specific motivations on corporate growth. Individual factors included the entrepreneur's passion, but the results showed that passion did not affect entrepreneurial growth. This was mainly because the measurement of entrepreneurial passion could not accurately describe the passion in the entrepreneurial field. Baum &

Locke (2004, pp. 587-598) 's trait perspective suggested that passion was innate to some entrepreneurs and could not be cultivated in an acquired environment. This was inconsistent with reality, as individual emotions were complexly affected by the current climate and one's situation, with few follow-up research results based on this theory (Zheng et al., 2017, pp. 153-160).

Research on entrepreneurial passion from a cognitive perspective believed that entrepreneurial passion was generated due to entrepreneurs' identification with entrepreneurial activities. For example, Chen, Yao, & Kotha (2009, pp. 199-214) explored how venture capitalists' investment decisions were affected by the entrepreneurial passion shown by entrepreneurs when presenting their business plans. They believed that venture investors' perceptions of entrepreneurs' passion and preparation were important factors in their decision-making. The motivation perspective suggested that entrepreneurial passion included motivations for entrepreneurs to start a business, which further motivated them to adopt entrepreneurial behaviours. For instance, Vallerand et al. (2003, pp. 756-767) argued that passion could stimulate people's motivation and improve their happiness, but it could also produce negative emotions, making people stubbornly insist on something. They distinguished between harmonious passion and forced passion. The former referred to the autonomous internalization of entrepreneurship as part of self-identity, which did not conflict with other activities, while the latter referred to controlled internalization of entrepreneurship, which conflicted with other activities in life.

Entrepreneurial passion from an emotional perspective was widely used. Entrepreneurial passion was a positive emotion and identity experienced by entrepreneurs when starting a business (Cardon et al., 2012, pp. 1-10). This perspective advanced the research on entrepreneurial passion from a static to a dynamic stage, explaining why entrepreneurs had different expressions of entrepreneurial passion in the early and late stages of entrepreneurship. However, Cardon's research focused on mature entrepreneurs but ignored ordinary entrepreneurs (such as small shop owners, online store operators, and other self-employed individuals) and potential entrepreneurs. Subsequently, Cardon, Gregoire, Stevens, & Patel (2013, pp. 373-396) developed a

measurement scale for entrepreneurial passion. Many researchers verified and applied it, finding that entrepreneurial passion could predict entrepreneurial performance well. Most current empirical studies on entrepreneurial passion used Cardon et al. (2013, pp. 373-396) entrepreneurial passion scale and Vallerand's (2003, pp. 756-767) passion scale from a motivational perspective.

From the perspective of the entrepreneur group, the entrepreneurial passion of the entrepreneurial team was the sum of the entrepreneurial passion of all team members (Cardon et al., 2013, pp. 373-396). The individual passion of entrepreneurial team members would share emotions with other members to form team passion (Chen, Zhang, & Li, 2020a, pp. 109-125). The definition of entrepreneurial passion for a team was found to be derived from the deepening of individual passion. From an organizational perspective, the entrepreneurial passion reflected in the organization was not just a simple combination of individual or team entrepreneurial passion. This differed from Cardon, Post, & Forster (2017, pp. 283-305) and others who expressed the sum of entrepreneurial passion as the team's passion. The entrepreneurial passion of an organization could be regarded as an abstract organizational culture (Zheng et al., 2017, pp. 153-160). The organizational invisible genes that entrepreneurial team members loved and identified with the entrepreneurial cause.

In addition, concepts related to entrepreneurial passion, entrepreneurial willingness, and entrepreneurial motivation needed to be distinguished: the theoretical model of planned behaviour proposed that entrepreneurial attitude, subjective norms, and perceived behavioural control would predict entrepreneurial intention and further influence individual entrepreneurial behaviour. Entrepreneurial passion was different from entrepreneurial intention. It referred to the positive emotions of entrepreneurship generated by individuals feeling that entrepreneurial activities were under self-control and supported by society. It was the core element of entrepreneurial intention. Entrepreneurial passion was different from entrepreneurial motivation. Different entrepreneurial individuals had different motivations, such as economic, self-realisation, and achievement. These motivations prompted individuals to stimulate positive emotions; that is, people's existing emotions reflected their internal needs, and

entrepreneurial passion, as a positive emotion, reflected an individual's love for entrepreneurial activities.

2.4.2 Related Research on Entrepreneurial Passion

Vallerand et al. (2003, pp. 756-767) divided passion into harmonious and forced passion from the motivation perspective. From this perspective, the existence of harmonious passion in entrepreneurship did not conflict with other activities. Entrepreneurs would experience positive emotions from the beginning to the end of entrepreneurship; however, the existence of forced passion for entrepreneurship conflicted with different activities, leading individuals to experience negative emotions once entrepreneurial activities concluded. Thirteen items were used to measure passion across these two dimensions (Vallerand et al., 2003, pp. 756-767). Cardon first revised the scale of passion in the field of entrepreneurship, categorizing entrepreneurial passion into creation passion (the passion to start a business), invention passion (the passion to invent new things and discover new products and services for customers), and development passion (the passion to mature and grow an established business). Each of the three types of passion primarily included the entrepreneur's positive emotions and entrepreneurial identification, with a total of 13 items in the Entrepreneurial Passion Scale (Cardon et al., 2013, pp. 373-396). Xie, Chen, & Ye (2016, pp. 170-181) independently developed an entrepreneurial passion measurement scale in the Chinese context, dividing entrepreneurial passion into five dimensions: identity, pleasure, flow, resilience, and risk-taking.

Research on the antecedent variables of entrepreneurial passion mainly focused on individual factors of entrepreneurs. Studies showed that demographic variables such as gender and age affected the formation of entrepreneurial passion (Cardon et al., 2013, pp. 373-396). The individual personality traits of entrepreneurs influenced entrepreneurial passion (Obschonka, Silbereisen, & Schmitt-Rodermund, 2010, pp. 63-72), and entrepreneurial motivation also affected the formation of entrepreneurial passion. For example, entrepreneurial passion arose after an individual's self-realization and self-growth needs were satisfied (Liu, Li, YHao, &

Zhang, 2022c, pp. 180-190). Individual cognition of entrepreneurship also impacted entrepreneurial passion (Zheng et al., 2017, pp. 153-160). When the activities in which individuals participated were recognized by society and reflected self-meaning, entrepreneurial activities were given a positive emotional label (Zheng et al., 2017, pp. 153-160).

Other factors included the entrepreneurial education an individual had received (Huang & Tao, 2022, pp. 40-51; Xie & Chen, 2015, pp. 3-11) and the family environment (Sahputri, Mawardi, Yumarni, & Sujarwoto, 2023, pp. 295-311). The success and failure of entrepreneurial role models also impacted individuals' entrepreneurial passion (Li, 2020, pp. 15-45). Perceived family support increased entrepreneurs' entrepreneurial passion (Gao, Li, & Conway, 2021, pp. 1-15). The effect of social support on entrepreneurial persistence could be transmitted through entrepreneurial passion (Zhang & Li, 2019, pp. 191-199). Support from the social environment helped entrepreneurs overcome the difficulties encountered when starting a business and increased their confidence in business success, enhancing the entrepreneur's positive emotions and entrepreneurial passion (Zhang & Li, 2019, pp. 191-199). Xu et al. (2022b, p. 1634) found that policy support affected entrepreneurial success through entrepreneurial passion. Additionally, the four dimensions of the entrepreneurial environment-administration, education and training, financing, and social and cultural environment-all positively affected college students' entrepreneurial passion (Chiengkul, Tantipanichkul, Boonchom, Phuangpornpitak, & Suphan, 2023, pp. 370-389). By drawing from social support theory, Zhou, Zhang, & Su (2022, pp. 105-125) concluded that a tolerant social culture promoted the generation of individual entrepreneurial passion.

Researchers have historically viewed the effects of entrepreneurial passion on entrepreneurs as focusing primarily on two key areas: entrepreneurial attitudes and willingness, as well as entrepreneurial behaviour and outcomes. Firstly, it was understood that entrepreneurial passion influenced an individual's attitude and desire, enhancing their motivation to engage in entrepreneurial activities (Biraglia & Kadile, 2017, pp. 170-188). From the perspective of positive psychology, studies found that entrepreneurial passion

significantly bolstered an individual's entrepreneurial self-efficacy, which is the belief in their ability to successfully perform entrepreneurial tasks (Cardon, Wincent, Singh, & Drnovsek, 2009, pp. 511-532). It has been established that higher levels of entrepreneurial self-efficacy can strongly predict entrepreneurial intentions, suggesting a pathway from passion to intention through self-efficacy (Cardon et al., 2009, pp. 511-532).

Despite evidence supporting these relationships, there has been no universal consensus on the direct link between entrepreneurial passion and self-efficacy, with some studies suggesting that this relationship may be context-dependent or influenced by additional moderating factors (Chen et al., 2020). Interestingly, some researchers have proposed that entrepreneurial passion indirectly enhances entrepreneurial intention through the mediating effect of self-efficacy (Biraglia & Kadile, 2017, pp. 170-188).

Secondly, entrepreneurial passion also played a vital role in shaping entrepreneurial behaviours and subsequent outcomes. It has been demonstrated to positively impact entrepreneurial performance, organisational growth, and innovation by fostering creativity and encouraging risk-taking (Cardon et al., 2009, pp. 511-532; Chen, Wang, & Li, 2020, pp. 1523-1539). Passion for entrepreneurial activities motivates individuals to engage in persistent entrepreneurial behaviours and helps them overcome challenges, find innovative solutions, and maintain their commitment to ongoing entrepreneurial pursuits (Chen & Li., 2020, pp. 109-125).

Moreover, the concept of entrepreneurial passion fits within a broader "emotion-behaviour-results" framework, which highlights the progression from emotional states, through behaviours, to concrete results. This framework suggests that entrepreneurial passion drives behavioural patterns like persistence, learning, and opportunity recognition, which are crucial for entrepreneurial success (Cardon et al., 2009, pp. 511-532). Studies also show that while high levels of entrepreneurial passion generally lead to positive outcomes, excessively high or low passion levels can have detrimental effects, indicating the necessity to understand the mechanisms and contextual factors that moderate the impact of passion on entrepreneurial outcomes (Cardon et al., 2009, pp. 511-532).

In conclusion, recent research has begun integrating personal qualities and psychological frameworks, such as self-efficacy theory, to explore the nuanced impacts of entrepreneurial passion on outcomes, providing a richer understanding of how passion influences entrepreneurial success through both direct and indirect pathways (Cardon et al., 2009, pp. 511-532).

2.5 Entrepreneurial intention

2.5.1 Entrepreneurial Intention Content

Bird (1988, pp. 442-453) was the first scholar to propose the concept of entrepreneurial intention. He defined it based on the concept of intention as a mentality that directed the entrepreneur's attention, energy, and behaviour to a specific purpose, suggesting that entrepreneurial ideas could only be generated with entrepreneurial intentions. Bird (1988, pp. 442-453) cited Katz & Gartner's (1986, pp. 429-441) dimensional division of intention, which divided entrepreneurial intention into two levels: the entrepreneur's motivation and rational intuitive motivation. Entrepreneurial intention was a level of commitment to a new company, with higher commitment indicating higher entrepreneurial intention (Vamvaka, Stoforos, Palaskas, & Botsaris, 2020, pp. 1-26).

Fan & Wang (2006, pp. 14-16) believed that entrepreneurial intention was a subjective attitude regarding whether future entrepreneurs would participate in entrepreneurship, reflecting people's general views on entrepreneurial attitudes and abilities. Anjum, Farrukh, Heidler, & Díaz Tautiva (2020, p. 11) suggested that individual entrepreneurial intention referred to the belief that one intended to start a new company and expected to realize it in the future. Duan, Sun, Jian, & Tian (2016, pp. 182-192) defined entrepreneurial intention as the subjective psychological readiness and degree of commitment to a new entrepreneurial activity.

2.5.2 Entrepreneurial Intention Research Model

In constructing theoretical models of entrepreneurial intention, the two most commonly used theoretical models were the entrepreneurial event model (Shapero & Sokol, 1982, pp. 72-90) and the theoretical model of planned behaviour (Ajzen, 1991, pp. 179-211). The first of the more classic models was the theory of planned behaviour model proposed by Ajzen (1991, pp. 179-211). In this model, behaviour and attitude were closely linked. This theoretical model suggested that behavioural intention predicted actual behaviour, and other external factors affected behavioural intention through attitudes, norms, and intuitive behaviour (Ajzen, 1991, pp. 179-211). Among them, behavioural attitude, subjective norms, and intuitive behavioural control perception were the three most important variables affecting behavioural intention. This model provided this study's theoretical framework (Ajzen, 1991, pp. 179-211).

Duan et al. (2016, pp. 182-192) summarized the theory of planned behaviour. They believed that perceived behavioural control could effectively reflect the actual control conditions, so perceived behavioural control could be used as a substitute variable index for actual control conditions and predict the occurrence of actual behaviours. Among them, behavioural attitude, subjective norms, and intuitive behavioural control perception were the three most important variables that affected behavioural intention. That is to say, the more positive the belief, the more support from important others, and the stronger the perceived behavioural control, the greater the behavioural intention would be, and the actual behaviour would be easier to produce. Shapero proposed the entrepreneurial event model based on the theory of planned behaviour. This model suggested that the combination of environmental factors and personal factors would lead to the emergence of companies. Environmental factors affected behaviour through individual cognition. He believed that behavioural attitudes, normative perceptions, and behavioural control perceptions determined people's entrepreneurial intentions. In this process, entrepreneurial intention, as an intermediary variable, impacted entrepreneurial behaviour (Duan et al., 2016, pp. 182-192).

Krueger et al. (2000, pp. 411-432) then modified Shapero's entrepreneurial event model. They believed that desirability perception depended on specific desirability. Self-efficacy reflected feasibility perception and increased action tendency. Desirability perception, action tendency, and feasibility perception were the three most important variables affecting entrepreneurial intention. The selection of self-efficacy indicators also provided diverse choices of variables for this study. The entrepreneurial cognitive model was proposed by Katz (1992, pp. 3-9), who integrated cognitive processes and social factors into an entrepreneurial intention model and believed that availability and representative heuristics were mediating factors between individual variables and entrepreneurial intention (Baron, 1998, pp. 275-294).

Li (2013, pp. 1-13) constructed a relationship model of the relationship between university entrepreneurship education (student attitude factors, school teaching factors) and college students' professional values and entrepreneurial intentions, as well as the role of entrepreneurial intentions in entrepreneurial behaviour. The purpose was to study the mechanism of entrepreneurship education on entrepreneurial intention. Farrukh, Lee, Sajid, & Waheed (2019, pp. 984-1000) constructed a theoretical model about college students' entrepreneurial intention through a literature review, using social network as the independent variable, entrepreneurial intention as the dependent variable, entrepreneurial opportunity identification as the mediating variable, and entrepreneurship education as the regulating variable. This theory suggested that social networks impacted entrepreneurial intentions by identifying entrepreneurial opportunities, and entrepreneurship education played a moderating role in this impact process.

Xu & Chen (2019, pp. 225-233) used entrepreneurship education as the independent variable, entrepreneurial intention as the dependent variable, and opportunity recognition, risk decision-making, and innovation effectiveness as mediating variables. They established a multiple mediating effect model between entrepreneurial education, entrepreneurial intention, and entrepreneurial self-efficacy. Liñán & Fayolle (2015, pp. 907-933), based on social embeddedness theory, studied the impact of four social embeddedness variables: entrepreneurial support (relational embeddedness), entrepreneurial resistance (structural embeddedness), value identity

(cognitive embeddedness), and cultural norms (cultural embeddedness) on college students' entrepreneurial intentions, and the mediating role of entrepreneurial self-efficacy. A model of the relationship between the social embeddedness of college students' entrepreneurship, their entrepreneurial intentions, and entrepreneurial self-efficacy was constructed.

2.5.3 Related Research on Entrepreneurial Intention

Researchers have studied many factors that influenced entrepreneurial intention, including internal factors, external factors, and environmental factors. By studying the factors that influenced college students' entrepreneurial intention, their entrepreneurial intention could be improved effectively. Zhao, Seibert, & Lumpkin (2010, pp. 381-404) believed that in the Chinese social context, factors affecting entrepreneurial intention could be divided into individual traits, individual resource levels, achievement motivation, risk-taking, autonomy, and entrepreneurial feedback. He believed that personal characteristics and resource levels significantly impacted entrepreneurial intention. Entrialgo, Fernández, & Vázquez (2000, pp. 187-205) research showed that different demographic variables significantly impacted entrepreneurial intention.

Zhou (2024, pp. 633-649) constructed a model of factors influencing entrepreneurial intention, exploring the impact of generalized entrepreneurial attitude (subjective factors) and individual background (objective factors) on college students' entrepreneurial intentions. Their research emphasized the importance of entrepreneurship education in cultivating and promoting college students' entrepreneurial intentions. By surveying Peking University students, Phomphone. (2017, pp. 1-70) explored the factors and related relationships influencing college students' entrepreneurial intentions, finding that the entrepreneurial situation around college students and their internship experience had the most significant impact.

Based on a framework of entrepreneurship education combining theory and practice, Nabi, Liñán, Fayolle, Krueger, & Walmsley (2017, pp. 277-299) empirically analyzed the impact of lecture reports, entrepreneurship courses, competitions, training, and self-efficacy on college students' entrepreneurial intentions. They found that many external factors significantly impacted these intentions. Researchers conducted extensive research on factors influencing entrepreneurial intention, concluding that both internal and external factors played crucial roles. Many scholars agreed that personal characteristics, such as gender, region, and profession, had a substantial impact on entrepreneurial intentions (Nowiński, Haddoud, Lančarič, Egerová, & Czeglédi, 2019, pp. 361-379). In recent years, with the continuous development of mass entrepreneurship and innovation policies, research on entrepreneurial intention increasingly focused on entrepreneurship education and intermediary variables. Studying the impact mechanism of entrepreneurship education on entrepreneurial intention provided valuable insights for further cultivating innovative talents.

2.6 Entrepreneurship

2.6.1 Entrepreneurship Research Content

Elsafty, Abadir, & Shaarawy (2020, pp. 55-71) believed that an entrepreneur was a person who combined human, financial, and material resources to establish a new company. This definition highlighted the foresight and confidence shown by individuals in uncertain situations. They also linked the risks and uncertainties in the entrepreneurial process with management and decision-making capabilities. Additionally, entrepreneurs were expected to identify opportunities and strive to seize them (Wickham, 2006, pp. 134-227). French economist Jean Baptiste Say believed entrepreneurs could synthesize and coordinate various production factors to adapt to unexpected problems and overcome difficulties (Carsrud & Brannback, 2007, pp. 511-532). He emphasized that entrepreneurs needed judgment, perseverance, and professional ability to solve problems. Ucbasaran, Shepherd, Lockett, & Lyon (2013, pp. 163-202) pointed out that entrepreneurs needed to demonstrate these skills to be successful; if any key entrepreneurial traits were missing, the business was likely to fail.

Cleden (2009, pp. 40-140) emphasized that while risks could be avoided, uncertainty posed the real challenge. Foss & Klein (2012, pp. 94-271) highlighted that the primary ability of entrepreneurs was judgment. Lombardi, Tiscini, Trequatrini, & Martiniello (2021, pp. 1069-1084) underscored the decision-making ability of entrepreneurs, suggesting that entrepreneurs were individuals who could make effective decisions. Casson (2005, pp. 327-348) considered entrepreneurs as professional decision-makers, suggesting that they needed a wide range of skills and abilities to be versatile. Alcaraz (2011, pp. 79-90) argued that successful entrepreneurs exhibited traits such as innovation, creativity, initiative, self-confidence, energy, perseverance, leadership, risk acceptance, a need for achievement, tolerance of change, and problem-management skills. Entrepreneurship was described as a dynamic relationship between leaders and collaborators, driven to higher motivation through meaningful change, requiring teamwork, vision, passion, integrity, trust, and curiosity (Fritsch & Schmude, 2007, pp. 99-184).

2.6.2 Related Research on Entrepreneurship

According to Kirby (2002, pp. 61-97), entrepreneurship was considered a fundamental skill that could be acquired through learning, challenging universities to meet the growing demand for training in this field. Entrepreneurship should therefore be seen as a process that could be managed and learned (Morris & Kuratko, 2001, pp. 58-120; Taatila, 2010, pp. 48-61; Halilović, Cankar, & Tominc, 2014, pp. 133-153). Behavioural traits such as market awareness, confidence, creativity, alertness, and energy were believed to arise from real-life experiences through experiential learning (Chell, 2008, pp. 122-280).

Existing research showed that entrepreneurs' personalities included traits like risk-taking, dedication, and innovation (Biswas & Verma, 2021, pp. 367-396). Zhao et al. (2010, pp. 381-404) found that conscientiousness and openness positively influenced entrepreneurs' attitudes. Caliendo, Kritikos, & Rodriguez (2023, pp. 1-25) analyzed surveys of start-up companies and suggested that extraversion and openness characterized successful start-up entrepreneurs. They further analyzed gender differences in personality traits, concluding that typical entrepreneurial traits included

openness and risk-taking ability, with extroversion and internal locus of control more prevalent in male entrepreneurs.

Researchers have sought to identify spiritual qualities distinguishing entrepreneurs from non-entrepreneurs and to study how these characteristics influenced entrepreneurial success (Chundu, 2020, pp. 1270-1290). Lee & Tsang (2001, pp. 583-602) pointed out that practitioners and academics believed that entrepreneurial success depended more on the entrepreneur than on other factors. Entrepreneurial traits linked to business success included a need for achievement, risk-taking tendency (Thomas & Mueller, 2000, pp. 287-301), tolerance of ambiguity (Van de Sandt & Mauer, 2019, pp. 1-12), tenacity, enthusiasm (Baum & Locke, 2004, pp. 587-598), innovation, and competitiveness (Valtonen, 2007, pp. 209-300).

2.7 Research on The Relationship Between Variables

2.7.1 Perceived Social Support and Entrepreneurial Intention

Entrepreneurial activity was a behaviour highly dependent on the environment. To a large extent, individuals relied on their perceptions rather than objective reality to maintain a confident "self-view" of their situation, often overestimating their entrepreneurial prospects (Koellinger, Minniti, & Schade, 2007, pp. 502-527). Perceived social support in entrepreneurship represented individuals' self-feelings of emotional and practical help from family and friends, while objective support reflected physical resources provided by the environment. Subjective support embodied emotional support. Both forms of support signaled to individuals that those around them recognized their entrepreneurial activities.

Entrepreneurs made beneficial evaluations of this support, reducing the entrepreneurial pressure they felt, thereby promoting the generation of entrepreneurial intention. Entrepreneurial intention actively guided entrepreneurial behaviour, prompting individuals to engage in entrepreneurial activities. When facing difficulties that could not be immediately resolved, support from the surrounding environment

encouraged individuals to overcome challenges (Zhang & Li, 2020, pp. 96-108). Utilizing social support helped individuals solve problems during the early stages of entrepreneurship, thereby enhancing entrepreneurial behaviour. Receiving respect, resources, and support significantly boosted entrepreneurial confidence (Pushkarskaya, Marsh, & Brescia, 2021, pp. 828-847). Research showed that increased confidence in one's business and self-efficacy substantially improved entrepreneurial behaviour.

Perceiving that interpersonal relationships provided financial support during critical and challenging periods of entrepreneurship, along with entrepreneurial knowledge, skills, and experience, helped potential entrepreneurs form a clear understanding of entrepreneurship, enhance confidence in their success, maintain entrepreneurial activities, and anticipate reduced obstacles, enabling them to pursue entrepreneurial actions decisively.

Regarding the relationship between perceived social support and entrepreneurial intention, most individuals were embedded in their society, culture, and environment. Those perceiving a supportive environment for entrepreneurship demonstrated higher levels of perceived behavioural control (Solesvik, 2013, pp. 253-271). Neneh (2022a, pp. 587-603) found that perceived social support significantly affected entrepreneurial behaviour. Hossain, Arefin, & Yukongdi (2024, pp. 119-139) noted that social support and self-efficacy could influence entrepreneurial intentions. Conversely, Liu et al. (2022b, pp. 30-39) suggested that when individuals perceived a loss of social support for entrepreneurship, they feared failure, reducing their entrepreneurial tendency and likelihood of engaging in entrepreneurial behaviour. Existing research thus indicated that perceived social support had a critical impact on entrepreneurial intention.

2.7.2 Perceived Social Support and Entrepreneurial Passion

When entrepreneurs anticipated possible support and stimulation from their surrounding environment, they generated evaluations of this stimulation. Entrepreneurs evaluated expected support and stimulation as beneficial to themselves,

thus generating positive emotions. Recent research proposed that social support would affect entrepreneurial passion (Klyver, 2017, pp. 709-734). Since entrepreneurs associated entrepreneurial passion with their subjective identity as entrepreneurs, this emotion was the positive feeling entrepreneurs experienced during the entrepreneurial process (Cardon et al., 2009, pp. 511-532).

In entrepreneurship, establishing enterprises involved facing problems such as a lack of resources and unreasonable policies. The individual's subjective feeling of support from the social environment could solve these problems, improve their self-efficacy for business survival, and thereby enhance the entrepreneur's positive emotions (Zhang & Li, 2019, pp. 191-199), which in turn enhanced the passion for founding businesses in their early stages.

First, the actual material support felt during entrepreneurial activities provided entrepreneurs with capital for the early establishment of enterprises, solving the issue of lacking entrepreneurial resources. This strengthened the determination of entrepreneurial individuals to create enterprises and increased their passion for creation. Second, when individuals had a close relationship with friends, they received valuable advice to help them start a business and boost their entrepreneurial confidence when facing difficulties. Individuals with entrepreneurial friends exhibited higher entrepreneurial tendencies than those without such friends (Wang, 2017, pp. 76-79). This might have been because individuals felt that their friends with entrepreneurial experience would offer entrepreneurial guidance. This guidance helped them solve problems related to business creation. With a clear understanding of their ability to start a business, individuals were more likely to consider creating a new business, resulting in a higher passion for creation. Third, when individuals perceived support from entrepreneurial mentors for their self-founded enterprises, they identified more with the group of entrepreneurs, considering the founding of enterprises as part of themselves. This identification led to a positive emotion of creating a business for self-realization (Fischer & Reuber, pp. 1-18).

The higher the degree of social support an individual felt, the more material resources and emotional encouragement they subjectively believed were available. A significant problem in developing entrepreneurial enterprises was the lack of resources (Yang, Zhang, Yang, & Zhao, 2009, pp. 44-54). During China's transition period, competition and resource utilization among enterprises were not fully open, making it difficult and costly to acquire and use resources outside the enterprise (Zhu & Li, 2016, pp. 71-82). Social support helped address critical challenges such as resource shortages and emotional exhaustion, providing entrepreneurs with more capital, energy, and a solid backing force from their social groups, thereby increasing their passion for development. Even when entrepreneurial progress was unsatisfactory, well-connected social group members and family offered financial and emotional support, helping to overcome difficulties in enterprise expansion (Rauch & Frese, 2007, pp. 353-385).

Furthermore, perceived support from friends allowed them to engage as customers and offer suggestions for company growth. Thus, when individuals realized that resource shortages could be mitigated through support from friends, they developed a positive outlook on entrepreneurial activities, which stimulated positive emotions related to entrepreneurial development (Smith & Stevens, 2010, pp. 575-598). Additionally, partners, entrepreneurial leaders, and grassroots personnel in entrepreneurial policy management provided specific advice and direction for growing entrepreneurial enterprises, further enhancing individuals' passion for development (Audretsch & Keilbach, 2004, pp. 419-429).

When entrepreneurs recognized their in-group identity with surrounding entrepreneurial groups based on shared experiences, cultural characteristics, and social ties, this triggered social identification. This recognition increased the favourability of others' entrepreneurial projects, facilitated communication, gained others' favour, and fostered a sense of friendliness and support (Mason & Brown, 2014, pp. 77-102).

2.7.3 Entrepreneurial Education and Entrepreneurship

There had been many studies on the impact of education on entrepreneurial behaviour. However, the effect of education on entrepreneurial cognition still required research attention (Peterman & Kennedy, 2003, pp. 129-144), and research in this area had not reached a consensus. Some researchers claimed that traditional education reduced individuals' entrepreneurial desires (Bae, Qian, Miao, & Fiet, 2014, pp. 217-254), while others believed that people's entrepreneurial intentions increased with education (Liñán, Rodríguez-Cohard, & Rueda-Cantuche, 2011a, pp. 195-218). Davidsson & Honig (2003, pp. 301-331) pointed out that the impact of education level was not linear; significantly higher business education seemed to increase an individual's propensity for entrepreneurship. The number of years of formal education increased the likelihood of becoming self-employed. Another important consideration in innovation and entrepreneurship education was individuality in learning. The learning process differed for everyone, leading people to choose specific adaptive orientations (Henley, 2005, pp. 175-196).

Ertuna & Gurel (2011, pp. 387-402) studied the impact of entrepreneurship on entrepreneurial intentions and the moderating role of education. Educational programs could positively influence entrepreneurship (Rasheed & Rasheed, 2003, pp. 5-16). Therefore, it could be considered that individual entrepreneurial characteristics were developed through innovation and entrepreneurship education, enhancing entrepreneurial intentions. Students trained in entrepreneurship and involved in business activities exhibited higher entrepreneurial characteristics. Those who studied entrepreneurship and practiced entrepreneurial projects were more likely to become entrepreneurs. Innovation and entrepreneurship education could inspire and increase entrepreneurial intentions (Lorz, 2011, pp. 6-50).

Individuals with an entrepreneurial mindset tended to support entrepreneurial activities. Through innovation and entrepreneurship education, students were more likely to believe that hard work could help them achieve their aspirations and success. These students also completed tasks more efficiently, expected better outcomes, made informed

decisions, took risks, viewed problems from multiple perspectives, built social networks, and managed information for decision-making. Existing research indicated that innovation and entrepreneurship education significantly impacted entrepreneurship. It increased characteristics of internal control (Bonnett & Furnham, 1991, pp. 465-478) and individual achievement needs (Rasheed & Rasheed, 2003, pp. 5-16). Entrepreneurship education provided students with more experience in developing and training skills (Chen, Hsiao, Chang, & Chou 2015, pp. 557-569). Yusof, Lai, & Mustafa Kamal (2017, pp. 436-455) suggested that risk and innovation tendencies, the need for achievement, and tolerance of ambiguity affected entrepreneurial tendencies. Taormina & Laos (2007, pp. 200-221) found a correlation between social networks and entrepreneurial motivation. Birdthiste (2008, pp. 552-567) identified an internal locus of control as a key entrepreneurial trait, emphasizing the significance of creativity in entrepreneurial careers. Therefore, a positive correlation existed between creativity and entrepreneurial intention (Phipps, 2012, pp. 77-90; Laguía, Moriano, & Gorgievski, 2018, pp. 44-57), with students exhibiting entrepreneurial tendencies showing higher entrepreneurial intention.

People had recognized that entrepreneurship represented a crucial aspect of entrepreneurial intention (Martins, Shahzad, Xu, & Han, 2023, pp. 1-10). However, no research had combined innovation, entrepreneurship education, and entrepreneurship to consider their combined effects on entrepreneurial intentions. Ertuna & Gurel (2011, pp. 387-402) found that entrepreneurial traits moderated the relationship between entrepreneurial education and intention. Similarly, research by Zhang, Duysters, & Clodt (2014, pp. 623-641) concluded that innovation and entrepreneurship education factors moderated the relationship between students' entrepreneurship and entrepreneurial tendencies.

2.7.4 The Mediating Role of Entrepreneurial Passion

When entrepreneurs perceived support from family, friends, and other influential individuals, their happiness improved, and individual stress was reduced, leading them to engage in activities they identified with (Nguyen, 2018, p. 10). The cognitive evaluation theory in emotion theory explained that individuals produced

cognitive evaluations of certain environmental stimuli, affecting their emotions, which in turn influenced behavioural outcomes. Emotions were seen as products of interactions between people and the environment. In emotional activities, individuals accepted the impact of stimulating events and regulated their responses to these stimuli (Folkman & Moskowitz, 2004, pp. 745-774). When individuals perceived and anticipated a higher degree of social support, they understood entrepreneurship better (Baron & Tang, 2011, pp. 49-60). Perceived social support, as an internal positive psychological reality, affected external behaviour and long-term development (Nguyen, 2018, p. 10). An individual's behaviour was influenced by psychological emotions, with positive emotions leading to positive behaviours (Moghtader & Shamloo, 2019, pp. 106-112). For entrepreneurs, starting a business was uncertain and involved high risks, making their entrepreneurial behaviour likely to be influenced by irrational emotions such as entrepreneurial passion (Grichnik, 2010, pp. 430-441).

When entrepreneurial individuals perceived support from family, friends, and other essential people while establishing a new business, they selectively evaluated this support. If they perceived fewer obstacles to future entrepreneurship and found this support beneficial for self-development, passion emerged, and positive emotions drove entrepreneurial behaviour (Newman, Obschonka, Schwarz, Cohen, & Nielsen, 2019, pp. 403-419). Perceived social support led individuals to view business creation as “less stressful and difficult to solve,” generating passion. Entrepreneurial passion could enhance entrepreneurial self-efficacy (Li, Murad, Shahzad, Khan, Ashraf, & Dogbe, 2020, p. 1611), representing confidence in successfully starting and completing business activities. Individuals adopted behaviours aligned with their emotions, and entrepreneurial behaviours were further evaluated later. Entrepreneurs incorporated business creation into their self-identity, adjusting their behaviours to align with their goal of establishing enterprises (Stevenson et al., 2024, pp. 197-224).

When entrepreneurs recognized expected support from family, friends, and other key individuals for the development and growth of their businesses, they assessed that obstacles were minor, generating positive emotions. Business development was linked to positive emotions following business establishment, and passion for development reduced

the entrepreneur's fear of failure (Zhou, Li, & Zhang, 2022b, pp. 106-119). Entrepreneurs perceiving interpersonal support improved their positive evaluation of enterprise growth, transforming this evaluation into passion, which guided self-entrepreneurial behaviour.

As an internal positive psychological reality, perceived social support influenced people's external behaviour and long-term development. Behaviour was affected by psychological emotions, with positive emotions leading to positive actions. For entrepreneurs, given the uncertainties and high risks of starting a business, their behaviour was often influenced by emotions like entrepreneurial passion.

2.7.5 The Moderating Role of Entrepreneurship Education

Entrepreneurial education imparted to students the knowledge and skills needed to start a business. Although obstacles to entrepreneurship in the macro environment were challenging to eliminate quickly, they could be addressed in a targeted manner with the knowledge, skills, and methods acquired through entrepreneurial education. This education also cultivated students' optimistic attitudes and resolved individual fears of potential entrepreneurial failure (Liu, Zhang, & Cai, 2022, pp. 425-441). The fear of failure negatively impacted individual psychology; therefore, entrepreneurial education helped reduce individuals' negative emotional experiences related to entrepreneurship.

Liao, Nguyen, Chi, & Nguyen (2022, pp. 23-40) suggested that entrepreneurial passion could be cultivated through entrepreneurial education, which provided students with theoretical knowledge and courses to enhance the cognitive dimension of their entrepreneurial passion (Donnellon et al., 2014, pp. 490-499) and empowered individual entrepreneurship. Entrepreneurial education influenced both the emotional and mental aspects of entrepreneurial passion. It had direct and indirect effects, directly cultivating entrepreneurial passion among students and indirectly increasing passion by enhancing entrepreneurial self-efficacy (Arshad, Zain, Panigrahi, & Kaur, 2018b, pp. 207-215).

Entrepreneurial education effectively enhanced individuals' positive emotions toward entrepreneurship. Compared to those with low entrepreneurial education, individuals with high entrepreneurial education were exposed to relevant case studies, insights into new technologies, and market development opportunities within the education system, which improved their ability to discern opportunities and led to higher entrepreneurial intentions (Kusumojanto, Ikhsan, & Mukhlis, 2021a, pp. 1-15). Having received more systematic entrepreneurial knowledge, they found corresponding solutions when encountering difficulties in enterprise creation and clearly understood the process of establishing entrepreneurial enterprises.

These individuals held a positive evaluation of entrepreneurial success, believed that entrepreneurial education enhanced their entrepreneurial abilities, and felt capable of using acquired knowledge to overcome obstacles in business creation. As a result, more pronounced positive emotions emerged, promoting the transformation of perceived social support into positive emotions that facilitated business creation.

2.7.6 The Moderating Role of Entrepreneurship

Entrepreneurship encompassed many inherent essences or characteristics of entrepreneurs (Diandra & Azmy, 2020, pp. 235-241). As a way of thinking, entrepreneurship emphasized opportunities over threats and obstacles, with the ability to identify opportunities impacting entrepreneurial intentions (Krueger et al., 2000, pp. 411-432). The complexity in entrepreneurship research lay in understanding motivations for individual commitment. The impact of entrepreneurship education and training programs varied among students, depending on personality structure and traits (Gürol & Atsan, 2006, pp. 25-38). Role models played a crucial role in career choices, as role modeling involved observing and adopting social behaviour (Gibson, 2004, pp. 134-156).

Most researchers refuted the idea that entrepreneurship was entirely innate, emphasizing the role of individual, situational, social, and educational factors (Murugesan & Jayavelu, 2015, pp. 256-275). Entrepreneurship, shaped by upbringing, socialization,

education, and values, influenced entrepreneurial decisions. Research identified various personality traits related to entrepreneurial intentions, including the need for achievement, locus of control, innovation, and risk-taking tendencies (Lee & Tsang, 2001, pp. 583-602). Other traits included confidence, optimism, tenacity, and passion (Cooper & Lucas, 2006, pp. 141-162). According to Kirby (2002, pp. 61-97), entrepreneurship could be learned, posing a challenge for universities to meet training needs.

The role of entrepreneurship in business development gained widespread attention, with company success heavily dependent on entrepreneurial characteristics, such as decision-making, resilience, stress tolerance, and relationship management. Entrepreneurship arose from upbringing, socialization, and education, with values and beliefs also playing a role (Koe, Sa'ari, Majid, & Ismail, 2012, pp. 197-208). It influenced decision-making and business development direction, contributing significantly to success. Heckman, Stixrud, and Urzua (2006, pp. 411-481) found that entrepreneurs' labour market status and income were closely linked to their entrepreneurship.

Entrepreneurial intention was closely related to personality traits (Hossain, 2024, pp. 119-139). Zhao et al. (2010, pp. 381-404) examined the relationship between entrepreneurial characteristics and intentions, noting that extroverted individuals with leadership skills and a sense of responsibility were more likely to have entrepreneurial intentions. Additional traits like risk-taking (Ilevbare, Ilevbare, Adelowo, & Oshorenua, 2022, pp. 90-107), innovativeness (Li et al., 2021a, pp. 1-12), and internal control (Vamvaka et al., 2020, pp. 1-26) significantly impacted perceived social support and the formation of entrepreneurial intentions.

2.8 Research Hypothesis

Based on the analysis and combination of the previous literature, this study constructed a theoretical model of the impact of entrepreneurship education on youth entrepreneurial intentions, and, through rigorous logical reasoning, proposed the hypotheses of this study, laying a theoretical foundation for the next step of empirical research. This study proposed a total of four sets of hypotheses. The first part of the

hypothesis (5 hypotheses) is a study of the reliability and validity of the scale. It mainly studies the reliability and validity analysis of the scale used in this article to verify the usability of the scale. The second part of the hypothesis (5 hypotheses) will ascertain the level of social support, entrepreneurial passion, entrepreneurial intention, entrepreneurial education, and entrepreneurship. The third part of the hypothesis (31 hypotheses) will verify the impact of demographic variables, namely gender, age, education, major, place of birth and entrepreneurial experience on perceived social support, entrepreneurial passion, entrepreneurial intention, entrepreneurial education, and entrepreneurship. The fourth part of the hypothesis (8 hypotheses) will verify the relationship between perceived social support, entrepreneurial passion, entrepreneurial intention, entrepreneurial education, and entrepreneurship.

Table 2.1 Research Hypothesis

H1	The scale can effectively reflect the content of the survey.
H1a	The perceived social support scale has good reliability and validity.
H1b	The entrepreneurial passion scale has good reliability and validity.
H1c	The entrepreneurial intention scale has good reliability and validity.
H1d	The entrepreneurial education scale has good reliability and validity.
H1e	The entrepreneurship scale has good reliability and validity.
H2	Chinese overseas students in Thailand have a low level of the research dimensions such as perceived social support, entrepreneurial passion, entrepreneurial intention, entrepreneurial education, entrepreneurship.
H2a	Chinese overseas students in Thailand have a low level of perceived social support.
H2b	Chinese overseas students in Thailand have a low level of entrepreneurial passion.
H2c	Chinese overseas students in Thailand have a low level of entrepreneurial intention.
H2d	Chinese overseas students in Thailand have a low level of entrepreneurial education.
H2e	Chinese overseas students in Thailand have a low level of entrepreneurship.
H3	Demographic characteristic variables significantly affect the research dimensions such as perceived social support, entrepreneurial passion, entrepreneurial intention, entrepreneurial education, entrepreneurship.
H3aa	Gender has a significant effect on Chinese overseas students' perceived social support.
H3ab	Gender has a significant effect on Chinese overseas students' entrepreneurial passion.
H3ac	Gender has a significant effect on Chinese overseas students' entrepreneurial intention.
H3ad	Gender has a significant effect on Chinese overseas students' entrepreneurial education.
H3ae	Gender has a significant effect on Chinese overseas students' entrepreneurship.

Table 2.1 Research Hypothesis (Cont.)

H1	The scale can effectively reflect the content of the survey.
H3ba	Age has a significant effect on Chinese overseas students' perceived social support.
H3bb	Age has a significant effect on Chinese overseas students' entrepreneurial passion.
H3bc	Age has a significant effect on Chinese overseas students' entrepreneurial intention.
H3bd	Age has a significant effect on Chinese overseas students' entrepreneurial education.
H3be	Age has a significant effect on Chinese overseas students' entrepreneurship.
H3ca	Education has a significant effect on Chinese overseas students' perceived social support.
H3cb	Education has a significant effect on Chinese overseas students' entrepreneurial passion.
H3cc	Education has a significant effect on Chinese overseas students' entrepreneurial intention.
H3cd	Education has a significant effect on Chinese overseas students' entrepreneurial education.
H3ce	Education has a significant effect on Chinese overseas students' entrepreneurship.
H3da	Major has a significant effect on Chinese overseas students' perceived social support.
H3db	Major has a significant effect on Chinese overseas students' entrepreneurial passion.
H3dc	Major has a significant effect on Chinese overseas students' entrepreneurial intention.
H3dd	Major has a significant effect on Chinese overseas students' entrepreneurial education.
H3de	Major has a significant effect on Chinese overseas students' entrepreneurship.
H3ea	Entrepreneurial experience has a significant effect on Chinese overseas students' perceived social support.
H3eb	Entrepreneurial experience has a significant effect on Chinese overseas students' entrepreneurial passion.
H3ec	Entrepreneurial experience has a significant effect on Chinese overseas students' entrepreneurial intention.
H3ed	Entrepreneurial experience has a significant effect on Chinese overseas students' entrepreneurial education.
H3ee	Entrepreneurial experience has a significant effect on Chinese overseas students' entrepreneurship.
H3fa	Birthplace has a significant effect on Chinese overseas students' perceived social support.
H3fb	Birthplace has a significant effect on Chinese overseas students' entrepreneurial passion.
H3fc	Birthplace has a significant effect on Chinese overseas students' entrepreneurial intention.
H3fd	Birthplace has a significant effect on Chinese overseas students' entrepreneurial education.
H3fe	Birthplace has a significant effect on Chinese overseas students' entrepreneurship.
H4	Research dimensions such as perceived social support, entrepreneurial passion, entrepreneurial intention, entrepreneurial education, entrepreneurship, interact with each other.
H4a	Chinese overseas students' perceived social support positively affects entrepreneurial passion.
H4b	Chinese overseas students' perceived social support positively affects entrepreneurial intention.
H4c	Chinese overseas students' entrepreneurial passion has a positive effect on entrepreneurial intention.

Table 2.1 Research Hypothesis (Cont.)

H4d	Entrepreneurial passion has a mediate effect on the perceived social support and entrepreneurial intention.
H4e	Entrepreneurial education can moderate the relationship between perceived social support and entrepreneurial passion.
H4f	Entrepreneurial education can moderate the relationship between entrepreneurial passion and entrepreneurial intention.
H4g	Entrepreneurial education can moderate the relationship between perceived social support and entrepreneurial intention.
H4h	Entrepreneurship can moderate the relationship between perceived social support and entrepreneurial passion
H4i	Entrepreneurship can moderate the relationship between entrepreneurial passion and entrepreneurial intention.
H4j	Entrepreneurship can moderate the relationship between perceived social support and entrepreneurial intention.

Source: Researcher, 2024



CHAPTER 3

RESEARCH METHODS

3.1 Research Sample

3.1.1 Delphi Research Samples

This paper used literature analysis to construct a structured questionnaire for the evaluation system of entrepreneurial intention. The modified Delphi method is used to send it to relevant experts and scholars. By integrating their opinions, the final version of the evaluation items is established. Experts and scholars are the research subjects of this study, and there are three groups in total, namely corporate management, business education scholars, and government business officials.

1) Corporate Management Experts: These professionals have extensive experience and solid theoretical foundations in corporate management. They may be senior executives, management consultants, or scholars with significant research achievements in corporate management. This study selected professionals with over 10 years of experience in corporate management, especially those with experience in cross cultural companies or related industries. They should also have advanced management or business administration degrees and be recognised in their field with published academic papers or books.

2) Business Education Scholars: These are scholars engaged in teaching and research in business administration, corporate management, and related fields. They usually work in universities or research institutions, focusing on entrepreneurial intention, corporate management, and the entrepreneurial area. This study selected professors, associate professors, or researchers specialising in these areas, ensuring their research is highly relevant to the study topic. They should have published high-level academic papers and participated in significant research projects.

3) Government Business Officials: These officials work in government agencies and are responsible for business management and regulation. They formulate and implement policies and regulations related to corporate operations. This study selected middle to senior officials in government business management departments, particularly those with extensive practical experience and an understanding of the youth entrepreneur or entrepreneurial intention. They should have participated in policy formulation and implementation, with practical achievements and cases.

Table 3.1 Delphi Research Samples

Expert	Identity	Gender	Location	n
Corporate Management Experts	Everyone has over 10 years of experience in corporate management, cross-culture companies or related industries.	Male (2); Female (1)	China (2); Thailand (1)	3
Business Education Scholars	Professors, associate professors, or researchers specialising in business administration, corporate management, and related fields. Everyone has published high-level academic papers and participated in significant research projects.	Male (5); Female (2)	China (4); Thailand (3)	7
Government Business Officials	Middle to senior officials in government business management departments, particularly those with extensive practical experience and an understanding of the youth entrepreneur or entrepreneurial intention.	Male (1); Female (1)	China (1); Thailand (1)	2

The researcher invited 12 experts (Table 3.1), including 3 business management experts, 7 business education scholars, and 2 government department work-related injuries. Considering cross-cultural differences in gender and location, the numbers were distributed evenly across genders and regions as much as possible. Among the 12 experts, 8 are male and 4 are female; 7 are from China, 5 are from Thailand.

3.1.2 Pre-Study and Main Study Samples

To ensure the validity and reliability of the main study results, the pre-study of this study used a different sample from the main study (Creswell, 2014, pp. 55-80).

Considering the scarcity of the main study sample, this study selected a group with characteristics similar to the pre-study sample (Hertzog, 2008, pp. 180-191). The sample statistics of the pre-study and main study are as follows (Table 3.2).

Table 3.2 Pre-Study and Main Study Samples

Variables		Pre-Study		Main Study	
		n	prop.(%)	n	prop.(%)
Gender	Male	83	41.50	129	44.47
	Female	117	58.50	158	55.21
Age	17-18	21	10.50	28	9.72
	19-25	119	59.50	159	54.86
	26-30	40	20.00	72	25.00
	31-35	20	10.00	28	9.72
Education	Lower-level undergraduate	61	30.50	72	25.00
	Senior undergraduate	80	40.00	100	34.72
	Master	40	20.00	72	25.00
	Doctoral	19	9.50	43	14.93
Experience	Yes	60	30.00	100	34.72
	No	140	70.00	187	65.28
Birthplace	Southern	80	40.00	100	34.72
	Central	70	35.00	115	39.93
	Western	50	25.00	72	25.00

In the pre-study, this research collected 200 samples, with a gender ratio of approximately 83 males (40%) and 117 females (60%). The age distribution was as follows: about 21 participants (10%) aged 17-18, approximately 119 participants (60%) aged 19-25, about 40 participants (20%) aged 26-30, and around 20 participants (10%) aged 31-35. The educational background included approximately 61 junior undergraduate students (30%), about 80 senior undergraduate students (40%), around 40 master's students (20%), and about 19 doctoral students (10%). Regarding entrepreneurial experience, around 60 participants (30%) had experience, while about 140 participants (70%) did not. The birthplace distribution was roughly 80 participants (40%) from Southern China, about 70 participants (35%) from Central China, and

approximately 50 participants (25%) from Western China.

The pre-study sample demonstrated a broad representation and diversity, covering multiple dimensions such as gender, age, educational background, entrepreneurial experience, and birthplace. The gender ratio of 40% males and 60% females reflects the higher proportion of females in the student population. The age distribution mainly focused on the 19-25 age group, which is typical for undergraduate and graduate students. The educational background showed a majority of junior and senior undergraduates, aligning with the actual student demographics. The entrepreneurial experience revealed that 30% of the participants had entrepreneurial experience, indicating that a portion of the students had already started entrepreneurial ventures. The birthplace distribution was balanced, covering students from Southern, Central, and Western China, ensuring geographical diversity. This distribution enhances the external validity and generalizability of the research results.

In the main study, this research collected 287 samples and allocated them reasonably based on gender, age, educational background, entrepreneurial experience, and birthplace. Specifically, the sample included 129 males (44.8%) and 158 females (55.2%). The age distribution included 28 participants (9.7%) aged 17-18, 159 participants (54.9%) aged 19-25, 72 participants (25.0%) aged 26-30, and 28 participants (9.7%) aged 31-35. The educational background consisted of 72 junior undergraduates (25.0%), 100 senior undergraduates (34.7%), 72 master's students (25.0%), and 43 doctoral students (15.0%). In terms of entrepreneurial experience, 100 participants (34.7%) had experience, while 187 participants (65.3%) did not. The birthplace distribution included 100 participants (34.7%) from Southern China, 115 participants (39.9%) from Central China, and 72 participants (25.0%) from Western China. This allocation ensures the diversity and representativeness of the sample, making the research results more externally valid and generalizable.

The sample data results from the main study illustrate the diversity and representativeness of the research sample. The gender distribution shows a slightly higher proportion of females, reflecting the characteristics of the student population.

The age distribution mainly concentrates on the typical age range for undergraduate and graduate students. The educational background covers all levels from junior undergraduate to doctoral students, indicating comprehensive educational stage coverage. The entrepreneurial experience distribution shows that some students already have practical entrepreneurial experience. The birthplace distribution is broad, covering Southern, Central, and Western China, ensuring geographical diversity. These characteristics make the research results more externally valid and generalizable, contributing to more broadly applicable conclusions.

3.1.3 Focus Group Interview Sample

In the study of focus group interview, a total of 16 participants took part in the focus group interviews. To minimize differences in experience and age among the participants and ensure in-depth discussions within the groups, the researcher divided the participants into two groups based on their education level: undergraduate students and graduate students, as shown in Table 3.3

Table 3.3 Focus Group Interview Sample

		CODE	GED	AGE	BP	EX	MAJOR
Group of Undergraduate Student	1	LYC	Male	18	West	N	BA
	2	WZQ	Female	19	Centre	N	BA
	3	ZYL	Male	20	South	N	BA
	4	HJX	Female	20	Centre	N	BA
	5	QZM	Male	21	South	Y	BA
	6	DJF	Female	21	West	Y	BA
	7	XLP	Male	22	South	Y	BA
	8	GRH	Female	23	South	Y	BA
Group of Graduate Student	1	KXT	Male	24	Centre	N	MBA
	2	PYX	Female	25	West	N	MBA
	3	NQF	Male	26	South	Y	MED
	4	TML	Female	25	Centre	N	MED
	5	CYL	Male	30	South	Y	PhD.BA

Table 3.3 Focus Group Interview Sample (Cont.)

		CODE	GED	AGE	BP	EX	MAJOR
	6	MJJ	Female	31	West	Y	PhD.BA
	7	ZHQ	Male	31	South	Y	PhD.EDA
	8	YXP	Female	32	South	Y	PhD.EDA

The undergraduate group consists of 8 individuals, with a balanced gender distribution of 50% males and 50% females. The age distribution includes 18 years old (12.5%), 19 years old (12.5%), 20 years old (25%), 21 years old (12.5%), 22 years old (12.5%), and 23 years old (12.5%). In terms of birthplace, 3 are from the South (37.5%), 2 from the Centre (25%), and 3 from the West (37.5%). Only 1 individual (12.5%) has entrepreneurial experience, while the remaining 7 (87.5%) do not. All undergraduate students are majoring in Business Administration (BA, 100%).

The graduate group also consists of 8 individuals, with 5 males (62.5%) and 3 females (37.5%). The age distribution includes 24 years old (12.5%), 25 years old (25%), 26 years old (12.5%), 31 years old (25%), and 32 years old (12.5%). In terms of birthplace, 4 are from the South (50%), 2 from the Centre (25%), and 2 from the West (25%). There are 3 individuals (37.5%) with entrepreneurial experience, while 5 (62.5%) do not. The graduate group has a diverse range of majors, including MBA (25%), Master of Medicine (MED, 50%), PhD in Business Administration (PhD.BA, 12.5%), and PhD in Education Administration (PhD.EDA, 12.5%).

These two groups of samples show representativeness in terms of gender, age, birthplace, and entrepreneurial experience. The undergraduate group is gender-balanced, with ages ranging from 18 to 23 years, and a single major, with less entrepreneurial experience. The graduate group has a slightly higher proportion of males, a wider age range, diverse majors, and a significant proportion with entrepreneurial experience. These characteristics help to comprehensively understand the entrepreneurial intentions of students from different backgrounds, but it is important to consider the imbalances in gender and regional distribution during analysis. Overall, there were 16 participants in the undergraduate group ($M_{Age} = 20.5$)

and 16 participants in the graduate group ($M_{Age} = 28$). The differences between the groups were significant, while the participants within each group were relatively homogeneous, meeting the basic requirements for focus group interviews.

3.2 Research Instrument

The questionnaire used in the Delphi method includes not only the individual items but also a "Research Description" to ensure that experts fully understand the purpose, process, and content of the study. The questionnaire primarily seeks experts' opinions on the "importance" and "clarity" of each item. The importance is rated on a five-point Likert scale, with 1 representing "very unimportant" and 5 representing "very important." The clarity is assessed with options such as "clear," "needs revision," and "delete." Experts can also provide additional feedback in the "comments section" below each item if they have further suggestions or opinions.

The demographic variable scale has six parts: gender, age, education, major, entrepreneurial experience, and place of birth. Among them, gender includes male and female. The research object of this article is youth. According to the definition of youth in The Middle- and Long-term Youth Development Plan (2016-2025) of the State Council of the People's Republic of China (2017), that is, youth between 14 and 35 years old. Therefore, the ages in this study include 17-18 years old, 19-25 years old, 26-30 years old, and 31-35 years old. Since this study's respondents are all students, Education includes lower-level undergraduate students (first and second years of undergraduate studies), senior undergraduate students (third and fourth years of undergraduate students), Master students are currently studying, and doctoral students are currently studying. Majors include business administration and educational administration. Entrepreneurial experience consists of those with entrepreneurial experience and those without entrepreneurial experience. Place of birth is divided according to China's economic zones, including southern China, central China and western China.

The Youth Perceived Social Support Scale adopts the revised Multidimensional Scale of Perceived Social Support (the revised MSPSS) used by Wongpakaran, N., & Wongpakaran, T. (2012, pp. 1503-1509). This scale is based on the Multidimensional Scale of Perceived Social Support (MSPSS) compiled by Zimet et al. (1988, pp. 30-41). The Youth Perceived Social Support Scale has a total of 12 items and a total of 3 subscales, of which the Significant Others scale has a total of 4 items, the Family scale has a total of 4 items, and the Friends scale has four items. Since the survey subjects of this study focus on Chinese students in Thailand, this study defines the support of Significant others as school teachers. The Youth Perceived Social Support Scale adopts a seven-point Likert-type scale, with 1 is strongly disagree, 2 is disagree, 3 is disagree only slightly, 4 is neutral, 5 is agree only slightly, and 6 is agree. 7 is strongly agree. The higher the score, the stronger the youth's perceived social support.

The Youth Entrepreneurial Passion Scale adopts the entrepreneurial passion scale designed by Cardon et al. (2013, pp. 373-396). The scale has a total of 13 items and a total of 3 subscales. Among them, the Inventing Scale has 5 items, the Founding Scale has 4 items, and the Developing Scale has 4 items. The Youth Entrepreneurship Passion Scale adopts a five-point Likert-type scale, with 1 is strong disagreement, 2 is disagree, 3 is neither agree nor disagree, 4 is agree, and 5 is strongly agree. The higher the score, the stronger the entrepreneurial passion of young people.

The Youth Entrepreneurial Intention Scale refers to the individual entrepreneurial intention scales of Fayolle & Liñán (2014, pp. 663-666), Kusmintarti et al. (2016, pp. 24-35), and Li (2020a, pp. 15-45). It was appropriately revised based on the background of Chinese students in Thailand to form the scale of entrepreneurial intention used in this study. There are 5 items in the Youth Entrepreneurship Intention Scale, using a five-point Likert-type scale, with 1 is strongly agree, 2 is agree, 3 is neither agree nor disagree, 4 is disagree, and 5 is strongly disagree. The lower the score, the higher the youth's entrepreneurial intention.

The Youth Entrepreneurial Education Scale adopts the innovation and entrepreneurial education scale used by Li (2020a, pp. 15-45). The scale has seven

items in total, using a five-point Likert-type scale, with 1 is strongly agree, 2 is agree, 3 is neither agree nor disagree, 4 is disagree, and 5 is strongly disagree. The lower the score, the higher the youth entrepreneurial education.

The Youth Entrepreneurship Scale adopts the Entrepreneurial Characteristics Scale used by Kusmintarti et al. (2016, pp. 24-35). This scale has a total of 6 sub-dimensions. Among them, there are 4 items in the dimensions of internal locus of control, there are 4 items in the dimensions of need for achievement scale, there are 4 items in the dimensions of risk-taking propensity scale, there are 5 items in the dimension of creativity scale, the dimension of social networking scale has 4 items in total, there are 4 items in the dimension of tolerance for ambiguity scale. The scale has a total of 25 items, using a five-point Likert-type scale, with 1 is strongly agree, 2 is agree, 3 is neither agree nor disagree, 4 is disagree, and 5 is strongly disagree. The lower the score, the higher the youth entrepreneurship.

The researcher prepared a semi-structured interview outline in advance based on the research topic. The interview content primarily included investigating participants' views and experiences on the following aspects: sources of perceived social support during their time in Thailand and its impact on entrepreneurial intentions, sources of entrepreneurial passion and its mediating role between perceived social support and entrepreneurial intentions, the entrepreneurial education received and its impact on entrepreneurship, perceived social support, and entrepreneurial passion, as well as the moderating role of entrepreneurship between entrepreneurial passion and entrepreneurial intentions, and between perceived social support and entrepreneurial intentions.

3.3 Research Method

3.3.1 Polit Research

Researcher sent the first round of questionnaires to experts by email. The second and third rounds of questionnaires were compiled based on the results of the

previous round of questionnaires. The questionnaires showed the statistical analysis results of the mean, standard deviation, and mode of the previous round of responses. The Delphi survey of this study was conducted in three rounds from 10th May 2024 to 31st May 2024, with a 100% response rate for all three rounds. SPSS 26 was used for statistical analysis to calculate the importance score of each item, and its mean (M), standard deviation (SD), mode (Mo), interquartile range (QD), and coefficient of variation (CV) were calculated. Kendall's coefficient of concordance (W) was used in each round to confirm whether experts had consistency in the importance of each item. In each round, the researcher input the importance scores of each evaluation factor given by 12 experts into SPSS 26 and conducted Kendall ω test.

3.3.2 Pre-research

To ensure the objectivity of the questionnaire survey results, pre-surveying the questionnaire is an essential step in empirical research. After the preliminary design of the entire questionnaire items is completed, this research plan conducted an initial analysis of a small sample through Questionnaire Star, and performed a preliminary screening of the questionnaire questions to ensure the scientific nature of the questions. The preliminary survey selected 200 students randomly selected from the School of Management of a university in Ningbo, China as the research subjects. Invalid data was removed based on the length of time to answer questions and the responses to reverse questions in the questionnaire. First of all, the questionnaire needs to determine the content's validity through the respondents' information and the opinions of experts and researchers. Secondly, a reliability and validity analysis was conducted based on the valid questionnaire.

3.3.3 Research distribution and data collection

The subjects of this study are Chinese students from a well-known university in Thailand. All students are Chinese international students who have received entrepreneurial education. After identifying the research subjects, a data survey has been conducted among the research subjects. It is planned to collect 287

questionnaires. Invalid questionnaires are also eliminated through favourable inspection methods such as the length of question time and responses to reverse questions. Then data analysis is conducted on the responses to the questionnaires.

3.3.4 Statistic analysis

SPSS and AMOS statistical software are used to carry out data analysis on the selected scales. The main contents include descriptive analysis, reliability analysis, validity analysis including exploratory factor analysis and confirmatory factor analysis, independent sample t-test, One-way ANOVA, and correlation Analysis, hierarchical regression analysis, mediation effect analysis, and moderator effect analysis to verify the hypotheses in the research model.

3.3.5 Explanatory analysis

The focus group interviews were conducted in an offline meeting room at the school. The moderator guided the participants in free and in-depth discussions based on the interview outline, with each group session lasting about 2 hours. At the beginning of the interview, the moderator briefly explained the purpose of the research and the principles that the focus group members needed to follow. Each member was expected to answer every question. When someone was speaking, other members were encouraged not to interrupt, to listen attentively, and to wait until the speaker had finished before providing feedback and expressing their own views.

After the focus group interviews, the recordings were transcribed into a total of 35,734 words as qualitative research data. The transcribed texts were coded and analyzed using thematic classification methods, summarizing interview statements with keywords or phrases to capture their characteristics. During the summarization process, the researcher needed to maintain an open attitude and objectively present the data according to its original meaning.

CHAPTER 4

PILOT STUDY USING THE DELPHI METHOD

This study aims to evaluate and analyze the factors influencing cross-cultural youth entrepreneurial intentions using the Delphi method. The research involves a diverse group of experts from corporate management, business education, and government sectors in China and Thailand. Through three iterative rounds of Delphi surveys, experts provided feedback on the importance and clarity of various factors, leading to the development of a validated evaluation framework. The study found that perceived social support, entrepreneurial passion, and entrepreneurial education significantly impact entrepreneurial intentions. The results showed high consensus among experts on the critical role of these factors, as indicated by the increasing Kendall's Coefficient of Concordance across the three rounds. The findings provide actionable insights for policymakers and educators to enhance social support, foster entrepreneurial passion, and improve entrepreneurial education to support youth entrepreneurship in diverse cultural contexts.

4.1 Chapter Objective

4.1.1 The study aims to evaluate and analyze the factors influencing cross-cultural youth entrepreneurial intentions by constructing an evaluation framework through literature analysis and expert opinions.

4.1.2 The research utilizes the Delphi method to verify and optimize the evaluation framework by repeatedly gathering and integrating expert feedback, ensuring the framework's scientific rigor and reliability.

4.2 Chapter Results

The research conducted three iterative rounds of Delphi surveys to gather expert opinions on the factors influencing cross-cultural youth entrepreneurial intentions. In each round, experts from corporate management, business education, and government sectors provided feedback on the importance and clarity of various evaluation items. The results of each round were analyzed to determine the level of consensus among experts, with the goal of refining and validating the evaluation framework. This section presents the detailed findings from each round, including the statistical analysis and the consensus achieved on key factors impacting youth entrepreneurial intentions. The results of the first round of survey as seen in Table 4.1.

Table 4.1 Statistical Analysis of The First Round of Delphi Method

Item	M	SD	Mo	QD	CV	Item	M	SD	Mo	QD	CV
1S1	4.44	0.73	5	1	0.16	1E2	4.89	0.33	5	0	0.07
1S2	4.44	0.73	5	1	0.16	1E3	4.56	0.73	5	1	0.16
1S3	4.33	0.71	4a	1	0.16	1E4	4.78	0.44	5	0.5	0.09
1S4	3.89	1.05	4a	2	0.27	1E5	4.56	0.73	5	1	0.16
1S5	4.11	0.78	4	1.5	0.19	1E6	4.78	0.44	5	0.5	0.09
1S6	4.78	0.44	5	0.5	0.09	1E7	4.89	0.33	5	0	0.07
1S7	4.56	0.73	5	1	0.16	1R1	4.89	0.33	5	0	0.07
1S8	4.56	0.53	5	1	0.12	1R2	4.67	0.71	5	0.5	0.15
1S9	3.56	1.13	4	2	0.32	1R3	3.44	1.01	4	1.5	0.29
1S10	4.44	0.73	5	1	0.16	1R4	4.78	0.44	5	0.5	0.09
1S11	4.78	0.44	5	0.5	0.09	1R5	4.56	0.73	5	1	0.16
1S12	4.78	0.44	5	0.5	0.09	1R6	4.78	0.44	5	0.5	0.09
1P1	4.89	0.33	5	0	0.07	1R7	4.78	0.44	5	0.5	0.09
1P2	4.67	0.71	5	0.5	0.15	1R8	4.78	0.44	5	0.5	0.09
1P3	4.78	0.44	5	0.5	0.09	1R9	4.78	0.44	5	0.5	0.09
1P4	3.22	1.39	3a	2.5	0.15	1R10	3.89	1.05	4a	2	0.27
1P5	4.78	0.44	5	0.5	0.11	1R11	4.56	0.73	5	1	0.16
1P6	4.11	0.60	4	0.5	0.07	1R12	4.78	0.44	5	0.5	0.09
1P7	4.67	0.50	5	1	0.15	1R13	4.78	0.44	5	0.5	0.09

Table 4.1 Statistical Analysis of The First Round of Delphi Method (Cont.)

Item	M	SD	Mo	QD	CV	Item	M	SD	Mo	QD	CV
1P8	4.89	0.33	5	0	0.07	1R14	4.78	0.44	5	0.5	0.09
1P9	4.67	0.71	5	0.5	0.15	1R15	4.78	0.44	5	0.5	0.09
1P10	4.89	0.33	5	0	0.07	1R16	4.78	0.44	5	0.5	0.09
1P11	4.89	0.33	5	0	0.07	1R17	4.78	0.44	5	0.5	0.09
1P12	4.22	0.67	4	1	0.16	1R18	4.00	0.87	3a	2	0.22
1P13	4.67	0.50	5	1	0.11	1R19	4.67	0.71	5	0.5	0.15
1I1	4.67	0.71	5	0.5	0.15	1R20	4.78	0.44	5	0.5	0.09
1I2	4.89	0.33	5	0	0.07	1R21	4.56	0.73	5	1	0.16
1I3	4.67	0.71	5	0.5	0.15	1R22	4.89	0.33	5	0	0.07
1I4	4.56	0.73	5	1	0.16	1R23	4.78	0.44	5	0.5	0.09
1I5	4.78	0.44	5	0.5	0.09	1R24	4.78	0.44	5	0.5	0.09
1E1	3.67	1.12	4	2	0.30						
a indicates that there are multiple modes, and the minimum value is displayed											

In the first round of Delphi, the experts had a high degree of agreement on the importance of most of the 61 questions. Specifically, 55 questions were generally considered very important (mean > 4.0), and the variability of the experts' ratings on these questions was low (standard deviation < 1.0). The mode of the 50 questions was 5, indicating that most experts gave the highest rating. The interquartile range of 38 questions was less than 0.6, indicating a high degree of concentration in the ratings and a small difference in opinion. In addition, the coefficient of variation of 56 questions was < 0.25, further confirming the consistency of the experts' evaluations of these questions. This shows that after the first round of Delphi consultation, the experts had a high degree of consensus on the importance of most of the questions. After receiving the new questionnaire and a copy of the analysis opinions of the full group of experts, all experts anonymously scored again and put forward their own judgments and opinions. The results of the second round of survey as seen in Table 4.2.

Table 4.2 Statistical Analysis of The Second Round of Delphi Method

Item	M	SD	Mo	QD	CV	Item	M	SD	Mo	QD	CV
2S1	4.56	0.53	5	1	0.12	2E2	4.89	0.33	5	0	0.07
2S2	4.67	0.50	5	1	0.11	2E3	4.67	0.50	5	1	0.11
2S3	4.44	0.53	4	1	0.12	2E4	4.89	0.33	5	0	0.07
2S4	4.56	0.73	5	1	0.16	2E5	4.67	0.50	5	1	0.11
2S5	4.22	0.67	4	1	0.16	2E6	4.89	0.33	5	0	0.07
2S6	4.89	0.33	5	0	0.07	2E7	5.00	0.00	5	0	0.00
2S7	4.56	0.73	5	1	0.16	2R1	4.89	0.33	5	0	0.07
2S8	4.78	0.44	5	0.5	0.09	2R2	4.78	0.44	5	0.5	0.09
2S9	3.78	0.97	4	1.5	0.26	2R3	3.78	0.97	4	1.5	0.26
2S10	4.56	0.73	5	1	0.16	2R4	4.78	0.44	5	0.5	0.09
2S11	4.78	0.44	5	0.5	0.09	2R5	4.67	0.50	5	1	0.11
2S12	3.78	0.44	5	0.5	0.09	2R6	4.89	0.33	5	0	0.07
2P1	4.56	0.00	5	0	0.00	2R7	5.00	0.00	5	0	0.00
2P2	4.78	0.44	5	0.5	0.09	2R8	4.89	0.33	5	0	0.07
2P3	4.78	0.44	5	0.5	0.09	2R9	4.78	0.44	5	0.5	0.09
2P4	3.78	0.97	4	1.5	0.26	2R10	4.44	0.73	5	1	0.16
2P5	5.00	0.00	5	0	0.00	2R11	4.67	0.50	5	1	0.11
2P6	4.11	0.60	4	0.5	0.15	2R12	4.89	0.33	5	0	0.07
2P7	4.67	0.50	5	1	0.11	2R13	4.89	0.33	5	0	0.07
2P8	4.89	0.33	5	0	0.07	2R14	4.89	0.33	5	0	0.07
2P9	4.78	0.44	5	0.5	0.09	2R15	4.78	0.44	5	0.5	0.09
2P10	4.89	0.33	5	0	0.07	2R16	4.78	0.44	5	0.5	0.09
2P11	5.00	0.00	5	0	0.00	2R17	4.89	0.33	5	0	0.07
2P12	4.22	0.67	4	1	0.16	2R18	4.22	0.83	5	1.5	0.20
2P13	4.67	0.50	5	1	0.11	2R19	4.89	0.33	5	0	0.07
2I1	4.67	0.71	5	0.5	0.15	2R20	4.78	0.44	5	0.5	0.09
2I2	4.89	0.33	5	0	0.07	2R21	4.78	0.44	5	0.5	0.09
2I3	4.89	0.33	5	0	0.07	2R22	5.00	0.00	5	0	0.00
2I4	4.78	0.44	5	0.5	0.09	2R23	4.78	0.44	5	0.5	0.09
2I5	4.78	0.44	5	0.5	0.09	2R24	4.89	0.33	5	0	0.07
2E1	4.11	0.78	4	1.5	0.19						

The results of the second round of Delphi test showed that after the feedback and adjustments in the previous round, the experts' evaluation of the importance of the questions became more consistent. Specifically, 57 questions had an average score higher than 4.0, indicating that the proportion of these questions that were generally considered very important had increased. The standard deviation of all 61 questions was less than 1.0, showing that the experts' scores had become more uniform. The mode of 53 questions was 5, indicating that more questions were given the highest score by most experts. The 41 questions with an interquartile difference of less than 0.6 and the 58 questions with a coefficient of variation of <0.25 showed that the concentration and consistency of the experts' evaluation of these questions had increased. This shows that the second round of Delphi test further improved the consistency of expert opinions and recognition of the importance of the questions, laying a more solid foundation for the third round of analysis and adjustment. After receiving the third round of questionnaires and a copy of the second round of analysis opinions of all experts, all experts again anonymously scored and put forward their own judgments and opinions. The results are shown in Table 4.3.

Table 4.3 Statistical Analysis of The Third Round of Delphi Method

Item	M	SD	Mo	QD	CV	Item	M	SD	Mo	QD	CV
3S1	4.89	0.33	5	0	0.07	3E2	4.89	0.33	5	0	0.07
3S2	5.00	0.00	5	0	0.00	3E3	5.00	0.00	5	0	0.00
3S3	4.22	0.44	4	0.5	0.10	3E4	5.00	0.00	5	0	0.00
3S4	5.00	0.00	5	0	0.00	3E5	5.00	0.00	5	0	0.00
3S5	5.00	0.00	5	0	0.00	3E6	4.89	0.33	5	0	0.07
3S6	4.89	0.33	5	0	0.07	3E7	5.00	0.00	5	0	0.00
3S7	5.00	0.00	5	0	0.00	3R1	5.00	0.00	5	0	0.00
3S8	5.00	0.00	5	0	0.00	3R2	5.00	0.00	5	0	0.00
3S9	4.11	0.33	4	0	0.08	3R3	4.22	0.44	4	0.5	0.10
3S10	5.00	0.00	5	0	0.00	3R4	5.00	0.00	5	0	0.00
3S11	5.00	0.00	5	0	0.00	3R5	5.00	0.00	5	0	0.00
3S12	5.00	0.00	5	0	0.00	3R6	5.00	0.00	5	0	0.00
3P1	4.89	0.33	5	0	0.07	3R7	5.00	0.00	5	0	0.00

Table 4.3 Statistical Analysis of The Third Round of Delphi Method (Cont.)

Item	M	SD	Mo	QD	CV	Item	M	SD	Mo	QD	CV
3P2	5.00	0.00	5	0	0.00	3R8	5.00	0.00	5	0	0.00
3P3	5.00	0.00	5	0	0.00	3R9	4.89	0.33	5	0	0.07
3P4	4.11	0.33	4	0	0.08	3R10	5.00	0.00	5	0	0.00
3P5	5.00	0.00	5	0	0.00	3R11	5.00	0.00	5	0	0.00
3P6	5.00	0.00	5	0	0.00	3R12	5.00	0.00	5	0	0.00
3P7	5.00	0.00	5	0	0.00	3R13	5.00	0.00	5	0	0.00
3P8	4.89	0.33	5	0	0.07	3R14	5.00	0.00	5	0	0.00
3P9	4.89	0.33	5	0	0.07	3R15	5.00	0.00	5	0	0.00
3P10	5.00	0.00	5	0	0.00	3R16	5.00	0.00	5	0	0.00
3P11	5.00	0.00	5	0	0.00	3R17	4.89	0.33	5	0	0.07
3P12	5.00	0.00	5	0	0.00	3R18	5.00	0.00	5	0	0.00
3P13	5.00	0.00	5	0	0.00	3R19	5.00	0.00	5	0	0.00
3I1	5.00	0.00	5	0	0.00	3R20	5.00	0.00	5	0	0.00
3I2	4.78	0.44	5	0.5	0.09	3R21	5.00	0.00	5	0	0.00
3I3	5.00	0.00	5	0	0.00	3R22	4.78	0.44	5	0.5	0.09
3I4	5.00	0.00	5	0	0.00	3R23	5.00	0.00	5	0	0.00
3I5	5.00	0.00	5	0	0.00	3R24	5.00	0.00	5	0	0.00
3E1	5.00	0.00	5	0	0.00						

The Table 3 of the third round of expert consultation showt the average importance of all 61 questions is greater than 4.0, which indicates that these questions are considered highly important in the evaluation of experts; the standard deviation of all 61 questions is less than 1.0, which means that the experts' evaluation of the importance of each question has a small variability, that is, the experts' opinions are very consistent; the mode of 57 questions is 5, indicating that most experts gave the highest score (5 points) for these 57 questions, further proving that these questions are widely considered to be very important; the quartile difference of 61 questions is less than 0.6, which means that the experts' evaluation of all 61 questions is relatively concentrated, without extreme differences, which also shows the consistency of experts' opinions. The coefficient of variation is <0.25, reflecting the low ratio of standard deviation to mean, further indicating that the variability of experts' evaluation

of each question is low and the consistency of scores is high. These results combined show that the experts' evaluation of the importance of the 61 questions is very consistent, with almost no disagreement, and they also believe that these questions are highly important. Since the opinions of the experts are highly consistent, it means that these questions have high reliability and validity after being screened by the Delphi method. Therefore, the 61 questions in the Scale of Factors Influencing Cross-Cultural Youth Entrepreneurial Intention designed in this study are considered by experts to be highly important and unanimously agreed key factors, and have high research and application value. In the third round of the Delphi survey, experts reached a high level of consensus on the importance of the evaluation items. This consensus is reflected in the statistical measures used to analyze the data. The coordination coefficient, which reflects the degree of coordination in the weight assessment of the 61 items by all 12 experts participating in the consultation, was used to quantify this agreement. This study uses SPSS software to calculate Kendall's Coefficient of Concordance to represent the coordination coefficient W , and the W value is between 0-1. The larger the value, the better the expert's coordination. On the contrary, the coordination is worse. If the P value corresponding to the W value is less than 0.05, it can be considered that the experts' ratings of the indicator system are consistent. The comparison of the Kendall's Coefficient of Concordance test results in the three rounds is as follows:

Table 4.4 Kendall's Coefficient of Concordance Test Results for Each Round

	Round 1	Round 2	Round 3
N	12	12	12
Kendall's W	0.237	0.254	0.601
Chi-Square	127.836	137.015	324.35
df	60	60	60
Asymp.Sig.	<.001	<.001	<.001

The results in Table 4.4 show that the results of the three rounds of Kendall's Coefficient of Concordance clearly show the changes and improvements in the experts' consensus in each round of the Delphi method. The Kendall's W value of the

first round was 0.237, indicating that the consensus of the experts' opinions was low. Although the consensus was not high, the significance level (Asymp.Sig < 0.001) showed that the results were statistically significant, which means that the differences between experts were not random. The Kendall's W value of the second round was 0.254, which was slightly increased compared to the first round. This shows that after the first feedback and revision, the consensus of the experts' opinions has improved. Similarly, the significance level (Asymp.Sig < 0.001) shows that the results are statistically significant. The Kendall's W value of the third round rose significantly to 0.601, indicating that after the feedback and adjustment of the first two rounds, the consistency of the experts' opinions has been greatly improved. The consistency of this round is significantly higher than that of the first two rounds, and the significance level (Asymp.Sig < 0.001) also shows that the results are statistically significant. In summary, through multiple rounds of feedback and adjustment of the Delphi method, the experts' evaluation of the factors affecting entrepreneurial intention has gradually converged. The consistency of the first round was low, and the experts' opinions were quite different; the consistency of the second round was slightly improved, indicating that after the first feedback, the experts began to reach more consensus; the consistency of the third round was significantly improved, indicating that after multiple rounds of feedback and discussion, the experts reached a high degree of consensus on the importance of the evaluation items. This clearly shows that the Delphi method has played a significant role in improving the consistency of expert opinions and improving the evaluation system.

4.3 Chapter Research Conclusion

Based on the data results of three rounds of Delphi research, this study draws several key conclusions. First, each factor in the evaluation framework is confirmed to be highly important, and experts agree on its importance in three rounds of evaluation. The consistency of expert opinions has significantly improved, and the Kendall consistency coefficient has increased from 0.237 in the first round to 0.601 in the third round, indicating that experts have reached a high degree of consensus on the importance of each factor. The study shows that perceived social support has an

important impact on the entrepreneurial intention of cross-cultural youth, and the relevant items have high scores, indicating that experts agree that social support significantly affects the entrepreneurial confidence and motivation of young people. In addition, entrepreneurial passion and entrepreneurial education are also regarded as key factors. Experts emphasize that passion drives entrepreneurial activities, and targeted entrepreneurial education can significantly improve the cognitive and emotional aspects of entrepreneurship and promote a positive entrepreneurial mentality. Through repeated feedback and optimization of the Delphi method, the study established a robust and reliable evaluation framework, and the selected projects met strict standards (such as $CV < 0.25$, $W > 0.5$, $p < 0.05$), ensuring the scientificity and applicability of the framework. The findings provide actionable recommendations for policymakers and educators, highlighting that enhancing social support, fostering entrepreneurial passion, and providing comprehensive entrepreneurship education are critical to supporting youth entrepreneurship. These strategies can help alleviate fear of failure and create a supportive environment for young people aspiring to start their own businesses.

4.4 Chapter Research Suggestion

Based on the findings of this study, several recommendations and suggestions for future research are proposed to address the limitations identified and to further explore the topic of cross-cultural youth entrepreneurial intentions.

Firstly, this study faced some limitations that future research should address. The sample size, though diverse, was relatively small, consisting of experts from China and Thailand. To enhance the generalizability of the findings, future research should involve a larger and more diverse group of experts from various cultural and geographical backgrounds. Additionally, while this study was cross-sectional, longitudinal studies are recommended to observe changes and trends in entrepreneurial intentions over time. Understanding the long-term impact of perceived social support, entrepreneurial passion, and education on entrepreneurial outcomes is crucial. Furthermore, although the Delphi method provided qualitative insights, future studies should incorporate quantitative

methods to validate the evaluation framework developed in this research. Surveys and statistical analyses can help confirm the reliability and validity of the identified factors.

Secondly, future research should explore additional factors that might influence entrepreneurial intentions. Economic conditions, policy changes, technological advancements, and cultural nuances are examples of factors that could provide a more comprehensive understanding of the determinants of entrepreneurial intentions. Comparative studies between different countries and regions can offer valuable insights into how cultural and contextual differences impact entrepreneurial intentions. Identifying best practices and tailoring support mechanisms to specific cultural contexts would be beneficial. Moreover, investigating the impact of specific policy interventions on entrepreneurial intentions and outcomes among youth can provide evidence-based recommendations for policymakers. Experimental designs or natural experiments can be utilized to assess the effectiveness of various support programs and initiatives.

Thirdly, the practical implications of this research highlight the need for enhanced entrepreneurial education and stronger social support networks. Educational institutions should enhance entrepreneurial education by incorporating practical experiences, mentorship programs, and real-world case studies. Emphasis should be placed on developing both the cognitive and emotional aspects of entrepreneurship. Efforts should also be made to strengthen social support networks for young entrepreneurs. This includes fostering supportive communities, facilitating access to mentorship, and providing platforms for networking and collaboration. Policymakers should develop and implement policies that create a conducive environment for youth entrepreneurship. This includes providing financial support, reducing bureaucratic barriers, and offering incentives for innovation and business creation. By addressing these recommendations, future research can build on the findings of this study to further understand and support cross-cultural youth entrepreneurial intentions, contributing to the development of effective strategies and policies that nurture the entrepreneurial potential of young people across different cultural contexts.

CHAPTER 5

RELATIONSHIP BETWEEN PERCEIVED SOCIAL SUPPORT, ENTREPRENEURIAL PASSION, AND ENTREPRENEURIAL INTENTION

This study used empirical analysis to examine the relationship between perceived social support, entrepreneurial passion, and entrepreneurial intention among cross-cultural youth. 200 Chinese students tested the scales through exploratory factor analysis and confirmatory factor analysis. Cronbach's α for perceived social support is 0.845, for entrepreneurial passion is 0.870, and for entrepreneurial intention is 0.860. A difference analysis, correlation analysis and structural equation test were conducted on 287 Chinese students in Thailand. The results showed that the structural equation test showed a good fit ($\chi^2/df=2.085$, CFI=0.981, TLI=0.975, RMSEA=0.060, SRMR=0.032), perceived social support had a significant positive impact ($\beta=0.26$, $t=4.72$, $P<0.001$) on entrepreneurial intention, and entrepreneurial passion played a partial mediating effect (42.22%) between perceived social support and entrepreneurial intention. Support from family, friends, and significant others enhances entrepreneurial passion and boosts entrepreneurial intention. Individuals without entrepreneurial experience perceive higher levels of social support than those with experience, indicating the need for focused support in entrepreneurship education.

5.1 Chapter Research Objective

5.1.1 To create valid entrepreneurial passion scales, perceived social support scales and entrepreneurial intention scales.

5.1.2 To analyze the impact of different demographic characteristics (such as gender, age, education level, entrepreneurial experience and birthplace) on perceived social support, entrepreneurial passion and entrepreneurial intention.

5.1.3 To test the direct impact of perceived social support on entrepreneurial intention.

5.1.4 To explore the mediating role of entrepreneurial passion between perceived social support and entrepreneurial intention.

5.2 Chapter Research Results

5.2.1 Exploratory Factor Analysis

After the Delphi analysis, the new Youth Perceived Social Support Scale, The Youth Entrepreneurial Passion Scale, and The Youth Entrepreneurial Intention Scale were subjected to exploratory factor analysis. The Bartlett sphericity test χ^2 and KMO coefficient were calculated. The results showed that the Bartlett sphericity test χ^2 value of perceived social support scale was 2283.399 ($P < 0.001$), and the KMO coefficient was 0.927; the Bartlett sphericity test χ^2 value of The Youth Entrepreneurial Passion Scale was 2591.318 ($P < 0.001$), and the KMO coefficient was 0.936; the Bartlett sphericity test χ^2 value of The Youth Entrepreneurial Intention Scale was 741.496 ($P < 0.001$), and the KMO coefficient was 0.846. The KMO of the three scales exceeded 0.800, indicating that the three scales can be subjected to exploratory factor analysis. The results of the exploratory factor analysis are shown in Table 5.1

Table 5.1 Results of Exploratory Factor Analysis

Variables		Component			Communality	Variance	KMO
		1	2	3			
Perceived Social Support	Friend	0.834			0.696	35.787	0.927
		0.829			0.690		
		0.870			0.757		
		0.807			0.656		
	Family		0.851		0.729	20.465	
			0.792		0.634		
			0.773		0.604		
			0.802		0.645		

Table 5.1 Results of Exploratory Factor Analysis (Cont.)

Variables		Component			Communality	Variance	KMO	
		1	2	3				
Perceived Social Support	Others			0.808	0.663	10.531		
				0.747	0.588			
				0.804	0.653			
				0.797	0.643			
Entrepreneurial Passion	Founding	0.889			0.795	56.073	0.936	
		0.870			0.759			
		0.882			0.778			
		0.857			0.741			
	Developing		0.869			0.761		9.781
			0.854			0.734		
			0.858			0.742		
			0.874			0.772		
	Inventing			0.786		0.620		7.900
				0.831		0.701		
				0.854		0.736		
				0.841		0.709		
			0.856		0.741			
Entrepreneurial Intention		0.795			0.632	67.167	0.846	
		0.811			0.658			
		0.837			0.701			
		0.824			0.679			
		0.830			0.689			

The results in Table 5.1 show that after the factors of The Youth perceived social support scale were obliquely rotated, it was found that there were 3 factors with characteristic roots greater than 1, and the total explanation rate of the final 12 items was 61.783%. After the factors of The Youth Entrepreneurial Passion Scale were obliquely rotated, it was found that there were 3 factors with characteristic roots greater than 1, and the total explanation rate of the final 13 items was 73.753%. After the factors of The Youth Entrepreneurial Intention Scale were obliquely rotated, it was found that there

were factors with characteristic roots greater than 1, and the total explanation rate was 67.167%. The results show that the factor structure of Perceived Social Support Scale, The Youth Entrepreneurial Passion Scale and The Youth Entrepreneurial Intention Scale is reasonable. The number of factors in each scale is determined by the standard of characteristic roots greater than 1, and the total explanation rate exceeds 60%, showing good explanatory power. All factor loading coefficients are greater than 0.70, indicating that the items are strongly correlated with their factors; the communality of the factors is greater than 0.30, indicating that each item contributes more to the factor structure; the explanation rate of each factor is greater than 5%, indicating that there are no redundant factors. These results show that the scale has high reliability and validity and is suitable for subsequent research and data analysis.

5.2.2 Confirmatory Factor Analysis

Based on the exploratory factor analysis, confirmatory factor analysis was used to estimate the structural validity of the scale. The results are shown in Table 5.2

Table 5.2 Results of Confirmatory Factor Analysis

Covariances		Estimate	Std.Err	t	P
Perceived Social Support	Friend	0.766	0.028	27.164	0.000
		0.797	0.024	33.022	0.000
		0.841	0.022	37.886	0.000
		0.778	0.025	30.783	0.000
	Family	0.592	0.036	16.265	0.000
		0.785	0.027	29.602	0.000
		0.761	0.028	26.809	0.000
		0.817	0.027	30.674	0.000
	Others	0.842	0.022	38.472	0.000
		0.784	0.029	27.064	0.000
		0.824	0.022	37.079	0.000
		0.818	0.022	37.027	0.000

Table 5.2 Results of Confirmatory Factor Analysis (Cont.)

Covariances		Estimate	Std.Err	t	P
Entrepreneurial Passion	Founding	0.841	0.021	40.793	0.000
		0.835	0.023	36.705	0.000
		0.840	0.020	42.106	0.000
		0.807	0.026	30.887	0.000
	Developing	0.838	0.020	42.659	0.000
		0.810	0.023	35.086	0.000
		0.795	0.025	31.649	0.000
		0.818	0.021	38.799	0.000
	Inventing	0.732	0.030	24.030	0.000
		0.782	0.028	27.849	0.000
		0.823	0.019	43.078	0.000
		0.797	0.024	32.615	0.000
Entrepreneurial Intention	0.807	0.021	37.847	0.000	
	0.726	0.034	21.600	0.000	
	0.748	0.032	23.328	0.000	
	0.791	0.028	28.293	0.000	
	0.784	0.023	33.646	0.000	
		0.788	0.027	29.633	0.000

The results in Table 5.2 show that the structural validity of The Youth Perceived Social Support Scale has good fitting indicators ($\chi^2/df=3.505$, CFI=0.930, TLI=0.910, RMESA=0.065, SRMR=0.053), and each factor loading coefficient All are greater than 0.50 (0.592-0.842); the structural validity of The Youth Entrepreneurial Passion Scale has good fitting indicators ($\chi^2/df=1.248$, CFI=0.993, TLI=0.991, RMESA=0.029, SRMR=0.025), and each item The factor loading coefficients are all greater than 0.70 (0.732-0.841); the structural validity of The Youth Entrepreneurial Intention Scale has good fitting indicators ($\chi^2/df=3.794$, CFI=0.963, TLI=0.927, RMESA=0.066, SRMR=0.035), In addition, the factor loading coefficients of each factor are greater than 0.70 (0.726-0.788). The structural validity of the three scales all performed well, and all fitting indicators reached the evaluation standards, indicating that the model fit the actual data well. The factor loading coefficients of each scale are significant, indicating that the correlation between the items

and the factors to which they belong is strong. These results verified the reliability and validity of the scales, indicating their suitability for subsequent research and data analysis.

5.2.3 Reliability Analysis

This study conducted a reliability analysis on the Youth Entrepreneurial Education and Youth Entrepreneurship Scales. Cronbach's α value equal to 0.7 is the boundary value of the acceptable scale (Taber, 2018). The reliability analysis results are shown in Table 5.3.

Table 5.3 Result of Reliability Analysis

Variables		N	Cronbach's α	
Perceived Social Support	Friend	4	0.860	0.845
	Family	4	0.825	
	Others	4	0.835	
Entrepreneurial Passion	Founding	4	0.880	0.870
	Developing	4	0.865	
	Inventing	5	0.875	
Entrepreneurial Intention		5	0.860	

The reliability analysis results show that the reliability coefficients of the various scales are between 0.8 and 0.9, indicating that these scales have good internal consistency and stability. Specifically, the overall reliability coefficient of the Perceived Social Support scale is 0.845, with the subscales Friend, Family, and Others having reliability coefficients of 0.860, 0.825, and 0.835 respectively; the overall reliability coefficient of the Entrepreneurial Passion scale is 0.870, with the subscales Founding, Developing, and Inventing having reliability coefficients of 0.880, 0.865, and 0.875 respectively; the reliability coefficient of the Entrepreneurial Intention scale is 0.860. These results indicate that all scales have high reliability and are suitable for subsequent research analysis.

5.2.4 Difference Analysis Results

Based on the scales analysed, Table 5.4 presents the difference analysis results, which explores the variations in perceived social support, entrepreneurial passion and entrepreneurial intention across different demographic groups.

Table 5.4 Results of Difference Analysis

Variable		Perceived Social Support		Entrepreneurial Passion		Entrepreneurial Intention				
		M±SD	t/F	M±SD	t/F	M±SD	t/F			
GEN	Male	3.641±0.811	1.738	3.489±0.795	0.584	3.329±0.885	0.358			
	Female	3.474±0.831	*	3.433±0.846		3.291±0.915				
AGE	17-18	3.583±0.734	0.908	3.167±0.970	0.582	3.467±1.122	0.495			
	19-25	3.436±0.827		3.369±0.855		**		3.207±0.892		
	26-30	3.752±0.866		*				3.505±0.897	3.253±0.848	*
	31-35	3.556±0.843		3.509±0.800		3.369±0.886				
EDU	Lower-level undergraduate	3.910±0.800	0.348	3.893±0.779	1.647	3.831±0.972	1.574			
	Senior undergraduate	3.500±0.779		**		3.531±0.625		**	3.323±0.909	**
	Master	3.508±0.819		3.379±0.747		3.266±0.878				
	Doctoral	3.550±0.843		3.462±0.913		3.290±0.906				
EXP	Yes	3.437±0.838	2.371	3.436±0.844	0.448	3.299±0.912	0.172			
	No	3.662±0.985	*	3.479±0.805		3.317±0.892				
BRP	Southern	3.596±0.707	0.348	3.556±0.717	2.248	3.381±0.837	0.604			
	Central	3.507±0.878		3.359±0.854		3.253±0.895				
	Western	3.568±0.850		3.566±0.871		3.341±1.004				

Note: *p<0.05

Based on the difference analysis (Table 5.4), it is found that In perceived social support, males (M=3.641, SD=0.811, p<0.05) are significantly higher than females (M=3.474, SD=0.831); students without entrepreneurial experience (M=3.662, SD=0.985, p<0.05) are significantly higher than students with entrepreneurial experience (M=3.437, SD=0.838). There are significant differences in age and

education in entrepreneurial passion and entrepreneurial intention. Lower-level undergraduate students have significantly higher perceived social support ($M=3.910$, $SD=0.800$, $p<0.01$), entrepreneurial passion ($M=3.893$, $SD=0.779$, $p<0.01$), and entrepreneurial intention ($M=3.831$, $SD=0.972$, $p<0.01$) compared to students at other educational levels. There are no significant differences in entrepreneurial passion and entrepreneurial intention by gender and entrepreneurial experience ($p>0.05$). There are no differences in perceived social support, entrepreneurial passion, and entrepreneurial intention by birthplace ($p>0.05$).

5.2.5 Correlation Analysis

From the correlation table 5.5, it can be seen that there are significant positive correlations between perceived social support, entrepreneurial passion, and entrepreneurial intention ($r=0.33-0.58$, $P<0.001$).

Table 5.5 Correlation Coefficients of Variables

	Perceived Social Support	Entrepreneurial Passion	Entrepreneurial Intention
Perceived Social Support	1		
Entrepreneurial Passion	0.33***	1	
Entrepreneurial Intention	0.43***	0.58***	1
<i>M</i>	3.548	3.457	3.307
<i>SD</i>	0.817	0.824	0.901
Note: *** $p<0.001$			

5.2.6 SEM Analysis

To fully utilize the observed data for each variable, the balance method was used to package the items of entrepreneurial passion and perceived social support, dividing them into a total of 3 item packages. Subsequently, a mediation effect model was constructed. Upon testing, the structural validity of the mediation model showed a good fit ($\chi^2/df=2.085$, $CFI=0.981$, $TLI=0.975$, $RMSEA=0.060$, $SRMR=0.032$).

Perceived social support had a significant positive predictive effect on entrepreneurial passion ($\beta=0.34$, $t=5.68$, $P<0.001$), and entrepreneurial passion also had a significant positive predictive effect on entrepreneurial intention ($\beta=0.56$, $t=8.92$, $P<0.001$). The mediation effect of entrepreneurial passion in the influence of perceived social support on entrepreneurial intention was 0.19, with a 95% confidence interval of [0.12, 0.27] based on the bias-corrected non-parametric percentile bootstrap method, which does not include 0, indicating that the mediation effect of entrepreneurial passion in the influence of perceived social support on entrepreneurial intention is significant. Additionally, perceived social support had a significant positive predictive effect on entrepreneurial intention ($\beta=0.26$, $t=4.72$, $P<0.001$). Therefore, this mediation model can be considered a partial mediation model, with a mediation effect size of 42.22%.

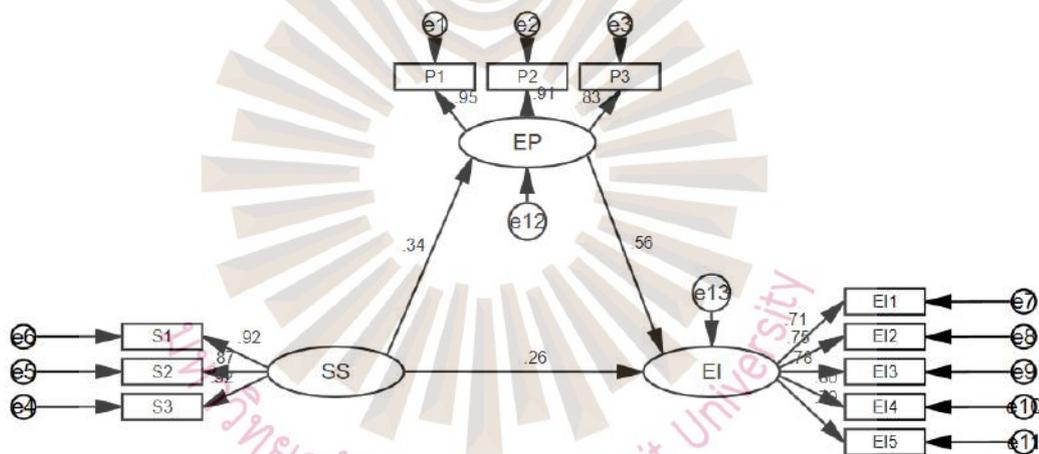


Figure 5.1 SEM Result

5.3 Chapter Research Conclusion

This study explored the relationship between perceived social support, entrepreneurial passion, and entrepreneurial intention, highlighting the significant influence of perceived social support on university students' entrepreneurial intentions. The results indicate that perceived social support not only directly affects entrepreneurial intention but also indirectly influences it through entrepreneurial passion as a mediating variable. Specifically, when individuals perceive support from

family, friends, and significant others, their entrepreneurial passion is enhanced, subsequently increasing their entrepreneurial intention. Additionally, the study found that individuals without entrepreneurial experience perceive higher levels of social support compared to those with entrepreneurial experience. This finding suggests that in entrepreneurial education and practice, there should be a greater focus on supporting and assisting inexperienced students. Overall, this study validates the critical role of perceived social support in enhancing university students' entrepreneurial intentions, providing valuable insights for policymakers and educators to strengthen social support networks in entrepreneurship education, stimulate students' entrepreneurial passion, and promote entrepreneurial activities.

5.4 Chapter Research Discussion

This study examined the relationships among perceived social support, entrepreneurial passion, and entrepreneurial intention, revealing that perceived social support significantly and positively predicts entrepreneurial intention, with this effect being further strengthened through the mediating role of entrepreneurial passion. These findings are consistent with previous research, reaffirming the importance of social support in the entrepreneurial process (Koellinger et al., 2007, pp. 502-527; Pushkarskaya et al., 2021, pp. 828-847). Perceived social support not only offers emotional comfort and encouragement but also provides practical assistance and resources, which are crucial for entrepreneurs facing uncertainty and risk. Thus, this study further confirms the indispensable role of social support in entrepreneurship, emphasizing that social support should be considered an important factor in entrepreneurial education and policy-making.

Firstly, the study found that perceived social support includes not only emotional support from family and friends but also substantial help, such as sharing entrepreneurial knowledge and experience. This support enables individuals to better cope with entrepreneurial challenges, thereby enhancing their entrepreneurial intentions. This finding aligns with the research of Neneh (2022b, pp. 1-22) and Hossain et al. (2020, pp. 1-13), indicating that social support and self-efficacy jointly

influence individuals' entrepreneurial intentions. Additionally, the study discovered that social support significantly reduces stress and anxiety among entrepreneurs, allowing them to focus more on achieving their entrepreneurial goals. This implies that in the entrepreneurial process, social support is not merely the provision of resources but also a critical safeguard for the psychological well-being of entrepreneurs, further boosting their entrepreneurial motivation and confidence.

Secondly, the study demonstrated that entrepreneurial passion partially mediates the relationship between perceived social support and entrepreneurial intention. When individuals perceive support from family, friends, and significant others, their sense of well-being and belonging is enhanced, reducing entrepreneurial stress and igniting entrepreneurial passion. This finding is consistent with the cognitive appraisal theory in emotional theory, which posits that individuals' cognitive evaluations of environmental stimuli affect their emotions, which in turn influence behavioural outcomes (Moghtader & Shamloo, 2019, pp. 106-122). Therefore, perceived social support enhances entrepreneurial intention by boosting entrepreneurial passion. Furthermore, this study reveals that entrepreneurial passion is not merely a personal love and commitment to entrepreneurial activities but also a positive psychological state fostered by social support. By enhancing entrepreneurial passion, individuals can better cope with setbacks and challenges in the entrepreneurial process, demonstrating higher entrepreneurial persistence and resilience, thereby increasing the likelihood of entrepreneurial success.

However, the study also found that individuals without entrepreneurial experience perceive higher levels of social support compared to those with entrepreneurial experience. This might be because inexperienced individuals rely more on external support in the initial stages of entrepreneurship, while experienced individuals might depend more on their own experience and resources. Therefore, in entrepreneurial education and practice, special attention should be given to supporting inexperienced students, helping them build confidence, enhance entrepreneurial passion, and consequently improve their entrepreneurial intentions. Particularly in entrepreneurship education, systematic support can be provided through mentorship, entrepreneurial simulations, and practical operations, helping inexperienced

individuals gradually accumulate entrepreneurial knowledge and skills, thereby reducing their anxiety and uncertainty during the early stages of entrepreneurship. This approach can effectively enhance their entrepreneurial intentions and success rates, creating more employment opportunities and economic value for society.

In summary, this study validates the relationship among perceived social support, entrepreneurial passion, and entrepreneurial intention, offering new perspectives for understanding university students' entrepreneurial behaviour. The findings enrich the theoretical foundation of entrepreneurship research and provide valuable references for policymakers and educators to strengthen social support networks in entrepreneurship education, stimulate students' entrepreneurial passion, and promote entrepreneurial activities. Future research can further explore the specific roles of different types of social support in the entrepreneurial process and how these support resources can be effectively integrated into policy and educational practices. Additionally, research can investigate the impact of social support on entrepreneurial intention in different cultural contexts to comprehensively understand the role of social support in the global entrepreneurial environment, providing more universal guidance for global entrepreneurship support policies.

5.5 Chapter Suggestions

Based on the results of this study, universities and entrepreneurial support organizations should prioritize building social support networks for students. By establishing mentorship programs, entrepreneurial clubs, and alumni networks, students can receive more emotional support and substantial assistance from family, friends, and significant others. For instance, universities can regularly host entrepreneurial seminars and workshops, inviting successful entrepreneurs to share their experiences and stories. This not only provides knowledge and skills but also enhances students' entrepreneurial confidence and passion. Additionally, through alumni networks, students can obtain practical entrepreneurial guidance and resource support, effectively addressing challenges and difficulties in the entrepreneurial process.

Secondly, educational institutions should design and implement comprehensive entrepreneurship education curricula, including entrepreneurial theory, business plan writing, market analysis, and financing strategies. Emphasis should also be placed on practical components, allowing students to experience the entrepreneurial process in real-world scenarios and accumulate practical experience. For students without entrepreneurial experience, more practice opportunities and support should be provided, such as entrepreneurial internships and project incubation, to help them gradually build entrepreneurial confidence and capabilities. Such systematic education can effectively reduce uncertainty and anxiety in the entrepreneurial process, increasing students' entrepreneurial intentions and success rates.

Lastly, the government and universities should provide policy support and financial assistance to help students overcome initial funding and policy barriers. Establishing dedicated entrepreneurial funds can offer seed funding and low-interest loans for promising entrepreneurial projects. Additionally, the government should implement favorable policies, such as tax exemptions and entrepreneurial subsidies, to alleviate the economic pressure on student entrepreneurs, encouraging more students to engage in entrepreneurship. Furthermore, universities can collaborate with enterprises to provide entrepreneurial internships and employment opportunities, helping students accumulate practical experience and resources in the entrepreneurial process. These measures can effectively enhance students' entrepreneurial intentions and success rates, promoting the development of innovation and entrepreneurship and injecting new vitality into sustainable economic growth.

CHAPTER 6

RELATIONSHIP ON YOUTH ENTREPRENEURIAL EDUCATION AND ENTREPRENEURSHIP

This study examines the impact of demographic characteristics on youth entrepreneurial education and entrepreneurship, with a focus on analyzing the direct relationship between entrepreneurial education and entrepreneurship. The research aims to create valid measurement scales and analyze how factors such as gender, age, education level, entrepreneurial experience, and birthplace influence these constructs. Exploratory and confirmatory factor analyses were conducted on a sample of 200 students, validating the scales with Cronbach's α values ranging from 0.800 to 0.891, indicating high reliability and validity. An additional sample of 287 students was used for difference and relationship analyses. The results showed significant birthplace differences in entrepreneurial education and notable age-related variations in entrepreneurship levels, with older students (26-35 years) demonstrating higher entrepreneurial tendencies. Furthermore, the study found a significant positive relationship between entrepreneurial education and entrepreneurship ($\beta=0.094$, $p<0.05$), suggesting that enhanced entrepreneurial education can positively influence youth entrepreneurship.

6.1 Chapter Research Objective

6.1.1 To create validity youth entrepreneurial education scales, and youth entrepreneurship scales.

6.1.2 To analyse the impact of different demographic characteristics (such as gender, age, education, entrepreneurial experience, and birthplace) on entrepreneurial education and entrepreneurship.

6.1.3 To evaluate the direct impact of entrepreneurial education on entrepreneurship.

6.2 Chapter Research Result

6.2.1 Exploratory Factor Analysis

After the Delphi analysis, the exploratory factor analysis is used to explore the data structure, validate the constructs identified through expert consensus. The results showed that the Bartlett sphericity test x^2 value of The Youth Entrepreneurial Education Scale was 1389.179 ($P < 0.001$), and the KMO coefficient was 0.932; the Bartlett sphericity test x^2 value of The Youth Entrepreneurship Scale was 5424.087 ($P < 0.001$), and the KMO coefficient was 0.957. The KMO of both scales exceeded 0.800, indicating that both scales can be subjected to exploratory factor analysis. The results of the exploratory factor analysis are shown in Table 6.1.

Table 6.1 Results of Exploratory Factor Analysis

Component	Communalities	Component	Communalities			
Entrepreneurial Education						
EE1	0.834	0.696	EE5	0.824	0.679	KMO=0.932 $x^2=1389.179$ $p < 0.001$ Variance=69.122%
EE2	0.810	0.657	EE6	0.832	0.693	
EE3	0.812	0.660	EE7	0.859	0.738	
EE4	0.846	0.716				
ILC	0.755	0.670	CRE	0.758	0.675	KMO=0.957 $x^2=5424.087$ $p < 0.001$ Variance=88.437%
	0.713	0.608		0.811	0.758	
	0.789	0.723		0.736	0.642	
	0.696	0.584		0.699	0.588	
ACH	0.724	0.624	SNW	0.812	0.760	
	0.803	0.744		0.696	0.585	
	0.808	0.754		0.759	0.676	
	0.779	0.706		0.766	0.686	
RTP	0.684	0.567	TFA	0.727	0.629	
	0.787	0.720		0.744	0.653	
	0.789	0.723		0.758	0.674	
	0.699	0.589		0.785	0.716	

Table 6.1 results indicate that the Youth Entrepreneurial Education scale is a single factor with 7 items, accounting for a total variance explained of 69.122%. In contrast, the Youth Entrepreneurship scale consists of 6 factors, with each factor comprising 4 items, and a total variance explained of 88.437%. All factor loading coefficients are greater than 0.70, indicating that the items are strongly correlated with their factors; the communality of the factors is greater than 0.30, indicating that each item contributes more to the factor structure; the explanation rate of each factor is greater than 5%, indicating that there are no redundant factors. These results show that the scale has high reliability and validity and is suitable for subsequent research and data analysis.

6.2.2 Confirmatory Factor Analysis

Based on the exploratory factor analysis, confirmatory factor analysis was used to estimate the structural validity of the scale. The results are shown in Table 6.2.

Table 6.2 Confirmatory Factor Analysis Results

Estimate	Std.Err	t	p	Estimate	Std.Err	t	p
Entrepreneurial Education							
0.799	0.025	32.515	0.000	0.787	0.023	34.142	0.000
0.769	0.028	27.937	0.000	0.803	0.024	33.827	0.000
0.773	0.033	23.113	0.000	0.841	0.018	47.320	0.000
0.824	0.019	44.527	0.000				
Entrepreneurship							
ILC				CRE			
0.737	0.022	34.084	0.000	0.751	0.021	34.939	0.000
0.699	0.023	29.946	0.000	0.812	0.019	42.238	0.000
0.779	0.019	41.601	0.000	0.721	0.025	28.924	0.000
0.674	0.027	24.834	0.000	0.690	0.025	27.728	0.000
ACH				SNW			
0.717	0.023	31.522	0.000	0.793	0.017	47.415	0.000
0.796	0.020	39.120	0.000	0.636	0.026	24.058	0.000
0.805	0.019	42.175	0.000	0.728	0.021	34.526	0.000
0.778	0.021	37.598	0.000	0.709	0.023	30.587	0.000

Table 6.2 Confirmatory Factor Analysis Results (Cont.)

Estimate	Std.Err	t	p	Estimate	Std.Err	t	p
RTP				TFA			
0.655	0.027	23.994	0.000	0.686	0.025	27.288	0.000
0.766	0.018	42.272	0.000	0.731	0.022	33.053	0.000
0.758	0.021	36.529	0.000	0.725	0.023	31.451	0.000
0.672	0.026	26.240	0.000	0.759	0.021	36.212	0.000

Based on the exploratory factor analysis of the Youth Entrepreneurial Education Scale and Youth Entrepreneurship Scale, confirmatory factor analysis was conducted to estimate the construct validity of these scales. The results revealed that the Youth Entrepreneurial Education Scale demonstrated good fit indices ($\chi^2/df=1.644$, CFI=0.991, TLI=0.987, RMSEA=0.046, SRMR=0.021), with all factor loadings exceeding 0.70 (ranging from 0.769 to 0.841). Similarly, the Youth Entrepreneurship Scale also showed good fit indices ($\chi^2/df=3.183$, CFI=0.934, TLI=0.918, RMSEA=0.065, SRMR=0.040), with all factor loadings exceeding 0.60 (ranging from 0.636 to 0.812). These results indicate that both the Youth Entrepreneurial Education Scale and the Youth Entrepreneurship Scale possess good validity indicators.

6.2.3 Reliability Analysis

This study conducted a reliability analysis on the Youth Entrepreneurial Education Scale and Youth Entrepreneurship Scale. Cronbach's α value equal to 0.7 is the boundary value of the acceptable scale (Taber, 2018, 1273-1296). The reliability analysis results are shown in Table 6.3.

Table 6.3 Result of Reliability Analysis

Variable		N	Cronbach's α	
Entrepreneurial Education		7	0.891	
Entrepreneurship	ILC	4	0.800	0.853
	ACH	4	0.828	
	RTP	4	0.835	
	CRE	4	0.859	

Table 6.3 Result of Reliability Analysis (Cont.)

Variable		N	Cronbach's α	
	SNW	4	0.815	
	TFA	4	0.884	

The reliability analysis results show that the reliability coefficients of each scale are between 0.8 and 0.9, indicating that these scales have good internal consistency and stability. These results show that each scale has high reliability and is suitable for subsequent research and analysis.

6.2.4 Difference Analysis

Based on analyzed scales, Table 6.4 presents the results of the difference analysis, which explores the variations in Entrepreneurial Education and Entrepreneurship across different demographic groups.

Table 6.4 Results of Difference Analysis

Variable		Entrepreneurial Education		Entrepreneurship	
		M \pm SD	t/F	M \pm SD	t/F
Gender	Male	3.600 \pm 0.890	1.660	3.484 \pm 0.822	-1.584
	Female	3.428 \pm 0.883		3.632 \pm 0.778	
Age	17-18	3.119 \pm 0.574	1.253	2.438 \pm 0.773	4.770**
	19-25	3.379 \pm 0.913		3.420 \pm 0.888	
	26-30	3.534 \pm 0.763		3.693 \pm 0.714	
	31-35	3.607 \pm 0.885		3.634 \pm 0.741	
Education	Lower-level undergraduate	3.681 \pm 1.032	1.335	3.846 \pm 0.569	0.634
	Senior undergraduate	3.323 \pm 1.096		3.612 \pm 0.812	
	Master	3.421 \pm 0.851		3.532 \pm 0.830	
	Doctoral	3.585 \pm 0.851		3.565 \pm 0.790	
Experience	Yes	3.448 \pm 0.872	1.069	3.640 \pm 0.769	-1.592
	No	3.558 \pm 0.906		3.493 \pm 0.826	

Table 6.4 Results of Difference Analysis (Cont.)

Variable		Entrepreneurial Education		Entrepreneurship	
		M±SD	t/F	M±SD	t/F
Birthplace	Southern	3.700±0.814	3.350*	3.628±0.732	0.927
	Central	3.450±0.873		3.509±0.833	
	Western	3.349±0.986		3.642±0.800	
Note: *<0.05, **<0.01					

From Table 6.4, it can be seen that Entrepreneurial Education shows no significant differences in gender ($t=1.660$, $p=0.098$), age ($F=1.253$, $p=0.288$), educational background ($F=1.335$, $p=0.263$), and entrepreneurial experience ($t=1.069$, $p=0.286$). However, there is a significant difference across regions ($F=3.350$, $p<0.05$). Post hoc tests reveal that students living in the Eastern region experience a significantly higher level of Entrepreneurial Education compared to those living in the Central and Western regions, while the levels of Entrepreneurial Education experienced by students in the Central and Western regions do not differ significantly.

In terms of Entrepreneurship, there are no significant differences in gender ($t=-1.584$, $p=0.114$), educational background ($F=0.634$, $p=0.594$), region ($F=0.927$, $p=0.397$), and entrepreneurial experience ($t=-1.592$, $p=0.112$). However, significant differences are observed across different age groups ($F=4.770$, $p<0.01$). Specifically, students aged 26-30 ($M=3.534$, $SD=0.763$) and 31-35 ($M=3.607$, $SD=0.885$) experience significantly higher levels of Entrepreneurship compared to students aged 17-18 ($M=3.119$, $SD=0.574$) and 19-25 ($M=3.379$, $SD=0.913$). Additionally, students aged 19-25 experience significantly higher levels of Entrepreneurship compared to those aged 17-18.

6.2.5 Regression Analysis

The correlation analysis indicates a significant positive relationship between entrepreneurial education and entrepreneurship ($r=0.12$, $p<0.05$). Table 6.5 presents the regression analysis results, examining the predictive power of various factors on entrepreneurship.

Table 6.5 Results of Regression Analysis

Variable	Entrepreneurship		
	β	t	p
Gender	0.243	1.321	0.188
Age	0.063	1.703	0.090
Birthplace	-0.042	-0.726	0.469
Education	-0.026	-0.533	0.595
Experience	-0.036	-0.084	0.470
Entrepreneurial Education	0.094	2.037	0.043
R ²	0.040		
F	1.719		

After adding control variables, the results show that Entrepreneurial Education has a significant positive predictive effect on Entrepreneurship ($\beta=0.094$, $t=2.037$, $p<0.05$).

6.3 Chapter Research Conclusion

This study aimed to create valid scales for youth entrepreneurial education and youth entrepreneurship, and to analyze the impact of different demographic characteristics on these factors. The study employed a modified Delphi method to gather expert opinions, followed by exploratory and confirmatory factor analyses to validate the constructs. The results indicate that both the Youth Entrepreneurial Education Scale and the Youth Entrepreneurship Scale possess high reliability and validity. The exploratory factor analysis showed strong factor loadings and high variance explained, while the confirmatory factor analysis demonstrated good fit indices for both scales. The difference analysis revealed that entrepreneurial education does not significantly differ across gender, age, educational background, and entrepreneurial experience, but shows significant regional differences, with students from the Eastern region experiencing higher levels of entrepreneurial education. In contrast, entrepreneurship levels varied significantly across different age groups, with older students (26-35 years) showing higher levels of entrepreneurship compared to younger students (17-25 years). Correlation and regression analyses further indicated a significant positive relationship between entrepreneurial education and entrepreneurship, suggesting that enhanced

entrepreneurial education can positively influence youth entrepreneurship. These findings underscore the importance of tailored entrepreneurial education programs that consider regional and age-specific needs to foster entrepreneurial intentions and skills among youth. Policymakers and educators should focus on creating supportive environments and curricula that enhance entrepreneurial identity and competencies, ultimately contributing to the development of future entrepreneurs.

6.4 Chapter Research Suggestion

Given the findings that entrepreneurial education has a significant positive impact on youth entrepreneurship, it is recommended that educational institutions, particularly universities, design and implement comprehensive entrepreneurial education programs. These programs should focus on not only imparting knowledge and skills but also fostering an entrepreneurial mindset and identity among students. Special attention should be given to regional disparities; for instance, regions with lower levels of entrepreneurial education should receive targeted interventions to bridge the gap. Moreover, since older students (26-35 years) show higher levels of entrepreneurship, universities could develop advanced, age-specific modules that cater to the unique needs and experiences of different age groups, thereby maximizing the potential of entrepreneurial education across all student demographics.

While the Delphi method and factor analyses provided robust insights, future research could benefit from incorporating a mixed-methods approach. This would involve qualitative methods such as in-depth interviews or focus groups to gain deeper insights into the reasons behind the quantitative findings. Additionally, longitudinal studies could be conducted to track changes in entrepreneurial intentions and outcomes over time, providing a more dynamic understanding of the impact of entrepreneurial education. Enhancing the sample diversity, especially by including students from various economic backgrounds and more geographical regions, could also improve the generalizability of the results. Finally, integrating technological tools and platforms for real-time feedback during the Delphi process could increase efficiency and engagement from expert participants.

CHAPTER 7

ENTREPRENEURIAL EDUCATION AND ENTREPRENEURSHIP AS MODERATORS

This study explored the moderating roles of entrepreneurial education and entrepreneurship in the relationships on perceived social support, entrepreneurial passion, and entrepreneurial intention among Chinese students in Thailand. The findings indicate that entrepreneurial education significantly enhances the positive impact of perceived social support on entrepreneurial passion ($\beta=0.769$, $p<0.001$) and entrepreneurial intention ($\beta=0.415$, $p<0.01$), while entrepreneurship did not show a significant moderating effect in this relationship. Entrepreneurship has a significant moderating effect on entrepreneurial passion and entrepreneurial intention ($\beta=0.457$, $p<0.001$). The results highlight the importance of integrating comprehensive entrepreneurial education programs to foster entrepreneurial intentions by leveraging social support. The implications for policymakers and educators include developing targeted educational interventions and support systems to cultivate a conducive entrepreneurial environment for international students.

7.1 Chapter Research Objective

7.1.1 To explore the moderating role of entrepreneurship education in the relationships between perceived social support, entrepreneurial passion, and entrepreneurial intention. Specifically, this study aims to assess how entrepreneurship education influences the relationship between perceived social support and entrepreneurial passion, the relationship between perceived social support and entrepreneurial intention, and the relationship between entrepreneurial passion and entrepreneurial intention.

7.1.2 To investigate the moderating role of entrepreneurship in the relationships between perceived social support, entrepreneurial passion, and entrepreneurial intention. This research seeks to evaluate how the entrepreneurship affects the relationship between

perceived social support and entrepreneurial passion, the relationship between perceived social support and entrepreneurial intention, and the relationship between entrepreneurial passion and entrepreneurial intention.

7.2 Chapter Research Result

7.2.1 Correlation Analysis

The correlation analysis (Table 7.1) examined the relationships between perceived social support, entrepreneurial education, entrepreneurial passion, entrepreneurship, and entrepreneurial intention.

Table 7.1 Result of Correlation analysis

	SS	EE	EP	ER	EI
SS	1				
EE	0.588**	1			
EP	0.310**	0.556**	1		
ER	0.134*	0.448**	0.372**	1	
EI	0.402**	0.121*	0.579**	0.442**	1
M	3.548	2.91	3.457	2.62	3.307
SD	0.817	0.881	0.824	0.691	0.901

Note: * $p < 0.05$, ** $p < 0.01$

The correlation analysis results show that Entrepreneurship Education (EE) and Entrepreneurship (ER) act as moderating variables between Perceived Social Support (SS), Entrepreneurial Passion (EP), and Entrepreneurial Intention (EI). The correlation coefficient between Entrepreneurship Education and Perceived Social Support is 0.588** ($p < 0.01$), indicating a significant positive relationship; the correlation coefficient between Entrepreneurship Education and Entrepreneurial Passion is 0.556** ($p < 0.01$), suggesting that individuals with more entrepreneurship education generally exhibit higher entrepreneurial passion; the correlation coefficient between Entrepreneurship Education and Entrepreneurial Intention is 0.121* ($p < 0.05$),

showing a weak but positive relationship, implying that entrepreneurship education has a slight positive influence on entrepreneurial intention.

The correlation coefficient between Entrepreneurship and Perceived Social Support is 0.134^* ($p < 0.05$), indicating a significant positive relationship between social support and entrepreneurship; the correlation coefficient between Entrepreneurship and Entrepreneurial Passion is 0.448^{**} ($p < 0.01$), showing that higher entrepreneurship is associated with higher entrepreneurial passion; the correlation coefficient between Entrepreneurship and Entrepreneurial Intention is 0.442^{**} ($p < 0.01$), indicating that entrepreneurship has a significant positive influence on entrepreneurial intention.

7.2.2 Moderation Analysis 1

In the regression analysis (Table 7.2) of the moderating effect of entrepreneurial education, Model 2 incorporates the interaction term between perceived social support and entrepreneurial education. The results show that the interaction term $B=0.269$, $SE=0.009$, $\beta=0.769$, $t=29.971$, $p<0.001$. Model 1, $R^2=0.931$, $F=492.355$, $p<0.001$; Model 2, $R^2=0.983$, $F=1886.922$, $p<0.001$, with an increase in R^2 (ΔR^2) of 0.052 and an increase in F (ΔF) of 898.281, $p<0.001$. Compared to Model 1, Model 2 has a higher goodness-of-fit, indicating that the model with the interaction term has a stronger explanatory power for entrepreneurial passion. The increase in R^2 (ΔR^2) of 0.052 for Model 2 over Model 1 indicates that entrepreneurial education as a moderating variable provides an additional 5.2% explanatory power, while the increase in F (ΔF) of 898.281, $p<0.001$, demonstrates that the inclusion of the interaction term significantly enhances the model. This signifies that entrepreneurial education significantly moderates the relationship between perceived social support and entrepreneurial passion. These results suggest that entrepreneurial education as a moderating variable further enhances the model's explanatory power, highlighting its important role in moderating the relationship between perceived social support and entrepreneurial passion.

In the regression analysis of the moderating effect of entrepreneurship, the positive influence of perceived social support remains significant in Model 2, but its significance has decreased ($p=0.010$). The negative influence of entrepreneurship is no longer significant in Model 2 ($p=0.192$). The interaction term, $B=-0.051$, $SE=0.072$, $\beta=-0.217$, $t=-0.715$, $p=0.475$. The model shows that Model 1, $R^2=0.283$, $F=14.363$, $p<0.001$; Model 2, $R^2=0.284$, $F=2.803$, $p<0.001$, with an increase in R^2 (ΔR^2) of 0.001 and an increase in F (ΔF) of 0.511, $p=0.475$. These results indicate that entrepreneurship as a moderating variable does not significantly affect this relationship.

Table 7.2 Result of Moderating Effect 1

VAR	EP							
	Model 1				Model 2			
	B	SE	β	t	B	SE	β	t
SS	0.972	0.019	0.973	50.731***	0.198	0.028	0.198	7.205***
EE	1.151	0.019	1.129	59.184***	0.300	0.030	0.294	10.000***
SS* EE					0.269	0.009	0.769	29.971***
R^2	0.931				0.983			
F	492.355***				1886.922***			
ΔR^2					0.052			
ΔF					898.281***			
SS	0.371	0.051	0.372	7.323***	0.506	0.195	0.507	2.594
ER	-0.501	0.059	-0.430	-8.547***	-0.327	0.250	-0.281	-1.309
SS*ER					-0.051	0.072	-0.217	-0.715
R^2	0.283				0.284			
F	14.363***				12.803***			
ΔR^2					0.001			
ΔF					0.511			

Note: *** $p<0.001$; ** $p<0.01$

In the regression analysis, entrepreneurial education significantly enhanced the relationship between perceived social support and entrepreneurial passion as a moderating variable. By incorporating the interaction term, Model 2's explanatory power significantly increased, highlighting the importance of entrepreneurial

education in strengthening the impact of perceived social support on entrepreneurial passion. Based on this finding, a slope chart (Figure 7.1) was created to illustrate further the influence of perceived social support on entrepreneurial passion at different levels of entrepreneurial education.

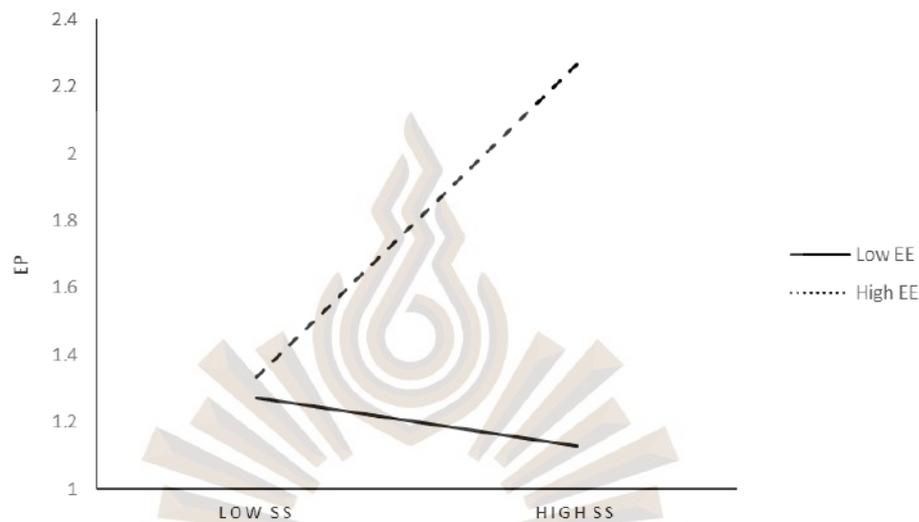


Figure 7.1 Moderation effect of entrepreneurial education with perceived social support on entrepreneurial passion

The slope chart in the document illustrates the impact of perceived social support on entrepreneurial passion under different levels of entrepreneurial education. The chart reflects changes in perceived social support at the mean plus or minus one standard deviation ($M \pm 1 SD$). At low levels of entrepreneurial education ($EE - 1 SD$), the slope between perceived social support and entrepreneurial passion is relatively flat, indicating that the impact of perceived social support on entrepreneurial passion is minimal. Conversely, at high levels of entrepreneurial education ($EE + 1 SD$), the slope between perceived social support and entrepreneurial passion is significantly steeper, indicating that the impact of perceived social support on entrepreneurial passion is substantially enhanced. As a moderating variable, entrepreneurial education significantly strengthens the relationship between perceived social support and entrepreneurial passion. In other words, when entrepreneurial education is low, the impact of perceived social support on entrepreneurial passion is weaker, but when

entrepreneurial education is high, the positive effect of perceived social support on entrepreneurial passion is significantly enhanced.

7.2.3 Moderation Analysis 2

In the regression analysis (Table 7.3), entrepreneurial passion was analyzed as the independent variable, entrepreneurial education as the moderating variable, and entrepreneurial intention as the dependent variable. The results showed that Model 1 explained 39.7% of the total variance in entrepreneurial intention, with $F = 23.974$, $p < 0.001$, indicating that the model was significant overall. Entrepreneurial passion had a significant positive effect on entrepreneurial intention ($B = 0.812$, $SE = 0.060$, $\beta = 0.742$, $t = 13.423$, $p < 0.001$), suggesting that as entrepreneurial passion increases, entrepreneurial intention significantly improves. However, entrepreneurial education significantly negatively affected entrepreneurial intention ($B = -0.332$, $SE = 0.062$, $\beta = -0.298$, $t = -5.370$, $p < 0.001$), indicating that an increase in entrepreneurial education reduces entrepreneurial intention. In Model 2, after adding the interaction term between entrepreneurial passion and entrepreneurial education, the R^2 value slightly increased to 0.403, with $F = 21.783$, $p < 0.001$. Although the interaction term's effect on entrepreneurial intention was not significant ($B = 0.104$, $SE = 0.061$, $\beta = 0.506$, $t = 1.722$, $p = 0.086$), the ΔR^2 value of 0.006 and ΔF value of 0.086 suggest that adding the interaction term slightly improved the model's explanatory power, but not significantly ($p > 0.05$).

In the analysis of the moderating variable entrepreneurship, entrepreneurial passion remained the independent variable, and entrepreneurial intention was the dependent variable. According to the results of Model 1, entrepreneurial passion had a significant positive effect on entrepreneurial intention ($B = 0.948$, $SE = 0.028$, $\beta = 0.867$, $t = 34.333$, $p < 0.001$), indicating that as entrepreneurial passion increases, entrepreneurial intention significantly improves. Model 2 further confirmed this result, although the effect of entrepreneurial passion slightly weakened ($B = 0.501$, $SE = 0.098$, $\beta = 0.458$, $t = 5.093$, $p < 0.001$). Entrepreneurship also had a significant positive effect on entrepreneurial intention. In Model 1, the $B = 0.981$, $SE = 0.032$, $\beta = 0.771$, t

= 30.544, $p < 0.001$. In Model 2, the effect of entrepreneurship was slightly weakened ($B = 0.499$, $SE = 0.107$, $\beta = 0.392$, $t = 4.673$, $p < 0.001$). The interaction term between entrepreneurial passion and entrepreneurship significantly positively affected entrepreneurial intention in Model 2 ($B = 0.159$, $SE = 0.034$, $\beta = 0.457$, $t = 4.721$, $p < 0.001$). This indicates that the interaction between entrepreneurial passion and entrepreneurship significantly enhances entrepreneurial intention. Overall, the R^2 values of Model 1 and Model 2 were 0.838 and 0.854, respectively, indicating that these two models explain most of the variance in entrepreneurial intention. The changes in ΔR^2 ($p = 0.000$) and ΔF ($p = 0.000$) further validate the significance of the interaction term in Model 2.

Table 7.3 Result of Moderating Effect 2

VAR	EI							
	Model 1				Model 2			
	B	SE	β	t	B	SE	β	t
EP	0.812	0.060	0.742	13.423***	0.530	0.174	0.485	3.046**
EE	-0.332	0.062	-0.298	-5.370***	-0.677	0.209	-0.607	-3.230**
EP*EE					0.104	0.061	0.506	1.722
R^2	0.397				0.403			
F	23.974***				21.783***			
ΔR^2					0.006			
ΔF					0.086			
EP	0.948	0.028	0.867	34.333***	0.501	0.098	0.458	5.093***
ER	0.981	0.032	0.771	30.544***	0.499	0.107	0.392	4.673***
EP*ER					0.159	0.034	0.457	4.721***
R^2	0.838				0.854			
F	194.563***				188.073***			
ΔR^2					0.011			
ΔF					22.287***			

Note: *** $p < 0.001$; ** $p < 0.01$

The interaction between entrepreneurial passion and entrepreneurship significantly enhances entrepreneurial intention (Table 7.2). Based on the regression

analysis, the slope graph (Figure 7.2) was plotted using the mean and standard deviation ($M \pm SD$) values. The graph demonstrates the moderating effect of entrepreneurship on the relationship between entrepreneurial passion and entrepreneurial intention. This visual representation allows for a clearer understanding of how varying levels of entrepreneurship influence the strength of entrepreneurial passion's impact on entrepreneurial intention.

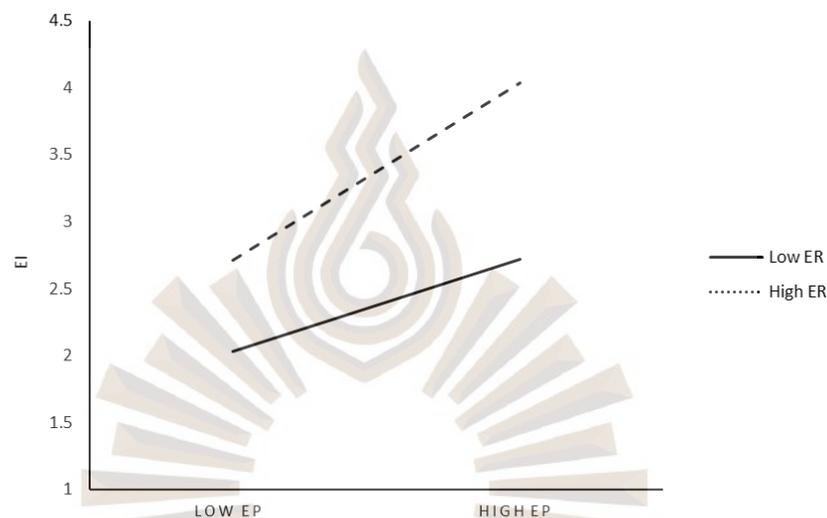


Figure 7.2 Moderation effect of entrepreneurship with entrepreneurial passion on entrepreneurial intention

The slope graph illustrates the impact of entrepreneurial passion and entrepreneurship on entrepreneurial intention in different scenarios. When entrepreneurial passion is low, entrepreneurial intention is relatively low under low entrepreneurship, but increases significantly under high entrepreneurship. This indicates that high levels of entrepreneurship can significantly enhance entrepreneurial intention even when entrepreneurial passion is low. Conversely, when entrepreneurial passion is high, entrepreneurial intention is already moderate under low entrepreneurship and rises under high entrepreneurship. This demonstrates that in the context of high entrepreneurial passion, high entrepreneurship has a more pronounced positive effect on entrepreneurial intention. Entrepreneurship significantly moderates the relationship between entrepreneurial passion and entrepreneurial intention at different levels. Particularly, high entrepreneurship can substantially boost

entrepreneurial intention in the presence of high entrepreneurial passion. This finding corroborates the regression analysis results, confirming entrepreneurship's significant positive moderating effect on entrepreneurial intention.

7.2.4 Moderation Analysis 3

In Model 1 (Table 7.4), perceived social support and entrepreneurial education significantly influence entrepreneurial intention. Specifically, the data show that the regression coefficient for perceived social support is $B=0.791$, $SE=0.064$, $\beta=0.725$, $t=12.398$, with a significance level of $p<0.001$. This indicates that perceived social support has a significant positive effect on entrepreneurial intention. Similarly, the regression coefficient for entrepreneurial education is $B=0.604$, $SE=0.065$, $\beta=0.542$, $t=9.321$, with a significance level of $p<0.001$, indicating that entrepreneurial education has a significant positive effect on entrepreneurial intention. The coefficient of determination $R^2=0.361$ for Model 1 indicates that perceived social support and entrepreneurial education can explain 36.1% of the variance in entrepreneurial intention. The model is overall significant, with an F-value of 20.584 ($p<0.001$). Model 2 adds the interaction term between perceived social support and entrepreneurial education. The results show that the regression coefficient for perceived social support is $B=0.334$, $SE=0.183$, $\beta=0.306$, $t=1.823$; the regression coefficient for entrepreneurial education is $B=0.101$, $SE=0.200$, $\beta=0.091$, $t=0.505$. The regression coefficient for the interaction term is $B=0.159$, $SE=0.060$, $\beta=0.415$, $t=2.658$, with a significance level of $p<0.01$. The coefficient of determination $R^2=0.377$ for Model 2 indicates an increase of 0.015 compared to Model 1 ($\Delta R^2=0.015$), and the interaction term is significant ($\Delta F=0.008$, $p<0.01$), indicating that entrepreneurial education has a moderating effect between perceived social support and entrepreneurial intention.

In the analysis of the moderating effect of entrepreneurship, both perceived social support and entrepreneurship ($B=0.501$, $SE=0.062$, $\beta=0.394$, $t=8.038$, $p<0.001$) significantly influence entrepreneurial intention. The coefficient of determination $R^2=0.321$ for Model 1 indicates that perceived social support and entrepreneurship can explain 32.1% of the variance in entrepreneurial intention. The model is overall

significant, with an F-value of 17.229 ($p < 0.001$). Model 2 adds the interaction term between perceived social support and entrepreneurship. The results show that the perceived social support ($p = 0.110$) and entrepreneurship ($p = 0.101$) are not significant to entrepreneurial intention. The regression coefficient for the interaction term is $B = 0.019$, $SE = 0.076$, $\beta = 0.072$, $t = 0.244$, $p = 0.807$. The coefficient of determination $R^2 = 0.322$ for Model 2 indicates an increase of 0.001 compared to Model 1 ($\Delta R^2 = 0.000$), and the interaction term is not significant ($\Delta F = 0.059$, $p = 0.807$), indicating that entrepreneurship does not have a significant moderating effect between perceived social support and entrepreneurial intention.

Table 7.4 Result of Moderating Effect 3

VAR	EI							
	Model 1				Model 2			
	B	SE	β	t	B	SE	β	t
SS	0.791	0.064	0.725	12.398***	0.334	0.183	0.306	1.823
EE	0.604	0.065	0.542	9.321***	0.101	0.200	0.091	0.505
SS * EE					0.159	0.060	0.415	2.658**
R ²	0.361				0.377			
F	20.584***				19.463***			
ΔR^2					0.015			
ΔF					0.008**			
SS	0.382	0.054	0.350	7.081***	0.333	0.208	0.305	1.604
ER	0.501	0.062	0.394	8.038***	0.438	0.266	0.344	1.646
SS * ER					0.019	0.076	0.072	0.244
R ²	0.321				0.322			
F	17.229***				15.271***			
ΔR^2					0.000			
ΔF					0.059			

Note: *** $p < 0.001$; ** $p < 0.01$

The regression analysis results show that entrepreneurial education significantly moderates the relationship between perceived social support and entrepreneurial intention. A slope graph (Figure 7.3) has been drawn to illustrate this moderating effect more intuitively.

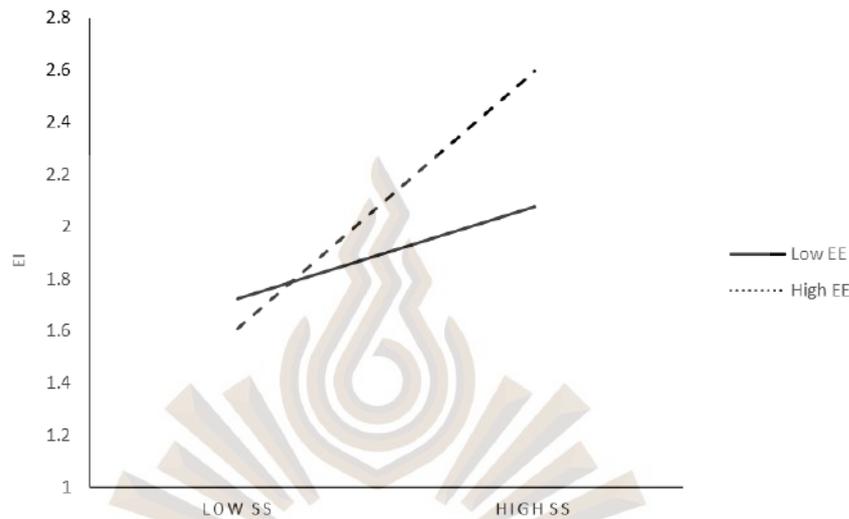


Figure 7.3 Moderation effect of entrepreneurial education with perceived social support on entrepreneurial intention

According to the chart analysis, entrepreneurial education significantly moderates the relationship between perceived social support and entrepreneurial intention. In situations of low perceived social support, the impact of entrepreneurial education on entrepreneurial intention is relatively small. However, when the level of perceived social support is high, the positive impact of entrepreneurial education on entrepreneurial intention is significantly enhanced. This indicates that high levels of entrepreneurial education can amplify the positive effects of perceived social support on entrepreneurial intention. In other words, in contexts where perceived social support is high, individuals who receive higher levels of entrepreneurial education have stronger entrepreneurial intentions. This moderating effect suggests that entrepreneurial education is particularly important in enhancing individual entrepreneurial intention, especially when perceived social support is already high, making its role even more significant.

7.3 Chapter Research Discussion

7.3.1 Entrepreneurial Education as a Moderator

This study found that entrepreneurial education significantly moderates the relationship between perceived social support and entrepreneurial intention, consistent with many previous studies (Wang, 2018, pp. 45-52; Li, 2019, pp. 23-30; Zhang, 2020, pp. 14-22). Entrepreneurial education enhances students' entrepreneurial intentions through various channels, including providing entrepreneurial knowledge, skills, and a supportive environment. Specifically, entrepreneurial education is not just about knowledge transmission but also helps students understand the challenges and solutions they may encounter in the entrepreneurial process through practical cases and situational simulations, thereby enhancing their entrepreneurial self-confidence and determination (Liu et al., 2022a, pp. 425-441).

Entrepreneurial education directly affects entrepreneurial passion and entrepreneurial intention. Donnellon et al. (2014, pp. 490-499) pointed out that entrepreneurial education can cultivate students' entrepreneurial passion by providing systematic entrepreneurial knowledge and courses, thereby enhancing their entrepreneurial cognition. In addition, entrepreneurial education indirectly increases their entrepreneurial passion and entrepreneurial intention by improving students' entrepreneurial self-efficacy (Arshad et al., 2018b, pp. 207-215). This view is supported by the results of this study, where entrepreneurial education as a moderating variable significantly enhances the impact of perceived social support on entrepreneurial intention. Entrepreneurial education affects students not only at the cognitive level but also has profound implications at the emotional and psychological levels. Research shows that systematic entrepreneurial education can effectively reduce students' fear of entrepreneurial failure, cultivate optimism, and enhance their ability to cope with challenges (Liu et al., 2022a, pp. 425-441). These positive emotional and psychological states are essential for entrepreneurial success as they help students maintain a positive attitude and perseverance when facing difficulties. Cultural and environmental factors may influence the effectiveness of entrepreneurial

education. Students from different cultural backgrounds may have various levels of acceptance and response to entrepreneurial education. For example, in some cultures, social support and family support may significantly impact entrepreneurial intention (Kusumojanto et al., 2021b, pp. 1-14).

Additionally, the moderation analysis reveals a nuanced interaction between entrepreneurial passion and entrepreneurial education. Although the interaction term was not statistically significant, the slight improvement in explanatory power suggests a complex relationship due to differences in educational content and methods, individual differences, academic environment, and psychological and emotional factors. Different types of educational content and methods, students' backgrounds and personalities, levels of teaching resources and support, and the multifaceted impact of education on students' emotions and psychology can all moderate the effect of entrepreneurial education on entrepreneurial passion.

The significant moderating effect of entrepreneurship education on the relationship between perceived social support and entrepreneurial intention suggests that entrepreneurship education enhances the positive impact of perceived social support on entrepreneurial intention. This means that in environments with high support, individuals who receive higher levels of entrepreneurship education can effectively utilize this support and translate it into actual entrepreneurial actions. Entrepreneurship education provides the necessary skills and knowledge and fosters individuals' entrepreneurial mindset and self-efficacy. Theoretical learning, case analysis, and practical experience in the educational process can reduce the fear of entrepreneurial failure and enhance confidence in facing entrepreneurial challenges (Liu et al., 2022a, pp. 425-441). Moreover, entrepreneurship education offers extensive networks and resources, allowing students to access more entrepreneurial opportunities and support systems, which are crucial in enhancing entrepreneurial intention (Kusumojanto et al., 2021b, pp. 1-14). In contexts of high social support, entrepreneurship education significantly amplifies the positive impact on entrepreneurial intention. This indicates that while having strong social support, systematic entrepreneurship education further boosts individuals' motivation and

capability for entrepreneurial actions (Donnellon et al., 2014, pp. 490-499). For instance, on the foundation of support from family, friends, or mentors, entrepreneurship education's professional knowledge and skills enable individuals to better cope with various entrepreneurial challenges and effectively utilize their social network resources.

7.3.2. Entrepreneurship as a Moderator

This study found that entrepreneurship does not significantly moderate the relationship between perceived social support and entrepreneurial intention. Traditional views suggest that entrepreneurship is an inherent trait, such as risk-taking, innovation, and risk tolerance, which significantly impact entrepreneurial intention (Zhao et al., 2010, pp. 381-404). However, the results of this study indicate that these inherent traits do not significantly moderate the relationship between social support and entrepreneurial intention. This may be because entrepreneurship is more of an intrinsic drive, and its impact is somewhat independent of the external support environment. Although entrepreneurship as a personal trait significantly impacts entrepreneurial intention, its interaction with external support (such as perceived social support) may not be as strong as expected. This means that even if a person has a high level of entrepreneurship, their entrepreneurial intention may be limited without external social support. Conversely, a person with strong perceived social support may have high entrepreneurial intention, even if their level of entrepreneurship is lower.

The moderating role of entrepreneurship, defined as a set of inherent characteristics and attitudes towards identifying and exploiting opportunities, significantly enhanced the relationship between entrepreneurial passion and entrepreneurial intention. This aligns with the findings of previous research, which underscore the importance of entrepreneurial traits such as risk-taking, innovativeness, and resilience in driving entrepreneurial behaviour (Zhao et al., 2010, pp. 381-404). The significant interaction effect indicates that individuals with high entrepreneurial passion and strong entrepreneurship are more likely to exhibit higher entrepreneurial intentions. This finding underscores the synergistic impact of passion and support on

entrepreneurial motivation. High entrepreneurial passion fuels intrinsic motivation and commitment, while strong entrepreneurial support provides the necessary resources, guidance, and encouragement. These factors create a conducive environment that enhances an individual's confidence and readiness to pursue entrepreneurial activities. Consequently, fostering both passion and support within entrepreneurial ecosystems is crucial for nurturing future entrepreneurs and driving entrepreneurial success.

However, the analysis of the moderating effect of entrepreneurship traits shows no significant interaction between perceived social support and entrepreneurship on entrepreneurial intention. This indicates that inherent entrepreneurship alone cannot significantly influence the relationship between social support and entrepreneurial intention. While risk-taking, innovation, and internal control are crucial for entrepreneurial success, their impact is likely more direct than through moderating social support (Neneh, 2019, pp. 273-279). This finding suggests that although entrepreneurship is an important factor influencing entrepreneurial intention, its role may be more evident in direct entrepreneurial behaviours and decisions rather than indirectly affecting the relationship between social support and entrepreneurial intention. For example, an individual with strong innovative capability and high risk-taking willingness may have their entrepreneurial intention directly driven by these traits rather than through the enhancement of perceived social support (Ciavarella et al., 2004, pp. 465-483). Therefore, future research should further explore the impact of entrepreneurship traits on entrepreneurial intention in different contexts and consider other potential moderating variables, such as cultural factors, economic conditions, and technological advancements to provide a more comprehensive understanding (Williamson, 2021, p. 20).

7.4 Chapter Research Suggestion

Universities should enhance the implementation of entrepreneurial education by offering a more comprehensive curriculum, conducting case studies, and providing practical opportunities to improve students' entrepreneurial knowledge and skills. Entrepreneurial education should not only focus on theoretical knowledge but also

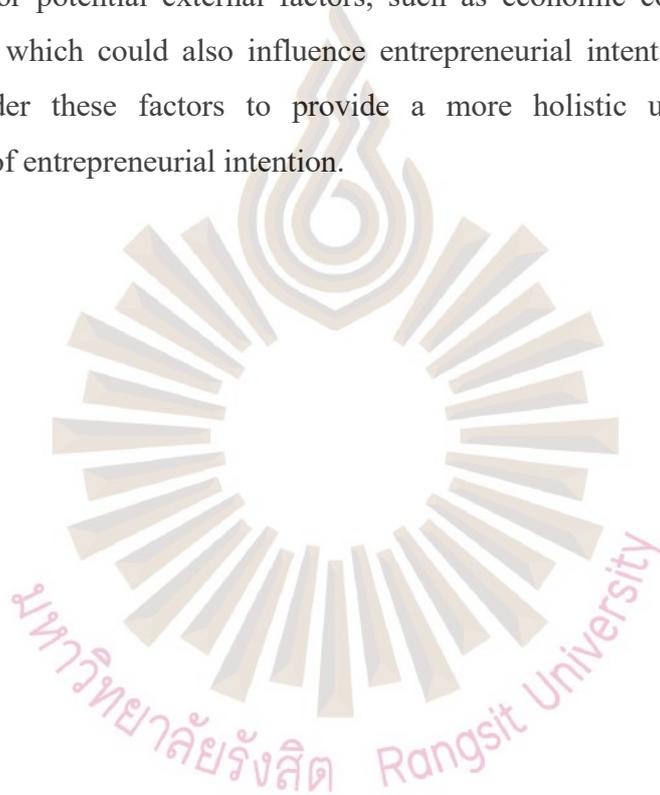
emphasize the ability to solve real-world problems. Universities can invite successful entrepreneurs to give lectures and workshops, allowing students to gain practical experience and build confidence in their entrepreneurial endeavors. Additionally, collaboration between government and educational institutions is essential to develop systematic and targeted entrepreneurial education programs, especially for students with entrepreneurial intentions. These programs should cover areas such as entrepreneurial theory, market analysis, and risk management to help students fully understand the entrepreneurial process and prepare adequately for their ventures.

There should be an emphasis on providing broader social support. Research indicates that social support significantly impacts students' entrepreneurial passion and intentions. Therefore, universities and related institutions should establish effective support networks, including mentorship programs, entrepreneurial counseling, and psychological support, to help students navigate the challenges and difficulties they may encounter in their entrepreneurial journey. Encouraging support from family, friends, and the wider community is also crucial, as it can provide students with the emotional and resource backing necessary to feel more confident and motivated in pursuing entrepreneurship.

Particular attention should be given to individual entrepreneurial traits. Although research shows that entrepreneurship does not significantly moderate the relationship between social support and entrepreneurial intention, these traits remain important factors influencing entrepreneurial intentions. Educators should identify and cultivate students' entrepreneurship, such as risk-taking ability, innovation, and locus of control. This can be achieved through personalized entrepreneurial training and psychological counselling, helping students maintain a positive and confident attitude when facing entrepreneurial risks and uncertainties.

The study sample consists solely of Chinese students in Thailand, which may limit the generalizability of the findings to other cultural contexts. The socio-cultural environment of Chinese students studying abroad may influence their entrepreneurial intentions and behaviours differently than students from different backgrounds or those

studying in their home countries. Secondly, using self-reported measures for assessing perceived social support, entrepreneurial passion, and intention may introduce response biases, such as social desirability bias, which can affect the accuracy of the data. Additionally, the study's cross-sectional design captures data at a single point in time, limiting the ability to infer causal relationships between variables. Longitudinal studies are needed to understand better the dynamic nature of entrepreneurial intentions and the long-term impact of entrepreneurial education and social support. Lastly, the study did not account for potential external factors, such as economic conditions and market opportunities, which could also influence entrepreneurial intentions. Future research should consider these factors to provide a more holistic understanding of the determinants of entrepreneurial intention.



CHAPTER 8

FOCUS GROUP ANALYSIS OF CHINESE STUDENTS' ENTREPRENEURIAL INTENTIONS

This study examines the role of perceived social support, entrepreneurial passion, entrepreneurial education, and entrepreneurship in shaping Chinese students' entrepreneurial intentions in Thailand. Through a series of focus group interviews, the research explores the influence of cross-cultural experiences on these factors. The findings reveal that perceived social support significantly alleviates negative emotions and enhances entrepreneurial intentions, with cultural variations in the forms and effectiveness of such support. Entrepreneurial passion is notably boosted by exposure to new market opportunities and creative thinking, though cultural adaptation challenges sustained passion. Entrepreneurial education effectively broadens students' skills and perspectives but faces practical application challenges due to language barriers and market differences. The cross-cultural environment fosters entrepreneurship by enhancing risk-taking, innovation, and leadership abilities, despite the complexities introduced by cultural differences. These insights contribute to a deeper understanding of the interplay between internal motivations and external support systems in cross-cultural entrepreneurial contexts and highlight the need for tailored support mechanisms to optimize entrepreneurial outcomes for international students.

8.1 Chapter Research Objective

8.1.1 To examine the role of perceived social support in mitigating negative emotions and enhancing entrepreneurial intentions among Chinese students in a cross-cultural context.

8.1.2 To explore how cross-cultural experiences influence entrepreneurial passion by exposing students to new market opportunities and fostering creative thinking.

8.1.3 To assess the effectiveness of entrepreneurial education in equipping students with essential skills and broadening their perspectives within a cross-cultural environment.

8.1.4 To investigate the impact of cross-cultural experiences on entrepreneurship development, particularly in risk-taking, innovation, and leadership abilities.

8.1.5 Identify the challenges and opportunities associated with the interplay between internal motivations and external support systems in shaping entrepreneurial intentions.

8.1.6 Provide recommendations for educational institutions and policymakers to optimize support mechanisms and educational programs tailored to the unique needs of cross-cultural students.

8.2 Chapter Research Result

8.2.1 Data collection

The content of the focus group interviews was collected through semi-structured questions, and a text corpus was established. This text corpus primarily includes authentic feedback from Chinese students in Thailand on perceived social support, entrepreneurial passion, entrepreneurial intention, entrepreneurship education, and entrepreneurship. This information is important potential intelligence for educational institutions, society, and the government. The interview content was organized, with ineffective parts removed, such as repeated fillers and unnecessary jokes. The undergraduate group collected 13,410 words, while the graduate group collected 17,545 words. Based on the semi-structured themes of the focus group, 106 analysis samples were generated, and an overview of these 106 feedback samples is shown in Table 8.1.

Table 8.1 Summary of Focus Group Interview Feedback

No	Subject	n
1-25	Perceived social support	25
26-45	Entrepreneurial passion	20

Table 8.1 Summary of Focus Group Interview Feedback (Cont.)

No	Subject	n
46-68	Entrepreneurial education	23
69-86	Entrepreneurship	18
87-106	Entrepreneurial intention	20

8.2.2 Analysis Unit Extraction

Analysis units were extracted from the identified feedback samples. Analysis units involve breaking down the feedback content into individual units for word segmentation and frequency calculation. This study utilized Nvivo12 analysis software to organize, edit, code, and statistically analyze the collected interview materials. Finally, the results were statistically compiled, yielding 150 analysis units, with a total of 280 words.

8.2.3 Coding design

After determining the analysis units, the units need to be coded. This paper uses entrepreneurial intention and its influencing factors as the primary coding. According to previous research results, there are five primary sections of entrepreneurial intention and its influencing factors: perceived social support, entrepreneurial passion, entrepreneurship education, entrepreneurship, and entrepreneurial intention. Based on the feedback content, 15 secondary codes were summarized (Table 8.2).

Table 8.2 Coding Scheme Design

Overarching theme	Sub-theme and coding instructions
Perceived social support	Psychological support
	Informational support
	Emotional support
Entrepreneurial Passion	Intrinsic motivation
	Sustained passion
	Creativity

Table 8.2 Coding Scheme Design (Cont.)

Overarching theme	Sub-theme and coding instructions
Entrepreneurial Education	Skill enhancement
	Open-mindedness
	Resource acquisition
Entrepreneurship	Risk-taking
	Innovative spirit
	Leadership ability
Entrepreneurial intention	Contextual factors
	Cultural background
	Comprehensive development

Perceived social support refers to the various forms of support an individual feels from their social network during the entrepreneurial process. Psychological support involves the comfort and encouragement entrepreneurs receive, helping them overcome psychological barriers and stress. Informational support includes various information resources obtained during entrepreneurship, such as market information, technical information, and policy information, which help entrepreneurs make more informed decisions. Emotional support refers to the emotional understanding, care, and comfort entrepreneurs receive, enhancing their confidence and motivation to persist.

Entrepreneurial passion refers to individuals' strong positive emotions toward entrepreneurial activities, including intrinsic motivation, sustained enthusiasm, and creativity. Intrinsic motivation is entrepreneurs' drive and enthusiasm from within, showing a strong interest and commitment to entrepreneurship. Sustained enthusiasm involves maintaining entrepreneurial enthusiasm and a positive attitude over a long period, which is crucial for successful entrepreneurship. Creativity is the creative thinking and innovative ability entrepreneurs display during the entrepreneurial process, a key factor in business development.

Entrepreneurship education covers the education and training of entrepreneurs, aiming to enhance their entrepreneurial abilities. Skill enhancement involves improving various professional skills through education and training, such as management,

marketing, and technical skills. Entrepreneurs can broaden their thinking through entrepreneurship education, fostering innovative thinking and problem-solving abilities. Additionally, entrepreneurship education includes resource acquisition, helping entrepreneurs obtain necessary funds, equipment, and network resources.

Entrepreneurship focuses on qualities and mindsets related to entrepreneurship, such as risk-taking, innovation, and leadership. Risk-taking refers to entrepreneurs' willingness to face and accept uncertainties and challenges in the entrepreneurial process. Innovation involves entrepreneurs continuously seeking new methods and ideas to drive business development. Leadership is the key ability of entrepreneurs to organize and manage teams, motivate employees, and achieve business goals.

Entrepreneurial intention focuses on the factors influencing an individual's intention to start a business, including the combination of internal and external factors, the influence of cultural background, and comprehensive development. Combining internal and external factors means that when considering entrepreneurial decisions, entrepreneurs will combine their internal factors (interests, skills) with the external environment (market opportunities, policy support). Cultural background influence emphasizes the impact of different cultural backgrounds on entrepreneurs' intentions; different cultures may shape different entrepreneurial attitudes and behaviours. Comprehensive development refers to entrepreneurs pursuing overall personal and professional development and growth during the entrepreneurial process.

8.2.4 Coding Reliability Analysis

Based on the analysis units obtained, the coding work began. To ensure the effectiveness and fairness of the coding process, this study selected two university teachers as coders. During the coding process, if ambiguous words appeared, they would be appropriately adjusted and re-coded to ensure the validity of the coding. Additionally, to ensure the feasibility of the coding results, the coders underwent a reliability test. Cohen's kappa system is a statistical measurement tool to assess the

consistency between two evaluators or classifiers. The coding results data from the two evaluators were imported into SPSS software for data computation and analysis (Table 8.3).

Table 8.3 Result of Kappa Value

Kappa	Std. Error	Approx T	Approx Sig
0.618	0.096	6.423	0.000

In summary, Cohen's kappa value of 0.618 indicates a relatively high level of agreement between the evaluators. The small standard error (0.0962) and significant T-value (6.423) further support this finding. The approximate significance is almost 0, indicating that the consistency results are statistically significant. Therefore, the two evaluators demonstrate good consistency in the classification task.

8.2.5 Result of Coding Analysis

According to the evaluators' analysis results (Table 8.4), the focus points of Chinese students in Thailand regarding entrepreneurship are as follows: entrepreneurial intention (67) > perceived social support (62) > entrepreneurship (59) > entrepreneurship education (54) > entrepreneurial passion (38)

Table 8.4 Result of Coding Analysis

Category		Subcategory	Coding results
SS:	(62) 22.14%	Psychological support	2, 15, 39, 53, 69, 81, 99
		Informational support	10, 23, 41, 68, 78, 114, 126, 130
		Emotional support	5, 6, 25, 49, 54, 66, 82, 119, 145
EP:	(38) 13.57%	Intrinsic motivation	8, 30, 34, 48, 55, 62, 94, 127
		Sustained passion	33, 42, 56, 67, 88, 111, 124, 131, 138
		Creativity	19, 32, 44, 58, 60, 73, 80, 103, 121
EE:	(54) 19.29%	Skill enhancement	19, 32, 58, 60, 72, 86, 103, 117, 142
		Open-mindedness	35, 37, 43, 71, 72, 135, 143
		Resource acquisition	1, 7, 75, 106, 107, 142

Table 8.4 Result of Coding Analysis (Cont.)

Category		Subcategory	Coding results
ER:	(59) 21.07%	Risk-taking	29, 50, 74, 77, 91, 98, 132, 147
		Innovative spirit	12, 24, 28, 46, 47, 57, 70, 116, 118, 123, 129, 146
		Leadership ability	9, 17, 38, 87, 89, 93, 113, 134, 140, 148
EI:	(67) 23.93%	Contextual factors	4, 13, 16, 45, 95, 96, 117, 120, 149
		Cultural background	14, 26, 36, 43, 109, 119, 139, 144
		Comprehensive development	3, 20, 22, 31, 83, 104, 105, 122, 128, 149, 150

According to the evaluators' analysis results (Table 8.5), it is clear that Chinese students in Thailand have a distinct order of focus points regarding entrepreneurship. Specifically, the data shows that entrepreneurial intention (67) is the most important aspect among students. The high score indicates their strong interest and willingness to start a business, reflecting their strong desire to consider entrepreneurship as a future career path. Perceived social support (62) ranks second, highlighting the students' high concern about the social support they can receive during the entrepreneurial process, including psychological, informational, and emotional support. This demonstrates their belief in the importance of external support systems in entrepreneurship.

Entrepreneurship (59) is also highly regarded, showing that students value personal qualities and abilities such as innovation, risk-taking, and leadership during the entrepreneurial process. Although entrepreneurship education (54) scores slightly lower than the previous aspects, it remains an important area. The students hope to enhance their entrepreneurial skills and knowledge through education and training. Entrepreneurial passion (38) scores the lowest, indicating that their intrinsic motivation and sustained enthusiasm might be relatively weak while they are interested in entrepreneurship. This suggests a need for further encouragement and support to boost their entrepreneurial enthusiasm.

These results imply that students are more focused on practical entrepreneurial intentions and the social support they can receive, showing that when considering entrepreneurship, they are more concerned about starting and operating rather than just intrinsic passion and motivation. Although some focus is on entrepreneurship education, the relatively low score for entrepreneurial passion indicates that these students might require more stimulation and substantial educational support to ignite their entrepreneurial enthusiasm. The high focus on entrepreneurship suggests that students recognize that entrepreneurship not only relies on external support but also requires the development of their entrepreneurial qualities and capabilities. This is a positive sign, indicating their willingness to enhance their competencies to face entrepreneurial challenges.

The analysis of the distribution of focus on entrepreneurial intention and influencing factors among Chinese students in Thailand is illustrated in Figure 8.1.

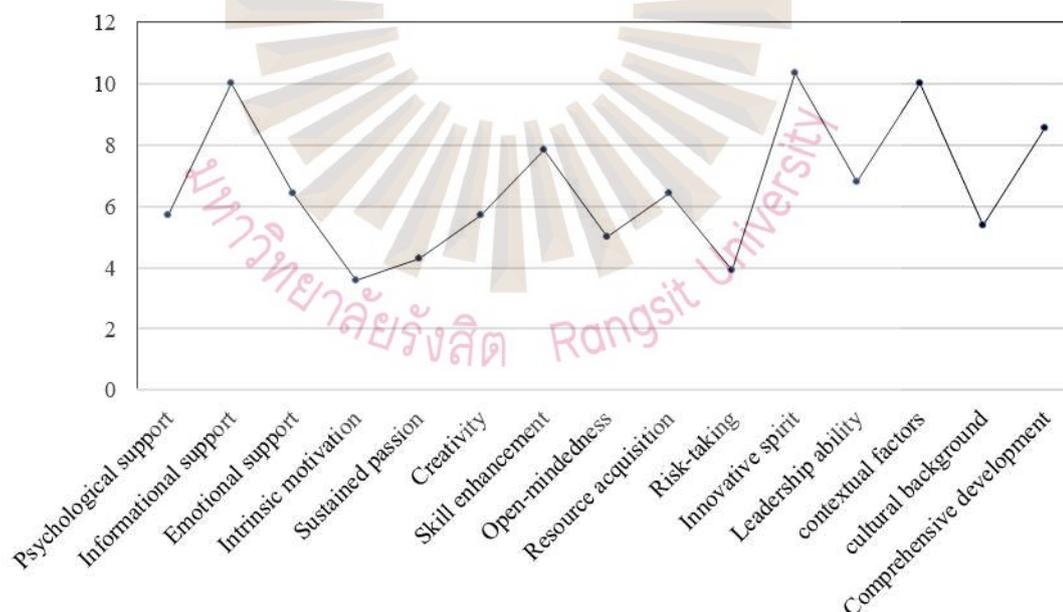


Figure 8.1 Percentage of entrepreneurial intention and influencing factors for coding results

Based on the secondary coding statistics in the chart, psychological support (16 times, accounting for 5.71%) is frequently mentioned, indicating its significant impact on the entrepreneurial intentions of Chinese students in a cross-cultural environment. These students face various pressures and challenges abroad, and psychological support helps them better adapt and cope with these issues, enhancing their entrepreneurial willingness. Secondly, informational support (28 times, accounting for 10.00%) is the most frequently mentioned theme, highlighting the importance of acquiring and utilizing effective information in the entrepreneurial decision-making process. Informational support includes knowledge and resources related to entrepreneurship and information on market trends and regulatory policies. This support helps students better grasp entrepreneurial opportunities and reduce uncertainties in the entrepreneurial process. Emotional support (18 times, accounting for 6.43%) and emotional motivation (10 times, accounting for 3.57%) are also significant themes in the interviews. Emotional support primarily comes from the care and encouragement of family, friends, and mentors, enhancing students' confidence and stress resilience. Emotional motivation includes the love and passion for entrepreneurship, serving as a crucial internal driving force that keeps them persistent in their entrepreneurial endeavours.

Sustained enthusiasm (12 times, accounting for 4.29%) and creativity (16 times, accounting for 5.71%) are closely related to entrepreneurial activities. Sustained enthusiasm reflects the students' lasting interest and commitment to entrepreneurship, while creativity is crucial for problem-solving and innovative development in the entrepreneurial process. Regarding skills, skill enhancement (22 times, accounting for 7.86%) and leadership ability (19 times, accounting for 6.79%) are frequently mentioned. This indicates that students continuously improve their professional and management skills to cope with the complex and ever-changing entrepreneurial environment. Open-mindedness (14 times, accounting for 5.00%) reflects their willingness to accept new ideas and perspectives, promoting diversity and innovation in entrepreneurship.

Resource acquisition (18 times, accounting for 6.43%) and risk-taking spirit (11 times, accounting for 3.93%) are indispensable elements in the entrepreneurial process. Resource acquisition includes support in terms of funds, talent, and technology, while risk-taking spirit embodies the courage to try and face failures. Innovative spirit (29 times, accounting for 10.36%) and comprehensive development (24 times, accounting for 8.57%) are frequently mentioned, indicating that students focus on personal development and the overall innovation and sustainable development of their entrepreneurial projects.

Finally, background factors (28 times, accounting for 10.00%) and cultural background (15 times, accounting for 5.36%) also significantly influence entrepreneurial intentions. Background factors include external conditions such as policy environment and economic situation, while cultural background reflects the students' ability to adapt and integrate in a cross-cultural environment.

In summary, these secondary coding statistics reveal that psychological support, informational support, emotional support, skill enhancement, open-mindedness, resource acquisition, risk-taking spirit, and innovative spirit collectively influence the entrepreneurial intentions of Chinese students in Thailand. These factors encompass internal motivations, abilities, external support, and environmental factors.

8.3 Focus Group Interview Analysis Example

8.3.1 The Role of Perceived Social Support in Cross-Cultural Contexts

Psychological Support. Students often face culture shock, loneliness, and stress in a cross-cultural environment. Perceived psychological support from friends, family, and peers can significantly alleviate these negative emotions and enhance mental health, strengthening entrepreneurial intentions. Psychological support not only provides emotional comfort but also offers mental strength when facing difficulties and setbacks.

"In the first few months in Thailand, I felt very lonely and anxious. Fortunately, my friends and family kept supporting me through video calls, encouraging me to pursue my entrepreneurial dreams." (TML, Graduate student, personal communication, June 28, 2024)

"Once, my entrepreneurial plan hit a bottleneck. My classmates gave me a lot of advice and encouragement, which helped me regain my confidence. We are now starting a business together." (ZYL, Undergraduate student, personal communication, June 28, 2024)

"At the beginning of my studies in Thailand, I felt very lonely and stressed, but my roommate became a good friend. Her support made me feel like I wasn't struggling alone, giving me more courage to pursue my entrepreneurial dreams." (GRH, Undergraduate student, personal communication, June 28, 2024)

"Whenever I face difficulties, I call home. My parents' encouragement and comfort make me feel like I can overcome any challenge, which is very important." (PYX, Graduate student, personal communication, June 28, 2024)

However, the forms of psychological support may differ significantly across different cultural backgrounds. There are differences in how emotional support is expressed and received among students from Eastern, Central, and Western China, and Thailand. The effectiveness of psychological support may vary for students from different cultural backgrounds due to these differences.

"In Thailand, I feel that the way friends show care is different from back home. They accompany and listen more, rather than giving advice, which sometimes makes the support feel less direct." (MJJ, Graduate student, personal communication, June 28, 2024)

Additionally, the sources of psychological support are diverse, but how is their credibility and effectiveness evaluated? For instance, is family support more effective than classmates or friends? This requires further exploration of the specific impact of psychological support from different sources on students' mental health and entrepreneurial intentions.

"Family support is the most important for me. Their encouragement and understanding give me more motivation when facing challenges." (XLP, Undergraduate student, personal communication, June 28, 2024)

Informational Support. In cross-cultural exchanges, students can access more entrepreneurial information and resources from classmates, mentors, online communities. Through this informational support, students can better understand market demands, legal regulations, and entrepreneurial skills, thereby gaining more confidence and capability to realize their entrepreneurial ideas.

"At a forum organized by the school where Chinese businesspeople were invited, I learned a lot from experienced entrepreneurs. The information they shared was very helpful in planning my entrepreneurial project." (ZHQ, Graduate student, personal communication, June 28, 2024)

"I ask my teachers questions about my entrepreneurship issues. Once, I asked my contemporary business issues teacher for books and courses to help with my entrepreneurship. Although he didn't provide them directly, he told me many ways to gather resources, which was very helpful." (CYL, Graduate student, personal communication, June 28, 2024)

"In a cross-cultural entrepreneurial project, I met many students from different regions. We shared market information and entrepreneurial resources, which greatly helped my later entrepreneurial plans." (YXP, Graduate student, personal communication, June 28, 2024)

"In school entrepreneurship lectures and workshops, I learned a lot of previously unknown entrepreneurial knowledge, especially about what should not be done." (KXT, Graduate student, personal communication, June 28, 2024)

However, the quality of informational support and the reliability of its sources are key factors. Is the information students obtain accurate, timely, and suited to the local market demands and legal environment? The accuracy and practicality of this information directly affect students' entrepreneurial confidence and ability.

"In Thailand, it is sometimes difficult to find reliable entrepreneurial information, especially regarding laws and markets, which makes me feel uncertain in entrepreneurship." (GRH, Undergraduate student, personal communication, June 28, 2024)

Additionally, cross-cultural students may encounter language barriers and cultural gaps when obtaining entrepreneurial information. How to effectively overcome these obstacles and fully utilize informational support is a direction that needs in-depth research. Furthermore, whether students can identify and use effective information is important in information literacy education.

"There is a lot of information online, but sometimes I can't tell which is reliable, which affects my entrepreneurial decisions." (DJF, Undergraduate student, personal communication, June 28, 2024)

Emotional Support. During the entrepreneurial process, students may face various setbacks and challenges. Emotional support can be crucial during these difficult times, helping students relieve stress, enhance confidence, and boost motivation. Emotional support includes verbal encouragement and practical actions like companionship, listening, and assisting in problem-solving.

"Whenever I encounter difficulties, my roommates are always willing to listen to my troubles and offer encouragement and advice, making me feel like I'm not fighting alone." (DJF, Undergraduate student, personal communication, June 28, 2024)

"I feel very fortunate to have friends who continuously support me. They not only provide emotional support but also help me solve some practical problems in entrepreneurship." (TML, Graduate student, personal communication, June 28, 2024)

"During the entrepreneurial process, I sometimes feel very frustrated and disappointed, but after talking with team members, I always feel re-energized. Their support and encouragement keep me going." (GRH, Undergraduate student, personal communication, June 28, 2024)

"My mentor is very supportive of my entrepreneurial project. Whenever I encounter problems, he patiently listens and gives advice. This emotional support is very important to me." (ZHQ, Graduate student, personal communication, June 28, 2024)

However, how to quantify the deeper impact of emotional support? The specific mechanisms through which different sources of emotional support influence students' psychology and entrepreneurial intentions require further study.

"During the entrepreneurial process, the companionship and encouragement from friends make me feel warm. This support prevents me from giving up when facing difficulties." (XLP, Undergraduate student, personal communication, June 28, 2024)

8.3.2 The Role of Entrepreneurial Passion in Cross-Cultural Contexts

Intrinsic Motivation. Cross-cultural experiences can stimulate students' intrinsic entrepreneurial motivation. Students studying and living abroad are exposed to different cultures and markets, often discovering new opportunities and needs. These environmental changes prompt them to think about transforming these discoveries into business opportunities, thereby sparking their entrepreneurial interest and motivation.

"In Thailand, I discovered many products and services that are not available in China. This made me realize the business opportunities and motivated me to introduce these products to the Chinese market." (QZM, Undergraduate student, personal communication, June 28, 2024)

"In Thailand, I noticed many entrepreneurial projects aimed at students. This made me think about whether similar projects could be tried in Chinese universities, which sparked my entrepreneurial motivation." (KXT, Graduate student, personal communication, June 28, 2024)

However, it is essential to recognize that market demands and business opportunities vary across cultural backgrounds. For Chinese students, discovering and seizing these opportunities in the Thai market is challenging.

"In Thailand, I found some business opportunities that don't exist in the Chinese market, but understanding and adapting to local market demands requires more effort." (DJF, Undergraduate student, personal communication, June 28, 2024)

The collision and fusion of different cultures can inspire students to generate new business ideas and motivate them to explore and realize them. However, this cross-cultural entrepreneurial motivation may also face difficulties in cultural adaptation.

"My life experiences in Thailand have given me many entrepreneurial ideas, but implementing these ideas still requires overcoming language and cultural barriers." (PYX, Graduate student, personal communication, June 28, 2024)

Sustained Passion. Entrepreneurship involves many challenges and difficulties. Entrepreneurial passion in a cross-cultural context can help students sustain enthusiasm and positivity. Cross-cultural experiences make students more flexible and adaptable when facing different cultural and market environments, enabling them to keep their enthusiasm throughout the entrepreneurial process without giving up easily.

"Although I encountered many setbacks during the entrepreneurial process, I am passionate about my project. Every bit of progress excites me immensely, and this passion keeps me going." (MJJ, Graduate student, personal communication, June 28, 2024)

"In a cross-cultural environment, there are new challenges and opportunities every day. This variability keeps my passion for entrepreneurship alive." (TML, Graduate student, personal communication, June 28, 2024)

Cross-cultural experiences can also lead to cultural conflicts and adaptation difficulties.

"In Thailand, I faced many cultural challenges in my entrepreneurship journey. Sometimes I felt very frustrated, but I reminded myself that these are part of the growth process." (CYL, Graduate student, personal communication, June 28, 2024)

Such experiences drive students to maintain their passion and not give up easily during the entrepreneurial process. However, it needs to be considered that sustaining enthusiasm depends on intrinsic motivation and external support and resources.

"During the entrepreneurial process, support from friends and family kept me from giving up during tough times. Their encouragement enabled me to continue." (XLP, Undergraduate student, personal communication, June 28, 2024)

This highlights the role of perceived social support in maintaining passion.

Creativity. Cross-cultural experiences can stimulate students' creativity. Fusing different cultural perspectives and thinking styles can bring about more innovative entrepreneurial ideas. Entrepreneurial passion can transform this creativity into actual entrepreneurial actions and innovations, driving students to continuously explore and try new methods and solutions during the entrepreneurial process.

"In Thailand, I saw some very creative small shops and business models. This inspired me greatly and sparked my own entrepreneurial ideas." (QZM, Undergraduate student, personal communication, June 28, 2024)

"Cross-cultural experiences taught me to view problems from different perspectives. This creativity played a significant role in my entrepreneurial process, helping me find some unique solutions." (NQF, Graduate student, personal communication, June 28, 2024)

However, transforming this creativity into actual entrepreneurial actions is a complex process. Different cultural thinking styles and problem-solving methods may sometimes conflict.

"In Thailand, my innovative ideas are sometimes constrained by cultural differences. Implementing these ideas in different cultural contexts is a challenge." (CYL, Graduate student, personal communication, June 28, 2024)

Entrepreneurial passion can turn this creativity into practical entrepreneurial actions and innovations, driving students to explore and try new methods and solutions continuously. However, it must also recognize that realising this creativity requires a supportive and inclusive environment.

"In Thailand's multicultural environment, I learned many new ways of thinking. This greatly stimulated my creativity, making me dare to try new methods in the entrepreneurial process." (ZHQ, Graduate student, personal communication, June 28, 2024)

8.3.3 The Role of Entrepreneurship Education in Cross-Cultural Contexts

Skill Enhancement. Cross-cultural entrepreneurship education can help students enhance their entrepreneurial skills. Students can acquire more comprehensive and diverse skills by learning entrepreneurial knowledge and practical experience from different cultural backgrounds. These skills include writing business plans, market analysis, financial management, and team building, all crucial for successful entrepreneurship.

"In the entrepreneurship courses in Thailand, I learned how to conduct market analysis and write business plans. These skills will be very useful in my future entrepreneurship." (LYC, Undergraduate student, personal communication, June 28, 2024)

"Thai entrepreneurship education focuses more on practice. By participating in various entrepreneurship competitions and projects, my practical operational skills have greatly improved." (PYX, Graduate student, personal communication, June 28, 2024)

While cross-cultural entrepreneurship education can enhance students' entrepreneurial skills, the applicability of these skills may be limited in different cultural contexts. For instance, some effective entrepreneurial strategies in Thailand may not be suitable for the Chinese market. Students' cultural adaptability and

language proficiency differences can also affect their learning outcomes, making it difficult for some students to master these skills fully. Additionally, the lack of resource support, such as practical opportunities, may limit students' ability to apply the skills they have learned to actual entrepreneurship.

"While studying entrepreneurship courses in Thailand, I learned many new skills, but upon returning to China, I found that some skills were not applicable to the local market and needed to be adjusted." (PYX, Graduate student, personal communication, June 28, 2024)

Open-Mindedness. Cross-cultural entrepreneurship education can broaden students' thinking, enabling them to view and solve problems from multiple perspectives and cultural viewpoints. This diversified thinking can help them better cope with the complex entrepreneurial environment and stimulate their innovative thinking, leading to unique business ideas and solutions.

"In Thai classes, teachers encourage us to think about problems from different cultural perspectives. This training helps me come up with more diverse solutions when facing issues." (ZHQ, Graduate student, personal communication, June 28, 2024)

"By collaborating with classmates from different cultural backgrounds, I learned how to view business problems from a diversified perspective, which greatly helped my entrepreneurial thinking." (TML, Graduate student, personal communication, June 28, 2024)

Although diversified thinking can stimulate innovation, cultural conflicts may lead to contradictions in thinking styles. For example, students may feel confused or uncomfortable when faced with different cultural thinking models, affecting their innovative capabilities. Transforming diversified thinking into actual entrepreneurial actions is also challenging, especially in specific markets and environments. Additionally, the psychological pressure in a cross-cultural educational environment

may negatively impact students' innovative thinking and mental health.

"Cross-cultural thinking has indeed broadened my horizons, but in practice, theoretical diversified thinking does not always solve practical problems."
(LYC, Undergraduate student, personal communication, June 28, 2024)

Resource Acquisition. Cross-cultural entrepreneurship education can help students build international networks and resources, providing more support and opportunities for their entrepreneurial activities. In a cross-cultural learning environment, students can meet classmates and mentors worldwide, whose connections and resources may offer significant support in their future entrepreneurial endeavors.

"In Thai entrepreneurship courses, I met many classmates from different countries. The resources and information they shared were very helpful to me." (XLP, Undergraduate student, personal communication, June 28, 2024)

"Through Thai school's entrepreneurship projects, I had the opportunity to interact with some internationally renowned entrepreneurship mentors. Their advice and resources greatly benefited my entrepreneurial plans." (CYL, Graduate student, personal communication, June 28, 2024)

While cross-cultural entrepreneurship education can help students build international networks, the practical effectiveness of these networks may be limited by cultural differences and language barriers. The students' ability to effectively utilize these resources depends on their cross-cultural communication skills and interpersonal relationship management techniques. Additionally, resource availability and level of support vary across different cultural backgrounds. Students may find that some resources established in a cross-cultural environment are not always directly useful in actual entrepreneurship.

"In a cross-cultural learning environment, I met many friends and mentors from different countries, but in actual entrepreneurship, I found that these international resources were not always directly helpful and needed further adaptation and transformation." (GRH, Undergraduate student, personal communication, June 28, 2024)

8.3.4 The Role of Entrepreneurship in Cross-Cultural Contexts

Risk-Taking. In a cross-cultural environment, entrepreneurship can help students better cope with risks and undertake the risks involved in the entrepreneurial process. Cross-cultural experiences make students more adaptable and flexible, helping them remain calm and confident when facing the unknown and uncertainties. Entrepreneurship encourages them to take risks and experiment, allowing them to find opportunities in a complex and changing market environment and achieve entrepreneurial success.

"During my studies in Thailand, I learned how to better handle cultural differences and market changes, which made me more willing to take risks in entrepreneurship." (HJX, Undergraduate student, personal communication, June 28, 2024)

"Through cross-cultural projects and activities, I became more confident and willing to try new ideas and projects. This spirit has greatly benefited me in my entrepreneurial journey." (MJJ, Graduate student, personal communication, June 28, 2024)

While cross-cultural experiences can enhance students' adaptability and flexibility, in practice, cultural differences and unfamiliar market environments can increase the difficulty of risk-taking. Some students may feel uneasy and hesitant when facing unfamiliar cultures and markets, affecting their decision-making and risk-taking spirit. Additionally, differences in laws, policies, and business practices in cross-cultural environments may pose more challenges in risk assessment and management.

"While entrepreneurship in Thailand has increased my risk-taking spirit, I still feel uncertain when facing different markets and legal environments, worrying whether my decisions are correct." (TML, Graduate student, personal communication, June 28, 2024)

Innovation Spirit. Cross-cultural experiences can stimulate students' innovative spirit. Integrating different cultural perspectives and thinking styles can bring about more innovative entrepreneurial ideas. Entrepreneurship drives students to continuously explore and try new methods and solutions, helping them stand out in competitive markets. In a cross-cultural context, students can more openly accept and learn from excellent practices and ideas from different cultures.

"In Thailand, I saw many innovative business models that inspired my creativity, allowing me to come up with some unique entrepreneurial ideas." (CYL, Graduate student, personal communication, June 28, 2024)

"Cross-cultural experiences taught me to view problems from different perspectives. This innovative spirit played a crucial role in my entrepreneurial journey." (PYX, Graduate student, personal communication, June 28, 2024)

Although cross-cultural experiences can stimulate innovation, cultural differences may also lead to conflicts in thinking styles. Some students may encounter understanding and communication barriers when integrating different cultures, making it difficult to implement innovative ideas. Innovation in a cross-cultural context requires students to have a high level of cultural sensitivity and communication skills, and a lack of these abilities may limit innovation effectiveness.

"During my studies in Thailand, I was inspired by many new ideas, but I found that many ideas were not suitable for the local market when applied in practice, leaving me confused about innovation." (CYL, Graduate student, personal communication, June 28, 2024)

Leadership Ability. Entrepreneurship in a cross-cultural context can cultivate students' leadership abilities. Cross-cultural exchanges and cooperation make students more influential and charismatic in teams. They learn how to communicate and coordinate effectively in multicultural teams, and how to motivate team members to achieve entrepreneurial goals together. Entrepreneurship pushes them to continuously improve their leadership skills, better leading teams to face challenges and achieve success.

"In team projects in Thailand, I learned how to lead and communicate effectively in multicultural teams, which greatly helped my entrepreneurial leadership skills." (XLP, Undergraduate student, personal communication, June 28, 2024)

"Through cross-cultural cooperation, I learned how to motivate and guide team members. This leadership ability has enabled me to lead my team better during entrepreneurship." (GRH, Undergraduate student, personal communication, June 28, 2024)

While cultivating leadership in a cross-cultural context is important, different cultural leadership styles and communication methods may cause conflicts. Students need to balance different cultural expectations in multicultural teams, posing higher demands on their leadership abilities. Additionally, communication and coordination in cross-cultural teams are often more challenging than single-culture teams. Students need more time and effort to build trust and understanding.

"When leading a multicultural team, I found that team members from different cultural backgrounds had different work habits and communication styles, which posed many challenges in coordinating and motivating the team." (QZM, Undergraduate student, personal communication, June 28, 2024)

8.3.5 Formation of Entrepreneurial Intentions

Contextual Factors. In a cross-cultural environment, students' entrepreneurial intentions are often driven by various motivations, including self-actualization, economic returns, and social recognition. Cross-cultural experiences can stimulate students' intrinsic entrepreneurial motivation, making them eager to realize their self-worth through entrepreneurship while seeking financial returns and social recognition. This combination of multiple motivations makes it easier for students in a cross-cultural environment to develop strong entrepreneurial intentions.

"During my studies in Thailand, I realized that entrepreneurship could not only fulfill my dreams but also bring me economic independence. This motivation strengthened my determination to start a business." (HJX, Undergraduate student, personal communication, June 28, 2024)

"I hope to achieve self-worth through entrepreneurship and gain social recognition. These motivations make me passionate about entrepreneurship." (CYL, Graduate student, personal communication, June 28, 2024)

The formation of entrepreneurial intentions relies on personal intrinsic motivations, such as entrepreneurial passion and entrepreneurship, and external support systems, such as perceived social support and entrepreneurship education. The combination of internal and external factors jointly promotes the entrepreneurial intentions of international students.

"I've always been passionate about entrepreneurship, but without the support of family and friends while abroad, I might not have had the courage to try. Their support makes me feel like I'm not fighting alone." (QZM, Undergraduate student, personal communication, June 28, 2024)

"In Thailand, I participated in many entrepreneurship training courses. These courses taught me a lot of practical entrepreneurial skills and allowed me to

meet many like-minded people. These experiences gave me more confidence to try my own entrepreneurial ideas." (MJJ, Graduate student, personal communication, June 28, 2024)

While combining internal and external factors can enhance students' entrepreneurial intentions, this combination can be complex and contradictory. For example, there may be misalignments between intrinsic motivations and external support systems, causing students to feel confused and stressed during the entrepreneurial process. Additionally, external support systems in a cross-cultural environment may not fully understand and meet students' intrinsic needs, limiting the formation and development of entrepreneurial intentions.

"During my entrepreneurial experience in Thailand, I found that although I had strong intrinsic motivation, the external support system couldn't fully understand and support my needs, leading to many difficulties in practice." (HJX, Undergraduate student, personal communication, June 28, 2024)

Cultural Background. Different cultural backgrounds significantly impact entrepreneurial intentions. Differences in social support systems, educational methods, and entrepreneurial environments between China and Thailand lead to varied expressions and perceptions of entrepreneurial intentions among international students.

"In China, my family hopes I have a stable job, while in Thailand, schools and communities encourage us to try entrepreneurship. This has given me more interest and confidence in starting a business." (DJF, Undergraduate student, personal communication, June 28, 2024)

"I think the entrepreneurial environment in Thailand is more open. There are many incubators and policies supporting entrepreneurship, which I couldn't access as easily in China." (ZHQ, Graduate student, personal communication, June 28, 2024)

Opportunities and challenges in a cross-cultural environment significantly impact students' entrepreneurial intentions. Market demands and entrepreneurial environments in different cultural backgrounds can provide students new entrepreneurial inspirations and opportunities. Meanwhile, challenges in a cross-cultural environment prompt students to work harder to find solutions, enhancing their entrepreneurial intentions. The experiences and insights accumulated in a cross-cultural environment make it easier for students to identify opportunities and take action.

"In China, I discovered some business opportunities that didn't exist in the Thai market, which gave me the idea of staying in Thailand to start a business after graduation and made me more attentive to market changes and demands." (MJJ, Graduate student, personal communication, June 28, 2024)

"Cross-cultural experiences showed me many new opportunities and made me aware of the challenges in the entrepreneurial process, which enhanced my entrepreneurial intentions." (NQF, Graduate student, personal communication, June 28, 2024)

Although cultural background significantly influences entrepreneurial intentions, cultural differences can also lead to challenges and obstacles during adaptation. For example, Chinese students might find it difficult to understand local market demands due to cultural differences when starting a business in Thailand, affecting their entrepreneurial decisions. Additionally, cultural background differences might make students feel lonely and uncomfortable in a cross-cultural environment, weakening their entrepreneurial intentions.

"During my entrepreneurial journey in Thailand, I often felt troubled by cultural differences, especially in understanding local market demands and cultural habits. This made me feel uncertain in my entrepreneurial decisions." (HJX, Undergraduate student, personal communication, June 28, 2024)

Comprehensive Development. The formation of entrepreneurial intentions is a comprehensive development process, influenced by various factors. For instance, the personal experiences and insights accumulated during cross-cultural experiences profoundly impact their entrepreneurial intentions. Cross-cultural exchanges broaden students' horizons and enhance their confidence and adaptability. These personal experiences make students more decisive and confident when facing entrepreneurial opportunities, making it easier to develop strong entrepreneurial intentions.

"Studying in Thailand has made me more independent and confident. These experiences make me more decisive and determined when considering entrepreneurship." (WZQ, Undergraduate student, personal communication, June 28, 2024)

"Cross-cultural exchanges have given me many valuable experiences. These experiences make me more confident and capable of trying entrepreneurship when facing opportunities." (KXT, Graduate student, personal communication, June 28, 2024)

Other influencing factors include educational level, social support, personal passion, and entrepreneurship. These factors jointly promote international students' entrepreneurial intentions.

"My entrepreneurial intention developed step by step: first, a passion for entrepreneurship, then knowledge gained from entrepreneurship courses, followed by support from friends and mentors, and finally, inspiration from successful entrepreneurs. All these made me increasingly eager to start my own business." (ZYL, Undergraduate student, personal communication, June 28, 2024)

"My experiences in Thailand made me realize that entrepreneurship is not just a personal endeavor but requires team effort and social support. Here, I learned how to lead a team, find resources, and overcome difficulties, which

strengthened my determination to start a business." (PYX, Graduate student, personal communication, June 28, 2024)

While forming entrepreneurial intentions is a comprehensive developmental process, the interaction of multiple factors can also bring complexity and challenges. For example, there may be mismatches between educational level and social support, making it difficult for students to maximize educational resources during entrepreneurship. Additionally, varying degrees of personal passion and entrepreneurship can impact students' entrepreneurial intentions, especially when facing cross-cultural challenges, as these intrinsic qualities may not be sufficient to cope with changes in the external environment.

"In a cross-cultural environment, although I accumulated a lot of experience and confidence, I found that the educational level and social support didn't fully match when facing actual entrepreneurship. This made practical operations challenging." (QZM, Undergraduate student, personal communication, June 28, 2024)

8.4 Differences Between Groups

In terms of perceived social support, entrepreneurial passion, entrepreneurship education, entrepreneurship, and entrepreneurial intentions, undergraduates and graduates (including master's and doctoral students) exhibit some similarities and differences in the cross-cultural entrepreneurial process.

Perceived Social Support. Undergraduates and graduates emphasize the importance of psychological support from family, friends, and classmates in alleviating loneliness and stress. For instance, both groups mentioned that support from friends and roommates significantly benefits their mental health. Students highlighted that entrepreneurial information obtained from schools and mentors is beneficial regarding informational support. Moreover, emotional support plays a vital role in the entrepreneurial process for both groups. Students indicated that emotional

support from friends and team members positively impacts their entrepreneurial determination. However, there are differences in the sources and types of support between undergraduates and graduates. Undergraduates might rely more on support from classmates and roommates, while graduates may depend more on mentors and academic circles. Graduates might need more professional information support and practical advice, whereas undergraduates need emotional comfort and encouragement. For example, graduates mentioned gaining practical entrepreneurial skills from participating in entrepreneurship training courses, while undergraduates emphasized encouragement from friends and family.

Entrepreneurial Passion. Cross-cultural experiences can stimulate the intrinsic entrepreneurial motivation of both undergraduates and graduates. For example, students mentioned discovering new market opportunities in Thailand that sparked their entrepreneurial interest. The entrepreneurial passion in a cross-cultural context helps students maintain enthusiasm and positivity when facing challenges. They noted that the daily challenges and opportunities helped maintain their entrepreneurial passion. Cross-cultural experiences can also enhance students' creativity, as integrating different cultural perspectives and thinking styles brings about more innovative ideas. However, undergraduates' entrepreneurial motivation might be more based on novelty and experimentation, while graduates' motivations may be more practical and long-term. Graduates may be better equipped with skills and resources to handle challenges and difficulties encountered in cross-cultural entrepreneurship, such as gaining skills from courses and training.

Entrepreneurship Education. Cross-cultural entrepreneurship education enhances the entrepreneurial skills of both undergraduates and graduates. Both groups mentioned learning practical skills in Thai entrepreneurship courses. Cross-cultural entrepreneurship education broadens students' thinking, enabling them to view and solve problems from multiple perspectives and cultural viewpoints. For example, students noted that collaborating with classmates from different cultural backgrounds taught them diversified thinking. Cross-cultural entrepreneurship education helps students build international networks and resources to support their entrepreneurial

activities. However, graduates might engage with deeper theoretical and practical content, while undergraduates focus more on foundational knowledge and skills. Graduates are more likely to apply entrepreneurial knowledge and skills to real projects, while undergraduates might still be in the learning and accumulation phase. For instance, graduates noted that the skills they learned in Thailand did not apply to the Chinese market, requiring adjustments, reflecting the challenges undergraduates face when applying their skills.

Entrepreneurship. Entrepreneurship in a cross-cultural environment helps students better undertake the risks involved in entrepreneurship. For example, students mentioned becoming more confident and willing to try new projects through cross-cultural projects. Cross-cultural experiences can stimulate students' innovative spirit, as integrating different cultural perspectives and thinking styles brings about more innovative ideas. Students noted that cross-cultural experiences taught them to view problems differently, enhancing their innovative spirit. Entrepreneurship in a cross-cultural environment can cultivate students' leadership abilities, making them more influential and charismatic in teams. For instance, students mentioned learning how to lead and communicate effectively in multicultural teams. However, undergraduates might still be in the learning and imitation phase, while graduates may already have some leadership experience and can apply it in teams. Graduates might be more mature in risk assessment and management abilities, while undergraduates might still lack in this area.

Entrepreneurial Intentions. Both intrinsic motivations and external support systems for both undergraduates and graduates influence the formation of entrepreneurial intentions. For instance, students mentioned that their entrepreneurial motivations stem from self-actualization and social recognition, and they also need external support systems. Different cultural backgrounds significantly impact entrepreneurial intentions, and opportunities and challenges in a cross-cultural environment play a crucial role. For example, students mentioned the influence of Chinese and Thai cultural backgrounds on their entrepreneurial intentions. The formation of entrepreneurial intentions is a comprehensive developmental process

influenced by multiple factors. For instance, students noted that cross-cultural exchanges enhanced their confidence and adaptability, making it easier to develop strong entrepreneurial intentions. However, graduates' entrepreneurial intentions might be more intense and specific, while undergraduates might still be in the interest and experimentation phase. Graduates might rely more on professional external support, such as mentors and academic circles, while undergraduates might rely more on support from classmates and friends. For instance, graduates mentioned participating in many entrepreneurship training courses, while undergraduates emphasized support from classmates and friends.

These analyses show that undergraduates and graduates share some similarities in perceived social support, entrepreneurial passion, entrepreneurship education, entrepreneurship, and entrepreneurial intentions. However, they differ in the intensity of motivation, types and sources of support, and application abilities. These differences reflect the challenges and needs students face at different stages in the cross-cultural entrepreneurial process.

8.5 Chapter Research Conclusion

This study underscores the critical role of perceived social support, entrepreneurial passion, entrepreneurial education, and entrepreneurship in shaping the entrepreneurial intentions of Chinese students in Thailand. The research demonstrates that while perceived social support is essential in mitigating stress and enhancing entrepreneurial aspirations, its effectiveness varies significantly across cultural contexts. The study also reveals that cross-cultural experiences significantly bolster entrepreneurial passion by exposing students to novel market opportunities and fostering creativity. However, maintaining this passion requires effective cultural adaptation and robust support systems.

Entrepreneurial education emerges as a vital factor in equipping students with essential skills and expanding their perspectives, although its practical application is often hindered by language and market barriers. The cross-cultural environment

further cultivates entrepreneurship, enhancing students' risk-taking, innovation, and leadership abilities. Despite these benefits, cultural differences introduce complexities that necessitate adaptive and tailored support strategies.

In conclusion, the interplay between internal motivations and external support systems is crucial in shaping entrepreneurial intentions in a cross-cultural context. This study highlights the importance of culturally sensitive support mechanisms and educational programs that address international students' unique challenges. By optimizing these support systems, academic institutions and policymakers can better foster entrepreneurial success among cross-cultural youth.

8.6 Chapter Research Discussion

8.6.1 The Role of Perceived Social Support in Cross-Cultural Contexts

The findings from the focus group interviews indicate that perceived social support plays a critical role in alleviating negative emotions and enhancing entrepreneurial intentions among Chinese students in Thailand. This aligns with previous research that highlights the importance of social support in reducing stress and promoting psychological well-being among international students (Wang et al., 2018, pp. 45-52). For instance, participants emphasized the psychological support from friends, family, and classmates as crucial in overcoming feelings of loneliness and anxiety, which is consistent with the findings of Smith & Khawaja (2011, pp. 699-713), who noted that social support networks are vital for international students' mental health.

However, the study reveals significant cultural differences in the forms and effectiveness of psychological support. Eastern Chinese students reported receiving more direct advice and emotional encouragement from their support networks, whereas students from Western China and Thailand perceived support more in terms of companionship and listening, which sometimes felt less direct. This finding supports the cultural variation in social support mechanisms discussed by Kim et al.

(2008, pp. 518-526), who found that East Asian cultures emphasize more implicit forms of support than Western cultures.

Additionally, the varying credibility and effectiveness of different sources of support, such as family versus friends, need further exploration. Some participants deemed family support essential, aligning with the findings of Poyrazli & Grahame (2007, pp. 28-45), while others valued peer support more in entrepreneurial contexts. This suggests a dynamic interplay between different support sources that warrant further investigation. Evaluating the specific impact of various support sources on entrepreneurial intentions can provide deeper insights into optimizing support mechanisms for cross-cultural students.

8.6.2 Entrepreneurial Passion in Cross-Cultural Contexts

The focus group data highlights that cross-cultural experiences significantly boost entrepreneurial passion by exposing students to new market opportunities and fostering creative thinking. This is consistent with Mwasalwiba et al. (2012, pp. 744-760) who found that international exposure can spark entrepreneurial ideas and motivation. Participants noted that encountering unique products and services in Thailand inspired them to consider introducing similar concepts to the Chinese market, echoing Liñán et al. (2011, pp. 195-218) findings on the role of environmental context in shaping entrepreneurial intentions.

However, maintaining sustained entrepreneurial passion in a cross-cultural setting poses challenges, such as cultural adaptation and the practical application of innovative ideas. The study suggests that the fluctuating nature of cross-cultural environments can invigorate or dampen entrepreneurship, depending on the level of external support and internal resilience. Furthermore, the participants' experiences underscore the importance of a supportive environment to sustain entrepreneurial passion. The study found that external support systems, such as mentorship and community networks, play a crucial role in helping students navigate cross-cultural challenges, sustaining their entrepreneurial drive.

8.6.3 Entrepreneurial Education and Skill Enhancement

Undergraduate and graduate students benefited from cross-cultural entrepreneurial education, gaining valuable skills in market analysis, business plan development, and financial management. This supports prior research by Oosterbeek, et al. (2010, pp.442-454), which emphasizes the effectiveness of entrepreneurial education in skill acquisition. However, the findings reveal a divergence in the applicability of these skills across different cultural contexts. For instance, graduate students often found that the skills learned in Thailand needed adaptation to fit the Chinese market, illustrating the contextual dependency of entrepreneurial education effectiveness, as Fayolle & Gailly (2015, pp. 75-93) discussed.

Moreover, while entrepreneurial education helped broaden students' thinking by incorporating diverse cultural perspectives, practical challenges such as language barriers and varying market dynamics limited the direct application of these skills. The study also highlights the differential impact of entrepreneurial education on undergraduates and graduates. Undergraduates are in a phase of learning and accumulating knowledge, while graduates are more likely to apply these skills in practical settings. This suggests that entrepreneurial education programs need to be tailored to the specific needs and stages of students' academic and professional journeys to maximize their effectiveness.

8.6.4 Entrepreneurship in Cross-Cultural Contexts

The focus group findings indicate that cross-cultural experiences can enhance entrepreneurship by fostering risk-taking, innovation, and leadership abilities. This is consistent with the literature which posits that exposure to different cultural environments can enhance adaptability and flexibility, crucial components of entrepreneurship (McDougall et al., 2003, pp. 59-82; Zahra et al., 2000, pp. 947-976).

Participants reported that navigating cultural differences in Thailand improved their confidence in taking risks, a core aspect of entrepreneurship. This

finding aligns with Mwasalwiba, et al. (2012, pp. 744-760) assertion that international exposure encourages a more adventurous approach to entrepreneurship. For instance, students noted that dealing with unfamiliar market conditions and legal environments in Thailand helped them develop a more resilient and risk-tolerant mindset, essential for entrepreneurial success.

Additionally, cross-cultural experiences stimulated innovative thinking by integrating diverse cultural perspectives and problem-solving approaches. This supports the findings of Altinay & Wang (2011, pp. 673-694), who argued that multicultural interactions enhance creative capabilities. Participants noted that the exposure to Thailand's unique business practices and consumer behaviours inspired new business ideas they would not have considered in their home country.

Leadership skills were also enhanced through cross-cultural experiences, as students learned to manage and motivate diverse teams. This finding is consistent with the work of Osland et al. (2012, pp. 38-60), who highlighted the importance of cross-cultural leadership skills in global business environments. Participants emphasized that leading multicultural teams in Thailand improved their communication, conflict resolution, and team management abilities, which are critical for entrepreneurial leadership.

8.6.5 Formation of Entrepreneurial Intentions

A combination of internal motivations and external support systems influences the formation of entrepreneurial intentions among cross-cultural students. This aligns with Ajzen's (1991, pp. 179-211) Theory of Planned Behaviour, which posits that attitudes, subjective norms, and perceived behavioural control shape entrepreneurial intentions.

Internal motivations such as self-realization, economic gains, and social recognition drive entrepreneurial intentions. Participants expressed a strong desire to achieve personal goals and gain financial independence through entrepreneurship,

echoing the findings of Krueger et al. (2000, pp. 411-432), who identified personal aspirations as key determinants of entrepreneurial intentions. Additionally, the study found that cross-cultural experiences heightened the desire for social recognition, as students sought to establish successful ventures that could be acknowledged locally and internationally.

External support systems, including social support networks and entrepreneurial education, also significantly shaped entrepreneurial intentions. The study found that the availability of mentorship, financial resources, and educational opportunities in Thailand enhanced students' confidence in pursuing entrepreneurial ventures. This supports the findings of Shinna et al (2012, pp. 106-123), who emphasized the importance of external support in fostering entrepreneurial intentions.

Furthermore, cultural background and the cross-cultural environment significantly impacted the formation of entrepreneurial intentions. Participants noted that the supportive entrepreneurial ecosystem in Thailand, characterized by business incubators and favourable policies, was a key motivator. This finding aligns with the work of Liñán & Chen (2009, pp. 593-617), who argued that a conducive entrepreneurial environment positively influences entrepreneurial intentions.

However, the study also highlights challenges in aligning internal motivations and external support systems. Some participants reported discrepancies between their entrepreneurial goals and available support, particularly in adapting entrepreneurial strategies to fit different cultural contexts. This underscores the need for tailored support mechanisms that address the specific needs of cross-cultural entrepreneurs.

8.7 Chapter Research Suggestion

Based on the findings of this study, several key suggestions can be made to better support Chinese students in Thailand in their entrepreneurial endeavours. Educational institutions and community organizations should enhance social support networks by creating robust support systems that provide emotional and practical

assistance. This can include establishing peer mentorship programs where experienced students guide newcomers, organizing regular social events to foster community, and creating online support groups tailored specifically for international students to share experiences and advice.

Entrepreneurship programs should be culturally adaptive, addressing cultural differences and market specificities. This can be achieved by incorporating case studies and examples relevant to the home and host countries into the curriculum. Inviting guest speakers from diverse cultural backgrounds and facilitating cross-cultural project collaborations can help students apply their learning in various contexts. Language support and communication skills training are crucial in assisting international students to overcome language barriers and better integrate into the local business environment. This can include offering comprehensive language courses, conducting communication workshops focused on business terminology, language use and providing integration programs that pair international students with local students for language exchange.

Establishing mentorship programs that connect students with experienced entrepreneurs and industry professionals from the local and international community can provide valuable guidance and networking opportunities. Institutions can organize mentorship matching events and create platforms for ongoing mentor-mentee interactions. Offering more practical experiences, such as internships with local businesses, project-based learning opportunities with real-world applications, and participation in entrepreneurial competitions, can help students apply their skills in practical settings and gain valuable insights into the local market.

Policymakers and educational institutions should collaborate to create policies and support structures that encourage entrepreneurial activities among international students. This can include providing access to funding through grants or low-interest loans, offering legal assistance to navigate business regulations, and creating resource centres that offer information and support for starting and running a business. Institutions should also offer training sessions to enhance cultural sensitivity

among faculty and staff, ensuring that they understand the unique challenges faced by international students and can provide appropriate support.

Implementing regular feedback mechanisms, such as surveys and focus groups, can help institutions continuously assess the needs and challenges of international students, allowing for timely adjustments and improvements in support services. For instance, institutions can conduct bi-annual surveys to gather student feedback on existing support services and identify areas for improvement. Focus groups can provide deeper insights into international students' specific challenges and generate ideas for new initiatives.

By implementing these suggestions, educational institutions and policymakers can create a more supportive and conducive environment for Chinese students in Thailand. This will enhance their entrepreneurial intentions and overall academic and personal success, enabling them to navigate the complexities of cross-cultural entrepreneurship with greater confidence and effectiveness.



CHAPTER 9

EXPLANATORY ANALYSIS BASED ON IN-DEPTH INTERVIEWS WITH EXPERTS

The focus group analysis provided valuable insights into the entrepreneurial intentions of Chinese students in Thailand, highlighting key factors such as psychological support, informational support, emotional support, entrepreneurial passion, and the role of entrepreneurship education. The findings revealed distinct patterns in how these factors influence students' entrepreneurial aspirations, with variations observed across different cultural backgrounds and individual experiences. A deeper analysis was conducted to understand the nuanced differences in entrepreneurial attitudes and behaviours, distinguishing between undergraduate and postgraduate groups. This analysis aimed to explore these two groups' specific challenges and needs, recognising their unique perspectives and developmental stages. Following this detailed examination of undergraduate and postgraduate students, expert interviews will be conducted to gain further insights and validate the focus group findings, offering a more comprehensive understanding of the support mechanisms and educational strategies necessary to foster entrepreneurial success among Chinese students in a cross-cultural setting.

9.1 Pre-Analysis Result of Focus Group Interview

In the focus group analysis, the entrepreneurial intentions and related issues of undergraduates (Table 9.1) and postgraduates (Table 9.2) showed different expressions and concerns. The analysis of the undergraduate group (Table 9.1) revealed that these students heavily relied on psychological, informational, and emotional support to navigate the challenges of entrepreneurship in a cross-cultural environment. Their psychological resilience was significantly bolstered by direct

emotional connections with family and friends, though geographical and cultural differences could hinder these connections. Undergraduates often depended on mentors and peers for information, but their limited experience made them more vulnerable to misinformation and uncertainty in decision-making. Emotional support from friends played a crucial role in maintaining their confidence and motivation. However, their entrepreneurial passion was typically driven by external stimuli, such as courses and competitions, making it potentially unstable and easily affected by setbacks. While undergraduates showed strong innovative thinking abilities, practical application of these ideas was often constrained by a lack of experience and resources, highlighting the need for more structured support systems to maintain their entrepreneurial enthusiasm and develop their skills effectively.

Table 9.1 Problems and Challenges of Undergraduate Students' Entrepreneurial Intentions

	Problem	Challenges
Need for and Manifestation of Psychological Support:	Undergraduates often face culture shock and feelings of isolation in a cross-cultural environment. Psychological support is crucial for their adaptation process. In the initial months of their stay in Thailand, they may experience anxiety and loneliness. Therefore, psychological support from family, peers, and friends significantly enhances their psychological resilience and entrepreneurial intentions.	Undergraduates tend to need more direct and emotional forms of psychological support. They depend more on family and close friends, but such support can be limited by geographical distance and cultural differences in a cross-border environment.
Access to and Utilisation of Informational Support	Undergraduates rely on information provided by mentors, school forums, and peers during their entrepreneurial process. This information includes market demands, legal regulations, and entrepreneurial skills. However, due to their lack of experience, they might struggle to evaluate the accuracy and applicability of the information.	Undergraduates' information literacy and discernment abilities are relatively low, making them more susceptible to inaccurate or outdated information. This could lead to uncertainty in their entrepreneurial decision-making.

Table 9.1 Problems and Challenges of Undergraduate Students' Entrepreneurial Intentions
(Cont.)

	Problem	Challenges
Importance of Emotional Support	Undergraduates often encounter setbacks and challenges during their entrepreneurial journey. Emotional support helps to alleviate stress and build confidence. They typically value companionship and encouragement from peers and friends, which makes them feel less isolated and more motivated to persevere.	The sources of emotional support for undergraduates are relatively limited. If their peers or friends lack entrepreneurial experience or relevant knowledge, the practical help from such support may be constrained.
Entrepreneurial Passion and Motivation	External stimuli, such as entrepreneurship courses, lectures, or competitions often influence the entrepreneurial passion of undergraduates. Their motivation to engage in entrepreneurship is typically derived from external encouragement and inspiration, such as observing successful entrepreneurial cases or receiving encouragement from mentors.	The entrepreneurial passion of undergraduates may lack sustainability and can be easily diminished by setbacks. Therefore, continuous encouragement and guidance are necessary to maintain their interest in entrepreneurship.
Innovative Thinking and Cultural Adaptation	Undergraduates display strong innovative thinking abilities in a cross-cultural environment, particularly in their willingness to try new problem-solving methods. However, they may encounter difficulties in cultural adaptation when implementing innovation, such as language barriers or differences in local market demands.	Undergraduates may lack sufficient experience and resources to translate innovative ideas into practical entrepreneurial actions, limiting their ability to bring innovations to life.

In contrast, postgraduates (Table 9.2) exhibited more complex needs and a deeper engagement with entrepreneurial activities. They required sophisticated psychological support, often seeking guidance from mentors and professionals who understood their academic and entrepreneurial pressures. Postgraduates utilised a broader range of information sources and placed a higher value on this information's reliability and

practical relevance, though managing and filtering this information could pose challenges. Emotional support from a more comprehensive network, including peers, family, and mentors, played a significant role in their ability to cope with challenges, but cross-cultural communication barriers could impact the effectiveness of this support. Their entrepreneurial passion was sustained by intrinsic motivation and a desire for self-actualisation, driven by a keen awareness of market opportunities and a commitment to innovation. Postgraduates engaged deeply with entrepreneurship education, applying advanced theoretical knowledge to real-world projects. They often took on leadership roles in cross-cultural teams, developing their management and problem-solving skills, though they faced cultural conflicts and communication challenges. This group benefited from targeted support that fostered their leadership abilities and facilitated the practical application of their entrepreneurial skills across different cultural contexts.

Table 9.2 Problems and Challenges of Graduate Students' Entrepreneurial Intentions

	Problem Description	Challenges
Diversity and Assessment of Psychological Support:	Postgraduates face psychological pressure mainly from academic demands, research tasks, and entrepreneurial challenges. Compared to undergraduates, they are more concerned with the quality and depth of psychological support, preferring support from professionals (e.g., mentors) or peers in similar academic or professional standing.	Postgraduates require more complex and diversified psychological support. They need emotionally intelligent and professionally knowledgeable support, which may be difficult to find in a cross-cultural setting.
Breadth and Reliability of Informational Support	Postgraduates use various channels to obtain information, including academic resources, industry seminars, and international exchanges. Informational support is crucial for their entrepreneurial decision-making, as they place a higher value on the reliability and practicality of the information.	Postgraduates may face information overload and filtering challenges, especially in a cross-cultural environment. Enhancing their ability to manage and assess information is essential.
Sources and Impact of Emotional Support	Postgraduates are inclined to seek emotional support from mentors, peers, and family members. This support provides emotional comfort and practical advice and solutions, aiding them in addressing challenges	Due to the broader network of emotional support for postgraduates, cross-cultural differences may lead to communication barriers or

Table 9.2 Problems and Challenges of Graduate Students' Entrepreneurial Intentions
(Cont.)

	Problem Description	Challenges
	encountered during entrepreneurship.	misunderstandings, which could impact the effectiveness of emotional support.
Sustained Entrepreneurial Passion and Intrinsic Motivation	Postgraduates often maintain entrepreneurial passion based on strong intrinsic motivation and the desire for self-actualisation. Their passion for entrepreneurship is maintained by observing market opportunities and learning advanced business models in a cross-cultural environment. For postgraduates, entrepreneurial passion is more driven by their pursuit of personal value and innovation.	The entrepreneurial environment for postgraduates can be more complex and dynamic. Maintaining sustained entrepreneurial passion in facing challenges requires a robust external support system (such as mentors and peers) to provide ongoing encouragement and resources.
Depth of Entrepreneurship Education and Practical Application	Postgraduates typically have a higher level of engagement with entrepreneurship education. They enhance their entrepreneurial skills through advanced courses, workshops, and internships. Postgraduates are more inclined to deeply understand and apply entrepreneurial theories to develop their entrepreneurial projects.	Postgraduates need to apply the skills learned in different cultural contexts to practical entrepreneurial activities. This may pose challenges due to differences in culture and market dynamics. For instance, skills acquired in Thailand may not directly apply to the Chinese market.
Leadership and Cross-Cultural Team Collaboration	Postgraduates often take on leadership roles in cross-cultural entrepreneurial projects, learning to communicate and collaborate effectively in multicultural teams. Their leadership skills are evident in team management, resource integration, and problem-solving.	Leading teams from diverse cultural backgrounds can present cultural conflicts and communication barriers. Postgraduates need a higher level of cross-cultural sensitivity and leadership skills to harmonise differences within the team.

Undergraduates and postgraduates exhibited different focuses and needs regarding entrepreneurial intentions and behaviours. Undergraduates tended to rely more on external support, especially psychological and emotional support, and their entrepreneurial passion was easily influenced by their environment and external stimuli. On the other hand, postgraduates showed greater autonomy and intrinsic motivation, emphasised broad access to information and its effective utilisation, and demanded higher levels of leadership and practical application skills. Educational and support strategies should have been adjusted accordingly to cater to the differentiated needs of these two groups and promote their entrepreneurial success in a cross-cultural environment more effectively.

After further studying the results of the focus group analysis, issues and difficulties have been identified, which profoundly impact Chinese students' entrepreneurial intentions and processes in Thailand.

Differences in the Effectiveness of Psychological Support. Students from different cultural backgrounds exhibited varied needs and responses to psychological support. For instance, students from southern, central, and western China reacted differently when receiving psychological support. In Thailand, students often perceived support primarily as companionship and listening, whereas in China, support was more likely characterised by direct advice and guidance. These differences in support styles could have led to confusion among students or a perception that the support they received was inadequate. Therefore, providing psychological support that aligned with students' cultural backgrounds to ensure their mental well-being and enhance their entrepreneurial intentions was a significant challenge. This required a deeper understanding and sensitivity from educational institutions and support providers towards students from diverse cultural backgrounds.

Quality and Timeliness of Informational Support. In a cross-cultural environment, students frequently relied on informational support to understand market demands, legal regulations, and entrepreneurial skills. However, this information's accuracy, timeliness, and relevance to the local market presented challenges,

particularly when students faced different languages and cultural contexts. Low-quality informational support could increase uncertainty in students' entrepreneurial decision-making, thereby affecting their entrepreneurial confidence. To ensure that students had access to high-quality, timely, and market-relevant entrepreneurial information, reliable information channels needed to be established, and students' information literacy skills had to be enhanced to enable them to filter and utilise information effectively.

Sources and Impact of Emotional Support. Emotional support was critical as a psychological buffer in students' entrepreneurial journeys. However, the effectiveness of emotional support varied depending on its source, such as family, friends, or mentors. Some students relied more on familial support, which provided emotional comfort and a sense of security, while others depended on peers or mentors for practical advice and guidance. Research suggested that familial support often offered stronger motivation and security, but such support could be limited by geographical distance in cross-cultural settings. Thus, further research was needed to understand the relative effectiveness of different sources of emotional support and how to provide effective emotional support in cross-cultural contexts.

Entrepreneurial Passion and Cultural Adaptation. While cross-cultural environments could initially stimulate students' entrepreneurial passion, maintaining this enthusiasm over the long term presented difficulties. Issues related to cultural adaptation, such as language barriers and cultural differences, might have led to isolation among students, thereby diminishing their entrepreneurial passion. Additionally, variations in market demands and business opportunities could cause students to lose interest and motivation. This highlighted the need for continuous motivational mechanisms and support systems to help students overcome cultural adaptation challenges and sustain their entrepreneurial passion in cross-cultural settings.

Applicability and Effectiveness of Entrepreneurship Education. Cross-cultural entrepreneurship education could help students acquire new skills and perspectives, but the applicability of these skills and knowledge varied across different cultural

contexts. For example, entrepreneurial strategies effective in Thailand might not fully apply to the Chinese market. Moreover, language barriers and differing teaching methodologies could impact students' learning outcomes and ability to apply what they learned in practice. Therefore, there was a need to design entrepreneurship education programmes that transcended cultural boundaries and provided practical opportunities for students to apply their skills in real-world settings. This required innovation and resource investment from educational institutions.

Innovative Thinking and Cultural Conflicts. Cross-cultural experiences often stimulated innovative thinking among students, encouraging them to approach problems from different perspectives. However, cultural differences could create obstacles to the implementation of innovative ideas. Divergent thinking styles and problem-solving methods across cultures might have led to conflicts, making it challenging to execute innovative concepts effectively. Therefore, it was essential to cultivate students' cross-cultural sensitivity and communication skills to ensure they could effectively communicate and implement innovative ideas in a multicultural environment, overcoming the challenges posed by cultural conflicts.

Risk-Taking and Legal Environment Differences. While cross-cultural experiences could enhance students' risk-taking abilities, different legal environments might pose higher levels of uncertainty and complexity. For instance, variations in legal regulations and business practices between China and Thailand could make risk assessment and management more challenging for students. This underscored the need for education and training on different countries' legal and market environments to help students better navigate these risks. This included providing specific case studies and practical guidance to enhance their risk management capabilities.

Impact of Cultural Background on Entrepreneurial Intentions. Cultural background significantly influenced students' entrepreneurial intentions. Different social support systems, educational methods, and entrepreneurial environments shaped students' perceptions and interest in entrepreneurship in China and Thailand. For example, Chinese families often favoured stable careers, whereas Thailand's education

system and communities encouraged innovation and entrepreneurship. These differences suggested that cultural backgrounds need to be considered in educational and policy-making processes to provide entrepreneurial support and incentives aligned with students' needs, thereby enhancing their entrepreneurial intentions.

Comprehensive Development and the Impact of Personal Experiences. Students' entrepreneurial intentions were shaped by a comprehensive development process influenced by multiple factors, including personal experiences, social support, educational level, and intrinsic passion. Cross-cultural exchanges broadened students' horizons and enhanced their adaptability and confidence. However, the interaction of these multifaceted factors also introduced complexity and challenges. Balancing these factors within entrepreneurship education and support systems to foster students' entrepreneurial intentions and behaviours required further exploration. This might have involved providing personalised support programmes tailored to meet student's specific needs and helping them achieve their entrepreneurial goals across different cultural contexts.

9.2 Research Instruments

A semi-structured interview outline was generated based on the analysis and identification of key issues and difficulties (Table 9.3).

Table 9.3 Expert Interview Research Instrument

Primary Question	Follow-up Question	Open-ended Question
In your opinion, what are the differences in the psychological support needs of students from diverse cultural backgrounds, such as those from southern, central, and western China?	Which form of support do you believe is more effective for students from different cultural backgrounds: companionship and listening, or direct advice and guidance?	How can we better provide psychological support that aligns with students' cultural backgrounds?

Table 9.3 Expert Interview Research Instrument (Cont.)

Primary Question	Follow-up Question	Open-ended Question
How do you perceive the quality and timeliness of entrepreneurial information available in cross-cultural environments, such as information on market demands and legal regulations?	Which information sources do you consider most reliable and effective for students?	How can students' information literacy be enhanced to better filter and utilise relevant entrepreneurial information?
How do you view the differences in effectiveness among emotional support provided by family, friends, and mentors?	In a cross-cultural context, which sources of emotional support have the greatest impact on students' psychological well-being and entrepreneurial intentions?	How can the effectiveness of emotional support be enhanced, considering geographic distance and cultural differences?
In your view, what factors are most effective in stimulating and maintaining students' entrepreneurial passion in a cross-cultural environment?	How do language barriers and cultural differences affect students' entrepreneurial enthusiasm?	What strategies would you recommend to help students overcome the challenges of cultural adaptation in a cross-cultural setting?
How can entrepreneurship education programmes be designed to ensure their applicability and effectiveness across different cultural contexts?	Which teaching methods do you believe are most effective in helping students apply their entrepreneurial skills in different cultural settings?	What practical opportunities do you think are most beneficial for enhancing students' entrepreneurial skills?
How do cultural differences impact students' innovative thinking and the implementation of innovative ideas?	Which cross-cultural sensitivity and communication skills are most important for supporting the execution of innovative ideas?	Could you share specific examples or experiences of successfully implementing innovative ideas in a cross-cultural context?
How do differences in legal environments affect students' willingness to take risks?	What educational and training methods could help students manage risks effectively in different legal contexts?	Could you provide practical guidance or case studies regarding navigating various countries' legal and market environments?

Table 9.3 Expert Interview Research Instrument (Cont.)

Primary Question	Follow-up Question	Open-ended Question
How does cultural background influence students' entrepreneurial intentions and behaviours?	How can cultural differences be accounted for in educational and policy-making processes to support students' entrepreneurial development?	Which cultural factors do you believe most significantly impact students' interest in entrepreneurship?
How do personal experiences influence students' entrepreneurial intentions?	Which factors (such as educational level, social support, intrinsic passion) impact students' overall development and entrepreneurial intentions most?	How can entrepreneurship education balance multiple factors to foster students' entrepreneurial intentions and behaviours?

9.3 Research Sample

Due to the limitation of research time and expert conditions, this study selected three experts with multiple identities (Table 9.4) through purposive sampling, including being familiar with both China and Thailand, having sufficient contact with Chinese students in Thailand, and working in education and business. These characteristics can ensure their familiarity with cross-cultural, teaching, business, and social fields. It is in line with the purpose of this research interview. This study conducted expert interviews through online communication from August 24 to 25, 2024. The interview time for each expert was about 45 minutes.

Table 9.4 Expert Interview Sample

Name*	Characteristics	Affiliations**
ZJY	Female 51 years old Chinese	CEO of a talent introduction company in China Dean and professor of the School of Management of a Chinese university. Head of international cooperation projects at a Thai technical university
LSS	Male 42 years old Chinese	Dean of the International College of a Chinese university Distinguished visiting professor of a Thai university

Table 9.4 Expert Interview Sample (Cont.)

Name*	Characteristics	Affiliations**
AW	Male 36 years old Thai	Director of the International College of a Thai university President of the Asia region of a well-known Chinese company

Note: * The names have been pseudonymized, ** Affiliations have been anonymized.

9.4 Results of Thematic Analysis

Based on the three experts' responses on students' psychological support, information support, emotional support, entrepreneurial enthusiasm, entrepreneurial education, innovative thinking, risk-taking, cultural background influence, comprehensive development, and how to avoid illegal activities, the transcribed texts were systematically categorized and analyzed using thematic analysis.

9.4.1 Legal Education and Moral Awareness

Issue 1: Due to a lack of understanding of Thai law, some students may inadvertently be involved in illegal activities such as surrogacy, money laundering, and online fraud. These behaviours not only affect students' personal reputation, but also negatively impact the image of their schools and countries, and even affect the inclusiveness of the group's transnational business.

"Many of my Chinese students usually learn about Thai laws and culture through friends, social media or other informal channels. This information is often one-sided and inaccurate. For example, I often hear in class discussions that in Thailand, you can solve problems by paying money, you will not be fined for running red lights, and you don't have to pay back the money you owe when you return to your country. Therefore, in real life, some students may deliberately make small mistakes, such as traffic violations, illegal work, or even more serious business crimes." (ZJY (CN), personal communication, August 25, 2024)

"Certain behaviours, such as casual poker game, are considered normal or acceptable in China. However, they may be considered immoral or even illegal in Thailand. This conflict in concepts may cause students to feel uneasy in social situations or have moral conflicts when facing certain decisions. In addition, students may sometimes stray into minefields due to their lack of understanding of the law, such as visa regulations, work permits, etc. This greatly increases their intention to choose shady industries as their first choice for entrepreneurship." (LSS (CN), personal communication, August 26, 2024)

"I often see students who love watching short videos, such as TikTok. I also see a lot of wrong views about Thailand on it, and some self-media even deliberately create problems for network traffic. For example, Thailand's currency control is not strict, and different currencies can be exchanged back and forth at will to earn the difference. Such problems can easily cause misunderstandings for students, making them unwilling to think down to earth about how to start a business." (AW (TH), personal communication, August 26, 2024)

Issue 2: Students may encounter cultural conflicts when living and studying in Thailand, such as behavioural norms in public places and etiquette for interacting with the gender. These conflicts may lead to misunderstandings and unnecessary friction.

"Once students enter the unfamiliar cultural environment of Thailand, they may face some moral dilemmas and do not know how to deal with them properly. For example, Thai society generally attaches great importance to religion and Buddhist culture. Some students may inadvertently offend locals because they do not understand these cultural norms. I often hear students quarrelling with taxi drivers, which has a great impact on their entrepreneurial enthusiasm and will lose confidence in the country's business environment." (ZJY (CN), personal communication, August 25, 2024)

"Every time I go to Thailand to teach Chinese students, students often give me gifts, and I even receive costly gifts, such as mobile phones. I usually handle this situation very carefully. Many Chinese students think that giving gifts in China is a matter of course, and the gifts must be valuable, and the teacher will give me good grades after receiving the gifts. As a Chinese, I can understand Chinese culture, but if students go to society, especially in the business field, and communicate with Thai people in this way, I think it will cause relationship problems." (LSS (CN), personal communication, August 26, 2024)

"Chinese students sometimes behave inappropriately in social situations because they do not understand these cultural backgrounds, such as disrespecting Buddha statues, not observing temple etiquette, and disrespecting homosexuality. The organization I work for always prays for Buddha at the place where the Buddha statue is placed in the school before the event. This is not a hard and fast condition, but many students show unfriendly language and attitudes. Although these behaviours are not malicious, they may lead to cultural conflicts. In fact, cross-cultural issues are very important points that need attention in the actual business process. For example, I know to avoid discussing politics with Chinese students too much, which is very sensitive to them." (AW (TH), personal communication, August 26, 2024)

This study summarized the reasons through interviews. Insufficient legal awareness: Many Chinese students lack a systematic understanding of local laws and regulations before coming to Thailand and have many misunderstandings about Thailand's legal requirements. This lack of awareness makes them prone to violating local regulations when dealing with cross-border affairs. Differences in moral awareness: China and Thailand's cultural and social moral standards are different. Students may not understand or misunderstand Thai society's expectations of moral behaviour, resulting in behavioural deviations. Some business practices considered acceptable in China may be illegal or unethical in Thailand.

Expert suggestion: All experts unanimously emphasized the importance of strengthening legal education and moral awareness to prevent students from being involved in illegal activities and pursuing "quick money". Legal education: Experts mentioned that students' lack of in-depth understanding of local laws in a cross-cultural environment may lead to illegal behaviour. Therefore, it is very important to strengthen legal education on cross-border operations, financial management, employment regulations, etc. ZJY (CN) and LSS (CN) suggested enhancing students' legal awareness and risk prevention capabilities through legal courses, lectures and special lectures, especially some negative cases. AW (TH) suggested inviting legal experts and law enforcement officials to introduce Thailand's legal environment. Moral awareness: Experts also suggested strengthening moral and ethical education. ZJY(CN) mentioned that schools should cultivate students' respect for law and morality, LSS(CN) stressed the necessity of anti-fraud and anti-crime education, and suggested improving students' legal awareness through case analysis and warning films. AW(TH) suggested offering ethics courses to help students understand and respect Thailand's social norms.

9.4.2 Legal Employment and Entrepreneurship Support

Issue 3: Due to the lack of legal employment channels and entrepreneurship support, some students may engage in illegal work or entrepreneurial activities without obtaining the necessary permits. This is not only against Thai law, but may also lead to the serious consequence of being deported.

"I have observed that some Chinese students have encountered problems due to illegal employment and entrepreneurial activities. First, some students choose to do some part-time jobs in Thailand because of financial pressure or want to gain more practical experience. However, many of them do not realize that they need to obtain legal work permits, and there are no institutions specifically designed to help international students. These students can only find part-time opportunities through informal channels, such as friends' introductions or on social media, which leads them to

participate in some jobs without formal procedures, such as working in restaurants, coffee shops, or tutoring work.....

..... I have also seen some Chinese students try to open small online stores or run small service businesses, such as tourist guides or study abroad agencies. Most of these students contact customers through WeChat or other social platforms, and have not applied for the business license required by the Thai government. These behaviours may seem insignificant, but they are very dangerous. Once discovered, these students may face serious consequences such as fines, deportation, or even re-entry ban." (ZJY (CN), personal communication, August 25, 2024)

"Many students believe that as long as they do not work for large companies or institutions, but engage in some small-scale private part-time jobs, such as tutoring, translation, or tour guide, they will not attract attention.....

..... In addition, some students hold the dream of starting a business and use their resource networks in China to carry out small business activities in Thailand, such as selling Chinese specialities or opening small catering services." (LSS (CN), personal communication, August 26, 2024)

"In my observation, illegal employment and unauthorized entrepreneurial behaviour often occur among Chinese students. On the one hand, some students find it challenging to find legal jobs through formal channels due to language barriers or lack of local connections. Therefore, they may turn to the informal employment market and engage in some jobs that do not require high language requirements, such as restaurant waiters, massage parlour employees, etc. Even on some social platforms, such as groups on Facebook, many jobs are scams, and international students have no other formal channels, so they will be deceived, which greatly undermines their business confidence.....

..... Recently, I often found students using China's logistics and commodity resources to sell in the Thai market. This form of cross-border e-commerce may seem simple, but it involves a series of legal issues, such as import taxes,

sales licenses, etc. These illegal employment and entrepreneurship behaviours will not only affect the legal status of students, but may also have a negative impact on the educational institutions and the image of the country. Therefore, it is particularly important to help Chinese students understand and comply with Thailand's employment and entrepreneurship laws and provide legal employment guidance and entrepreneurship support." (AW (TH), personal communication, August 26, 2024)

Issue 4: Students often fail when they start a business without adequate preparation. These failures may be due to a lack of market insight, poor fund management, or an understanding of legal requirements.

"Many students have a passion for entrepreneurship, but lack a deep understanding of the needs and preferences of the Thai market. For example, some students see that certain Chinese products are popular in China and want to sell similar products in Thailand. However, they often ignore Thai consumers' unique needs and cultural background, resulting in products that are not competitive in the market and poor sales
..... Secondly, poor fund management is also an important reason for entrepreneurial failure. Many students lack financial management experience when they start their first business and do not have a clear strategy for planning and using funds. For example, some students will invest much money in early inventory and marketing but will not leave enough funds for future operations. This lack of long-term planning for fund management makes them quickly fall into financial difficulties when they encounter market fluctuations or sluggish sales, and eventually have to close their business." (ZJY (CN), personal communication, August 25, 2024)

"Entrepreneurial failure is not uncommon among Chinese students studying abroad. Many students underestimate the complexity of entrepreneurship because of their successful experience in China or hearing other people's success stories. They often start their business without conducting detailed

market research and risk assessment, which makes them unprepared when facing real problems. For example, some students opened restaurants in Thailand, but because they did not understand local food hygiene regulations and license requirements, they eventually encountered legal problems in their operations and were forced to suspend business for rectification or even close down. In addition, cultural and language barriers also increase the difficulty of starting a business to a certain extent. Chinese students may have communication problems when dealing with local suppliers, customers or government departments in Thailand due to language barriers or cultural differences. These problems affect daily business operations and may lead to misunderstandings or conflicts, further increasing the risks of starting a business. For example, my student opened a board game store but could not communicate with customers. His audience could only be Chinese, and this number was completely unable to support his business, and he failed in the end." (LSS (CN), personal communication, August 26, 2024)

"From the perspective of Thailand, the failure of Chinese students' entrepreneurship is mainly due to the lack of a comprehensive understanding of the Thai business environment. First, many students do not pay enough attention to market research. They often decide on a direction for entrepreneurship based on their interests or experience in the Chinese market. However, the Thai market has different consumer habits and preferences, and blindly copying China's business model is usually challenging to succeed. For example, some students opened tourist souvenir shops targeting Chinese tourists, but due to the serious homogeneity of products, they could not attract local consumers, resulting in unsatisfactory sales.....

..... Fund management is another common problem. Many students lack a reasonable estimate of costs and benefits in the early stages of their business. They may invest a lot of money in store decoration or advertising but find that capital turnover is difficult in actual operations, especially in the off-season or market downturn, and they will soon encounter cash flow problems. In addition, some students have not established emergency funds or backup

plans, and once they encounter unexpected situations, such as epidemics, market changes, etc., they will find it difficult to continue. Therefore, it is very necessary to strengthen legal education and entrepreneurship guidance for Chinese students." (AW (TH), personal communication, August 26, 2024)

This study summarized the reasons through interviews. Economic pressure: Many Chinese students face economic pressure while studying in Thailand, and they need to work part-time or start a business to support their lives and studies. However, it may be challenging to find legal job opportunities, especially for foreign students without local connections. Temptation of quick success: Some students hope to achieve economic success quickly through entrepreneurship, but they lack sufficient market research and legal advice, which puts them at risk in the process of entrepreneurship. In particular, their funding and support are primarily from their parents, and they do not cherish the opportunity to make development plans, and ultimately it is difficult to survive the difficult period.

Expert suggestion: Providing legal employment and entrepreneurship opportunities effectively prevents students from being involved in illegal activities. Legal employment support: ZJY (CN) and LSS (CN) emphasized providing legal employment channels. ZJY (CN) suggested establishing legal employment agency services to help students find real and reliable part-time and internship opportunities. LSS (CN) proposed to provide more legal part-time and internship opportunities through cooperation with enterprises. AW (TH) emphasized the cooperation between the government and schools to provide legal employment channels and set up a joint consulting centre to provide students with employment and visa consultation. Entrepreneurship support: The three experts agreed that providing entrepreneurial guidance and practical opportunities is the key. ZJY (CN) suggested maintaining students' entrepreneurial enthusiasm through entrepreneurial competitions and project incubators, LSS (CN) emphasized courses that combine theory and practice in entrepreneurship education, and AW (TH) proposed helping students start businesses within the legal framework through entrepreneurial training and financial support. In addition, AW (TH) mentioned encouraging students to integrate the concept of

corporate social responsibility (CSR) into entrepreneurship and set a positive entrepreneurial example.

9.4.3 Psychological Support and Community Building

Issue 5: Isolation and cultural adaptation issues make students more susceptible to mental health problems, such as anxiety, depression, and insomnia. If these problems are not solved in time, they may further affect their learning and quality of life, and they are even less likely to have the energy to think about entrepreneurship-related issues.

"Many students feel isolated and lonely when studying in Thailand because they are away from their familiar environment, family, and friends. This sense of isolation often exacerbates their anxiety and depression. For example, some students find it challenging to establish deep friendships with local Thai students due to language barriers and cultural differences, and even feel uncomfortable in daily communication. As a result, they tend to only interact with other Chinese students, which to a certain extent limits their social circle and further aggravates the sense of isolation.....

..... Many students reported difficulty falling asleep or tossing and turning all night because of academic pressure and uncertainty about the future. This long-term insomnia can lead to lack of energy and concentration during the day, which in turn affects their academic performance and quality of life, and they have no energy to observe and think about things related to entrepreneurship." (ZJY (CN), personal communication, August 25, 2024)

"In an unfamiliar cultural environment, many students find it difficult to adapt. For example, they may feel unfamiliar with Thailand's teaching methods, assessment standards, and classroom atmosphere, which may lead to increased academic pressure. At the same time, cultural differences in life, such as eating habits and social etiquette, also make some students feel uneasy and at a loss. These factors combined can easily lead to depression

and increased anxiety.....

.....In addition, many students' concerns about the future are also affecting their mental health. Some students feel that the academic qualifications they obtained in Thailand may not be fully recognized when they return to China for employment, or they are worried that their Thai language level is not enough to find a satisfactory job in Thailand. These uncertainties and concerns put some students in a state of constant anxiety. Some students choose to escape because of these psychological problems and reduce the opportunity to contact people, which not only affects their social life, but also greatly reduces their intention to do business." (LSS (CN), personal communication, August 26, 2024)

"Many Chinese students may be under tremendous pressure when arriving in Thailand, although they seem to adapt well on the surface. For example, when they deal with Thai classmates or professors, they may be confused because of different communication methods and expression habits. If this cultural adaptation pressure is not managed effectively, it can quickly become a psychological problem.....

..... Many Chinese students are used to the social environment in China and find it difficult to integrate into the new social circle after arriving in Thailand, especially when they are not fluent in the language. Some students encounter setbacks when trying to integrate into the local culture and gradually choose to avoid social activities and rely on social media or only interact with other Chinese students. This greatly reduces their chances of adapting and integrating into Thai society." (AW (TH), personal communication, August 26, 2024)

Issue 6: Due to the lack of an effective community support network, some students may withdraw from social activities, leading to further social isolation, and may even resort to illegal activities or the pursuit of quick money to seek solutions, rather than thinking and learning how to start a business down to earth.

"With the increasing sense of social isolation, some students may seek other ways to relieve their loneliness and stress. Some students may be lured into illegal activities such as purchasing undeclared goods, money laundering, or even online fraud to make quick money. This is not only because they need money to support their lives or studies, but also because these illegal activities can temporarily relieve their psychological pressure and make them feel that they are "making a difference." However, this choice will deviate from the right track and will not be down to earth to learn and think about how to start a business legally." (ZJY (CN), personal communication, August 25, 2024)

"I found that the lack of an effective community support network makes Chinese students more likely to feel socially isolated. This sense of isolation has caused some students to lose confidence in the future. They feel that it is difficult to succeed in Thailand and that it is challenging to be accepted by the local society. Therefore, these students sometimes give up participating in social or extracurricular activities organized by the school because they feel that these activities are of no practical help to them.....
.....Some students feel socially isolated and look for opportunities to "make money quickly" to relieve their inner pressure or prove their ability. They sometimes participate in some small business activities without legal procedures, such as unlicensed tour guide services, or participate in unauthorized part-time jobs. Although these activities can temporarily relieve financial pressure, there are legal risks in the long run, which may put them in a bigger predicament." (LSS (CN), personal communication, August 26, 2024)

"I understand that some students are negatively affected by their narrow social circles, such as being exposed to some so-called "quick money" opportunities, including illegal work or participating in gray area business activities through informal social circles. These students may believe in some false promises of making money because they lack sufficient legal awareness and understanding of the legal environment in Thailand, such as the large

number of scams in the name of work in the Facebook group I mentioned."
(AW (TH), personal communication, August 26, 2024)

This study summarized the reasons through interviews. Cultural adaptation issues: Isolation and cultural shock in a cross-cultural environment affect students' mental health. Lack of support from family and friends and language barriers make many students feel lonely and uneasy. Academic and life pressure: Studying abroad is challenging in itself, and many students also have to deal with academic, financial pressures and uncertainty about the future. These accumulated pressures may lead to psychological problems such as anxiety and depression.

Expert suggestion: All experts believe that psychological support and a strong community network are essential to prevent students from being involved in illegal activities. Psychological support: ZJY (CN) and AW (TH) recommend providing psychological counselling services and financial assistance to help students cope with financial and psychological pressures, especially the need for professional psychological counsellors who can use Chinese in Thailand. LSS (CN) emphasizes enhancing students' sense of belonging and security by organizing student unions, cultural exchange activities and social platforms. AW (TH) further mentioned establishing a supportive community and mentor network to help students get continuous emotional support and guidance. Community building: All three experts mentioned that building a close student community can effectively convey legal and safety information. LSS (CN) emphasized reducing information asymmetry through community support. AW (TH) believed that organizing social activities and cultural exchanges to help students better integrate into the local society can help reduce illegal behaviour. Understanding and adapting to cultural differences are crucial for students to succeed in a foreign country. Cultural adaptation: ZJY (CN) and LSS (CN) suggested providing language training and cultural adaptation courses to help students better understand and integrate into the local culture and reduce the sense of isolation caused by cultural differences. AW (TH) emphasized helping students integrate into the local society and reduce cultural conflicts through local internships and cultural exchange activities. Cross-cultural understanding: All three experts believed that

enhancing cross-cultural sensitivity and communication skills can help students innovate and start businesses more effectively in different cultural backgrounds. LSS (CN) mentioned enhancing students' innovation and adaptability through cross-cultural project cooperation and exchange activities.

9.4.4 Media Guidance and Public Opinion

Issue 7: Misled by success stories in the media, some students may imitate unethical or illegal ways of making money, thinking that these behaviours can make them rich quickly, and mistakenly believe that this is also a form of entrepreneurship.

"Some students see stories about getting rich quickly on social media, such as purchasing luxury goods on behalf of others, participating in online hype, and even business activities involving gray areas, and mistakenly believe that these behaviours are a legal and effective way to start a business. They believe that as long as they can make money quickly, such "entrepreneurship" is acceptable regardless of whether it complies with legal and ethical standards.

.....I have come into contact with students who earn the difference through unauthorized cross-border purchasing on behalf of others, and even participate in illegal online lending activities. Most students do not realize these behaviours may involve serious legal issues, such as tax evasion, fraud, and money laundering. Driven by success stories, they think these are ways to achieve economic freedom in a short period of time, but they do not realize that once discovered, these behaviours will have a long-term negative impact on their academic studies, personal reputation, and future development." (ZJY (CN), personal communication, August 25, 2024)

"So-called success stories easily influence some Chinese students in the media and choose to imitate unethical or illegal ways of making money. This phenomenon is particularly evident on short video platforms and social media. In order to attract traffic, some self-media exaggerate or even beautify some successful cases involving legal margins or moral grey areas, which convey

wrong information to students. For example, some videos on some platforms promote that you can make money quickly through purchasing on behalf of others, false advertising, online gambling, etc., which makes some students mistakenly believe that these behaviours are an innovative entrepreneurial model. Some students may try similar behaviours because of this misleading information, hoping to get financial returns quickly. However, they lack a full understanding of legal risks and ethical issues. For example, some students participate in unauthorized purchasing on behalf of others, sell uninspected goods, or use false information to promote on social media. These behaviours may not only harm the rights and interests of consumers, but also violate Thailand's commercial laws and bring legal disputes. If this kind of imitation behaviour is not guided, it is easy for students to go on the road of breaking the law or even committing crimes." (LSS (CN), personal communication, August 26, 2024)

"I feel that the influence of Chinese students on bad behaviour imitation has also increased in recent years. Success stories on social media often lack background explanations and legal compliance, making some students mistakenly believe they can arbitrarily imitate these models without bearing legal and moral consequences. For example, after watching short videos, some students mistakenly believe that they can quickly accumulate wealth through false marketing, exaggerating the efficacy of products, etc. Although these behaviours may bring some economic benefits in the short term, they often cause legal problems and social responsibility issues in the long run. I have noticed that some students even try to "start a business" through improper means, such as operating small business activities without legal procedures, or participating in some online transactions that seem legal but have legal risks. This kind of imitation of bad behaviour will not only undermine their own academic and career prospects, but also affect the overall image of other Chinese students, and may even damage the educational exchanges and cooperation between China and Thailand." (AW (TH), personal communication, August 26, 2024)

Issue 8: Long-term exposure to wealth and fame-oriented media content will distort the values of some students, who believe that as long as they can succeed, the means can be ignored.

"After long-term exposure to wealth and fame-oriented media content, some students begin to believe that success is the only goal, and the means to achieve success are less important. I have noticed that some students have become more utilitarian and practical after being influenced by these, and they value how to quickly obtain economic benefits rather than following moral or legal norms.

..... When discussing future career plans, some students tend to focus more on industries and positions that can make money quickly, rather than considering their own interests and professional ethics. Sometimes, this kind of thinking is even reflected in academic and daily life. Some students may take unfair means to get high scores, such as plagiarizing homework or cheating on exams, because in their opinion, the result is more important than the process. This attitude not only affects their academic integrity, but also has a long-term negative impact on their careers." (ZJY (CN), personal communication, August 25, 2024)

"Many students pursue short-term success and benefits, while ignoring long-term career development and personal growth. Success stories in the media often emphasize material wealth and social status, but rarely mention the efforts, challenges, and ethical considerations behind these successes. This one-sided information leads some students to mistakenly believe that as long as they can succeed, the means can be ignored. I have encountered some students who ignore legality and ethical standards when choosing part-time jobs or entrepreneurial projects. For example, they may choose some grey businesses with high returns but high risks instead of gradually accumulating experience and wealth through formal channels. They believe that the key to success is to seize "opportunities" even if these opportunities do not meet legal or ethical standards. Such distorted values may lead them to make

illegal and immoral choices when faced with greater temptation or pressure." (LSS (CN), personal communication, August 26, 2024)

Some students are keen to build relationships with those considered

"successful" or "rich" in social activities, while ignoring social interactions that are conducive to personal growth and development. They may resort to exaggerating or fabricating their achievements to improve their status among their peers, or do whatever it takes to gain benefits, including participating in unethical or illegal business activities. (AW (TH), personal communication, August 26, 2024)

This study summarized the reasons through interviews. Negative impact of the media: Some content in social media and news reports may overemphasize stories of wealth and quick success, ignoring the legitimacy and effort behind success. This tendency can quickly induce students to pursue quick money and ignore legal means. Lack of positive publicity: The lack of positive role models and success stories makes it easy for students to choose illegal means to solve problems when faced with difficulties.

Expert suggestion: Use the media and social opinion to guide students to establish correct values and stay away from illegal activities and the temptation of pursuing "quick money". Media guidance: ZJY (CN) and AW (TH) mentioned that the media should avoid promoting illegal or unethical success stories and promote positive role models. ZJY (CN) emphasized the role of the media in setting social role models, and AW (TH) suggested that the government and the media work together to spread successful cases of legal employment and entrepreneurship to guide students' behaviour. Guidance of social opinion: AW (TH) emphasized the importance of social opinion in shaping students' behaviour and values, and suggested using positive social opinion to reduce students' motivation to pursue quick money.

9.4.5 Collaborative Management Between the Government And Schools

Issue 9: Due to poor management, some students may think that their illegal entrepreneurial activities will not be discovered or punished, and thus dare to take risks to engage in these activities.

"Some students will try to work without a legal work visa, or earn the difference by unauthorised purchasing goods on behalf of others. They dare to take risks partly because they believe that the school and local management agencies do not supervise these behaviours strictly enough.....

..... Some students may also be influenced by some "predecessors" or peers. They see that other students engage in illegal activities without obvious punishment, and they mistakenly believe that these behaviours are safe. For example, my students often participate in unauthorized online foreign exchange speculation or false advertising activities in the student group. The funny thing is that many school administrators are in this group, but no school leaders have ever stopped it. The lack of effective management and supervision has made these students psychologically lucky, thinking that their illegal behaviours can escape legal sanctions." (ZJY (CN), personal communication, August 25, 2024)

"When many students first come to Thailand, they see others around them seeming to be able to evade regulation easily, and they think they can also engage in illegal activities similarly.....

..... Some students see others engaging in similar activities and gaining financial benefits on social media, and the illusion of success attracts them, making them think that their behaviour is harmless. I have seen several students who not only face legal sanctions, but are also forced to terminate their studies and even be deported after being involved in illegal activities, which has a profound negative impact on their future development." (LSS (CN), personal communication, August 26, 2024)

"Many students do not receive adequate legal training when they enter the country, and they are not clear about what behaviours are illegal, such as smoking e-cigarettes. My students even smoke in the classroom and trade Buddhist items. In addition, in some cases, the management and supervision of schools and local communities are insufficient, which makes students feel that they can do this, and even feel that the school encourages this, just for enrollment. This loose management environment encourages students to take chances and makes them more willing to take risks and participate in illegal activities. Take school uniforms, for example. I rarely see my Chinese students wearing school uniforms properly. They do not wear them. The school does not manage it either. Although this is a small matter, it can reflect these problems." (AW (TH), personal communication, August 26, 2024)

Issue 10: When students face legal problems or engage in illegal activities, the lack of apparent response measures and support systems can lead to worsening situations, such as student arrest and deportation.

"Some students may conceal the facts and try to solve the problem independently when they encounter legal disputes for fear of affecting their studies or visa status. This response often leads to further deterioration of the situation.....

..... I have learned of some cases where students were investigated for illegal employment or unauthorized business activities, but they were at a loss after the incident and did not contact the school or relevant institutions in time to seek legal assistance. These students often lack basic knowledge and strategies for dealing with crises, such as how to find appropriate legal counsel, how to communicate with local police and immigration authorities, etc." (ZJY (CN), personal communication, August 25, 2024)

"Students often feel very anxious and helpless, especially when they realize that they may face serious consequences. This lack of crisis response measures makes the problem more complicated to handle. Last week, I

encountered a fight between a Chinese student and a Thai student, and this incident also alarmed many official people. I heard about this incident only after someone from an external official approached me. The student didn't dare to speak up, thinking that if he did not speak up, it would be fine and the Thais would not do anything to foreigners. But it was too late for me to deal with it then, and he was eventually called back to China to continue his studies. I understand the importance of establishing a clear response mechanism and support system to help students quickly find the right help and guidance in a crisis." (LSS (CN), personal communication, August 26, 2024)

"I had an undergraduate student before, who later went to a famous university in Thailand to study for a master's and doctoral degree, with a scholarship and had already published an article. Later, her mental condition was not good. She could not hold on, and wanted to drop out. Her tutor was very angry, threatened her, and insulted her. They do not know how to deal with crises legally and effectively. When some students encounter problems, they don't have the right legal aid channels or are unfamiliar with how to communicate with local legal institutions, leading to a passive state when dealing with problems. This response method often complicates the problem because students lack sufficient legal knowledge and resources to deal with complex legal procedures. In addition, the support systems and response strategies of schools and related institutions in this regard are relatively limited. Many students cannot get timely and effective help when they encounter crises, which may eventually lead to unnecessary legal consequences." (AW (TH), personal communication, August 26, 2024)

This study summarized the reasons through interviews. Imperfect management system: In students' daily lives and activities, there may be management blind spots, leading to illegal entrepreneurship and other activities. Insufficient communication between schools and the government may lead to the failure to discover and deal with students' problems on time. Unclear response measures: In the

face of sudden illegal entrepreneurial activities or legal problems, schools and governments may lack effective response mechanisms and emergency assistance systems.

Expert suggestion: Strengthen cooperation between the government and schools to ensure students' legal behaviour and safety. Collaborative management: ZJY (CN) suggested setting up a reporting channel to allow students to report illegal activities anonymously. LSS (CN) emphasized the importance of cooperation between the Thai government and the Chinese Embassy in Thailand in setting up a joint consulting centre to provide legal advice and emergency assistance. AW (TH) suggested that schools cooperate with local legal institutions and police departments to monitor and prevent illegal activities jointly. Promotion of law and morality: These collaborations can provide help in emergencies and convey legal knowledge and moral education in daily life, thereby reducing the risk of students being involved in illegal activities.

9.4.6 Comprehensive Development and Personal Experience

Issue 11: Students without international experience may have difficulty adapting to new cultural, academic and business environments, resulting in poor academic performance or entrepreneurial failure.

"Many students are afraid to speak up in class because of their lack of language fluency, or are unable to participate effectively in group discussions because they do not understand the Thai teaching method. These adaptation problems directly affect their academic performance, and some students even experience anxiety and self-doubt because they cannot keep up with the course progress. In addition to academic challenges, adapting to a new cultural environment is a major problem. Many students are not used to the Thai lifestyle.....

..... This social isolation not only affects their language skills, but also reduces their understanding and acceptance of local culture, which in turn

affects their overall study abroad experience." (ZJY (CN), personal communication, August 25, 2024)

"Some students do not consider the special needs and preferences of the Thai market when choosing entrepreneurial projects, and directly copy the Chinese business model. This lack of market research and localization strategy often leads to entrepreneurial failure.....

..... Regarding academics, some students are used to the domestic teaching style and suddenly find it difficult to adapt to Thailand's more open and interactive teaching method. They may not be used to actively asking questions or participating in discussions, which affects their performance and learning outcomes in class. Some students gradually lose their motivation to learn due to poor adaptation, resulting in a decline in grades, which not only affects their academic performance but may also have a negative impact on their mental health." (LSS (CN), personal communication, August 26, 2024)

Issue 12: Students who lack cross-cultural experience and perspective may not be bold or flexible enough in innovation and entrepreneurship, and cannot effectively respond to market changes and competitive pressures.

"I have seen some students try to start a business in Thailand, but their business plans rely too much on their experience in the Chinese market and do not consider Thai consumers' unique preferences and needs. This lack of market localization strategy makes them unable to effectively respond to market changes and competitive pressures, ultimately leading to project failure. For example, milk tea shops, hot pot restaurants, etc. They still use the experience of the Chinese market, open stores wildly, follow the trend, and do not consider the actual market situation in Thailand.....

..... Lack of flexibility in the face of challenges and competition. They are accustomed to following established rules and processes instead of exploring new methods or solutions. When the market environment changes, such as consumer trends or rapid technological updates, such as holidays, payment

systems, takeaway services, etc. These students often find it difficult to adjust their strategies quickly to new market needs. This lack of innovation ability not only affects their entrepreneurial success rate, but also limits their development potential in academic and professional careers." (ZJY (CN), personal communication, August 25, 2024)

"Students generally have a low tolerance for risk and are unwilling to try or take risks in uncertain situations. This makes them lack the spirit of bold innovation in the process of entrepreneurship, and they prefer safe and traditional choices. This conservative attitude is not flexible enough in the rapidly changing market environment, making it difficult to capture new business opportunities or cope with sudden competitive pressures.....

.....Some students tend to rely only on their compatriots in entrepreneurship, rather than integrating into a multicultural work environment, missing the opportunity to obtain new ideas and solutions from different cultural perspectives. This lack of diversity in the team composition also limits the breadth and depth of their innovative thinking." (LSS (CN), personal communication, August 26, 2024)

"Some students try to launch tourism services for Chinese tourists in Thailand, but due to their lack of understanding of local tourism regulations, market competition and customer needs in Thailand, these projects often lack innovation and find it difficult to stand out in the fierce market.

.....They may stick to the methods that have been successful in China instead of quickly adjusting strategies based on feedback from the Thai market. For example, when faced with customer feedback or changes in market demand, these students may be reluctant to change product features or business models because they lack confidence and understanding of new practices. This lack of adaptability makes it difficult for them to adapt to the rapidly changing market environment, resulting in an increased risk of entrepreneurial failure." (AW (TH), personal communication, August 26, 2024)

This study summarized the reasons through interviews. Insufficient

experience: Students who lack cross-cultural communication and internship experience may not have the ability and perspective to cope with complex international environments, limiting their adaptability and innovation. Differences in education models: The education systems of China and Thailand differ in teaching methods, student management, and learning atmosphere, which may affect students' learning experience and personal development.

Expert suggestion: Personal experience and comprehensive development have an important impact on students' entrepreneurial intentions. Comprehensive development: All three experts emphasized that rich cross-cultural experiences and international exchanges can enhance students' adaptability and decision-making ability. ZJY (CN) mentioned encouraging students to participate in cross-cultural exchange programs, internships and social practice, LSS (CN) emphasized improving students' comprehensive abilities through international exchange programs and entrepreneurial competitions, and AW (TH) also suggested that students participate in international internships and entrepreneurial competitions to broaden their horizons and improve their innovation capabilities.

9.5 Chapter Suggestion

In training Chinese international students, Thai universities not only provide academic education but also aim to cultivate innovative and entrepreneurial talents. Instructional Leadership is considered a way for school leaders to effectively improve the quality of education by guiding, supporting and supervising the teaching and learning process (Neumerski, 2013, pp. 310-347). In this research's cross-cultural youth entrepreneurial intention study, "Instructional Leadership" can be used as a key factor to explore how to promote and support students' entrepreneurial intentions through educational leadership. Therefore, this chapter applies the suggestions of Instructional Leadership and expert interviews to propose the theme.

9.5.1 Support The Implementation of Entrepreneurial Education

Instructional leadership emphasizes that leaders should not only manage the daily affairs of the university, but also actively participate in teaching and curriculum development. To promote entrepreneurial education, educational leaders should formulate clear strategies and allocate resources specifically for entrepreneurial education. Specific measures include designing entrepreneurial courses that meet actual needs, introducing the latest entrepreneurial theories and practical cases, organizing entrepreneurial lectures and seminars, and ensuring these courses and activities can be continuously supported. In addition, educational leaders should establish interdisciplinary cooperation, invite experts from different fields to participate in teaching, and ensure that students can understand the complexity of the entrepreneurial process from multiple perspectives. This active leadership role helps to improve students' entrepreneurial awareness and skills and stimulate their entrepreneurial intentions.

Instructional Leadership also emphasizes providing students diverse development opportunities to help them improve their comprehensive abilities. School leaders should actively promote international exchange programs and provide more overseas exchange, internships, and volunteer service opportunities. Leaders should develop personalized student development plans, combining students' interests and abilities to provide them with customized support and guidance. Leaders can stimulate students' creativity and leadership by organizing extracurricular activities, innovation competitions and student clubs. Regularly monitoring and evaluating students' learning progress enables leaders to provide timely feedback and adjust strategies to ensure that every student can fully realize their potential.

9.5.2 Create A Supportive Environment

The core of instructional leadership is to create a supportive learning environment for students. Leaders should actively advocate and create an open and innovative campus culture, encouraging students to challenge traditional thinking patterns and develop new ideas. Specific practices can include setting up innovation

labs or entrepreneurial incubators to provide students with a platform to practice and test their ideas. In addition, leaders can promote project-based learning (PBL) and problem-based learning (PBL) to encourage students to apply what they have learned in real-world situations. This environment promotes the cultivation of entrepreneurship-related skills and helps students develop confidence and adventurous spirit, which are key qualities for successful entrepreneurship.

In addition, school leaders should set up career development offices and entrepreneurship support centres to provide systematic career guidance and entrepreneurship consultation. These centres can be managed by a dedicated team assigned by the principal to organize regular career planning lectures, entrepreneurship skills training, and the popularization of employment law knowledge. Leaders should actively establish partnerships with local enterprises and government agencies to provide students with legal internships, part-time jobs and entrepreneurship opportunities. By regularly monitoring the effectiveness of these support measures, school leaders can ensure that these resources effectively meet student needs and adjust strategies on time to improve support effectiveness. Scholarships and innovation competitions can motivate students to explore opportunities for innovation and entrepreneurship within a legal framework.

Under the instructional leadership framework, school leaders need to create a caring and supportive campus environment to promote students' mental health. Leaders should promote the establishment of a psychological counselling centre equipped with professional counsellors to provide students with one-on-one psychological counselling and support services. University leaders can improve students' mental health awareness and coping skills through regular mental health lectures, workshops and publicity activities. Leaders should also encourage and support teachers to participate in mental health training to identify and deal with students' psychological problems in daily teaching. In addition, leaders can encourage students to participate in the school's community building, and enhance their sense of belonging and social support network by joining student unions, interest groups and clubs.

9.5.3 Improve Teachers' Entrepreneurial Guidance Capabilities

Instructional leadership also covers support and professional development for teachers. Education leaders should provide continuous training and development opportunities to help teachers understand the latest entrepreneurial education methods and tools. This can be achieved by organizing teacher training courses, workshops, and bringing in external entrepreneurship experts and consultants. In addition, leaders can promote cooperation and knowledge sharing among teachers to form a supportive teacher community where everyone can better discuss how to guide students' entrepreneurial activities. In this way, teachers become knowledge transmitters and serve as entrepreneurial mentors, providing personalized advice and feedback to help students better plan and achieve their entrepreneurial goals.

In addition, instructional leadership can influence students' media consumption habits and social opinions by developing and promoting media literacy education programs. School leaders should include media literacy content in the curriculum to help students develop critical thinking and the ability to judge the authenticity of information. School leaders can organize media expert lectures and media analysis workshops to teach students practical media identification skills. By promoting successful cases of legal employment and entrepreneurship in school news, social media, and bulletin boards, leaders can set positive examples and guide students to the right path of development. Regularly evaluating and monitoring the content of campus media is an important means for leaders to ensure the transmission of positive and healthy information.

9.5.4 Promoting Cross-Cultural Understanding and Cooperation

In this study, cross-cultural background is an important factor. Instructional leadership can support students' entrepreneurial intentions by promoting cross-cultural understanding and cooperation. Educational leaders can design and promote cross-cultural exchange activities, such as international exchange programs, transnational collaborative research projects, and multicultural team projects, to help students

understand business opportunities and challenges in different cultural contexts. This multicultural perspective helps students develop a global mindset, making them more confident and competitive when facing cross-cultural entrepreneurship. In addition, leaders can guide students to learn and understand different countries' business practices, laws, and cultural differences, which is essential for students who want to start a business in the international market. Therefore, by using instructional leadership, school leaders can clearly make legal education and ethical awareness one of the school's core goals. Leaders should take proactive measures to integrate these topics into the teaching plans of all grades. For example, principals and teaching supervisors can encourage teachers to integrate legal knowledge and ethical education into the curriculum and strengthen the promotion of legal awareness and ethical concepts through school-wide special activities such as "Law Week" or "Ethics Month". Leaders should also ensure that all teachers have the opportunity to receive relevant professional development training so that they are equipped to teach legal and ethical concepts effectively. Through regular student assessments, such as moot courts, debate competitions, and ethical dilemma case discussions, leaders can monitor students' understanding of legal and ethical education and adjust teaching strategies based on the results to ensure that educational goals are achieved.

9.5.5 Integrate Social Support and Entrepreneurial Resources

Social support and access to external resources are important factors that influence students' entrepreneurial intentions. Instructional leaders can play a bridging role, connecting entrepreneurial education within the school with the external entrepreneurial ecosystem. Specific measures include establishing partnerships with the business community, government agencies, and non-profit organizations, introducing entrepreneurial mentoring, providing internships and practice opportunities, and promoting the development of alumni entrepreneurial networks. Students can obtain more entrepreneurial guidance, financial support, and practical experience through these initiatives. In addition, leaders can also organize entrepreneurial competitions and exhibitions to provide a stage for students to showcase their entrepreneurial ideas and gain the attention and support of potential investors.

In addition, through instructional leadership, school leaders can strengthen cooperation with government departments, law enforcement agencies, and embassies to develop effective collaborative management strategies. Leaders should promote the establishment of illegal activity reporting hotlines and emergency legal aid services to provide safety for students. University leaders can regularly organise joint meetings with the government and the community to share information and resources, and ensure that policies and procedures are consistent with local laws and regulations. Leaders should also ensure the effectiveness of school management measures by regularly checking and evaluating their implementation. Educating students on the importance of collaborative management can be achieved through promotional lectures and information brochures to enhance their awareness of seeking help when they encounter problems.

9.5.6 Evaluating And Improving the Effectiveness Of Entrepreneurship Education

An important aspect of instructional leadership is the continuous evaluation and improvement of educational programs. Educational leaders should establish a systematic feedback mechanism to collect feedback and opinions from students, teachers, and other stakeholders on entrepreneurship education programs. This can be achieved through questionnaires, interviews, and focus groups. Based on this feedback, leaders should identify deficiencies in courses and programs and make timely adjustments and improvements. For example, teaching content can be updated to keep up with market and technological changes, more practical opportunities can be added, or new teaching tools and methods can be introduced. Through continuous evaluation and improvement, the quality and relevance of entrepreneurship education can be ensured to better support students' entrepreneurial intentions. In addition, effective risk management in a cross-cultural environment is essential for students' success.

Through instructional leadership, school leaders should incorporate legal and risk management education into the curriculum to help students understand different countries' legal requirements and business practices. Leaders can invite legal advisors

and risk management experts to conduct special lectures and provide real-life case analyses to improve students' legal awareness and risk identification capabilities. Schools should provide risk management tools, such as legal advice hotlines and risk assessment guides, to help students make informed decisions in entrepreneurship and career choices. Leaders should also promote establishing a safety culture on campus and improve all teachers' and students' emergency response capabilities through regular safety drills and training.

By applying instructional leadership, school leaders can systematically enhance measures in legal education, psychological support, cultural adaptation, and risk management to comprehensively improve students' sense of security and adaptability in a cross-cultural environment to increase their confidence in entrepreneurship. These measures not only help students succeed in their academic and career development, but also ensure that they comply with legal and ethical standards in a global context and promote the healthy development of individuals and society. Instructional leadership emphasizes clear goals, continuous support, data-driven decision-making, and professional development of teachers, which can provide a solid foundation for the long-term success of student entrepreneurship.



CHAPTER 10

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

10.1 Conclusion

This dissertation has comprehensively examined the factors influencing cross-cultural youth entrepreneurial intentions, focusing on Chinese students in Thailand. Several key insights and recommendations have emerged through a multi-faceted research approach, including the Delphi method, empirical analysis, and focus group studies.

The Delphi method facilitated consensus among experts from China and Thailand's corporate management, business education, and government sectors. The study validated an evaluation framework highlighting the critical roles of perceived social support, entrepreneurial passion, and entrepreneurial education in shaping entrepreneurial intentions. The increasing Kendall's Coefficient of Concordance across the rounds indicated growing expert agreement, underscoring the importance of these factors in youth entrepreneurship. These findings provide actionable recommendations for policymakers and educators to enhance social support, foster entrepreneurial passion, and improve entrepreneurial education to support youth entrepreneurship in diverse cultural contexts.

Empirical analysis revealed that perceived social support significantly impacts entrepreneurial intention among Chinese students in Thailand. Entrepreneurial passion mediates this relationship, highlighting the crucial role of support from family, friends, and significant others. The findings suggest that targeted support in entrepreneurship education is essential to build confidence and capabilities, especially for individuals without entrepreneurial experience. This study validates the importance

of perceived social support in enhancing university students' entrepreneurial intentions and provides valuable insights for strengthening social support networks in entrepreneurship education.

The study created and validated scales for youth entrepreneurial education and entrepreneurship, revealing significant regional and age-related differences. Enhanced entrepreneurial education positively influences youth entrepreneurship, with older students demonstrating higher entrepreneurial tendencies. The results underscore the need for tailored entrepreneurial education programs that consider regional and demographic-specific needs, thus fostering entrepreneurial intentions and skills among youth. Policymakers and educators should focus on creating supportive environments and curricula that enhance entrepreneurial identity and competencies, ultimately contributing to the development of future entrepreneurs.

Entrepreneurial education significantly enhances the positive impact of perceived social support on entrepreneurial passion and intention, while entrepreneurship moderates the relationship between entrepreneurial passion and intention. These findings highlight the importance of integrating comprehensive entrepreneurial education programs and developing targeted educational interventions and support systems to cultivate a conducive entrepreneurial environment for international students.

Focus group interviews provided deeper insights into the role of cross-cultural experiences in shaping entrepreneurial intentions. The study found that perceived social support alleviates negative emotions and enhances entrepreneurial intentions, with cultural variations in the effectiveness of such support. Entrepreneurial passion is boosted by exposure to new market opportunities, though sustained passion is challenged by cultural adaptation. Entrepreneurial education broadens skills and perspectives but challenges practical application due to language barriers and market differences. These findings highlight the need for tailored support mechanisms to optimize entrepreneurial outcomes for international students.

In conclusion, this research comprehensively explains the factors influencing cross-cultural youth entrepreneurial intentions. The validated evaluation framework and empirical findings provide practical recommendations for enhancing social support, fostering entrepreneurial passion, and improving entrepreneurial education. These strategies can help create a supportive environment for young aspiring entrepreneurs, contributing to sustainable economic growth and innovation. Future research should continue to explore additional factors and adopt longitudinal studies better to understand the dynamic nature of entrepreneurial intentions over time.

10.2 Recommendations

Based on the findings from Chapters 4 to 8, the following detailed recommendations are proposed to enhance cross-cultural youth entrepreneurial intentions, particularly focusing on Chinese students in Thailand.

10.2.1 Enhance Entrepreneurial Education Programs

Educational institutions should design and implement comprehensive entrepreneurial education programs that blend theoretical knowledge with practical skills. The curriculum should include business plan writing, market analysis, financial management, and risk assessment modules. Additionally, the curriculum should be regularly updated to include the latest trends and practices in entrepreneurship. Institutions should teach students the skills to apply their knowledge effectively, ensuring that they can translate theory into practice in various entrepreneurial contexts. This includes equipping students with problem-solving abilities, critical thinking skills, and adaptability, which are crucial for navigating the dynamic nature of entrepreneurship. Providing hands-on experiences through internships, entrepreneurial projects, and business simulations will help students apply their theoretical knowledge in real-world settings. These practical experiences should be structured to encourage students to take initiative, make decisions, and learn from the outcomes, further reinforcing their ability to apply what they have learned. Partnering with local businesses and startups can create valuable internship opportunities, allowing students

to work on real projects and gain practical experience. Organizing regular workshops and seminars featuring successful entrepreneurs and industry experts can provide students with deeper insights into the entrepreneurial journey and the challenges involved. These sessions can also serve as networking opportunities, connecting students with potential mentors and business partners. By focusing on both theoretical understanding and practical application, educational institutions can create a robust entrepreneurial education that prepares students for the complexities and demands of launching and managing successful ventures.

10.2.2 Strengthen Social Support Networks

Universities should establish robust social support networks that provide students mentorship, counselling, and emotional support. Mentorship programs can pair students with experienced entrepreneurs and business professionals who can offer guidance, support, and valuable insights. These mentors can help students navigate challenges, develop business strategies, and build entrepreneurial confidence. Creating peer support groups and alumni networks can offer substantial assistance and emotional support from peers and significant others. Regular social events and online support forums tailored for international students can facilitate experience-sharing, help students overcome entrepreneurial challenges, and foster community. Considering psychology classes as part of the curriculum that pertains to entrepreneurship could also be beneficial, helping students understand the psychological aspects of entrepreneurship, such as managing stress, coping with uncertainty, and developing resilience. These classes can equip students with the tools to effectively handle the emotional highs and lows of the entrepreneurial journey. Additionally, universities should offer psychological counselling services to address student entrepreneurs' emotional and mental health needs, helping them manage stress and maintain a positive outlook. By incorporating psychological education and support into their entrepreneurial programs, universities can ensure that students are equipped with business knowledge and skills and the mental and emotional resilience needed to succeed in the competitive entrepreneurial landscape.

10.2.3 Develop Culturally Adaptive Programs

Entrepreneurship programs should be culturally adaptive, addressing cultural differences and market specificities. This can be achieved by incorporating relevant case studies and examples from both home and host countries into the curriculum. Learning materials should emphasise cultural sensitivity and adaptability, ensuring that students are aware of the nuances in business practices, values, and communication styles across different cultures. This approach helps prepare students to navigate and thrive in diverse cultural environments. Inviting guest speakers from diverse cultural backgrounds and fostering cross-cultural project collaborations can help students understand and apply their learning in various contexts. Language support and communication skills training are crucial to help international students overcome language barriers and integrate into the local business environment more effectively. By enhancing cultural sensitivity, students will be more attuned to cultural cues and able to build stronger relationships with peers, mentors, and potential business partners. Additionally, universities should offer cultural orientation programs that help students understand the local business culture and practices, facilitating smoother adaptation and better business interactions. These orientation sessions can include workshops on cultural norms, negotiation styles, and conflict resolution strategies specific to the local market. By prioritizing cultural sensitivity and adaptability, entrepreneurship programs can better equip students with the skills and knowledge needed to succeed in a globalized business world.

10.2.4 Provide Policy Support and Financial Assistance

Policymakers and educational institutions should collaborate to create policies and support structures that encourage entrepreneurial activities among international students. This can include providing access to funding through grants, low-interest loans, and scholarships for entrepreneurial projects. It is also important to offer legal assistance to help students navigate business regulations and establish their ventures legally and efficiently. Establishing resource centres that provide comprehensive information and support for starting and running a business can be

highly beneficial. Favourable policies such as tax exemptions and entrepreneurial subsidies can alleviate economic pressures on student entrepreneurs, encouraging more students to engage in entrepreneurial activities. Creating special visa categories or extending visa durations for student entrepreneurs can provide the necessary time and stability to develop their businesses.

10.2.5 Implement Regular Feedback Mechanisms

Institutions should implement regular feedback mechanisms such as surveys and focus groups to continuously assess the needs and challenges of international students. Conducting bi-annual surveys and organizing focus group discussions can provide deeper insights into the specific challenges faced by international students and generate ideas for new initiatives. This ongoing feedback loop allows for timely adjustments and improvements in support services, ensuring they remain relevant and effective. Feedback from students can also help identify emerging trends and areas where additional support may be needed, enabling institutions to address these needs proactively.

10.2.6 Tailor Support Mechanisms for Different Stages

Recognizing the different stages of entrepreneurial development between undergraduate and graduate students is crucial. Graduates may require more professional external support such as mentors, access to professional networks, and advanced business training. Undergraduates might benefit more from peer support groups, basic entrepreneurial workshops, and introductory business courses. Personalized entrepreneurial training and psychological counselling can help maintain a positive and confident attitude towards entrepreneurship across different stages. Providing stage-specific resources and support can ensure that students receive the right level of assistance at the right time, enhancing their entrepreneurial journey.

10.2.7 Foster an Entrepreneurial Ecosystem

Creating a supportive entrepreneurial ecosystem characterized by business incubators, favourable policies, and robust support systems can motivate cross-cultural students. Universities should establish business incubators that offer workspace, resources, and mentorship to student entrepreneurs. Facilitating access to mentorship and encouraging participation in entrepreneurial competitions can help students gain practical experience, develop their business ideas, and receive feedback from industry experts. Building a strong network of local businesses, investors, and entrepreneurs who can support and collaborate with student entrepreneurs is also essential. This ecosystem can provide a nurturing environment where students can experiment, learn, and grow their businesses with the necessary support and resources.

10.2.8 Promoting Positive Entrepreneurial Intentions

In light of the increasing reports of Chinese nationals engaging in illegal or undesirable activities in Thailand, guiding Chinese international students towards ethical and productive entrepreneurship is essential. This can be achieved by implementing a multi-faceted approach. Education and Awareness: Develop educational programs that emphasize the legal landscape and ethical standards of business operations in Thailand. Courses should include case studies and real-world examples of successful, ethical businesses. Establish mentorship initiatives connecting students with successful local and international entrepreneurs who exemplify ethical business practices. Mentors can provide guidance, share experiences, and help students navigate potential challenges. Create platforms for Chinese students to engage in discussions and networking events that promote positive entrepreneurial ventures. These networks can offer support, share resources, and provide a sense of community. Organize regular workshops and seminars focused on the importance of legal compliance, ethical business practices, and the socio-economic benefits of contributing to legitimate and positive sectors. Strengthen collaboration between educational institutions and local law enforcement to monitor and provide guidance on the types of industries students engage in. This partnership can help identify and

prevent potential involvement in illegal activities. Educational institutions and authorities can play a critical role in ensuring that Chinese international students are well-informed, ethically oriented, and equipped to pursue entrepreneurial opportunities that contribute positively to Thailand's socio-economic landscape.

By implementing these detailed recommendations, educational institutions and policymakers can create a more supportive and conducive environment for Chinese students in Thailand, enhancing their entrepreneurial intentions and overall success in navigating the complexities of cross-cultural entrepreneurship. These measures will benefit the students and contribute to the broader economic and entrepreneurial landscape by fostering a new generation of innovative and capable entrepreneurs.

10.3 Limitations

This dissertation thoroughly examines the factors influencing cross-cultural youth entrepreneurial intentions among Chinese students in Thailand. However, several limitations must be acknowledged to comprehensively understand the findings and inform future research directions.

Firstly, the sample size used in various parts of the study, including the Delphi method and empirical analyses, was relatively small. The Delphi method involved a limited number of experts from China and Thailand, which may not fully represent the broader perspectives necessary for generalization. Specifically, the Delphi panel comprised 12 experts, which, although adequate for some Delphi studies, might not capture the full diversity of expert opinions. Future studies should aim to include a larger and more varied group of experts, potentially from different industries and geographical locations, to enhance the validity and reliability of the findings.

Secondly, the research design was primarily cross-sectional, capturing data at a single point in time. This design limits the ability to infer causal relationships between perceived social support, entrepreneurial passion, entrepreneurial education,

and entrepreneurial intentions. Although significant relationships were identified, the cross-sectional nature means that the temporal sequence of these relationships cannot be established. Future research should consider longitudinal designs that track participants over time to understand better how these factors evolve and interact to influence entrepreneurial intentions.

Thirdly, the study relied heavily on self-reported measures for key constructs such as perceived social support, entrepreneurial passion, and entrepreneurial intentions. Self-reported data can be subject to several biases, including social desirability bias, where participants may respond in a manner they believe is socially acceptable rather than truthful. This reliance on self-reports may affect the accuracy and validity of the data. To mitigate this, future studies could incorporate additional data sources, such as peer assessments, observational data, or objective measures of entrepreneurial activity, to provide a more comprehensive and accurate assessment of these constructs.

Fourthly, the qualitative component of the research, specifically the focus group interviews in Chapter 8, provided valuable insights into the cultural adaptation and entrepreneurial challenges faced by Chinese students in Thailand. However, these findings are context-specific and may not be generalizable to other international student populations or cultural contexts. The focus groups included a limited number of participants, which might not represent the broader experiences of all Chinese students in Thailand. Future research should expand the scope of qualitative studies to include a more diverse range of cross-cultural experiences and explore similar issues in different countries and cultural settings.

Additionally, the study did not extensively explore the influence of external factors such as economic conditions, market opportunities, and government policies on entrepreneurial intentions. These external factors can significantly shape the entrepreneurial environment and impact students' willingness and ability to pursue entrepreneurial ventures. Future research should incorporate these macro-level variables to provide a more holistic understanding of the entrepreneurial ecosystem and its effects on youth entrepreneurship.

Moreover, while the study highlighted the importance of entrepreneurial education and social support, it did not account for the potential moderating effects of individual differences such as personality traits, prior entrepreneurial experience, and personal motivations. These individual-level factors can influence how students perceive and respond to entrepreneurial education and social support. Future studies should investigate these moderating variables to gain deeper insights into the differential impacts of educational and support interventions on various student subgroups.

Lastly, the study's focus on Chinese students in Thailand limits the generalizability of the findings to other international student populations. Cultural, social, and economic differences between countries mean the factors influencing entrepreneurial intentions may vary significantly. Future research should replicate this study with different international student groups in various host countries to determine whether the findings hold across different cultural and educational contexts.

Addressing these limitations in future research will enhance the understanding of cross-cultural youth entrepreneurial intentions and contribute to developing more effective strategies and policies to support young entrepreneurs globally. By incorporating larger sample sizes, longitudinal designs, diverse data sources, and a broader range of external and individual factors, future studies can provide more robust and generalizable insights into the complex dynamics of youth entrepreneurship in cross-cultural settings.

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