



**THE FACTORS AFFECTING ENTREPRENEURIAL
INTENTION: ENTREPRENEURSHIP
EDUCATION OF UNDERGRADUATE
STUDENTS IN ZHANJIANG
UNIVERSITIES**

**BY
JUNJIE YOU**

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STUDENTS IN ZHANJIANG UNIVERSITIES**

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Abstract

This study explored the influences of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities in Zhanjiang. The study employed both the quantitative survey to predict entrepreneurial intentions and the qualitative semi-structure interview with the content and thematic analyses to obtain administrators' perspective to better Entrepreneurship Education in Zhanjiang universities. Questionnaires were distributed to 400 samples of the undergraduate students taking Entrepreneurial Education courses. Descriptive analysis with mean, standard deviation, frequency, and percentage was performed, followed by multiple regression.

The results showed that Entrepreneurial Intentions was significantly influenced by the three variables of: 1) Perceived Behavioral Control; 2) Personal Attitude; and 3) Subjective Norms, from the most to the least, respectively. The findings of this study, particularly, highlighted the crucial role of Perceived Behavioral Control in that it helped students recognize their entrepreneurial intentions in becoming business owners in the future. In terms of the academic, policy, and practice, it is recommended that Entrepreneurial Intentions should be encouraged in different areas of studies and majors not only in Zhanjiang Universities but also across all the university in every region of the country.

(Total 182 pages)

Keywords: Entrepreneurial Intentions, Entrepreneurship Education, Undergraduate Students, Zhanjiang Universities

Student's Signature Dissertation Advisor's Signature

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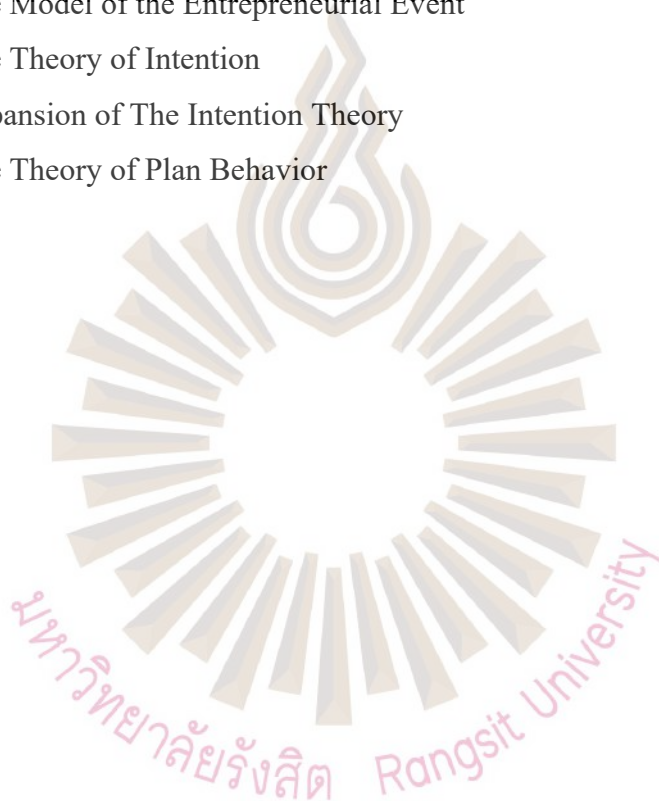
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Abbreviations and Symbols

Symbol	Meaning
$\bar{X}$	Arithmetic Mean
<i>S.D.</i>	Standard Deviation
<i>Corr</i>	Pearson Product Moment Correlation Coefficient
<i>p</i>	Statistical Significance
<i>n</i>	Sample Size
R^2	Coefficient of Determination
EE	Entrepreneurship Education
PA	Personal Attitude
SN	Subjective Norm
PBC	Perceived Behavioral Control
EI	Entrepreneurial Intentions



Chapter 1

Introduction

1.1 Background and Significance of the Study

Over the past few decades, Entrepreneurship Education have received a lot of attention from practitioners, academics, educators, and governmental departments as they are considered to be important factors in contributing to a country's economic development (Laouiti, Haddoud, Nakara, & Onjewu, 2022). This is because entrepreneurship, as the act of starting and running a new business, is a key for both economic development and recovery which in turn can provide a strong impetus for innovation and employment (The Global Entrepreneurship Monitor Report 2023; Ana Iolanda Vodă, & Nelu Florea, 2019). One of the biggest challenges for the Entrepreneurship after the Global pandemic of Covid 19, is about increasing the numbers of entrepreneurs as it can help drive economic development (Widjaja, Wibowo, Narmaditya, Wardoyo, & Saptono, 2022). With the paradigm of Entrepreneurship has changed significantly because of the globally static ways of life, the challenges of resetting the economic, educational, and social systems are put into consideration (Almaiah et al., 2020; Basuki, Widyanti, & Rajiani, 2021).

To respond to these challenges, especially in Education, Entrepreneurship Education is an answer in lowering risk of unemployment by encouraging young people to become business owners (European Commission, 2021). While Entrepreneurship Education is the course(s) that aim to cultivate students' entrepreneurial awareness and comprehensive entrepreneurial ability through entrepreneurship courses, lectures, competitions, and simulation practices and skills training, contributes to socio-economic growth, expanding jobs and creating employment platforms and comprehensive literacy to better adapt to the needs of modern social development (Jena, 2020).

Since Entrepreneurship Education is the life-long learning process of developing students' entrepreneurial skills and improving their chances of success in starting and managing a business (Kuratko, 2005), it can improve students' entrepreneurial propensity by teaching them about entrepreneurship and increasing their entrepreneurial awareness. Many countries have placed great emphases on Entrepreneurship Education and they teach entrepreneurship as specific courses from primary school to the university (Court & Ariekpar, 2022; Maheshwari & Kha, 2021; Uansa-ard & Wannamakok, 2022).

Because of its popularity, Entrepreneurship Education, has become a center of attention since it is closely related with the attitudes towards becoming entrepreneur (Almaiah, Al-Khasawneh, & Althunibat, 2020). Especially in China, College Graduates Employment Report has shown that the number of Chinese college graduates has continued to grow in recent years, from 8.74 million people in 2020 to 10.76 million people (Mao, Zhang, & Hu, 2022). The latest statistics from the Chinese Ministry of Education also shows that the number of graduates in China will reach 11.58 million in 2024. As the number of graduates increases year by year, the issue of employment and entrepreneurship among undergraduate students has repeatedly become the focus of social attention and a topic of concern to the government in that the Ministry of Education has a policy, since 2021, to reassure all the colleges and universities to pay attention on effective Entrepreneurship Education on entrepreneurial intentions among the students (Xu, Fu, & Zhang, 2023; Zelin, Caihong, Xian, Zhe, & Xiang, 2021).

Entrepreneurship Education can provide not only theoretical concepts and practical skills to enhance students' entrepreneurial effectiveness (Fu, Li, & Chang, 2022; Yang & Xie, 2022) but also entrepreneurial intentions (Gao, 2021; Loh et al., 2021; Niu, 2023; Xu, 2021). In terms of the research of Entrepreneurship Education on entrepreneurial intentions, it needs more of the investigations on the actual impact of factors influencing intentions (Breznitz & Zhang, 2022; Xu, 2021). While entrepreneurial intentions refer to a potential entrepreneur's individual inclinations and expectations about engaging in entrepreneurial activities, which serves as a preliminary indicator of the likelihood of a future to be

entrepreneur and is a key component in parsing the entrepreneurial process (Zelin, Caihong, XianZhe, & Xiang, 2021). Therefore, entrepreneurial intention is concerned with someone's determination to be an entrepreneur (Bičo & Knezović, 2023; Rueda prone Barrios, Rodriguez, Plaza, Vélez Zapata, & Zuluaga, 2022).

In this study, in order to understand of how entrepreneurship intentions have been developed among the undergraduate students, the Theory of Planned Behavior (TPB) (Ajzen, 1991; Forbes, 2020) will be used to explain entrepreneurial intentions by its strong explanatory and predictive power of the three components -- personal attitudes, subjective norms, and perceived behavioral control (Bergner, Auburger, & Paleczek, 2021; Doanh, Thang, Nga, Van, & Hoa, 2021; Ng, Hung Kee, & Khan, 2021). Briefly, while personal attitude is about reactions of a person to some specific situation(s) or behavior(s) in that it can be expected to predict certain behavior that come along with that reaction; subjective norms contain the beliefs about how people react to other people's views about their behavior(s), and perceived behavioral control is people's perceptions of their ability to perform a given behavior (Ajzen, 2011). Personal attitudes, thus, can be concluded as an individual's positive or negative evaluation of certain behaviors, if an individual believes that performing a particular behavior will lead to positive outcomes, he/she may have a more positive attitude toward that behavior and vice versa (Ajzen, 2012).

As the personal attitude is one of the most frequently used indicators in the study of entrepreneurial intentions, and in general refers to an individual's overall disposition toward an object, concept, or environment (Jena, 2020), in the context of entrepreneurship, personal attitudes toward entrepreneurship are considered to be the first and foremost component that shape entrepreneurial intentions (Amofah & Saladrigues, 2022). Personal attitudes that come along with the experiences in taking Entrepreneurship Education (Hägg & Gabrielsson, 2020; Mohseni, Mousavi, & Jamali, 2023; Wach & Głodowska, 2019) will has a positive effect on entrepreneurial intentions (Vamvaka,

Stoforos, Palaskas, & Botsaris, 2020). The more positive personal attitudes towards knowledge and skills acquire through Entrepreneurship Education, the higher levels of significance shown on entrepreneurial intentions (Aboobaker, 2020; Zhou & Zhou, 2022).

Next, subjective norms which are the extent to which individuals believe that people or groups important to them believe they should or should not perform the behavior (Singh, Rana, & Parayitam, 2022). This includes the influence and expectations of family members, friends, co-workers (Winter, Pummerer, Hornsey, & Sassenberg, 2022), financial support, verbal encouragement, behavioral expectations (Kobylińska, 2022; Isma, Sudarmiatin, & Hermawan, 2020), and opinions of those involved with performing behaviors that are considered important. Subjective norms, thus, reflect perceptions of social pressure or social support and are a combination of the individual's expectations of significant others and their own willingness to follow those expectations (Santos & Liguori, 2020). Most recent studies confirm that the greater an individual's motivation to comply with the opinions or advice of others, the higher the intention to become an entrepreneur (Shukla & Kumar, 2024; Ajzen, 2020).

The other component is believed to impact entrepreneurial intention is perceived behavioral control which refers to an individual's personal perception of how easy or difficult it is to perform a particular behavior, including an assessment of the availability of the resources and opportunities needed and the obstacles they may face (Aschwanden et al., 2021; Lim & Weissmann, 2023). Perceived behavioral control relates to an individual's confidence in their own ability, i.e., the extent to which they believe they can successfully perform the behavior (Sultan, Tarafder, Pearson, & Henryks, 2020). High levels of perceived behavioral control indicate that individuals believe they are more capable of performing the behavior, which may enhance their intentions to perform the behavior (Ajzen, 2020; Bosnjak, Ajzen, & Schmidt, 2020). Research has revealed that the higher the perceived behavioral control of undergraduate students and the better their evaluation of Entrepreneurship Education Programs, the greater their entrepreneurial intentions (Aziz, Ejaz Chandia, & Khan, 2019; Lackéus, 2020). The higher the perceived behavioral control of undergraduate students and the better their evaluation of Entrepreneurship

Education programs, the greater their entrepreneurial intentions (Zulfiqar, Sarwar, Aziz, Ejaz Chandia, & Khan, 2019; Forbes, 2020).

More importantly, in order to understand the factors influencing entrepreneurship intentions in the context of Entrepreneurship Education, the factors of personal attitudes (Lyons & Zhang, 2018), subjective norms (Ashari, Abbas, Abdul-Talib, & Mohd Zamani, 2021; Forbes, 2020) and perceived behavioral control (Shah & Soomro, 2017; Mulachela, 2018) must be incorporated with different types of Entrepreneurship Education which are: 1) entrepreneurship lectures; 2) entrepreneurship skills training; 3) entrepreneurship simulation practices ; and 4) entrepreneurship competition activities, respectively (Altan, 2019; Dölarslan, Koçak, & Walsh, 2020; Liguori et al., 2021; Winkler, Vanevenhoven, Winkel, & James, 2020).

This is because it has been revealed that students who involved more in entrepreneurship courses, training, activities, and competitions would have higher entrepreneurial intentions than those who did not (Maritz & Brown, 2013). In other words, the more the undergraduate students exposed and participate in different kinds of Entrepreneurship Education's courses and activities, the more they developed positive attitudes and became more decisive in their intentions of becoming Entrepreneurs (Zhou, Li, & Shahzad, 2021).

Overall, according to the research findings above, it appears that entrepreneurial intentions of becoming a new business owner or doing things on their own is salience for the imperative development of students' opportunity in employment and ensuring social and economic stability. Taking this view, this study, thus, will focus on entrepreneurial intentions of the undergraduate students in China, especially in Zhanjiang as to respond to the policy of the Chinese government and the Ministry of Education (Mensah, Zeng, Luo, Xiao, & Lu, 2021) which stated that all college and university

students must take Entrepreneurship Education (courses) as to encourage and promote their entrepreneurial intentions.

Therefore, this study aimed to explore the influences of factors affecting entrepreneurial intentions of undergraduate students in Zhanjiang universities which included four colleges and universities with the big population of 109,787 undergraduate students which were certain the representativeness and significance for the research. Furthermore, the interviews with the administrators in Entrepreneurship Education in order to gained their perspectives of entrepreneurship intentions as to enhance the Entrepreneurship Education in Zhanjiang universities would be as well employed.

1.2 Research Objectives

1.2.1 To explore the levels of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities in Zhanjiang;

1.2.2 To determine the influences of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities Zhanjiang; and

1.2.3 To obtain the perspectives of administrators in entrepreneurial intentions in enhancing Entrepreneurship Education in Zhanjiang.

1.3 Research Questions

1.3.1 What are the levels of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities in Zhanjiang?;

1.3.2 What are the influences of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities in Zhanjiang?; and

1.3.3 What are the perspectives of the administrators in entrepreneurial intentions in enhancing Entrepreneurship Education in Zhanjiang?

1.4 Conceptual Framework

The Conceptual Framework is as below:

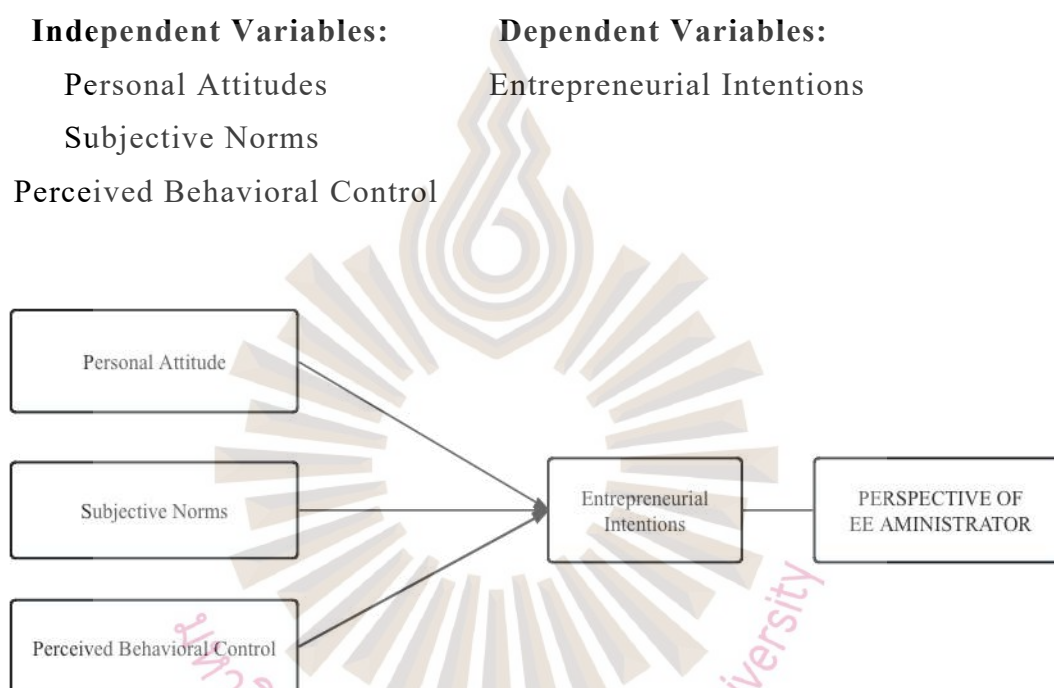


Figure 1.1 Conceptual Framework

Arising from Theoretical Perspectives, literature review, and research, the following hypotheses are:

- H1: There is a positive predictive relationship between PA and EI.
- H2: There is a positive predictive relationship between SN and EI.
- H3: There is a positive predictive relationship between PBC and EI.

1.5 The Scope of the study

1.5.1 Quantitative

This study explained the factors affecting entrepreneurial intentions of undergraduate students in universities in Zhanjiang universities.

1.5.1.1 Population and Sampling

(1) Population

These populations were selected from undergraduate students who receive Entrepreneurship Education from four universities in Zhanjiang. 109787 undergraduate students of Zhanjiang University of Science and Technology, Zhanjiang Preschool Normal School, ZLingnan Normal University and Guangdong Ocean University.

(2) Sample size

Stratified and systematic random sampling were employed. The sampling size of the study were calculated and determined through “calculator.net”, with the confidence level at 95 percent with the population size of 109787, margin error at ± 5 percent, and the ideal sample size of 384 was gained. However, for statistical purposes, the number of questionnaires were set at 400 to ensure the representativeness of the sample and reduces the chance of sampling error and enhance the reflection of the population from which was drawn (Kumar, 2018).

1.5.1.2 Measurements:

Before distributing the questionnaire, its validity was ensured by conducting the index of Item-Objective Congruence (IOC) with the five

experts who are the scholars in the field of Education, leaders in the field of Entrepreneurship Education and Administrators of Entrepreneurship Colleges. A survey research design was employed with the items of the questionnaire that were taken and adapted from: 1) Entrepreneurship Education (EE) Questionnaire (Forbes, 2020; Mensah et al., 2021); 2) Personal Attitudes (PA) and Subjective Norms (SN) (Lu et al., 2021); Perceived Behavioral Control (PBC) (Mensah et al., 2021); Entrepreneurial Intentions (EI) (Wang, Sun, & Wu, 2021).

A five-point Likert scale (Likert, 1932) ranging from Strongly Disagree (1) to Strongly Agree (5) was used to measure the factors influencing the entrepreneurial intentions of undergraduates in four universities in Zhan Jiang. Back translation from English to Chinese and Chinese to English was performed by two Language experts, then, the questionnaire will be pretested with 30 non-samples of undergraduate students in Zhanjiang universities. Cronbach alpha coefficient was calculated with values of 0.7 or higher indicate acceptable internal consistency. The Cronbach alpha coefficient for this study was 0.969.

1.5.1.3 Data Analysis

The data collected from the questionnaire was entered into a computer in order to be analyzed, and statistical program software was chosen as the main tool for data processing in this study. Next, the collected survey data was analyzed using a series of statistical techniques, including descriptive statistical analysis with inferential statistics of T-Test, ANOVA and Multiple Regression Analysis.

1.5.2 Qualitative

The results from the questionnaire were drawn to write questions for the interview. The administrators from four universities were interviewed. The information background of the informants who participated in the interview were pseudonyms to protect the identities.

1.5.2.1 Interview

Ten informants who were the administrators/head instructors were interviewed with a semi-structured interviews in order to confirm the relationship of factors influencing entrepreneurial intention of undergraduates in Zhanjiang. The interview items were written according to the results of the quantitative part as to answer objectives and questions, and then used to write the interview questions as to gather in-depth insights from the participants.

1.5.2.2 Content Analysis

The Nvivo12 program were employed along with content analysis and thematic analysis (Peel, 2020). Interview data were gathered through remote semi-structured. The study utilized to conduct a detailed thematic analysis of data from semi-structured interviews. With an inductive approach, a systematic transformation, progressing through stages of open initial coding, reviewing themes, and naming theme were performed.

To prevent social bias and maintain the integrity of the study, it was crucial to go through official consent procedures outlined in the interview protocol, being attentive to participants' needs, and ensuring data collection with privacy and confidentiality. As soon as the article published, the interview data will be destroyed.

1.6 Definition of Terms

Entrepreneurship: Entrepreneurship refers to the process by which an individual or team identifies market opportunities and mobilizes resources to create a new business or launch a new project.

Entrepreneurial Intentions: Entrepreneurial intentions refer to an individual's intentions and plans for starting a new business or beginning a new business activity.

Entrepreneurship Education: Entrepreneurship Education refers to the educational courses that aim to cultivate students' entrepreneurial awareness and comprehensive entrepreneurial ability through entrepreneurship courses, lectures, competitions, and simulation practices and skills training, contributes to socio-economic growth, expanding jobs and creating employment platforms and comprehensive literacy to better adapt to the needs of modern social development

Personal Attitude: Attitude toward behavior refers to an individual's positive or negative evaluation of a particular behavior. This attitude is based on the individual's assessment of the results that may result from performing the behavior. If an individual believes that performing a particular behavior will lead to positive outcomes, he/she may have a more positive attitude toward that behavior and vice versa. Attitude toward behavior reflect how well an individual feels about a particular behavior and are one of the key factors influencing behavioral intentions.

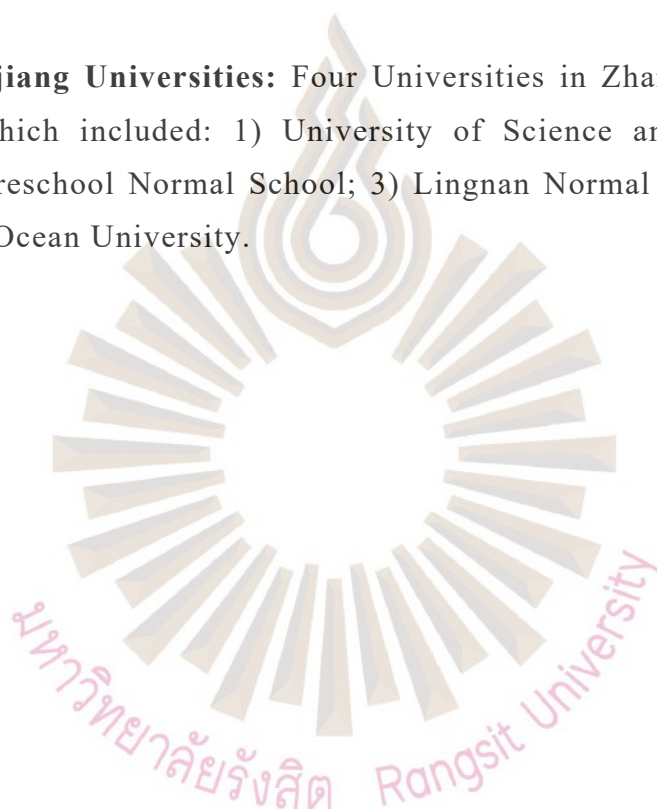
Subjective Norm: Subjective norms refer to the extent to which individuals believe that people or groups important to them believe they should or should not perform the behavior. This includes the influence and expectations of family members, friends, co-workers, etc. on an individual's behavior. Subjective norms reflect perceptions of social pressure or social support and are a combination of the individual's expectations of significant others and their own willingness to follow those expectations.

Perceived Behavioral Control: Perceived behavioral control refers to an individual's personal perception of how easy or difficult it is to perform a particular behavior, including an assessment of the availability of the resources and opportunities needed and the obstacles they may face. Perceived behavioral control relates to an individual's confidence in their own ability, i.e., the extent to which they believe they can successfully perform the behavior. High levels of perceived behavioral control indicate that individuals believe they are more capable of performing the behavior, which may enhance their intentions to perform the behavior.

Undergraduate Student: Undergraduate Student is an individual enrolled in a program leading to a bachelor's degree at a college or university. Undergraduates have not yet earned a bachelor's degree and are completing their initial higher education.

Universities: Universities are higher education institutions that offer degrees in various fields. Focus on undergraduate and postgraduate education and research, and promote social intellectual and cultural development.

Zhanjiang Universities: Four Universities in Zhanjiang, Quangdong Province, which included: 1) University of Science and Technology; 2) Zhanjiang Preschool Normal School; 3) Lingnan Normal University; and 4) Guangdong Ocean University.



Chapter 2

Literature Review

This chapter provides an overview of the scholarly literature that was relevant to the research objectives of this study. The purpose of the literature review was to determine the factors that influence the entrepreneurial intentions of undergraduate students receiving entrepreneurship education in universities in Zhanjiang.

2.1 The Theory of Plan Behavior

The theory of Multi-Attribute Attitude is an important decision theory that emphasizes that behavioral intentions are determined by behavioral attitudes (Fishbein, 1963). Such attitudes are formed based on beliefs about desired behavioral outcomes and evaluations of those outcomes (Ajzen & Fishbein, 1977). This theory provides a framework for understanding and predicting how individuals evaluate and select behaviors based on multiple attributes or traits (Ajzen, 1991). Based on the theory of multiple attribute attitudes, some researchers have further proposed the THEORY OF REASONED ACTION, a theory that suggests that behavioral intentions are influenced not only by behavioral attitudes, but also by subjective norms, which together determine an individual's actual behavior (Ajzen & Fishbein, 1977). According to the Theory of Reasoned Action, an individual's behavior is driven by his or her behavioral intention, which is shaped by two main factors: the individual's attitudes toward a particular behavior, i.e., their positive or negative evaluations of the behavior; and subjective norms, i.e., the perceptions and expectations of others about the behavior that the individual considers important (Al-Mamary & Alraja, 2022). The theory consists of four main variables, Behavior, Behavior Intention, Personal

Attitude and Subject norm, and the theoretical model is shown in Figure 2.1

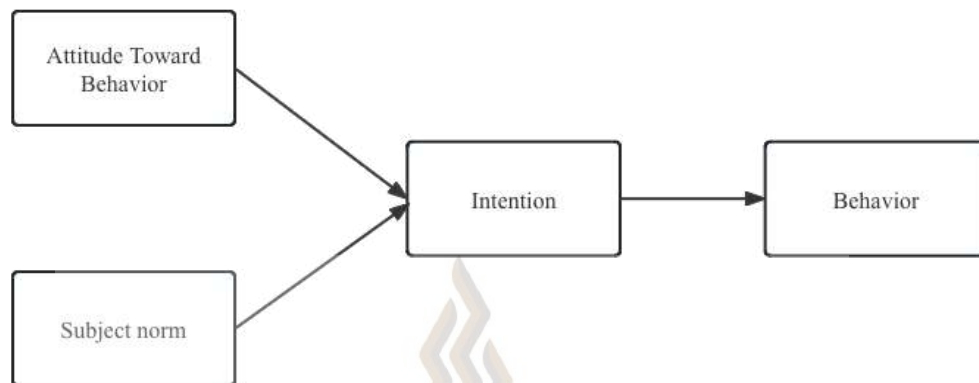


Figure 2.1 The Theory of Reasoned Action

Source: Ajzen et al., 1977

In order to explain behavior more comprehensively, the Theory of Reasoned Action was later extended, Ajzen (1985) to include a new predictor variable: the perceived behavioral control variable. The actual behavior of individuals is not only influenced by their intentions, but also by elements such as resources and opportunities, so the introduction of the perceived behavioral control variable allowed The Theory of Reasoned Action to expand further in its scope of application. The Theory of Plan Behavior published by Ajzen (1991), a theoretical model in the field of psychology was proposed, which is a further deepening and refinement of The Theory of Reasoned Action. The Theory of Plan Behavior is mainly composed of Behavior, Behavior Intention, Personal Attitude, Subject norm and Perceived Behavioral control, and the theoretical model is shown in Figure 2.2

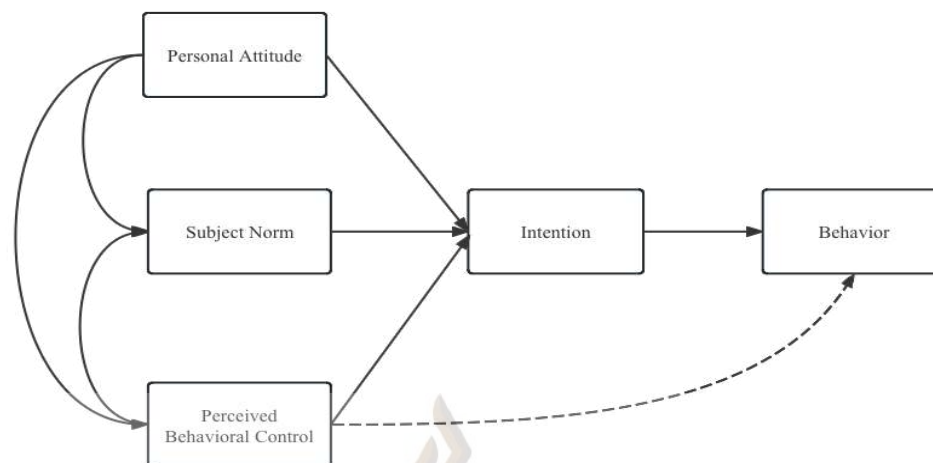


Figure 2.2 The Theory of Plan Behavior

Source: Ajzen, 1991

Becoming an entrepreneur is by nature a planned act, as the importance of a business plan is highly emphasized when creating a new venture, both in academic research and in practice (Krueger Jr, Reilly, & Carsrud, 2000). Entrepreneurship is a subjective, planned, risky and complex decision-making behavior, and entrepreneurial intention is the core driver of entrepreneurial activities and actual actions (Shi, Yuan, Bell, & Wang, 2020). The Theory of Planned Behavior that proposed by Ajzen, has become the most commonly used model for explaining and predicting individual behaviors, and TPB has been widely used in the field of entrepreneurship as well as in predicting people's intentions and behaviors (Maheshwari & Carsrud, 2000). Maheshwari and Kha (2022). The Theory of Planned Behavior provides a good theoretical framework to explain individual planning behavior, thus enabling researchers to predict entrepreneurial intentions by considering both personal and social factors (Liñán & Chen, 2009). The original TPB model developed according to Ajzen consists of three separate constructs (personal attitudes, subjective norms, and perceived behavioral control) that explain an individual's behavior and the relationship is moderated by intentions (Lavelle, 2021; Al-Jubari, Hassan, & Liñán, 2019). There are three main variables in the Theory of Planned Behavior: Personal Attitude, Subject norm and Perceived Behavioral control their specific meanings and influences are shown in Tabel 2.1

Barnard and Vanevenhoven (2019) statistically analyzed 1,773 studies on Entrepreneurship Education and innovative Entrepreneurship Education published between 1975 and 2014, and found that the theoretical basis among the studies basically focuses on Ajzen's Theory of Planned Behavior by analyzing the 163 documents that studied entrepreneurial intentions. Many scholars have either used the original model of the Theory of Planned Behavior developed by Ajzen in 1991 in their studies to determine entrepreneurial intentions, or have modified the variables by adding more structures to the original model (Shi, Yuan, Bell, & Wang, 2020; Bell, 2019; Zaremohzzabieh et al., 2019).

Tabel 2.1 Meaning and factors of the three main variables of the TPB

Variable	Definition	Factors
Attitude Toward Behavior	Individual's assessment of how much they like or dislike performing a particular behavior	Behavioral beliefs: 1. Behavioral subject's beliefs about the outcome of the behavior 2. The actor's evaluation of the outcome
Subject Norm	Individuals make decisions about whether to perform a particular behavior perceived influence of the surrounding environment on them, which reflects the influence of the environment, significant others, or groups on the individual's behavioral decisions.	1. Normative beliefs: Individuals anticipate expectations from the environment, significant others, or groups about whether they should perform a particular behavior. 2. Conformity motivation: the individual's intention to conform to the expectations reported by significant others or groups.

Tabel 2.1 Meaning and factors of the three main variables of the TPB
(Continued)

Variable	Definition	Factors
Perceived Behavioral Control	The degree to which an individual perceives the ease or difficulty of performing a particular behavior reflects the individual's perception of the factors that facilitate or impede the accomplishment of the actual behavior.	1. Control beliefs: the factors that individuals perceive as potentially facilitating or impeding the implementation of actual behaviors. 2. Perceived intensity: the degree to which the individual perceives that these factors influence behavior.

Source: Lavelle, 2021; Al-Jubari, Hassan, & Liñán, 2019

When individuals have more positive attitudes toward a behavior, are more strongly supported by subjective norms, and when their perceived behavioral control is higher, they are more likely to generate and carry out the intentions associated with that behavior (La Barbera & Ajzen, 2020; Mehraj et al., 2023). In the field of entrepreneurship research, the Theory of Planned Behavior has been used to parse the drivers of entrepreneurial behavior (Kruse, Wach, Costa, & Moriano, 2019; Feola, Vesci, Botti, & Parente, 2019). In order to increase the incidence of entrepreneurial behavior, we need to enhance entrepreneurial intentions at the source (Gieure, del Mar Benavides-Espinosa, & Roig-Dobón, 2020). As a result, a growing body of research has begun to focus on the factors that influence entrepreneurial intentions (Fayolle & Liñán, 2014). In an entrepreneurial context, Personal Attitude, Subject norm and Perceived Behavioral control all have an impact on entrepreneurs' entrepreneurial intentions, and when these factors contribute more to entrepreneurial intentions, entrepreneurial intentions become stronger, which increases the likelihood of actually undertaking the entrepreneurial endeavor (Dao et al., 2021; Hoda, Ahmad, Gupta, Alam, & Ahmad, 2021; González-Serrano et al., 2023). However, some studies have found a different perspective. These studies found no significant correlation between entrepreneurial

intentions and personal attitudes, perceived behavioral control, and subjective norms (Ndofirepi, 2022; Mahmoud, Garba, Abdullah, & Ali, 2020; Al-Qadasi, Zhang, & Al-Jubari, 2021; Su et al., 2021; Akter & Iqbal, 2022).

2.2 Entrepreneurship Education

2.2.1 Entrepreneurship

Entrepreneurship has played an irreplaceable role in the economic prosperity and social stability of most countries (Jena, 2020). Entrepreneurship is also the "buzz word" that everyone is talking about today and most people aspire to be an entrepreneur as an expression of their "economic freedom" (Aga, 2023). Entrepreneurship is a natural phenomenon in the business ecosystem and it covers a wide range of areas including creativity, opportunity identification, skills, innovation and management and is a challenging behavior (Diandra & Azmy, 2020). Entrepreneurship can be viewed as a continuous development process based on creative thinking that leads to a commercialization (Baghel, Pawar, Ingale, Ajotikar, & Sahoo, 2023). Kirby (2004) argues that entrepreneurship should be understood from a "broad" perspective, such as from different disciplines such as sociology, economics, finance, history, anthropology and psychology. In contrast, a "narrow" view of entrepreneurship (Low & MacMillan, 1988; Kao, 1993) suggests that entrepreneurship is the creation of a new business.

Over the past hundred years, a large number of scholars have given different definitions of entrepreneurship based on different perspectives of entrepreneurship. Dollinger (2008) organizes the definitions of entrepreneurship from different scholars (as shown in Table 2.2), and argues that entrepreneurship mainly consists of the following common elements: Creativity and innovation, Resource (Dollinger, 2008), who organizes the definitions of entrepreneurship by different scholars (as shown in Table 2.2), believes that entrepreneurship mainly contains the common elements of

Creativity and innovation, Resource identification, acquisition, and marshaling, Economic organization, Opportunity for gain (or increase) under risk and uncertainty. Among these scholars' studies, the more representative one is Schumpeter's theory of entrepreneurship, which believes that: entrepreneurship is a process of innovation, including the introduction of new products, new methods, new markets, or new resources, in order to create economic value (Schumpeter, 1934).

Table 2.2 The Definition of Entrepreneurship

Scholars	Definition
Knight (1921)	Profits from bearing uncertainty and risk
Schumpeter (1934)	Carrying out of new combinations of firm organization—new products, new services, new sources of raw material, new methods of production, new markets, new forms of organization
Hoselitz (1952)	Uncertainty bearing...coordination of productive resources. introduction of innovations and the provision of capital
Cole (1959)	Purposeful activity to initiate and develop a profit-oriented business
McClelland (1961)	Moderate risk taking
Casson (1982)	Decisions and judgments about the coordination of scarce resources
Gartner (1985)	Creation of new organizations
Stevenson, Roberts, and Grousbeck (1989)	The pursuit of opportunity without regard to resources currently controlled
Barringer and Ireland (2006)	The pursuit of opportunity without regard to resources currently

Table 2.2 The Definition of Entrepreneurship (Continued)

Scholars	Definition
Hart, Stevenson, and Dial (1995)	The pursuit of opportunity without regard to resources currently controlled, but constrained by the founders' previous choices and industry-related experience
Shane and Venkataraman (2000)	A field of business seeks to understand how opportunities create something new...
Kuratko and Hodgetts (2004)	A dynamic process of vision, change and creation...
Allen (2006)	A mindset or way of thinking that is opportunity focused, innovative and growth-oriented. Can be found in large corporations and socially responsible not-for-profits...

Source: Researcher

Gartner (1990) identified 90 attributes from the definition of entrepreneurship and through a questionnaire the participants were asked to select these attributes from very important, important, slightly important and unimportant and after analyzing and organizing them, The creation of a new business, New venture development, The creation of a new business that adds value, Integrates opportunities with resources to create product or service, Brings resources to bear on a perceived opportunity, Refines a creative idea and adapts it to a market opportunity and Innovative are considered as very important attributes in the definition of entrepreneurship. The specific results of the survey and analysis are shown in Table 2.3

Table 2.3 Highest and Lowest Entrepreneurship Definition Attribute Rankings

How important is each attribute to your definition of entrepreneurship?	
3.48	The creation of a new business
3.34	New venture development
3.24	The creation of a new business that adds value

Table 2.3 Highest and Lowest Entrepreneurship Definition Attribute Rankings (Continued)

How important is each attribute to your definition of entrepreneurship?	
3.48	The creation of a new business
3.34	New venture development
3.24	The creation of a new business that adds value
3.09	Integrates opportunities with resources to create product or service
3.09	Brings resources to bear on a perceived opportunity
3.07	Refines a creative idea and adapts it to a market opportunity
3.07	Innovative
1.97	Understands the government regulations influencing the business
1.97	Purchasing an existing business
1.95	A special talent that few have
1.92	Creation of a government organization
1.90	Destroys the status quo
1.87	The creation of life-style business
1.82	The creation of a mom-and-pop business
1.68	Must be for-profit business
1.63	A leveraged buy-out
1.58	Extroverted
1.56	Egocentric behavior
4: Very important A most relevant point. First-order priority. Has direct bearing on major issues. 3: Important Relevant to the issue. Second-order priority. Significant impact but not until other items are treated. 2: Significant important Insignificantly relevant. Third-order priority. Has little impact. 1: Unimportant No relevance. No priority. No measurable effect. Should be dropped as an item to consider.	

Source: Gartner, 1990

In addition to definitions and attributes about entrepreneurship, there are also many scholars who differ in their views on the nature of entrepreneurship. Consensus on the nature of entrepreneurship seems to be difficult to obtain and is often influenced by the disciplinary background of the instructor (Bennett, 2006). Morris, Lewis, and Sexton (1994) attributed the nature of entrepreneurial activity to seven types of creative activities, which are wealth creation, new business creation, innovation creation, change creation, employment creation, value creation and growth creation as shown in Table 2.4 in detail. Bannock (1981) argues that the essence of entrepreneurship is owning and operating a firm. The essence of entrepreneurship lies in transforming an innovative vision into a viable business opportunity to achieve individual and societal goals (Radović-Marković & Salamzadeh, 2012).

Table 2.4 Seven Perspectives on the Nature of Entrepreneurship

Creation of Wealth	Entrepreneurship involves assuming the risks associated with the facilitation of production in exchange for profit.
Creation of Enterprise	Entrepreneurship entails the founding of a new business venture where none existed before.
Creation of Innovation	Entrepreneurship is concerned with unique combinations of resources that make existing methods or products obsolete.
Creation of Change	Entrepreneurship involves creating change by adjusting, adapting, and modifying one's personal repertoire, approaches, and skills to meet different opportunities available in the environment.
Creation of Employment	Entrepreneurship is concerned with employing, managing, and developing the factors of production, including the labor force.
Creation of Value	Entrepreneurship is a process of creating value for customers by exploiting untapped opportunities.
Creation of Growth	Entrepreneurship is defined as a strong and positive orientation towards growth in sales, income, assets, and employment.

Source: Morris et al., 1994

2.2.2 Entrepreneurship Education

Entrepreneurship Education is receiving increasing attention from the academic community (Nabi, Walmsley, Liñán, Akhtar, & Neame, 2018). The definition of Entrepreneurship Education can be traced back to the Tokyo International Conference on Education (TICE) in the early 1990s, where "entrepreneurship education" was broadly interpreted as aiming to cultivate individuals with an innovative spirit and attributes that include motivation, risk-taking, entrepreneurial awareness, the ability to work independently, as well as technical, social, and managerial skills (Xue-Bin, 2018). Jena (2020) argues that Entrepreneurship Education is the most creative and influential source of power that drives the health of a nation's competitive economy. From the perspective of classical pedagogy, European Commission (2003) argues that Entrepreneurship Education mainly consists of entrepreneurial knowledge transfer and entrepreneurial practice activities, which are aimed at enhancing students' entrepreneurial knowledge, skills, attitudes, and overall literacy. Entrepreneurship Education is mainly designed to impart business knowledge and skills such as marketing, financial management etc (Kuratko, 2005). From the perspective of psycho-trait development: some researchers believe that Entrepreneurship Education is not only about the transfer of skills and knowledge, but also includes the development of entrepreneurial psycho-traits such as innovation, risk-taking, etc. (Zulfiqar, Sarwar, Aziz, Ejaz Chandia, & Khan, 2019).

Entrepreneurship Education can change students' entrepreneurial intentions by influencing their entrepreneurial attitudes, including self-confidence, courage to take risks, initiative, and critical thinking (Vodă & Florea, 2019). The acceptance of Entrepreneurship Education by students has an impact on their psychological development, and the acceptance of supportive interventions for Entrepreneurship Education by individuals varies according to psychological characteristics (Ndofirepi, 2020). From a socially constructed perspective, Entrepreneurship Education is viewed as a social and participatory learning process (Man, 2019). Entrepreneurship Education does

not only take place within the classroom, but also includes entrepreneurship simulations, project-based learning, interaction with entrepreneurs, and even participation in actual entrepreneurial activities (Hägg & Gabrielsson, 2020). From a holistic perspective, Entrepreneurship Education should focus on the overall development of the student, including not only business knowledge and skills, but also ethical and social responsibility aspects (Jones & English, 2004).

The first entrepreneurship course was introduced at Harvard University in 1948 (Katz, 2003). In the 1980s, many American universities were already offering "entrepreneurship" as a major (Hills, 1988). Drucker (1985) made the claim that "entrepreneurship can be taught". He pointed out that entrepreneurship is not mysterious or magical, nor is it genetically related. Until around 2000, an increasing number of higher education institutions and universities in the United Kingdom and North American countries were offering entrepreneurship as a major course as part of the mandatory undergraduate and postgraduate curriculum (Klappa, 2004; Watkins & Stone, 1999). By about 2018, more than 65% of the more than 1,460 community colleges in the United States offered at least one course in entrepreneurship (Barnard & Vanevenhoven, 2019).

The core objective of Entrepreneurship Education is to act as a catalyst to ensure that students reach their maximum potential in all aspects (Adlet et al., 2022; Aithal, Maiya, & MD, 2022). Entrepreneurship Education has been identified as a key factor in enhancing the innovative behavior of individuals, organizations and economies (Maritz et al., 2014). Universities should play a key nurturing role in promoting innovation and entrepreneurship among students, not just by teaching them how to start a business, but also how to operate and grow it (Wilson, 2008).

Entrepreneurship Education in the new era focuses more on individual initiative and practice, and also has higher social and economic value. The main differences between the new era of Entrepreneurship Education and the

traditional Entrepreneurship Education model are the following: First, a shift in the role of students: Entrepreneurship Education focuses more on preparing students to be social change agents and innovators, not just job seekers adapting to societal norms and needs (Wang et al., 2022). Second, a more comprehensive curriculum structure: The Entrepreneurship Education model promotes the creation of a comprehensive and diversified curriculum that includes entrepreneurship, entrepreneurial planning, managerial innovation, new business development, and corporate finance (Zhao & Huang, 2022; Secundo et al., 2021; Iwu et al., 2021). Thirdly, there is a greater emphasis on practical and experiential learning: Entrepreneurship Education emphasizes the importance of "hands-on" learning through entrepreneurship programs, entrepreneurship games, entrepreneurship competitions, etc. to allow students to experience the whole process of innovation and entrepreneurship (Scott, Penaluna, & Thompson, 2016; Ratten & Jones, 2021; Bauman & Lucy, 2021; Bauman & Lucy, 2021; Fox, Pittaway, & Uzuegbunam, 2018). Fourth, more comprehensive academic support: Entrepreneurship Education is not just a teaching method, but also relies on rigorous academic research, and there are often dedicated innovation and entrepreneurship research centers to support this (Cuddihy et al., 2021). Fifth, the economic and social impact: this educational model not only promotes innovation and entrepreneurial activities among the students and faculty themselves, but also further contributes to the creation of new firms and economic development (Badri & Badri, 2020).

Governments are gradually recognizing the importance of Entrepreneurship Education and China's education policies have likewise changed over time, with more and more universities offering courses on Entrepreneurship Education (Liu, Qu, Fan, Chen, & He, 2023; Lei, 2023). Since 2010, the Chinese Ministry of Education has successively issued several important opinions on promoting Entrepreneurship Education in higher education, such as Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Higher Education and Independent Entrepreneurship of Undergraduate Students, and Implementing Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in

Higher Education, etc., which implies that the popularization of Entrepreneurship Education in higher education has been established as a focus of higher education reform and a national policy-oriented requirements (Qiu, García-Aracil, & Isusi-Fagoaga, 2023). Research has shown that Entrepreneurship Education plays a crucial role in improving the innovation, entrepreneurial willingness and practical skills of university students, and with the spread of this educational model in higher education, many schools have made practical attempts to provide a favorable environment for the cultivation of comprehensive entrepreneurial competence of university students (An & Xu, 2021). Wijayati, Fazlurrahman Hadi, and Arifah's (2021) findings indicate that there is a significant relationship between Entrepreneurship Education on antecedent influences (ATB, SN and PBC) on entrepreneurial intentions. McMullan and Gillin (1998) found that even students who initially had no intention of engaging in entrepreneurial careers, their attitude toward creating a business may be radically changed after receiving relevant education. Souitaris, Zerbinati, and Al-Laham (2007) found that there is a positive correlation between the extent to which an entrepreneurship program inspires students and their subjective normative perceptions and their self-employment intentions because a comprehensive entrepreneurship program is more likely to stimulate students' entrepreneurial intentions.

Although the direct effect of Entrepreneurship Education support itself on entrepreneurial intentions may not be significant, it indirectly contributes to the formation of entrepreneurial intentions by influencing factors such as an individual's internalized attitudes, subjective normative perceptions of the social environment, self-perceptions of control over entrepreneurial activities, and an individual's confidence in his or her own abilities (i.e., self-efficacy) (Maheshwari & Kha, 2022). Entrepreneurship Education increases students' confidence in their ability to perceive control over their entrepreneurial behavior by developing their skills and abilities to seize entrepreneurial opportunities, which in turn enhances their entrepreneurial intentions (Khalifa & Dhiaf, 2016). Students who have received university Entrepreneurship

Education have higher PA, SN and PBC (Aliedan, Elshaer, Alyahya, & Sobaih, 2022).

2.3 Entrepreneurial Intentions

The concept of "intention" has its origins in social psychology and represents an individual's beliefs about the future adoption of a particular behavior, while directing the individual's attention to a specific goal and pathway to carry out that behavior (Bird, 1988). In other words, intention is an individual's positive commitment to perform a particular behavior in the future (Bandura, 2001). Entrepreneurial intention refers to an individual's expectations, plans, and desires to engage in entrepreneurial activities in the future (Bandura, 2001). It is a key variable in predicting entrepreneurial behavior because intention is a direct antecedent of behavior before it occurs (Krueger et al., 2000). Bird (1988) considers entrepreneurial intention as a mental state that drives an individual to take action to achieve a specific entrepreneurial goal. This mental state is determined by a combination of an individual's attitudes, social norms and self-efficacy (Bird, 1988). Thompson (2009) suggests that entrepreneurial intention is more than a simple decision-making process, it also involves the perception and evaluation of entrepreneurial opportunities as well as the assessment of individual capabilities and resources. Entrepreneurial intention is more than just a decision; it also involves the perception of entrepreneurial opportunities, the assessment of entrepreneurial risks, the assessment of the resources needed to start a business, and the expectation of entrepreneurial outcomes (Fayolle & Liñán, 2014). Entrepreneurial intention is a dynamic process that is influenced by a variety of internal and external factors, such as an individual's knowledge, skills, attitudes, external environment, and sociocultural factors (Ajzen, 1991).

Entrepreneurial intention is a complex psychological process that involves the perception of entrepreneurial opportunities, the assessment of entrepreneurial risks, the assessment of the resources required for entrepreneurship, and the expectation of entrepreneurial outcomes (Fayolle &

Liñán, 2014). Entrepreneurship is a complex and systematic process, and the key in this process is the influence of entrepreneurial intentions (Elnadi & Gheith, 2021). Entrepreneurial intention is considered as a key predictor of entrepreneurial behavior, which represents an individual's willingness and plans to engage in entrepreneurial activities in the future (Shapero & Sokol, 1982). Entrepreneurial intention is widely regarded as a key variable in entrepreneurship research as well as a central predictor of entrepreneurial behavior (Chien-Chi, Sun, Yang, Zheng, & Li, 2020).

Model of the Entrepreneurial Event as shown in Figure 2.3 is proposed by (Shapero, 1982), which theorizes that the key elements for people to start a new business or venture include the individual's entrepreneurial intention as well as the credibility of the business opportunity. Entrepreneurial intention characterizes an individual's desire and commitment, while credibility indicates the feasibility, attractiveness, and propensity to act on a business opportunity, which together influence the occurrence of entrepreneurial behavior. (Ranga, Jain, & Venkateswarlu, 2019) argues that 1) Perceived feasibility is the degree to which people perceive the attractiveness of a particular thing; 2) Perceived willingness includes positive or negative attitudes as well as an individual's perceived ability to perform a particular behavior; and 3) Propensity to act is an individual's tendency to make a decision and take action based on his or her willingness and intention.

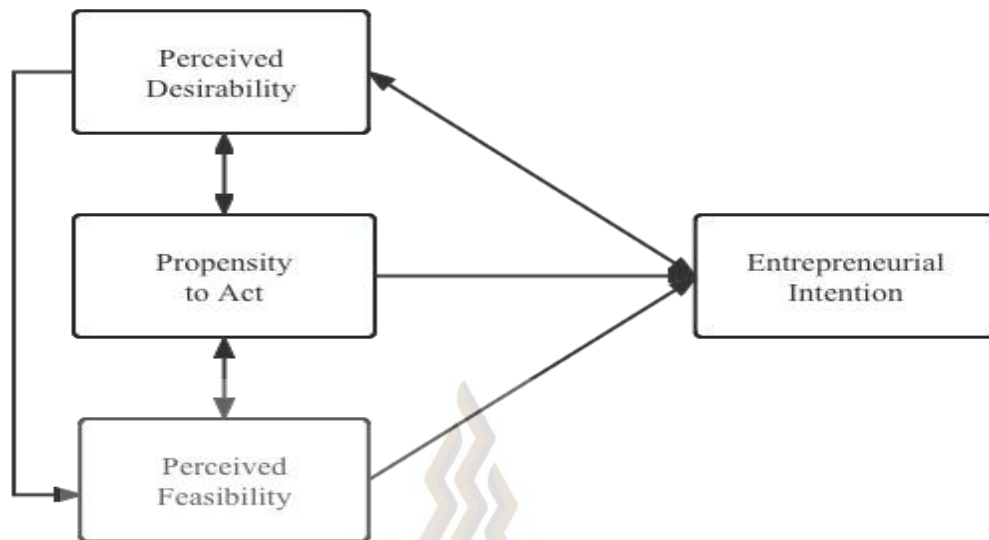


Figure 2.3 The Model of the Entrepreneurial Event

Source: Shapero, 1982

According to the intention model (as shown in Figure 2.4) proposed by (Bird, 1988), intention has an impact on behavior, which itself is influenced by the individual's rational-analytical thinking and intuitive-whole thinking. These two types of thinking are in turn influenced by a combination of external environment and individual factors. The external environment and individual intrinsic factors are intertwined and together influence willingness, which in turn has an impact on behavior. Individual factors include prior entrepreneurial experience, personality and ability, and the external environment includes social, political and economic variables. Driven by these factors, entrepreneurial willingness guides entrepreneurs in their efforts to start a new business until it is successful.

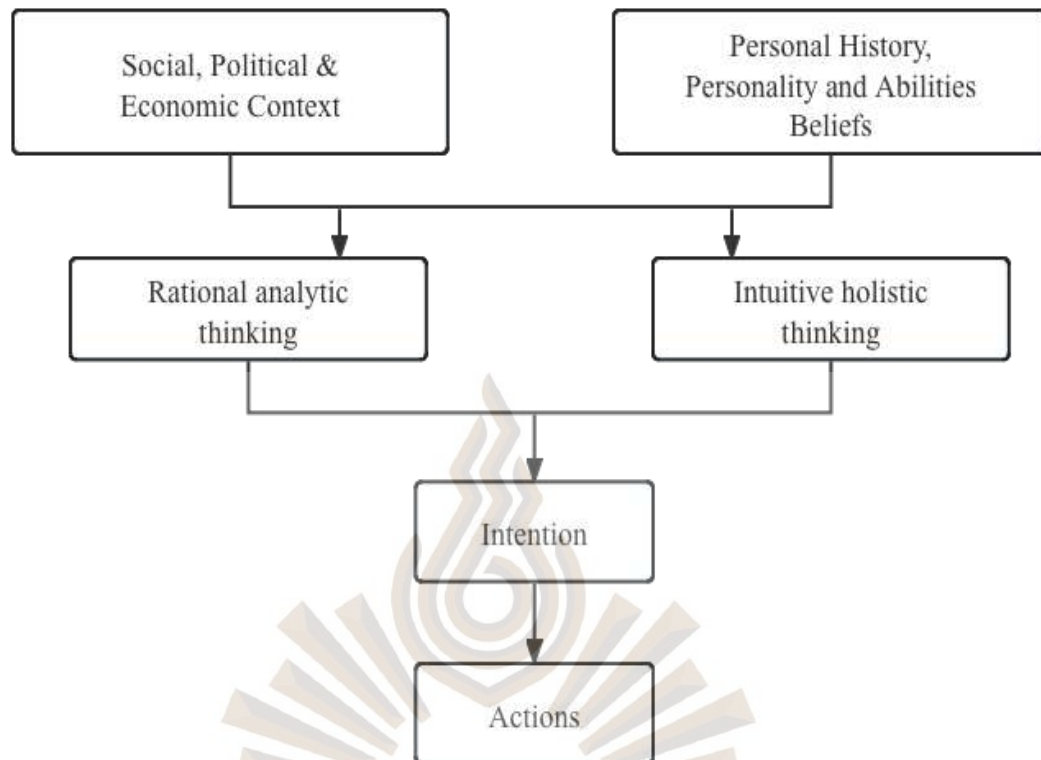


Figure 2.4 The Theory of Intention

Source: Bird, 1988

Boyd and Vozikis (1994) further extended bird's willingness model by introducing self-efficacy and attitudes (as shown in Figure 2.5), rational analytical thinking influences intention through attitudes or perceptions, while intuitive holistic thinking influences entrepreneurial intention through the mediating role of self-efficacy, which also plays a moderating role in intention and behavior. Self-efficacy also plays a moderating role in intention and behavior. This modification further refines the process of thinking's influence on intention in the model and introduces variables such as self-efficacy, which provides a useful reference for subsequent research on the mechanisms influencing entrepreneurial intention at the individual cognitive level (Wach & Głodowska, 2019).

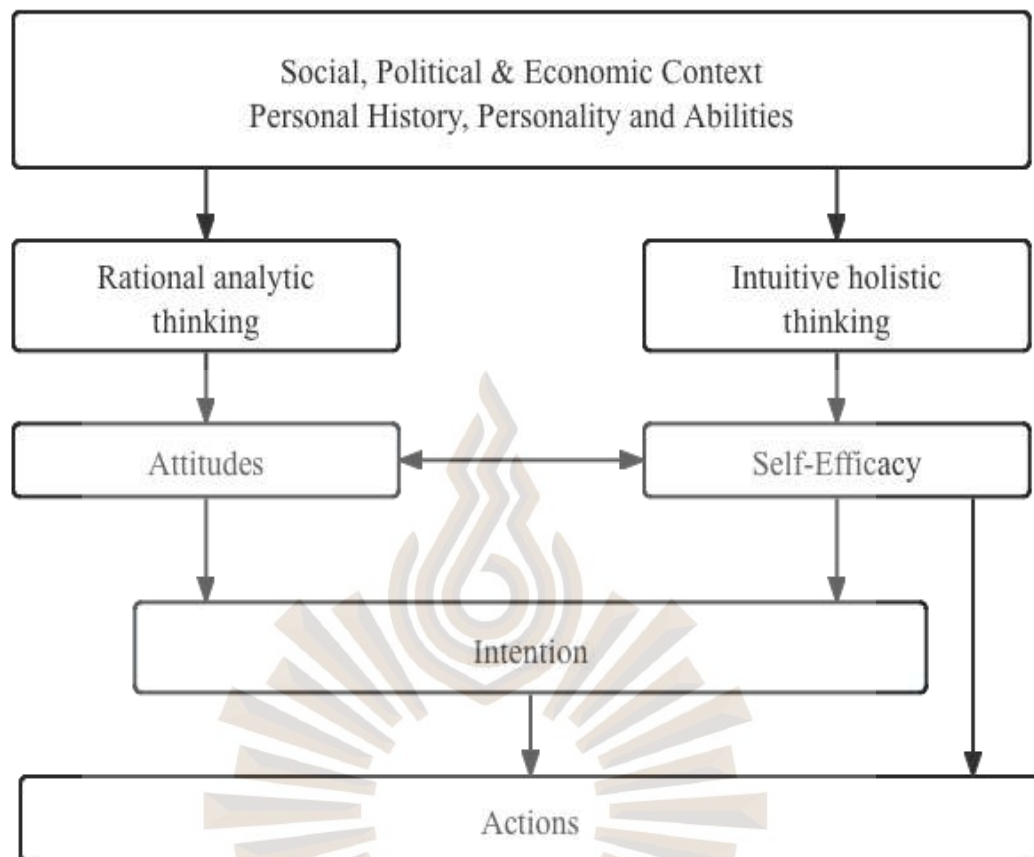


Figure 2.5 Expansion of The Intention Theory

Source: Boyd & Vozikis, 1994

Figure 2.2 demonstrates the Theory of Planned Behavior proposed by Ajzen in 1991, a theory in the field of psychology that emphasizes the close connection between intention and behavior. In order to drive behavior, the key is to increase the probability of influencing the conversion of intentions into behavior (Ajzen, 1991). Zaremohzzabieh et al. (2019) argued that the key elements of this model include 1) attitudes, which are personal evaluations of a particular behavior, including whether the behavior is appealing or unappealing; 2) perceived behavioral control, the individual's perception of how difficult or easy it is to perform a particular behavior; and 3) subjective norms, which are the social pressures perceived by the individual to perform or not to perform a particular behavior. Among the many theories that have been used to study entrepreneurial intentions, the theory of planned behavior

is one of the most commonly used to explain the influences on entrepreneurial intentions because scholars believe that the theory of planned behavior has greater explanatory power (Jena, 2020)). In the study of students' entrepreneurial intentions, the theory of planned behavior is superior to other models because it provides more detailed information about the formation of entrepreneurial intentions and is empirically supported by a wide range of concerns (Maheshwari & Kha, 2022; Doanh & Bernat, 2019).

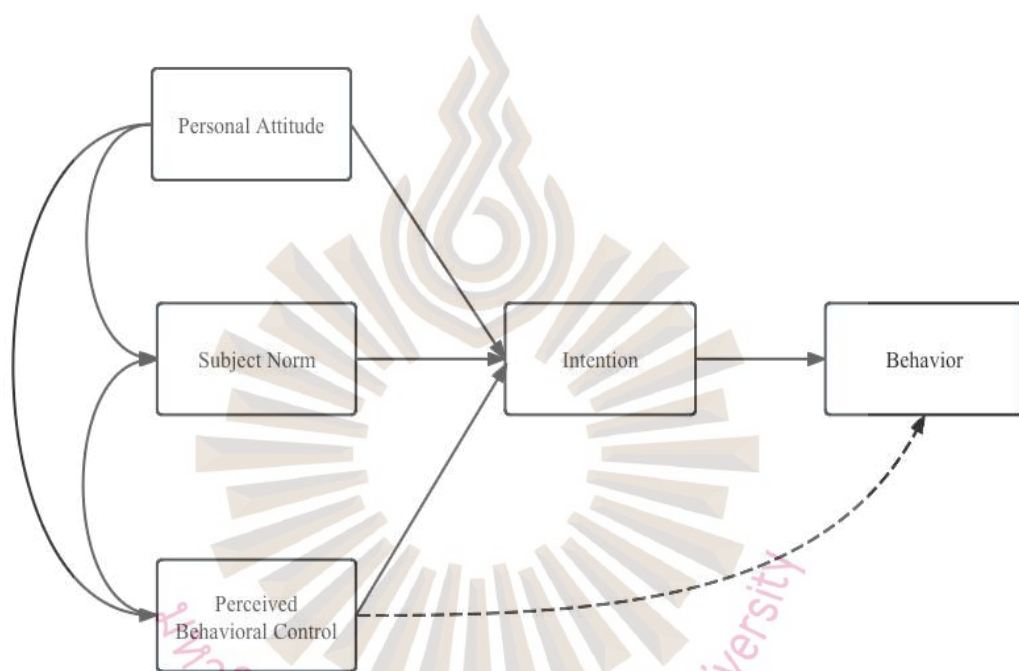


Figure 2.6 The Theory of Plan Behavior

Source: Ajzen, 1991

The relationship between entrepreneurial intention and entrepreneurial behavior is influenced by a variety of factors, including individual personality traits, family background, educational background, and socio-cultural environment (Liñán & Chen, 2009). Entrepreneurship Education is a key factor influencing entrepreneurial intentions of undergraduate students. By providing entrepreneurial knowledge, skills, and attitudes, Entrepreneurship Education enhances students' entrepreneurial self-efficacy, which in turn increases their entrepreneurial intentions (Fayolle et al., 2006). The socio-cultural environment also has a significant impact on the entrepreneurial intentions of

university students. In a sociocultural environment that encourages entrepreneurship, undergraduate students are more likely to develop entrepreneurial intentions (Liñán & Fernandez-Serrano, 2014). Practical experiences in Entrepreneurship Education such as internships and projects, are particularly important in enhancing students' entrepreneurial intentions because they provide real-life experiences in an entrepreneurial environment (Souitaris et al., 2007). Family background is another important factor that influences entrepreneurial intentions of undergraduate students. Students from entrepreneurial families are more likely to develop entrepreneurial intentions because they have been encouraged from an early age by their families' entrepreneurial influences and role models (Carr & Sequeira, 2007). Individual personality traits such as need for fulfillment, risk tolerance and innovativeness are also associated with entrepreneurial intentions (Zhao et al., 2010). In India, entrepreneurial intentions of university students are influenced by family background, socio-cultural environment and Entrepreneurship Education (Ellikkal & Rajamohan, 2023). In the Kurdistan region of Iraq, entrepreneurial intentions of university students are influenced by their perceptions of entrepreneurial aspirations and feasibility. Among university students in the countries of the Baltic Sea Region, the effects of personal and environmental factors on their entrepreneurial intentions were compared (Stabingis & Raupelienė, 2023). In Yemen, a positive correlation was found between two personality traits, need for fulfillment and source of control, and entrepreneurial self-efficacy and entrepreneurial intentions (Al-Qadasi, Zhang, & Al-Jubari, 2021). In addition to family background and educational experience, economic and policy environments also have an impact on entrepreneurial intentions of university students. In an economically prosperous and policy-supportive environment, undergraduate students are more likely to develop entrepreneurial intentions (Liñán & Fernandez-Serrano, 2014).

2.4 Personal Attitude

Attitudes reflect an individual's overall judgment of a behavior, including positive or negative perceptions, and this assessment usually precedes the formation of specific intentions (Ajzen, 1985). Behavioral attitude is the extent to which an individual takes a positive or negative interest in, evaluates, or assesses a specific behavior (Ajzen, 1991). Behavioral attitudes, i.e., individuals' positive evaluations and dispositions toward entrepreneurial activities, reflect their personal preferences for engaging in entrepreneurial behaviors (Cui, Sun, & Bell, 2021). For example, positive expected outcomes such as high financial rewards, independence, or autonomy may promote individuals' positive attitudes toward entrepreneurial behavior; whereas negative expectations of behavioral outcomes may inhibit entrepreneurial intentions (Sampedro, Fernández-Laviada, & Herrero Crespo, 2014).

Studies have shown that attitudes contribute more than 50% of the variance in intentions, a finding that reveals the central role of attitudes in shaping entrepreneurial intentions, which are significantly influenced by an individual's expectations and beliefs that have an impact on intended behavior (Ajzen, 1987; Krueger et al., 2000; Al-Mamary, Abdulrab, Alwaheeb, & Alshammari, 2020). Individual attitudes can generally be measured using three dimensions: cognitive attitudes, which refer to an individual's understanding of entrepreneurship and Entrepreneurship Education based on the beliefs and perspectives that form the basis of his or her attitudes (Pulka, Aminu, & Rikwentishe, 2015). Affective attitudes, which emphasize the role of feelings and emotions in promoting behavioral intentions and interests (Hou, Qi, Su, Wu, & Tang, 2023). Personal attitudes, which refer to the acceptance of a behavior, the tendency to react, and the expected response to the object of the attitude towards Entrepreneurship Education (Jena, 2020).

Attitudes toward entrepreneurial intentions may be influenced by a variety of environmental factors including, but not limited to, entrepreneurial financing, government policies, business and legal infrastructure, and cultural and social factors (Sánchez & Bannikova, 2018). Existing research reveals that an individual's attitude can be influenced by a variety of factors such as personality, educational background, personal values, and past experiences (Mueller, 2004). For example, individuals who hold positive beliefs about pursuing challenging goals with the expectation of bringing in substantial profits have a correspondingly higher likelihood of engaging in entrepreneurial activities or becoming entrepreneurs (Botsaris & Vamvaka, 2016). Karali's (2013) study revealed that there is a significant positive correlation. Similarly, behavioral attitudes contributed significantly to the formation of entrepreneurial intention (Ajzen, 1991; Hueso, Jaén, & Liñán, 2021; Barba-Sánchez, Mitre-Aranda, & del Brío-González, 2022; Kaur & Chawla, 2023). Singh, Verma, and Rao (2017) in their study on entrepreneurship among MBA students found that attitudes and perceptions play a central role in fostering an entrepreneurial culture. In exploring the process of entrepreneurial intention formation, the study by Naia, Baptista, Biscaia, Januário, and Trigo (2017) provided key insights stating that two variables, behavioral attitudes and subjective norms, play a significant role in facilitating the psychological processes of individuals towards entrepreneurship. Students who participated in entrepreneurship programs displayed more positive attitudes compared to those who did not participate in entrepreneurship courses, suggesting that while students may hold certain attitudes towards entrepreneurship themselves, the knowledge provided by Entrepreneurship Education significantly enhances their entrepreneurial behavioral intentions (Li et al., 2023; Chen et al., 2015; Hossain, Tabash, Siow, Ong, & Anagreh, 2023). However, not all studies support this idea, for example, Lim, Kim, and Kim's (2021) study found that personal attitudes are not well correlated with entrepreneurial intentions.

2.5 Subjective Norms

Subjectivity can be viewed as a collective phenomenon, i.e., a collection of global and domain-neutral psychological assessments of behaviors, norms, and attributes of a particular phenomenon (Casson, 2010). Subjective Norms are understood to be an individual's perceptions of what other people think about a proposed behavior (Ajzen, 1991). Subjective Norms are defined as an individual's personal inferences about the social pressures felt by an individual when performing a particular behavior and the concept is generally understood as encompassing two basic dimensions: normative belief and motivation to perform a particular behavior. Norms are defined as individuals' personal inferences about the pressure they feel from society in performing a particular behavior, and the concept is generally understood to encompass two basic dimensions: normative belief and motivation to comply (Tiwari, Bhat, & Tikoria, 2017). Normative beliefs reflect individuals' perceptions and beliefs about what they consider to be important others in their performance of the behavior, whereas motivation to comply points to the extent to which individuals are willing to adjust their behavior in accordance with the perspectives and expectations of these important others (Arasti, Pasvishe, & Motavaseli, 2012).

Subjective norms, as a cognitive variable, involve the perception of initiative, the recognition of opportunities, or the endorsement of actions and the way they are performed, which may affect the individual's perceptual shift as to whether or not a behavior should be performed, i.e., influencing the individual's behavioral control (Autio, Keeley, Klofsten, Parker, & Hay, 2001). SN is defined as the opinions of others that the individual values that influence individuals to adopt or avoid specific behaviors, and are accompanied by motivation and willingness to perform or non-perform behaviors that are perceived to be important (Ajzen, 2001). SN is defined as an individual's perception of the perspectives of his or her reference group (e.g., friends and family), and is specifically defined as the attitudes of significant others, such

as family and friends, that an individual perceives to be supportive of, or opposing to, his or her entrepreneurial decisions (Utami, 2017). Perception of social pressure is used to measure this concept (Ajzen, 2001). Individuals not only consider their personal beliefs and assessments when deciding whether to adopt a certain behavior, but they are also significantly influenced by their social environment and the influence of their significant network of relationships (Sánchez & Bannikova, 2018). Armitage and Conner (2001) stated that these influences may have an intention to become an entrepreneur or to engage in entrepreneurial activities that may influence.

Studies have found that actual entrepreneurship rates and national entrepreneurial preferences vary significantly across countries, and that such cultural differences are due to the fact that individual behavior is influenced by the opinions of others, i.e., subjective norms (Heuer & Liñán, 2013). Recent research supports the idea that subjective norms have a direct positive influence on perceived behavioral control (Usman & Yennita, 2019). In a study covering nearly 1,000 adults in Finland and Austria, results showed that subjective norms played the most critical role in predicting entrepreneurial intentions (Kautonen, Van Gelderen, & Fink, 2015).

Numerous studies have shown that subjective norms have a direct effect on behavioral intentions (Krueger, Reilly, & Carsrud, 2000; Shapero & Sokol, 1982; Fayolle & Liñán, 2014; Siu & Lo, 2013). Subjective norms are key influencers of entrepreneurial intention and are positively associated with entrepreneurial intention (Pham, Nguyen, Nguyen, Tran, & Nguyen, 2023; Utami, 2017; Afiat, Rijal, Koesoemasari, Furqan, & Abdullah, 2023). However, it has also been noted that although the subjective normative factor does not have a direct effect on students' entrepreneurial intentions, it has a significant indirect effect on entrepreneurial intentions (Doanh & Bernat, 2019; Alzamel, 2021; Talukder, Lakner, & Temesi, 2024).

2.6 Perceived Behavioral Control

Perceived behavioral control (PBC) reflects an individual's subjective perception of the ease or difficulty of performing a specific behavior, which is influenced by prior experience and anticipatory barriers (Ajzen, 1991). PBC describes an individual's beliefs about his or her ability to perform a specific behavior (Engle et al., 2010; Utami, 2017). Perceived behavioral control (PBC) describes the degree to which an individual self-assesses the control he or she is able to exert in performing a particular behavior (Aitken, Watkins, Williams, & Kean, 2020). The current commonly accepted view subdivides PBC into two dimensions, perceived self-efficacy and perceived controllability, where perceived self-efficacy is determined by assessing perceived task difficulty and an individual's confidence level (Vamvaka, Stoforos, Palaskas, & Botsaris, 2020; Sánchez & Bannikova, 2018). Perceived Behavioral Control (PBC), on the other hand, is defined as an individual's perception of the level of difficulty that he or she may encounter as an entrepreneur and represents the individual's beliefs about his or her ability to accomplish entrepreneurial tasks (Liñán, 2004; Yang, 2013).

Usually, individuals tend to choose those behaviors that they believe they can control and are proficient in (Utami, 2017). According to Natrah and Ariffin (2016), an individual's entrepreneurial intentions and his or her decision to engage in business activities depend on three key factors: first, the individual's attitude towards the entrepreneurial activity itself, which is his or her perception of entrepreneurship as a behavior; second, the individual's subjective perception of the influence of the society on entrepreneurial activities, which is referred to as the subjective norms; and lastly, the individual's perception of their perception of their ability to control in entrepreneurial activity, known as PBC.

In exploring the genesis of entrepreneurial intentions, Karali (2013) and Naia et al. (2017) found that PBC positively and significantly influenced

individuals involved in entrepreneurial programs. Basu's (2010) study validated the positive effect of entrepreneurship courses on increasing individuals' perceptions of behavioral control. This suggests that further research needs to focus on how Entrepreneurship Education affects an individual's perceived behavioral control, which in turn acts on the formation of entrepreneurial intentions and behaviors (Utami, 2017; Contreras-Barraza et al., 2022). Sánchez and Bannikova's (2018) study support that PBC has a significant role in explaining and predicting decision-making in entrepreneurial status, which in turn implies that it has the potential to enhance employability skills in the potential. This suggests that PBC is not only a key factor in the formation of an individual's behavioral intention, but may also have a direct impact on entrepreneurial competence and job market adaptation (Autio et al., 2001; Gaire & Upadhyaya, 2023; Natrah et al., 2016). Naia et al. (2017) about a study targeting entrepreneurial intentions of sports science students showed a significant positive effect of PBC on students' entrepreneurial intentions. Several studies from different universities in different countries have shown a significant positive effect between perceived behavioral control and entrepreneurial intentions (Bağış et al., 2023; Malebana & Mahlaole, 2023; Ledian, Perdana, Deliana, & Sendjaja, 2023; Dabbous & Boustani, 2023; Doanh, 2021; Mahmoud, Garba, Abdullah, & Ali, 2020).

However, Souitaris, Zerbini, and Al-Laham's (2007) study presents a contrasting viewpoint, stating that PBC may not have significant utility in predicting entrepreneurial intentions. This finding implies that the role of perceived behavioral control on behavioral intentions during the entrepreneurial process may be limited by context-specific factors or that the influence of PBC may vary across entrepreneurial environments (Ranga, Jain, & Venkateswarlu, 2019). Such findings emphasize the importance of further research on the role of PBC in entrepreneurial intention and behavioral prediction, and also suggest the complexity and diversity that needs to be considered when understanding and applying the concept of PBC (Wang et al., 2023).

2.7 Related Research

The following is relevant research on the four variables of this study:

The role and mechanisms of Entrepreneurship Education in driving entrepreneurial intentions have been a hot topic of research among scholars (Asimakopoulous, Hernández, & Peña Miguel, 2019). Most empirical studies show that Entrepreneurship Education has an impact on entrepreneurial intentions (Al-Awbathani, Malek, & Rahman, 2019). However, some scholars hold the opposite view, (Adelaja & Minai, 2018) arguing that Entrepreneurship Education provided to students who have already received higher education has the potential to reduce entrepreneurial intentions. Nabi, Walmsley, Liñán, Akhtar and Neame (2018) argued that Entrepreneurship Education reduces entrepreneurial aspirations as people, through their increased perception of business concepts and entrepreneurial risks, are instead made to worry about the challenges associated with entrepreneurship. (Ahmed et al., 2020) argued that people's entrepreneurial intentions are positively correlated with the level of education.

Entrepreneurship Education has been shown to be a possible way of fostering entrepreneurial intentions and strengthening entrepreneurial skills among university students (Anwar, Thoudam, & Saleem, 2022). (Dabbous & Boustani, 2023) verified by employing structural equation modeling (SEM) techniques that artificial intelligence and performance expectations of Entrepreneurship Education can influence undergraduate students' entrepreneurial intentions by enhancing perceptions of entrepreneurial competence.

Do Nguyen and Nguyen (2023) found that Entrepreneurship Education had a positive impact on students' entrepreneurial intentions after administering an online questionnaire to 400 undergraduate students currently enrolled at the Foreign Trade University (FTU) in Vietnam. Students' entrepreneurial competence partially mediated the relationship between

Entrepreneurship Education and their entrepreneurial intentions. (Wang et al., 2023) explored the relationship between Entrepreneurship Education and entrepreneurial intentions using the Theory of Planned Behavior and found that entrepreneurial self-efficacy plays an important role between the two. Appropriate Entrepreneurship Education in a university setting can be a motivator for students to attempt entrepreneurship after graduation (Yan, Huang, & Xiao, 2023). The primary goal of Entrepreneurship Education is to foster positive attitude of entrepreneurship and as students increasingly perceive entrepreneurship as a viable career option, their entrepreneurial intentions increase (Colombelli, Loccisano, Panelli, Pennisi, & Serraino, 2022; Vargas-Martínez, Tavaréz-De Henríquez, Colón-Flores, & Domínguez-Valerio, 2023).

Attitude consists of three basic dimensions (Chahal, Shoukat, Massoud, & Ayoubi, 2024): affective (emotional reactions), intentional (behavioral tendencies), and cognitive (beliefs or thinking). A study of Malaysian university students revealed a significant positive correlation between students' attitudes and their entrepreneurial intentions (Taha, Ramlan, & Noor, 2017; Alam, Kousar, & Rehman, 2019). Kobayashi and Hazra's (2024) findings point in line with the GEM 2022 report that attitude has a strong positive and significant relationship on entrepreneurial intention. There is a positive correlation between personal attitudes and entrepreneurial intentions of university students (Shah et al., 2020; Su et al., 2021; Taneja, Kiran, & Bose, 2024). Personal attitudes of university students towards entrepreneurship as a career plan are overall positive and significantly correlated with entrepreneurial intentions (Nowiński, Haddoud, Lančarič, Egerová, & Czeglédi, 2019; Shah et al., 2020). Meanwhile, other international studies such as the one conducted by Mahmoud, Garba, Abdullah, and Ali (2020) in Nigeria have equally shown that a positive attitude significantly increases students' intention to become entrepreneurs. Individual attitudes show differences between genders, for example, a study by Gomes et al. (2021) found that attitudes have a direct effect on entrepreneurial intentions and that entrepreneurial intentions of males are more significantly influenced

by attitudes. Some studies have confirmed that personal attitudes women entrepreneurial intentions most significant influencing factors (Sampene, Li, Khan, Agyeman, & Opoku, 2023; Drakpa, Loday, & Yangchen, 2022).

Afandi, Sudarsono, Nugrohowati, and Tumewang (2022) found that subjective norms directly affect intentions through the study of zakat payment intentions of Indonesian entrepreneurs. Subjective norms have a positive effect on intentions because when people have a strong perception of subjective norms will drive them to follow the appropriate behavioral intentions (Sadallah, Abdul-Jabbar, & Aziz, 2023; Trivedi, 2017; Tahir & Kutpudeen, 2023). A subjective norm is a perception or viewpoint related to the encouragement or beliefs of others around the individual, so whether it is a family member or a friend, they can influence whether or not to choose entrepreneurship (Kobylińska, 2022; Farooq et al., 2018; Usman & Yennita, 2019). Furthermore, a study by Tseng et al. (2022) found that the relationship between subjective norms and entrepreneurial intentions in online startups is moderated by the role of entrepreneurial education and that men exhibit stronger subjective norms compared to women in this process. Most of the early research confirms that when individuals are more inclined to listen to the opinions or advice of others, their intention to pursue entrepreneurship increases accordingly (Hameed, Zaman, Waris, & Shafique, 2021; Dao et al., 2021; Al Halbusi, Soto-Acosta, & Popa, 2023). The effect of subjective norms on entrepreneurial intentions remained significant even during the COVID-19 epidemic (Sohu, Junejo, Khuwaja, Qureshi, & Dakhan, 2022).

Perceived behavioral control involves an individual's perception of how easy or difficult it is to perform a behavior, which is influenced by external control factors (Chahal, Shoukat, Massoud, & Ayoubi, 2024). Perceived behavioral control involves an individual's subjective assessment of their ability to control a particular action when faced with the execution of that action, reflecting their perception of the difficulty or ease they may encounter in executing that behavior (Ruiz-Rosa, Gutiérrez-Taño, & García-Rodríguez, 2020). Nguyen, Dinh, Luu, and Choo's (2020) study confirmed a significant

positive association between perceived behavioral control and entrepreneurial intention. Otchengco Jr and Akiate (2021) found that the better the PBC of a tricycle driver, the higher the likelihood of his EI by studying the entrepreneurial intention of tricycle drivers in the Philippines. Studies during the pandemic (Godswill Agu, Okwara, Okocha, & Madichie, 2022)) showed a significant correlation between these two latent variables (PBC and EI).

2.8 Conclusion

This chapter reviewed the literature related to entrepreneurship education and its impact on entrepreneurial intentions to provide a theoretical basis for the questions in this study. In the first part, the Theory of Planned Behavior was reviewed, with its core constructs of individual attitudes, subjective norms, and perceived behavioral control (Lavelle, 2021), which together influence an individual's behavioral intentions and ultimately determine the occurrence of behavior. In the second part, the multiple definitions and attributes of entrepreneurship are presented, the definition and scope of entrepreneurship education are explored, elements such as innovation and opportunity identification are emphasized, and the history of entrepreneurship education, its main components, and its applications are reviewed. In the third part, the concept of entrepreneurial intention and related theoretical models are introduced. Entrepreneurial intention is considered its a key variable in understanding and predicting entrepreneurial behavior, suggesting that entrepreneurship education has a significant role in enhancing students' entrepreneurial intention (Chien-Chi, Sun, Yang, Zheng, & Li, 2020). In the fourth section, personal attitudes, subjective norms, and perceived behavioral control, as core constructs of the theory of planned behavior, are discussed in depth and directly influence entrepreneurial intentions and behaviors. The literature reveals that the extent of influence of these factors varies across cultural and educational contexts and requires further research.

Finally, related studies are reviewed to explore the similarities and differences in different research approaches and findings, providing a basis

for the theoretical framework and design of this study. In summary, this chapter clarifies the influencing factors of entrepreneurial intention and its application in the field of education through a review of the theory of planned behavior and entrepreneurship education literature, and lays the theoretical foundation for subsequent empirical research.



Chapter 3

Research Methodology

This chapter details the research design, sample selection, data collection and analysis procedures of this study. In addition, the ethical issues and limitations of the study were discussed.

3.1 Quantitative Phrase

In this study, the explanatory sequential design was applied, first quantitative first, then, qualitative. Thus, the following was a quantitative phase focusing on undergraduate students' intention in Zhanjiang.

3.1.1 Population

These populations were selected from undergraduate students who had received Entrepreneurship Education from four universities in Zhanjiang, Guangdong Province. 109787 undergraduate students of Zhanjiang University of Science and Technology, Zhanjiang Preschool Normal School, Lingnan Normal University and Guangdong Ocean University.

The following table 3.1 shows the population size of the four universities in Zhanjiang.

Table 3.1 The population size of the four universities in Zhanjiang

Serial Number	Colleges/Universities	Type	Number of undergraduate students	Totals
1	Zhanjiang University of Science and Technology	Private undergraduate	30,182	109,787
2	Zhanjiang Preschool Normal School	Public vocational college	13,476	
3	Lingnan Normal University	Public undergraduate	28,000	
4	Guangdong Ocean University	Public undergraduate	38,129	

3.1.2 Sampling

Stratified and systematic random sampling were employed. The sampling size of the study was calculated and determined through calculator.net (2024), with the confidence level at 95 percent with the population size of 109787, margin error at ± 5 percent, and the ideal sample size of 383 was gained. However, for statistical purposes, the number of questionnaires were rounded up to 400 for higher level of confidence.

3.1.3 Sample Methods

To ensure the representativeness and accuracy of the research results, this study employs a stratified random sampling method to select the sample, with a planned total sample size of 400 students. This study uses the university as the basis for stratification to ensure that students from each university are represented in the sample.

Based on the proportion of each university in the total population, the sample allocation is as follows (as shown in table 3.2)

Table 3.2 The Sample size of the four universities in Zhanjiang

Serial Number	Colleges/Universities	Type	Calculation Process	Sample Size	Totals
1	Zhanjiang University of Science and Technology	Private undergraduate	$400 \times (30,182/109,787)$ $\% = 400 \times 27.5\%$	110	400
2	Zhanjiang Preschool Normal School	Public vocational college	$400 \times (13,476/109,787)$ $\% = 400 \times 12.3\%$	49	
3	Lingnan Normal University	Public undergraduate	$400 \times (28,000/109,787)$ $\% = 400 \times 25.5\%$	102	
4	Guangdong Ocean University	Public undergraduate	$400 \times (38,129/109,787)$ $\% = 400 \times 34.7\%$	139	

To ensure the total sample size accurately totals 400, sample sizes will be adjusted slightly based on rounding principles. Random number generators (Microsoft Excel and SPSS software) will be used to randomly select the right number of students from each university's student list as research samples. This process ensures an equal chance of selection for every student, maintaining the randomness and representativeness of the sample (Anjum, Farrukh, Heidler, & Díaz Tautiva, 2020; Abdullahi, Khalid, Ahmed, Ahmed, & Gumawa, 2021).

3.2 Measurement

After obtaining the approval from the oral defense committee members, the survey questionnaire was developed and submitted to verify the accuracy and appropriateness of the questionnaire through the Item Objective Consistency Index: the IOC was submitted to 5 experts including professionals such as academics in the field of education, leaders in the field of Entrepreneurship Education and administrators of entrepreneurship colleges in order to validate the validity of the questionnaire:

Scoring +1 = Certain that the test is congruent with the objectives or content.

Scoring 0 = Uncertain that the test is congruent with the objectives or content.

Scoring -1 = Certain that the test is NOT congruent with the objectives or content.

The result of the IOC was 34. The questionnaire was pre-tested among 40 non-sampled undergraduates and the reliability of the questionnaire will be tested using Cronbach alpha coefficient (1990).

The researcher will apply for permission to submit a request to Suryadhep Teachers College, aiming to obtain authorization to conduct a questionnaire survey among four universities in Zhanjiang for data collection purposes. To ensure the effectiveness of the study, efforts will be made to achieve a questionnaire return rate of no less than 80% and to ensure that all participants provide complete feedback. The data collected will be used for further detailed analysis. The distribution and collection of the online questionnaire will be carried out through the "Questionnaire Star" platform.

3.2.1 Measures

Before distributing the questionnaire, its validity was ensured by conducting the index of Item-Objective Congruence (IOC) with the five experts who are the scholars in the field of Education, leaders in the field of Entrepreneurship Education and administrators of entrepreneurship colleges. A survey research design will be employed with the items of the questionnaire that were taken and adapted from: Entrepreneurship Education (EE) Questionnaire by Forbes (2020) ; Mensah et al. (2021); Personal Attitude (PA) Questionnaire by Lu, Song, and Pan (2021); 3) Subjective Norms (SN) Questionnaire by Lu et al. (2021); Perceived Behavioral Control (PBC) Questionnaire by Mensah et al. (2021); Entrepreneurial Intention (EI) Questionnaire by Wang, Sun, and Wu (2021).

A five-point Likert scale (Likert, 1932) ranging from Strongly Disagree (1) to Strongly Agree (5) was used to measure the factors influencing the entrepreneurial intention of undergraduates in universities in Zhanjiang. Back translation from English to Chinese and Chinese to English will be performed by two Language experts, then, the questionnaire will be pretested with 30 non-samples of undergraduate students in Zhanjiang. Cronbach alpha coefficient will be calculated with values of 0.7 or higher indicate acceptable internal consistency and the reliability results was 0.969.

3.2.2 Research Instrument

The questionnaire consisted of two parts:

Part I: Demographic information

Part II: The factors influencing the students' entrepreneurial intention

Part I: Demographic Information:

The function of demographic information items is to gather background information of the respondents (Chen, 2018; Lodico et al., 2006) and provide data for the preliminary analysis for the survey research (Salkind, 2017). The demographic information included: gender; age; grade.

Part II: The factors influencing the students' Entrepreneurial intention which contained of 34 items of 4 variables:

- 1) Entrepreneurship Education (EE) items 1-8
- 2) Personal Attitude (PA) items 9-13;
- 3) Subjective Norms (SN) items 14-20;
- 4) Perceived Behavioral Control (PBC) items 21-27; and
- 5) Entrepreneurial Intention (EI) 28-34.

3.3 Data Analysis

SPSS was used for a Descriptive Statistics: Frequency; Percentages; Averages; Standard Deviation; Skewness; and Kurtosis. Within computer software, the reliability of the survey items was examined using Cronbach's Alpha Coefficient.

Level of agreement and attitudes will be analyzed and determined by the study of Taherdoost (2019).

The Level of Intentions:

The Score of 4.5-5.00 = Strongly Positive Intention

The Score of 3.50-4.49 = Positive Intention

The Score of 2.5-3.49 = Moderately Positive Intention

The Score of 1.50-2.49 = Negative Intention

The Mean scores 1.00-1.49 = Strongly Negative Intention

The Level of Agreement:

The Score of 4.5-5.00 = Strongly Agree

The Score of 3.50-4.49 = Agree

The Score of 2.5-3.49 = Moderately Agree

The Score of 1.50-2.49 = Disagree

The Mean scores 1.00-1.49 = Strongly Disagree

Then, inferential statistics were run with T-Test, ANOVA, and Multiple Linea Regression will be run to test the influences of the independent variables on the dependent variable.

3.4 Qualitative Phrase

Interview questions were prepared based on the results of the questionnaire and interviews were conducted with administrators at the four

universities. In order to protect identities, pseudonyms have been used in the information context of the informants who participated in the interviews.

3.4.1 Interview

In order to identify the relationship between the factors influencing entrepreneurial intentions of college students in Zhanjiang, this study interviewed 10 informants (i.e., managers/principal mentors) in a semi-structured interview format. Based on the results of the quantitative section, interview items were written to answer the objectives and questions, which were then used to write interview questions to gather insights from the participants.

3.4.2 Content Analysis

The Nvivo12 program was employed along with content analysis and thematic analysis (Peel, 2020). Interview data was gathered through remote semi-structured focus groups. The study utilized to conduct a detailed thematic analysis of data from semi-structured interviews. With an inductive approach, a systematic transformation, progressing through stages of open initial coding, reviewing themes, and naming theme was performed.

To prevent social bias and maintain the integrity of the study, it was crucial to go through the official consent procedures outlined in the interview protocol, being attentive to participants' needs, and ensuring data collection with privacy and confidentiality. As soon as the article published, the interview data will be destroyed.

3.5 Ethical issues

For this study, the permission letters were obtained from Suryadhep Teachers College for the distributor of the questionnaire and the organization

collecting the data, as well as for the interviews. Regarding the issue of personal information, the private information of the participants was not disclosed without consent. All data collected in this study was not shared without participants' authorization and was used only for the purpose of this study.



Chapter 4

Results

A study of the factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities in Zhanjiang. The study was divided into several steps.

The analysis in this study is as follows:

- 4.1 Descriptive analysis of demographic variables: gender; age; grade;
- 4.2 Reliability test of the questionnaire ;
- 4.3 Validity test of the questionnaire ;
- 4.4 Descriptive Statistical Analysis of EE, PA, SN, PBC, and EI;
- 4.5 Comparative Analysis of Differences in EE, PA, SN, PBC, and EI ;
- 4.6 EE, PA, SN, PBC, EI Correlation Analysis ;
- 4.7 Analysis of the Impact of EE, PA, SN, PBC on EI ;
- 4.8 Qualitative Analysis.

Abbreviation and symbols

$\bar{X}$	=	Arithmetic Mean
<i>S.D.</i>	=	Standard Deviation
<i>Corr</i>	=	Pearson Product Moment Correlation Coefficient
<i>p</i>	=	Statistical Significance
<i>n</i>	=	Sample Size
R^2	=	Coefficient of Determination

Abbreviation and symbols (Continued).

LOI	=	The Level of Intentions
EE	=	Entrepreneurship Education
PA	=	Personal Attitude
SN	=	Subjective Norm
PBC	=	Perceived Behavioral Control
EI	=	Entrepreneurial Intentions

4.1 Descriptive analysis of demographic variables

4.1.1 Demographic of Respondent

Table 4.1 describes the statistical information of 400 undergraduate students who have received entrepreneurship education from four universities in Zhanjiang. In terms of gender distribution of the respondents, the majority of the respondents were females with 66.25% while males accounted for 33.75%. In terms of age distribution of respondents, the largest age group of respondents was 20-21 years (51.75%), followed by 18-19 years (36.75%) and the smallest was 24-25 years with only 7 respondents (1.75%). In terms of the distribution of respondents by grade level, sophomores accounted for almost half of the total (49.50%), juniors for 38.25% and seniors for 12.25%.

Table 4.1 Frequency and Percentage of Respondents (n=400)

Demographics of respondents		Frequency	Percentage
Gender	Male	135	33.75%
	Female	265	66.25%
Age	18-19	147	36.75%
	20-21	207	51.75%
	22-23	39	9.75%
	24-25	7	1.75%

Table 4.1 Frequency and Percentage of Respondents (Continued)

Demographics of respondents		Frequency	Percentage
Grade	Freshman	0	0%
	Sophomore	198	49.50%
	Junior	153	38.25%
	Senior	14	12.25%

4.1.2 Descriptive statistics by Gender group

Table 4.2 describes the statistical data of the respondent undergraduate students grouped by gender. From the statistical scale of EE, the mean value of EE for undergraduate students was 3.465 (S.D.=0.757), where the mean value of EE for male students was higher than the mean value of 3.467 (S.D.=0.783), and the mean value of EE for female students was lower than that of male teachers at 3.464 (S.D.=0.744); From the statistical scale of PA, the mean value of PA for undergraduate students was 3.585 (S.D.=0.730), where the mean value of PA for male students was higher than the mean value of 3.627 (S.D.=0.698), and the mean value of PA for female students was lower than that of male teachers at 3.564 (S.D.=0.747); From the statistical scale of SN, the mean value of SN for undergraduate students was 3.347 (S.D.=0.693), where the mean value of SN for male students was higher than the mean value of 3.365 (S.D.=0.647), and the mean value of SN for female students was lower than that of male teachers at 3.338 (S.D.=0.717); From the statistical scale of PBC, the mean value of PBC for undergraduate students was 3.118 (S.D.=0.845), where the mean value of PBC for male students was higher than the mean value of 3.212 (S.D.=0.764), and the mean value of PA for female students was lower than that of male teachers at 3.071 (S.D.=0.882); From the statistical scale of EI, the mean value of EI for undergraduate students was 3.554 (S.D.=0.705), where the mean value of EI for male students was higher than the mean value of 3.568 (S.D.=0.666), and the mean value of EI for female students was lower than that of male teachers at 3.547 (S.D.=0.724)

Table 4.2 Descriptives: Gender (n=400)

	Gender	n	$\bar{X}$	S.D.	LOI
EE	Male	135	3.467	0.783	MPI
	Female	265	3.464	0.744	MPI
	Total	400	3.465	0.757	MPI
PA	Male	135	3.627	0.698	PI
	Female	265	3.564	0.747	PI
	Total	400	3.585	0.730	PI
SN	Male	135	3.365	0.647	MPI
	Female	265	3.338	0.717	MPI
	Total	400	3.347	0.693	MPI
PBC	Male	135	3.212	0.764	MPI
	Female	265	3.071	0.882	MPI
	Total	400	3.118	0.845	MPI
EI	Male	135	3.568	0.666	PI
	Female	265	3.547	0.724	PI
	Total	400	3.554	0.705	PI

4.1.3 Descriptive statistics by Age group

Table 4.3 The statistics of the surveyed undergraduate students grouped by age. From the statistical scale of EE, only the undergraduate students in the age group of 18-19 years had an overall rating above the mean value of 3.465 (S.D. = 0.757). All other age groups had lower than average ratings, with the lowest mean of 3.089 (S.D. = 0.783) in the age group of 24-25 years. From the statistical scale of PA, only the undergraduate students in the age group of 18-19 years had an overall rating above the mean value of 3.626 (S.D. = 0.744). All other age groups had lower than average ratings, with the 24-25 age group having the lowest mean of 3.457 (S.D. = 0.781). From the statistical scale of SN, only the undergraduate students in the age group of 18-19 years had an overall rating above the mean of 3.422 (S.D. = 0.716). All other age groups had lower than average ratings, with the 24-25 age group having the lowest mean of 3.143

(S.D. = 0.940). According to the statistical scale of PBC, the 18-19 age group has the highest mean value of 3.161 (S.D. = 0.916), followed by the 20-21 age group with a mean value of 3.131 (S.D. = 0.805). The 23-24 age group has the lowest mean value of 2.919 (S.D. = 0.799). From the statistical scale of EI, the highest mean value of 3.587 (S.D. = 0.719) was recorded in the age group of 18-19 years which is higher than the average, whereas the mean value of teachers in other age groups was lower than the average, with the lowest mean value of 3.347 (S.D. = 0.643) in the age group of 24-25 years.

Table 4.3 Descriptives: Age (n=400)

	Age	N	$\bar{X}$	S.D.	LOI
EE	18-19	147	3.597	0.744	PI
	20-21	207	3.398	0.762	MPI
	22-23	39	3.391	0.719	MPI
	24-25	7	3.089	0.783	MPI
	Total	400	3.465	0.757	MPI
PA	18-19	147	3.626	0.744	PI
	20-21	207	3.567	0.727	PI
	22-23	39	3.549	0.706	PI
	24-25	7	3.457	0.781	MPI
	Total	400	3.585	0.730	PI
SN	18-19	147	3.422	0.716	MPI
	20-21	207	3.326	0.685	MPI
	22-23	39	3.216	0.593	MPI
	24-25	7	3.143	0.940	MPI
	Total	400	3.347	0.693	MPI

Table 4.3 Descriptives: Age (Continued) (n=400)

	Age	N	$\bar{X}$	S.D.	LOI
PBC	18-19	147	3.161	0.916	MPI
	20-21	207	3.131	0.805	MPI
	22-23	39	2.919	0.799	MPI
	24-25	7	2.939	0.684	MPI
	Total	400	3.118	0.845	MPI
EI	18-19	147	3.587	0.719	MPI
	20-21	207	3.541	0.680	PI
	22-23	39	3.538	0.801	PI
	24-25	7	3.347	0.643	MPI
	Total	400	3.554	0.705	PI

4.1.4 Descriptive statistics by Grade

Table 4.4 The statistics of the undergraduate students surveyed were grouped by grade. From the statistical scale for EE, only Sophomore had an overall rating above the mean of 3.497 (S.D. = 0.767). All other grades had lower than average ratings, with Senior having the lowest mean of 3.347 (S.D. = 0.817). Looking at the statistical scale for PA, only Senior had an overall rating above the mean of 3.624 (S.D. = 0.822). All other grades had lower than average ratings, with Junior having the lowest mean of 3.579 (S.D. = 0.719). Looking at the statistical scale for SN, only Sophomore had an overall rating above the mean of 3.377 (S.D. = 0.686). All other grades had lower than average ratings, with Senior having the lowest mean of 3.254 (S.D. = 0.691). Looking at the statistical scales for PBC, only Junior had an overall rating above the mean of 3.169 (S.D. = 0.855). All other grades had lower than average ratings, with Senior having the lowest mean of 2.956 (S.D. = 0.736). Looking at the statistical scale for EI, only Senior had an overall rating above the mean of 3.595 (S.D. = 0.788). All other grades had lower than average ratings, with Sophomore having the lowest mean of 3.545 (S.D. = 0.687).

Table.4.4 Descriptives: Grade (n=400)

	Grade	N	$\bar{X}$	S.D.	LOI
EE	Sophomore	198	3.497	0.767	MPI
	Junior	153	3.462	0.725	MPI
	Senior	14	3.347	0.817	MPI
	Total	400	3.465	0.757	MPI
PA	Sophomore	198	3.580	0.719	PI
	Junior	153	3.579	0.719	PI
	Senior	14	3.624	0.822	PI
	Total	400	3.585	0.730	PI
SN	Sophomore	198	3.377	0.686	MPI
	Junior	153	3.339	0.705	MPI
	Senior	14	3.254	0.691	MPI
	Total	400	3.347	0.693	MPI
PBC	Sophomore	198	3.119	0.862	MPI
	Junior	153	3.169	0.855	MPI
	Senior	14	2.956	0.763	MPI
	Total	400	3.118	0.845	MPI
EI	Sophomore	198	3.545	0.687	PI
	Junior	153	3.554	0.704	PI
	Senior	14	3.595	0.788	PI
	Total	400	3.554	0.705	PI

4.2 Reliability test of the questionnaire

Reliability refers to the degree to which a measurement is free from bias, reflecting the stability and consistency of the measurement results. In statistics, reliability is generally indicated by internal consistency, which is measured by the Cronbach's alpha value. The higher the reliability coefficient, the more stable and

reliable the measurement results are. The specific evaluation criteria for Cronbach's alpha reliability coefficient are as follows: if it is above 0.8, the reliability of the test or scale is considered very good; if the reliability coefficient is above 0.7, it is acceptable; if it is above 0.6, the scale needs revision but still holds some value; if it is below 0.6, the scale needs to be redesigned. This widely recognized standard is adopted in this study, which uses Cronbach's alpha reliability coefficient to test the measurement reliability of the sample.

According to Table 4.5, reliability coefficient is 0.942 for EE; 0.889 for PA; 0.888 for SN; 0.948 for PBC and 0.902 for EI; all greater than 0.8, indicating high internal consistency and reliability. Further research can be conducted.

Table 4.5 Reliability test

Variable	Cronbach's Alpha	Number of Items
EE	0.940	8
PA	0.889	5
SN	0.888	7
PBC	0.948	7
EI	0.902	7
Entrepreneurial Performance	0.970	34

4.3 Validity test of the questionnaire

The validity test is a method used to measure the validity of questionnaires and the effectiveness of measurement factors. It can examine whether the results of the questionnaire survey correspond to reality and validate whether the survey questionnaire can achieve its purpose. The criterion for judgment is: a KMO value greater than 0.5 indicates that the data obtained from this questionnaire is suitable for factor analysis; Bartlett's test of sphericity significance less than 0.05 indicates that the survey questionnaire data has reached a significant level.

According to the data analysis in Table 4.6, the overall questionnaire's KMO value is $X > 0.6$, indicating that there are more common factors among different variables. Bartlett's test of sphericity shows that the significance probability of the chi-square statistic is $P < 0.05$, indicating that the overall questionnaire data has reached a significant level, and the original data feedback of the questionnaire is highly suitable. Through the analysis above, it can be concluded that this survey questionnaire has high validity, and the collected information can accurately reflect the issues.

Table 4.6 KMO and Bartlett's Test

KMO		0.961
Bartlett's Test of Sphericity	Chi-Square	12017.112
	df	561
	p	0.000

4.4 Descriptive Statistics of Survey Variables

Table 4.7 presents the descriptive statistics of survey variables. From the table, it can be seen that the mean values of EE, PA, SN, PBC and EI are all above 3. PA has the highest mean value of 3.585 with a standard deviation of 0.730. PBC has the lowest mean value of 3.118 with a standard deviation of 0.845. EE has a mean value of 3.465 with a standard deviation of 0.757; SN has a mean value of 3.347 with a standard deviation of 0.693; EI has a mean of 3.554 and a standard deviation of 0.705.

Table 4.7 Descriptive Statistics

Variable	n	$\bar{X}$	S.D.	Min	Max
EE	400	3.465	0.757	1.000	5
PA	400	3.585	0.730	1.000	5
SN	400	3.347	0.693	1.286	5
PBC	400	3.118	0.845	1.000	5
EI	400	3.554	0.705	1.000	5

4.5 Descriptive Statistical Analysis

Descriptive statistical test is a statistical method used to compare two or more groups of data to determine whether there are statistically significant differences between them. Typically, this process begins with the formulation of a null hypothesis, which assumes no difference between the groups. The sample data is then analyzed to decide whether the null hypothesis can be rejected. In this study, the analysis was conducted using SPSS 27.0 software. Based on the characteristics of the data, statistical methods such as T-tests and ANOVA were primarily employed. The study examines differences in data across three dimensions: gender, age, and grade, according to the design of the survey questionnaire.

Based on the T-test results presented in Table 4.8, the analysis reveals the differences between variables concerning gender. The p-values for the five variables—EE, PA, SN, PBC, and EI—are all greater than 0.05, indicating that there are no statistically significant differences in entrepreneurial intentions between students of different genders. While the mean values suggest that male students slightly outperform female students across these variables, the differences are not significant enough to be considered meaningful.

Table 4.8 Independent Samples Test

Varia		n	$\bar{X}$	S.D.	LOI	D of	t	df	Sig.
EE	Male	135	3.47	0.78	MPI				
	Female	265	3.46	0.74	MPI	-0.155 ~	0.031	398.0	0.975
	Total	400	3.46	0.76	MPI	0.160		00	
PA	Male	135	3.63	0.70	PI				
	Female	265	3.56	0.75	PI	-0.089 ~	0.814	398.0	0.416
	Total	400	3.59	0.73	PI	0.215		00	
SN	Male	135	3.37	0.65	MPI				
	Female	265	3.34	0.72	MPI	-0.117 ~	0.369	398.0	0.712
	Total	400	3.35	0.69	MPI	0.171		00	

Table 4.8 Independent Samples Test (Continued)

Variab		n	$\bar{X}$	S.D.	LOI	D of	t	df	Sig.
PBC	Male	135	3.21	0.76	MPI				
	Female	265	3.07	0.88	MPI	-0.034 ~	1.581	398.0	0.115
	Total	400	3.12	0.85	MPI	0.316		00	
EI	Male	135	3.57	0.67	PI				
	Female	265	3.55	0.72	PI	-0.126 ~	0.283	398.0	0.778
	Total	400	3.55	0.70	PI	0.168		00	

According to the results of one-way ANOVA on Table 4.9, it can be seen that age will not show significance ($p > 0.05$) for a total of four items, PA (0.828), SN (0.273), PBC (0.408) and EI (0.799). It means that different ages show consistency for EE, PA, SN, PBC and EI and there is no difference. Age showed horizontal significance ($p < 0.05$) for EE ($F = 2.767$, $p = 0.042$), implying that there is variability across age samples for EE. Specific analysis shows that the mean value of undergraduate students aged 18-19 years is higher in five variables: PA, SN, PBC, EI and EE.

Table 4.9 ANOVA: Age

	Age	Sum of Squares	df	Mean Square	F	Sig.
EE	Between	4.691	3	1.564	2.767	0.042
	Within	223.819	396	0.565		
	Total	228.510	399			
PA	Between	0.477	3	0.159	0.297	0.828
	Within	212.313	396	0.536		
	Total	212.790	399			
SN	Between	1.875	3	0.625	1.303	0.273
	Within	190.003	396	0.480		
	Total	191.878	399			
PBC	Between	2.074	3	0.691	0.967	0.408
	Within	283.050	396	0.715		
	Total	285.124	399			
EI	Between	0.504	3	0.168	0.337	0.799
	Within	197.583	396	0.499		

Table 4.9 ANOVA: Age (Continued)

Age	Sum of Squares	df	Mean Square	F	Sig.
Total	198.087	399			

According to the results of one-way ANOVA on Table 4.10, it can be seen that grade will not show significance ($p > 0.05$) for a total of 5 items of EE, PA, SN, PBC and EI. The results of significance test for EE, PA, SN, PBC and EI are 0.463, 0.922, 0.531, 0.309 and 0.906, respectively. It implies that there is no difference in significance for different grades for PA, SN, PBC and EI showed consistency and there was no difference. Specific analysis shows that sophomore undergraduates have higher means for the variables EE and SN, and senior undergraduates have higher means for the variables PA and EI.

Table 4.10 ANOVA: Grade

	Grade	Sum of Squares	df	Mean Square	F	Sig.
EE	Between	0.886	2	0.443	0.772	0.463
	Within	227.624	397	0.573		
	Total	228.510	399			
PA	Between	0.087	2	0.044	0.081	0.922
	Within	212.703	397	0.536		
	Total	212.790	399			
SN	Between	0.611	2	0.305	0.634	0.531
	Within	191.268	397	0.482		
	Total	191.878	399			
PBC	Between	1.680	2	0.840	1.176	0.309
	Within	283.445	397	0.714		
	Total	285.124	399			
EI	Between	0.098	2	0.049	0.099	0.906
	Within	197.988	397	0.499		
	Total	198.087	399			

4.6 Correlation Analysis

Based on the results of Table 4.11, correlation analysis was used to investigate the correlation between EI and PA, SN, PBC, and Pearson's correlation coefficient was used to indicate the strength of the correlation. The value of correlation coefficient between EI and PA is 0.734 and shows significance at 0.01 level, thus indicating a significant positive relationship between EI and PA. The value of correlation coefficient between EI and SN is 0.721 and shows significance at 0.01 level, thus indicating a significant positive relationship between EI and SN. The value of correlation coefficient between EI and PBC is 0.770 and shows significance at 0.01 level, thus indicating a significant positive relationship between EI and PBC.

Table 4.11 Pearson Correlation

	$\bar{X}$	S.D.	EI	PA	SN	PBC
EI	3.554	0.705	1			
PA	3.585	0.730	0.734**	1		
SN	3.347	0.693	0.721**	0.697**	1	
PBC	3.118	0.845	0.770**	0.695**	0.727**	1

* $p < 0.05$ ** $p < 0.01$

4.7 Multiple Regression Analysis

4.7.1 Multiple Regression Analysis: PA, SN, PBC and EI

According to the results of Table 4.12, the model R-square value is 0.688, which means that PA, SN, and PBC can explain 68.8% of the causes of change in EI. According to the results of Table 4.13, the model passes the F-test ($F=291.607$, $p=0.000 < 0.05$), which means that at least one of PA, SN, and PBC will have an influential relationship on EI. In addition, the test for multicollinearity of the model found that all the VIF values in the model are less than 5, which means that there is no

problem of covariance. And the D-W value is around the number 2, thus indicating that there is no autocorrelation in the model, there is no correlation between the sample data, and the model is better. The final specific analysis shows that:

The value of regression coefficient of PBC is 0.333 ($t=9.036$, $p=0.000 < 0.01$) which means that PBC will have a significant positive influence relationship on EI. The value of regression coefficient of SN is 0.222 ($t=4.919$, $p=0.000 < 0.01$) which means that SN will have a significant positive influence relationship on EI. the value of regression coefficient of PA is 0.294 ($t=7.191$, $p=0.000 < 0.01$), implying that PA will have a significant positive influence on EI.

To summarize the analysis, it can be seen that: PA, SN, and PBC will have a significant positive influence relationship on EI.

According to the results of Table 4.14, the linear regression analysis with PA, SN, and PBC as independent variables and EI as dependent variable can be derived as the regression equation:

$$Y = 0.721 + 0.333(X_1) + 0.222(X_2) + 0.294(X_3)$$

By:

$$X_1 = \text{PBC}$$

$$X_2 = \text{SN}$$

$$X_3 = \text{PA}$$

$$Y = \text{EI}$$

Table 4.12 Model Summary for Regression Model Examining the Effects of PA, SN, PBC on EI

R	R ²	Adj. R ²	RMSE	D-W	AIC	BIC
0.830	0.688	0.686	0.393	1.899	395.645	411.611

a. Dependent Variable: EI

b. Predictors: (Constant), PA, SN, PBC

Table 4.13 ANOVA Summary for Regression Model Examining the Effects of PA, SN, PBC on EI

	Sum of Squares	df	Mean Square	F	Sig.
Regression	136.361	3	45.454	291.607***	0.000
Residual	61.726	396	0.156		
Total	198.087	399			

a. Dependent Variable: EI

b. Predictors: (Constant), PA, SN, PBC

* p < 0.05 ** p < 0.01 *** p < 0.001

Table 4.14 Coefficients of undergraduate entrepreneurial intention prediction regression model based on PA, SN and PBC

	Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Diagnostics	
	B	Std. Error	Beta			VIF	Tolerance
Constant	0.721	0.107	-	6.737***	0.000	-	-
PBC	0.333	0.037	0.400	9.036***	0.000	2.488	0.402
SN	0.222	0.045	0.218	4.919***	0.000	2.498	0.400
PA	0.294	0.041	0.304	7.191***	0.000	2.275	0.440
R ²				0.688			
Adj R ²				0.686			

Table 4.14 Coefficients of undergraduate entrepreneurial intention prediction
regression model based on PA, SN and PBC (Continued)

	Unstandardized		Standardized	t	p	Collinearity	
	Coefficients		Coefficients			Diagnostics	
	B	Std. Error	Beta			VIF	Tolerance
F	F (3,396) = 291.607, p = 0.000						
D-W	1.899						

a. Dependent Variable: EI

D-W=1.899 * p<0.05 ** p<0.01 *** p<0.001

4.7.2 Multiple Regression Analysis: EE (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8) and EI

According to the results of Table 4.15, the model R-squared value is 0.388, which means that Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8 explains 38.8% of the variation in EI. According to the results of Table 4.16, the model passes the F-test ($F = 30.986$, $p = 0.000 < 0.05$), which means that at least one of Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8 will have an impact relationship on EI, and in addition, the test for the model's multiple covariance found that all the values of the VIF in the model are less than 5, which means that there is no covariance problem; and the D-W value is around the number 2, thus indicating that the model is not autocorrelated, there is no correlation between the sample data, and the model is good. The final specific analysis shows that:

The value of regression coefficient of Q1 is 0.222 ($t=3.885$, $p=0.000<0.01$), which means that Q1 will have a significant positive impact on EI. the value of regression coefficient of Q2 is 0.038 ($t=0.626$, $p=0.532>0.05$), which means that Q2 will not have an impact on EI. The value of regression coefficient of Q3 is 0.184 ($t=2.914$, $p=0.004<0.01$), implying that Q3 will have a significant positive impact relationship on EI. the value of the regression coefficient for Q4 is -0.088 ($t=-1.548$, $p=0.122 > 0.05$), implying that Q4 does not have an impact relationship on EI. The value of the regression coefficient of Q5 is -0.080 ($t=-1.476$, $p=0.141>0.05$), implying that Q5 does not have an impact relationship on EI. The value of the regression coefficient for

Q6 is 0.030 ($t=0.680$, $p=0.497>0.05$), implying that Q6 does not have an impact relationship on EI. The value of the regression coefficient of Q7 is 0.059 ($t=1.135$, $p=0.257>0.05$), which means that Q7 does not have an impact relationship on EI. the value of the regression coefficient of Q8 is 0.180 ($t=3.731$, $p=0.000<0.01$), which means that Q8 will have a significant positive impact relationship on EI.

To summarize the analysis, it can be seen that Q1, Q3, Q8 will have a significant positive influence relationship on EI. But Q2, Q4, Q5, Q6, Q7 will not have an impact on EI.

According to the results of Table 4.17, the linear regression analysis with Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8 as the independent variables and EI as the dependent variable, the regression equation can be derived as:

$$Y = 1.668 + 0.222(X_1) + 0.038(X_2) + 0.184(X_3) - 0.088(X_4) - 0.080(X_5) + 0.030(X_6) + 0.059(X_7) + 0.180(X_8)$$

By:

$$X_1 = Q1$$

$$X_2 = Q2$$

$$X_3 = Q3$$

$$X_4 = Q4$$

$$X_5 = Q5$$

$$X_6 = Q6$$

$$X_7 = Q7$$

$$X_8 = Q8$$

$$Y = EI$$

Table 4.15 Model Summary for Regression Model Examining the Effects of EE (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8) on EI

R	R ²	Adj. R ²	RMSE	D-W	AIC	BIC
0.623	0.388	0.375	0.551	1.899	675.639	711.562

a. Dependent Variable: EI

b. Predictors: (Constant), Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8

Table 4.16 ANOVA Summary for Regression Model Examining the Effects of EE (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8) on EI

	Sum of Squares	df	Mean Square	F	Sig.
Regression	76.857	8	9.607	30.986	0.000
Residual	121.229	391	0.310		
Total	198.087	399			

a. Dependent Variable: EI

b. Predictors: (Constant), Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8

Table 4.17 Coefficients of undergraduate entrepreneurial intention prediction regression model based on EE (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8)

	Unstandardized		Standardized	t□	p□	Collinearity	
	Coefficients		Coefficients			Diagnostics	
	B□	Std. Error□	Beta□			VIF□	Tolerance□
Constant	1.668	0.140	-	11.947**	0.000	-	-
Q1	0.222	0.057	0.273	3.885**	0.000	3.167	0.316
Q2	0.038	0.061	0.050	0.626	0.532	4.156	0.241
Q3	0.184	0.063	0.222	2.914**	0.004	3.724	0.269
Q4	-0.088	0.057	-0.112	-1.548	0.122	3.328	0.300

Table 4.17 Coefficients of undergraduate entrepreneurial intention prediction
regression model based on EE (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8)
(Continued)

	Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Diagnostics	
	B	Std. Error	Beta			VIF	Tolerance
Q5	-0.080	0.054	-0.102	-1.476	0.141	3.049	0.328
Q6	0.030	0.044	0.040	0.680	0.497	2.201	0.454
Q7	0.059	0.052	0.071	1.135	0.257	2.499	0.400
Q8	0.180	0.048	0.249	3.731**	0.000	2.840	0.352
R ²	0.388						
Adj R ²	0.375						
F	F (8,391) = 30.986, p=0.000						
D-W	1.899						

a. Dependent Variable: EI

D-W=1.899 * p<0.05 ** p<0.01

4.7.3 Multiple Regression Analysis: PA (Q9, Q10, Q11, Q12, Q13) and EI

According to the results of Table 4.18, the model R-squared value is 0.562, which means that Q9, Q10, Q11, Q12, Q13 explains 56.2% of the change in EI. According to the results of Table 4.19, the model passes the F-test ($F=101.028$, $p=0.000<0.05$), which means that it indicates that at least one of Q9, Q10, Q11, Q12, Q13 will have an influential relationship on EI. In addition, the test for multiple covariance of the model found that all the VIF values in the model are less than 5, which means that there is no covariance problem; and the D-W value is around the number 2, thus indicating that the model is not autocorrelated, and there is no correlation between the sample data, and the model is good. The final specific analysis shows that:

The value of the regression coefficient of Q9 is 0.122 ($t=3.180$, $p=0.002<0.01$), which means that Q9 will have a significant positive impact relationship on EI. The value of the regression coefficient of Q10 is 0.225 ($t=5.643$, $p=0.000<0.01$), implying that Q10 will have a significant positive influence relationship on EI. The value of the regression coefficient of Q11 is 0.060 ($t=1.467$, $p=0.143>0.05$), implying that Q11 does not have an influential relationship on EI. The value of the regression coefficient of Q12 is 0.012 ($t=0.260$, $p=0.795>0.05$), which means that Q12 does not have an impact relationship on EI. The value of the regression coefficient of Q13 is 0.264 ($t=6.712$, $p=0.000<0.01$), which means that Q13 will have a significant positive impact relationship on EI.

To summarize the analysis, it can be seen that Q9, Q10, Q13 will have a significant positive impact relationship on EI. But Q11, Q12 will not have an impact relationship on EI.

According to the results of Table 4.20, the linear regression analysis with Q9, Q10, Q11, Q12, Q13 as independent variables and EI as the dependent variable, the regression equation can be derived as:

$$Y = 1.169 + 0.122(X_9) + 0.225(X_{10}) + 0.060(X_{11}) + 0.012(X_{12}) + 0.264(X_{13})$$

By:

$$X_9 = Q9$$

$$X_{10} = Q10$$

$$X_{11} = Q11$$

$$X_{12} = Q12$$

$$X_{13} = Q13$$

$$Y = EI$$

Table 4.18 Model Summary for Regression Model Examining the Effects of PA (Q9, Q10, Q11, Q12, Q13) on EI

R	R ²	Adj. R ²	RMSE	D-W	AIC	BIC
0.750	0.562	0.556	0.466	1.928	536.012	559.961
a. Dependent Variable: EI						
b. Predictors: (Constant), Q9, Q10, Q11, Q12, Q13						

Table 4.19 ANOVA Summary for Regression Model Examining the Effects of PA (Q9, Q10, Q11, Q12, Q13) on EI

	Sum of Squares	df	Mean Square	F	Sig.
Regression	111.285	5	22.257	101.028	0.000
Residual	86.801	394	0.220		
Total	198.087	399			
a. Dependent Variable: EI					
b. Predictors: (Constant), Q9, Q10, Q11, Q12, Q13					

Table 4.20 Coefficients of undergraduate entrepreneurial intention prediction regression model based on PA (Q9, Q10, Q11, Q12, Q13)

	Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Diagnostics	
	B	Std. Error	Beta			VIF	Tolerance
Constant	1.169	0.123	-	9.482**	0.000	-	-
Q9	0.122	0.038	0.149	3.180**	0.002	1.974	0.507
Q10	0.225	0.040	0.288	5.643**	0.000	2.349	0.426
Q11	0.060	0.041	0.071	1.467	0.143	2.114	0.473
Q12	0.012	0.045	0.014	0.260	0.795	2.568	0.389

Table 4.20 Coefficients of undergraduate entrepreneurial intention prediction
regression model based on PA (Q9, Q10, Q11, Q12, Q13)
(Continued)

	Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Diagnostics	
	B	Std. Error	Beta			VIF	Tolerance
Q13	0.264	0.039	0.353	6.712**	0.000	2.484	0.403
R ²				0.562			
Adj R ²				0.556			
F				F (5,394) =101.028, p=0.000			
D-W				1.928			

a. Dependent Variable: EI

D-W=1.928 * p<0.05 ** p<0.01

4.7.4 Multiple Regression Analysis: SN (Q14, Q15, Q16, Q17, Q18, Q19, Q20) and EI

According to the results of Table 4.21, the model R-squared value is 0.542, which means that Q14, Q15, Q16, Q17, Q18, Q19, Q20 explains 54.2% of the change in EI. According to the results of Table 4.22, the model passes the F-test ($F=66.358$, $p=0.000<0.05$), which means that it indicates that at least one of Q14, Q15, Q16, Q17, Q18, Q19, Q20 will have an influential relationship on EI. In addition, the test for multicollinearity of the model found that all the VIF values in the model are less than 5, which means that there is no problem of covariance; and the D-W value is around the number 2, thus indicating that the model is not autocorrelation, and there is no correlation between the sample data, and the model is good. The final specific analysis can be seen:

The value of the regression coefficient of Q14 is 0.038 ($t=1.043$, $p=0.298>0.05$), which means that Q14 does not affect the relationship of EI. The value

of the regression coefficient of Q15 is 0.216 ($t=5.733$, $p=0.000<0.01$), implying that Q15 will have a significant positive impact relationship on EI. The value of the regression coefficient of Q16 is -0.006 ($t=-0.131$, $p=0.896>0.05$), implying that Q16 does not have an influential relationship on EI. The value of the regression coefficient of Q17 is 0.217 ($t=4.333$, $p=0.000<0.01$), implying that Q17 will have a significant positive impact relationship on EI. The value of the regression coefficient of Q18 is 0.076 ($t=2.002$, $p=0.046<0.05$), implying that Q18 will have a significant positive influence relationship on EI. The value of the regression coefficient of Q19 is 0.073 ($t=1.811$, $p=0.071>0.05$), implying that Q19 does not have an influential relationship on EI. The value of the regression coefficient of Q20 is 0.123 ($t=3.271$, $p=0.001<0.01$), which means that Q20 will have a significant positive impact relationship on EI.

To summarize the analysis, it can be seen that Q15, Q17, Q18, Q20 will have a significant positive impact relationship on EI. But Q14, Q16, Q19 will not have an impact relationship on EI.

According to the results of Table 4.23, the linear regression analysis with Q14, Q15, Q16, Q17, Q18, Q19, Q20 as the independent variables and EI as the dependent variable, the regression equation can be derived as:

$$Y = 1.070 + 0.038(X_{14}) + 0.216(X_{15}) - 0.006(X_{16}) + 0.217(X_{17}) + 0.076(X_{18}) + 0.073(X_{19}) + 0.123(X_{20})$$

By:

$$X_{14} = Q14$$

$$X_{15} = Q15$$

$$X_{16} = Q16$$

$$X_{17} = Q17$$

$$X_{18} = Q18$$

$$X_{19} = Q19$$

$$X_{20} = Q20$$

$$Y = EI$$

Table 4.21 Model Summary for Regression Model Examining the Effects of SN (Q14, Q15, Q16, Q17, Q18, Q19, Q20) on EI

R	R ²	Adj. R ²	RMSE	D-W	AIC	BIC
0.736	0.542	0.534	0.476	1.899	557.408	589.340
a. Dependent Variable: EI						
b. Predictors: (Constant), Q14, Q15, Q16, Q17, Q18, Q19, Q20						

Table 4.22 ANOVA Summary for Regression Model Examining the Effects of SN (Q14, Q15, Q16, Q17, Q18, Q19, Q20) on EI

	Sum of Squares	df	Mean Square	F	Sig.
Regression	107.427	7	15.347	66.358	0.000
Residual	90.659	392	0.231		
Total	198.087	399			
a. Dependent Variable: EI					
b. Predictors: (Constant), Q14, Q15, Q16, Q17, Q18, Q19, Q20					

Table 4.23 Coefficients of Undergraduate Entrepreneurial Intention Prediction

Regression Model Based on SN (Q14, Q15, Q16, Q17, Q18, Q19, Q20)

	Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Diagnostics	
	B	Std. Error	Beta			VIF	Tolerance
Constant	1.070	0.131	-	8.165**	0.000	-	-
Q14	0.038	0.037	0.052	1.043	0.298	2.155	0.464
Q15	0.216	0.038	0.276	5.733**	0.000	1.989	0.503

Table 4.23 Coefficients of Undergraduate Entrepreneurial Intention Prediction
Regression Model Based on SN (Q14, Q15, Q16, Q17, Q18, Q19, Q20)
(Continued)

	Unstandardized		Standardized	t□	p□	Collinearity	
	Coefficients		Coefficients			Diagnostics	
	B□	Std. Error□	Beta□			VIF□	Tolerance□
Q16	-0.006	0.048	-0.008	-0.131	0.896	3.386	0.295
Q17	0.217	0.050	0.282	4.333**	0.000	3.625	0.276
Q18	0.076	0.038	0.087	2.002*	0.046	1.610	0.621
Q19	0.073	0.040	0.093	1.811	0.071	2.263	0.442
Q20	0.123	0.037	0.151	3.271**	0.001	1.830	0.546
R 2□				0.542			
Adj R 2□				0.534			
F□				F (7,392) = 66.358, p=0.000			
D-W				1.899			

a. Dependent Variable: EI

D-W=1.899 * p<0.05 ** p<0.01

4.7.5 Multiple Regression Analysis: PBC (Q21, Q22, Q23, Q24, Q25, Q26, Q27) and EI

According to the results of Table 4.24, the model R-squared value is 0.633, which means that Q21, Q22, Q23, Q24, Q25, Q26, Q27 explains 63.3% of the change in EI. According to the results of Table 4.25, the model passes the F-test ($F=96.536$, $p=0.000<0.05$), which means that it indicates that at least one of Q21, Q22, Q23, Q24, Q25, Q26, Q27 will have an influential relationship on EI. In addition, the test for multicollinearity of the model found that all the VIF values in the model are less than 5, which means that there is no problem of covariance; and the D-W value is around the

number 2, thus indicating that the model is not autocorrelation, and there is no correlation between the sample data, and the model is good. The final specific analysis shows that:

The value of the regression coefficient of Q21 is -0.007 ($t=-0.215$, $p=0.830>0.05$), which means that Q21 does not affect the relationship of EI. The value of the regression coefficient of Q22 is 0.238 ($t=4.889$, $p=0.000<0.01$), implying that Q22 will have a significant positive impact relationship on EI. The value of the regression coefficient of Q23 is 0.050 ($t=0.961$, $p=0.337>0.05$), implying that Q23 does not have an influential relationship on EI. The value of the regression coefficient of Q24 is -0.014 ($t=-0.355$, $p=0.723>0.05$), which means that Q24 does not have an impact relationship on EI. The value of the regression coefficient of Q25 is 0.018 ($t=0.418$, $p=0.676>0.05$), which means that Q25 will not have an impact relationship on EI. The value of the regression coefficient of Q26 is 0.213 ($t=5.601$, $p=0.000<0.01$), implying that Q26 and will have a significant positive impact relationship on EI. The value of the regression coefficient of Q27 is 0.167 ($t=4.113$, $p=0.000<0.01$), implying that Q27 will have a significant positive influence relationship on EI.

To summarize the analysis, it can be seen that Q22, Q26, Q27 will have a significant positive impact relationship on EI. But Q21, Q23, Q24, Q25, will not have an impact relationship on EI.

According to the results of Table 4.26, the linear regression analysis with Q21, Q22, Q23, Q24, Q25, Q26, Q27 as the independent variables and EI as the dependent variable, the regression equation can be derived as:

$$Y = 1.418 - 0.007(X_{21}) + 0.238(X_{22}) + 0.050(X_{23}) - 0.014(X_{24}) + 0.018(X_{25}) + 0.213(X_{26}) + 0.167(X_{27})$$

By:

$$X_{21} = Q21$$

$$X_{22} = Q22$$

$$X_{23} = Q23$$

$$X_{24} = Q24$$

$$X_{25} = Q25$$

$$X_{26} = Q26$$

$$X_{27} = Q27$$

$$Y = EI$$

Table 4.24 Model Summary for Regression Model Examining the Effects of PBC
(Q21, Q22, Q23, Q24, Q25, Q26, Q27) on EI

R	R ²	Adj. R ²	RMSE	D-W	AIC	BIC
0.796	0.633	0.626	0.426	1.864	469.227	501.159
a. Dependent Variable: EI						
b. Predictors: (Constant), Q21, Q22, Q23, Q24, Q25, Q26, Q27						

Table 4.25 ANOVA Summary for Regression Model Examining the Effects of PBC
(Q21, Q22, Q23, Q24, Q25, Q26, Q27) on EI

	Sum of Squares	df	Mean Square	F	Sig.
Regression	125.364	7	17.909	96.536	0.000
Residual	72.723	392	0.186		
Total	198.087	399			

Table 4.25 ANOVA Summary for Regression Model Examining the Effects of PBC (Q21, Q22, Q23, Q24, Q25, Q26, Q27) on EI (Continued)

a. Dependent Variable: EI
b. Predictors: (Constant), Q21, Q22, Q23, Q24, Q25, Q26, Q27

Table 4.26 Coefficients of Undergraduate Entrepreneurial Intention Prediction
Regression Model Based on PBC (Q21, Q22, Q23, Q24, Q25, Q26, Q27)

	Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Diagnostics	
	B	Std. Error	Beta			VIF	Tolerance
Constant	1.418	0.087	-	16.249**	0.000	-	-
Q21	-0.007	0.033	-0.011	-0.215	0.830	2.643	0.378
Q22	0.238	0.049	0.322	4.889**	0.000	4.632	0.216
Q23	0.050	0.052	0.064	0.961	0.337	4.674	0.214
Q24	-0.014	0.040	-0.020	-0.355	0.723	3.541	0.282
Q25	0.018	0.043	0.025	0.418	0.676	3.807	0.263
Q26	0.213	0.038	0.285	5.601**	0.000	2.764	0.362
Q27	0.167	0.041	0.219	4.113**	0.000	3.018	0.331
R ²	0.633						
Adj R ²	0.626						
F	F (7,392) =96.536, p=0.000						
D-W	1.864						

a. Dependent Variable: EI

D-W=1.864 * p<0.05 ** p<0.01

4.8 Qualitative Analysis

4.8.1 Participants Information

Table 4.27 Participants Information

Participants	Information
Participant 1	Director of Education Center of Innovation and Entrepreneurship College of Zhanjiang University of Science and Technology, Entrepreneurship Training Tutor of Guangdong Province, responsible for innovation and entrepreneurship course construction of all colleges in the university, 8 years of experience in entrepreneurship education course teaching
Participant 2	Dean of Management School of Zhanjiang University of Science and Technology, SYB Entrepreneurship Training Instructor, Economist, Marketer, 16 years of experience in teaching business innovation management and marketing courses
Participant 3	Program Director of Entrepreneurship Basic Course of Zhanjiang University of Science and Technology, Entrepreneurship Training Mentor of Guangdong Province, 12 years of experience in teaching entrepreneurship education courses
Participant 4	Entrepreneurship Program Leader of Zhanjiang Preschool Normal School, Entrepreneurship Mentor, responsible for entrepreneurship program, entrepreneurship practice training of the whole university
Participant 5	Director of Entrepreneurship Competition Center, Zhanjiang Preschool Normal School, Youth Entrepreneurship Mentor, responsible for entrepreneurship competition and entrepreneurship guidance
Participant 6	Associate Dean, School of Innovation and Entrepreneurship, Lingnan Normal University, responsible for entrepreneurship courses, entrepreneurship incubation bases, and entrepreneurship practice activities of the whole university

Table 4.27 Participants Information (Continued)

Participants	Information
Participant 7	Entrepreneurship Course Director at the School of Business, Lingnan Normal University, and Head of the Business Administration Program. Has been teaching the course "Fundamentals of Entrepreneurship" for 14 years.
Participant 8	Dean of the School of Innovation and Entrepreneurship of Guangdong Ocean University, entrepreneurship tutor, responsible for the university-wide entrepreneurship courses, entrepreneurship incubation bases, entrepreneurship practice activities, university-enterprise cooperation
Participant 9	Head of Entrepreneurship Program Competition, Entrepreneurship Mentor, School of Innovation and Entrepreneurship, Guangdong Ocean University, responsible for entrepreneurship practice activities and entrepreneurship competitions of the whole university
Participant 10	Director of Education and Research Center, College of Innovation and Entrepreneurship, Guangdong Ocean University, Entrepreneurship Mentor, responsible for entrepreneurship education research, entrepreneurship guidance, etc.

The interview participants were mainly from the deans (vice deans) of entrepreneurship colleges, entrepreneurship education administrators, and entrepreneurship education program directors of four colleges and universities in Zhanjiang, who have been engaged in entrepreneurship education in colleges and universities for a long period of time, and have possessed a wealth of entrepreneurship education management experience, entrepreneurship training experience, and teaching experience.

4.8.2 Entrepreneurship Education

Table 4.28 Entrepreneurship Education

1. How do you evaluate the overall effectiveness of the current Entrepreneurship Education in terms of theoretical knowledge at your university?	
Participants	Answer
1	The overall effect of our university on the theoretical knowledge of entrepreneurship education is positive. The curriculum is reasonable and rich in content, focusing on the popularization of basic knowledge and emphasizing the cultivation of professional skills and the enhancement of practical ability. However, in order to further improve the effect of entrepreneurship education, it is suggested that the school can strengthen the connection with enterprises and the society, and introduce more real cases of entrepreneurship and practical experience into the curriculum to enrich students' learning experience.
4	Our university has achieved some results in the theoretical knowledge of entrepreneurship education. The curriculum is more systematic and comprehensive, covering key areas such as market analysis and business models. However, most of the teachers lack actual entrepreneurial experience, and there is still room for improvement in terms of updating knowledge and combining with actual cases.
7	The course content is generally aligned with the actual needs of entrepreneurship, covering some key theoretical knowledge required for entrepreneurship, such as market analysis and financial planning. However, the specialized teachers' expertise, teaching experience, and industry background have not fully integrated theory with practice to provide valuable guidance for students. Some teachers lack sufficient teaching experience.
10	The overall effect of our university is good in terms of theoretical knowledge of entrepreneurship education. The university has built a perfect curriculum system of innovation and entrepreneurship

Table 4.28 Entrepreneurship Education (Continued)

1. How do you evaluate the overall effectiveness of the current Entrepreneurship Education in terms of theoretical knowledge at your university?	
Participants	Answer
	education, including the basic course of innovation and entrepreneurship education, the specialized course of innovation and entrepreneurship education, the expansion course of innovation and entrepreneurship education, and the comprehensive practice of innovation and entrepreneurship, etc., and the contents of the courses are rich and practical.
2. How do you evaluate the overall effectiveness of the current Entrepreneurship Education in terms of the practical training at your university?	
Participants	Answer
1	The overall effect of our university on practical training in entrepreneurship education is good. The number of students participating in entrepreneurial practice activities and entrepreneurial competitions is large and highly motivated. However, there is still room for improvement in the resources of tutors for practical training, and the number of practical training venues for students needs to be further increased.
4	There are some positive performances in the practical training of entrepreneurship education at present. For example, certain practical opportunities and projects are provided, but there is still room for improvement and optimization in terms of the richness of practical resources, the depth of mentor guidance and the closeness of cooperation with enterprises.
7	The school provides students with abundant practical opportunities by organizing various entrepreneurship competitions and simulation activities. Additionally, the school emphasizes the integration of theory and practice by adopting a "school-enterprise collaboration and a

Table 4.28 Entrepreneurship Education (Continued)

	combination of online and offline courses" model, which effectively enhances students' entrepreneurial skills.
10	The practical training of entrepreneurship education in our university is effective. The university has not only set up a number of entrepreneurship practice bases and laboratories, but also actively organizes students to participate in various entrepreneurship competitions and practical activities. At the same time, the university also invites successful entrepreneurs as mentors to provide students with valuable guidance and support. These initiatives have effectively enhanced students' entrepreneurial literacy and practical skills.

Based on the interview content, respondents generally believe that the university has been effective in providing theoretical knowledge on entrepreneurship. Schools have established comprehensive curricula that cover key areas such as market analysis and business models, helping students grasp essential entrepreneurial concepts. However, some interviewees pointed out that certain instructors lack practical entrepreneurial experience, leading to a gap between theory and practice. They suggested that more collaboration with businesses and the inclusion of real-world case studies could bridge this gap.

Regarding practical training, respondents generally agreed that the university offers a wealth of opportunities, such as entrepreneurship competitions and simulation activities, which see high student engagement. Additionally, some schools have set up entrepreneurship practice bases and labs, and invite successful entrepreneurs to serve as mentors, providing valuable guidance to students. However, some interviewees mentioned that there is still room for improvement in terms of practice resources, the depth of mentor involvement, and collaboration with businesses.

Table 4.28 Entrepreneurship Education (Continued)

3.What kinds of courses that can stimulate your students' interest in Entrepreneurship?	
Participants	Answer
1	Courses that are interactive, practical and specialized can stimulate students' interest in entrepreneurship, such as ERP sandboxes and creative design courses.
4	Entrepreneurship courses offered by the students' colleges, in conjunction with their own majors, are better able to stimulate students' interest in entrepreneurship.
7	Courses such as marketing, innovative thinking training and entrepreneurship case studies usually stimulate students' interest in entrepreneurship. These courses allow students to more intuitively feel the charm of entrepreneurship through vivid cases, practical operations and innovative thinking guidance.
10	I think courses such as Innovative Thinking and Entrepreneurial Practice, Business Model Design and Market Analysis and Marketing Strategies can effectively stimulate students' interest in entrepreneurship, and they allow students to feel the charm of entrepreneurship and cultivate innovative thinking through case studies and interactive discussions.
4.What kinds of trainings and/or activities that help enhance your students' entrepreneurial skills and abilities of becoming successful Entrepreneur?	
Participants	Answer
1	I believe that China International Student Innovation Competition, “ Challenge Cup ” , GYB/SYB/IYB training, entrepreneurship workshops, internship training and guidance from business mentors can significantly enhance students' entrepreneurial skills and their ability to become successful entrepreneurs, and that through practical exercises and guidance from mentors, students will be able to better master entrepreneurial skills and enhance the practical ability.

Table 4.28 Entrepreneurship Education (Continued)

3.What kinds of courses that can stimulate your students' interest in Entrepreneurship?	
Participants	Answer
4	For example, entrepreneurship practice activities such as entrepreneurship salons, entrepreneurship forums, business interviews, market research, and initial experience in entrepreneurship can effectively enhance students' entrepreneurial skills and practical abilities.
7	Entrepreneurship courses and lectures: covering topics such as marketing, financial management, and business law, aimed at strengthening students' foundational business knowledge.
10	For example, training and activities such as entrepreneurship simulation competitions, lectures by entrepreneurs and field enterprise visits help to enhance students' entrepreneurial skills and their ability to become successful entrepreneurs. These activities enable students to gain experience in practice, learn from success stories and broaden their horizons.

Based on the interview content, respondents generally believe that highly interactive and practical courses, such as marketing, business model design, and entrepreneurship case analysis, are effective in sparking students' interest in entrepreneurship. These courses use vivid case studies, hands-on activities, and creative thinking exercises to help students experience the appeal of entrepreneurship more directly. Additionally, entrepreneurship courses tailored to students' specific majors are also considered effective in stimulating their interest.

In terms of enhancing students' entrepreneurial skills and abilities, respondents generally agreed that practical training and activities, such as entrepreneurship competitions, entrepreneur lectures, site visits to companies, and mentorship, significantly improve students' real-world skills, helping them gain experience and learn from successful cases. However, some interviewees also

mentioned that participating in international competitions and customized entrepreneurship training could offer students more targeted skill enhancement and practical opportunities.

Table 4.28 Entrepreneurship Education (Continued)

5. Which factor of the Entrepreneurship Education do you think have the greatest impact on students' Entrepreneurial intentions between Knowledge and Practice?	
Participants	Answer
2	In entrepreneurship education, both knowledge transfer and practical training are important in influencing students' entrepreneurial intentions. However, relatively speaking, practical training may have a greater impact. Through practice, students can feel the entrepreneurial process more truly and enhance their confidence and willingness.
4	Practical training has a greater impact, on the one hand, it enables students to use the theoretical knowledge of entrepreneurship in practice, on the other hand, it enables students to practically experience the process of entrepreneurship and stimulate entrepreneurial enthusiasm.
7	In entrepreneurship education, both knowledge transfer and practical training significantly influence students' entrepreneurial intentions. However, direct experience in practice often more effectively ignites students' entrepreneurial passion and willingness.
9	In entrepreneurship education, I think practical training has a greater impact on students' entrepreneurial willingness. This is because through hands-on participation and practice, students can feel the challenges and fun of entrepreneurship more intuitively, thus stimulating their entrepreneurial enthusiasm and enhancing their entrepreneurial confidence.
6. Do you think that the university's allocation of Entrepreneurship Education Resources (e.g. entrepreneurship practice bases/institutions) are sufficient? If yes, how so?	
Participants	Answer
2	The college has sufficient financial and site support for

Table 4.28 Entrepreneurship Education (Continued)

5.Which factor of the Entrepreneurship Education do you think have the greatest impact on students' Entrepreneurial intentions between Knowledge and Practice?	
Participants	Answer
	entrepreneurship education. For example, the college's innovation and entrepreneurship competition has a maximum support of 200,000 yuan for each single award for teachers and students, a million special funds are allocated every year to support the construction of the innovation and entrepreneurship curriculum system, and the college has a 15,000-square-meter entrepreneurial project incubation base for students to use.
4	No, there are fewer entrepreneurial practice sites provided by schools for students to use. I think the school should strengthen the construction of entrepreneurial practice bases to ensure that students have sufficient space for entrepreneurial simulation training.
7	The distribution of entrepreneurship education resources is not reasonable. The current number of entrepreneurship practice bases and related institutions is limited, which cannot fully meet the needs of students, and the distribution and utilization efficiency of resources needs to be improved.
9	I think our university is relatively sufficient in the allocation of resources for entrepreneurship education. The university has set up the School of Innovation and Entrepreneurship, and has several entrepreneurial practice bases, such as innovation and entrepreneurship incubation bases for college students, off-campus innovation and entrepreneurship education bases, and crowdsource spaces, etc., which provide all-around support and help for students to realize their entrepreneurial dreams.

Based on the interview content, respondents generally believe that practical training in entrepreneurship education has a more significant impact on students' entrepreneurial intentions. By participating in practical activities, students can directly experience the entrepreneurial process, which boosts their confidence and willingness,

thereby igniting their passion for entrepreneurship. Although knowledge acquisition also plays an important role, direct practical experience is more effective in helping students understand the challenges and excitement of entrepreneurship.

Opinions on the allocation of resources in entrepreneurship education varied among the respondents. Most interviewees felt that the university's investment in entrepreneurship education resources is sufficient, particularly in terms of financial support, space allocation, and the development of entrepreneurship practice bases, providing students with extensive support and assistance. However, some respondents pointed out that the distribution of entrepreneurial practice spaces and resources is uneven and limited in quantity, making it difficult to fully meet students' needs. These issues require further improvement and optimization.

Table 4.28 Entrepreneurship Education (Continued)

7. Do you think the existing Entrepreneurship Education can adequately accommodate students with different professional backgrounds?	
Participants	Answer
1	Yes, there are entrepreneurial possibilities for students from any professional background. Entrepreneurship education belongs to the general education curriculum, and the purpose of entrepreneurship education is not to make every student choose to start a business, but to equip students with innovative thinking, entrepreneurial spirit and entrepreneurial ability.
4	Existing entrepreneurship education is to some extent difficult to adequately accommodate students from different professional backgrounds. Because the knowledge systems and needs of different majors vary widely, the current model of entrepreneurship education may lack sufficient relevance and flexibility.
7	Entrepreneurship education in our university can be adequately adapted to students from different professional backgrounds. The university promotes the deep integration of professional education and

Table 4.28 Entrepreneurship Education (Continued)

	entrepreneurship education by offering a diverse range of innovation and entrepreneurship courses that cater to the needs of students from different disciplines.
8	I think the existing entrepreneurship education is trying to adapt to students from different professional backgrounds, but it still needs to be further optimized. The needs of students from different majors can be better met by adding interdisciplinary entrepreneurship courses and organizing major-related entrepreneurship competitions.
8.Are there any students of specific majors who encounter difficulties in taking Entrepreneurship Education at your university? If so, what can the Program do to help those students?	
Participants	Answer
1	Some science and engineering students may face challenges in business thinking and marketing in entrepreneurship education. Our university has set up an interdisciplinary entrepreneurship mentoring program for this purpose, inviting industry experts to give special lectures, and encouraging students to participate in interdisciplinary entrepreneurship teams, so as to make up for the shortcomings of their knowledge and enhance their comprehensive abilities through teamwork.
2	Some Liberal Arts and Physical Education students may experience difficulties with technology-based entrepreneurship, and the school provides special tutoring and interdisciplinary collaborative programs to support them.
7	The school provides students with mentorship programs, internship opportunities, and entrepreneurship guidance to help them overcome professional limitations and successfully transform their entrepreneurial projects.
8	Students in some specific majors may encounter difficulties in receiving entrepreneurship education, for example, some liberal arts

Table 4.28 Entrepreneurship Education (Continued)

Participants	Answer
	majors may struggle with technical analysis. The university will help these students by conducting targeted tutoring sessions, organizing interdisciplinary teamwork projects, and providing one-on-one mentorship.

Based on the interview content, respondents generally believe that the existing entrepreneurship education can accommodate students from different academic backgrounds to some extent. The university promotes the deep integration of professional education and entrepreneurship education by offering a variety of innovative entrepreneurship courses, enabling students to engage in entrepreneurial learning regardless of their academic background. However, some respondents pointed out that the current entrepreneurship education model still falls short in meeting the specific needs of students from different disciplines, particularly in terms of targeting and flexibility.

Additionally, for students in certain specialized fields, such as engineering or humanities, respondents commonly noted that they might face specific challenges in entrepreneurship education. For instance, engineering students may struggle with business thinking, while humanities students may find technical analysis challenging. The university has already implemented measures such as interdisciplinary entrepreneurship mentoring programs, cross-disciplinary team collaborations, and one-on-one mentorship to help these students overcome difficulties. However, there is still room for improvement to better meet the needs of students from different disciplines.

4.8.3 Personal Attitude

Table 4.29 Personal Attitude

1. Do you think that Entrepreneurship Education at your university can affect students' personal attitudes towards entrepreneurship? If so, what factors have the greatest impact on their entrepreneurial attitudes?	
Participants	Answer
2	I believe that entrepreneurship education in schools can influence students' attitudes towards entrepreneurship, especially through the enhancement of entrepreneurial skills and competencies. Through courses and practical activities, students acquire key skills such as business plan development, risk management, and market analysis, which directly enhance their confidence in entrepreneurship. In addition, entrepreneurship education helps students to better perceive market opportunities. Through case studies and actual market research, students learn how to recognize and seize potential business opportunities, and this enhanced acumen leads to a greater willingness to engage in entrepreneurship.
3	Entrepreneurship education has a profound impact on students' personal attitudes, especially in terms of entrepreneurial competencies and personal character building. Through systematic entrepreneurship training, students not only acquire the core competencies required for entrepreneurship, such as leadership and decision-making, but also develop independent thinking and an innovative spirit, traits that make them more confident in facing entrepreneurial challenges.
5	Entrepreneurship education will influence students' attitudes towards entrepreneurship by showcasing successful entrepreneurial role models and sharing the benefits of entrepreneurship. Students feel the economic benefits and personal achievements brought by entrepreneurship after seeing the success stories of their seniors or entrepreneurs, which makes them confident in entrepreneurship. However, entrepreneurship education will also guide students to face

Table 4.29 Personal Attitude (Continued)

Participants	Answer
	up to the risks of entrepreneurship. By analyzing failure cases and risk management strategies, students will be able to rationally look at the challenges of entrepreneurship, which will also make them cautious about entrepreneurship as a career plan.
6	Entrepreneurship education has a significant impact on students' personal attitudes. Through coursework, practical activities, and the sharing of success stories, students' perceptions and attitudes toward entrepreneurship are positively shaped.
10	Entrepreneurship education shapes students' personalities and psychological traits through participation in actual entrepreneurship training programs, such as increasing their stress tolerance and risk-taking spirit, which leads to a more positive attitude towards entrepreneurship.

Based on the interview content, respondents generally believe that entrepreneurship education has a significant impact on shaping students' entrepreneurial attitudes. Many respondents noted that through entrepreneurship education, students not only improved their entrepreneurial skills and abilities, such as business plan development, risk management, and market analysis, but also heightened their acumen for identifying and seizing market opportunities. These factors directly enhanced students' confidence and interest in entrepreneurship. Additionally, entrepreneurship education enhances students' awareness of the benefits of entrepreneurship by showcasing successful entrepreneurs, which fuels their entrepreneurial enthusiasm. However, some respondents noted that entrepreneurship education can also affect students' personal attitudes by highlighting the risks associated with entrepreneurship. When students are made aware of failure cases and risks, they may become more cautious in their considerations of starting a business.

Table 4.29 Personal Attitude (Continued)

2.Do you see any differences among the diversity of students' majors on their attitudes towards entrepreneurship?	
Participants	Answer
2	Some variation exists, with higher levels of enthusiasm among students with backgrounds in economics and management, and varying degrees of variation among other majors.
5	There are differences in entrepreneurial attitudes among students of different majors. As far as the students in our school are concerned, the entrepreneurial attitudes of students in general education and teacher training majors are low, and the entrepreneurial attitudes of students in management majors are more positive.
6	I did notice differences in entrepreneurial attitudes among students from different majors. Science and engineering majors may focus more on technological innovation and product realization, while liberal arts majors may be better at market analysis and branding. This difference reflects the different emphasis on entrepreneurial perceptions from different professional backgrounds.
8	The difference in attitudes toward entrepreneurship is relatively large among students of different majors. Economic and management majors and science and engineering majors have more positive attitudes, while liberal arts and arts majors are less positive.
3.Can the Entrepreneurship courses' content fit all different students' attitudes?	
Participants	Answer
2	I think the existing entrepreneurship course content is already relatively rich in terms of breadth and depth, but it is difficult to fully meet the individual needs of all different students. The curriculum design can consider adding elective modules or special courses, so that students can choose suitable contents according to their own interests and career planning, thus closer to the actual needs of students.
5	The entrepreneurship courses offered by the university can basically

Table 4.29 Personal Attitude (Continued)

Participants	Answer
	meet the attitudes of different students, but there is still room for improvement. It is suggested that different entrepreneurship elective courses can be set up according to majors or entrepreneurship courses closely related to majors can be offered.
6	Existing entrepreneurship course content struggles to meet the attitudes of all the different students. Because of the diversity and complexity of student attitudes, course content may not provide comprehensive coverage.
8	The existing entrepreneurship course content meets the needs of different students to a large extent, but there is still room for improvement. It is recommended that more interdisciplinary entrepreneurship case studies be added, as well as entrepreneurship guidance for different professional backgrounds.

Based on the interviews, most respondents believe that there are significant differences in entrepreneurial attitudes among students from different academic backgrounds. Students majoring in economics, management, and engineering tend to have a more positive and enthusiastic attitude towards entrepreneurship, while those studying liberal arts, fine arts, and education are generally less enthusiastic. These differences reflect varying levels of interest and understanding of entrepreneurship across different fields of study.

When it comes to the content of entrepreneurship courses, most interviewees feel that the current curriculum generally meets the needs of different students but doesn't fully cater to all attitudes and interests. Some suggest that universities could offer more elective modules or provide entrepreneurship courses that are closely related to specific majors, better aligning with students' individual needs and career plans.

Table 4.29 Personal Attitude (Continued)

4.Do you think entrepreneurship as a career plan can inspire students to become entrepreneurs? What kinds of plans do you have to support this option?	
Participants	Answer
2	Can. The university has revised its standards for talent training quality to include innovation, entrepreneurial awareness and innovation and entrepreneurial ability in students' graduation requirements. If students choose to go into entrepreneurship, they can apply for an extension of their graduation year, and the related entrepreneurial achievements can be credited for course credits.
5	I think entrepreneurship as a career plan can really motivate students to become entrepreneurs. By providing diversified resources such as entrepreneurship courses, practice bases and entrepreneurship competitions, as well as setting up entrepreneurship funds, introducing business mentors and other support measures, the university has built an all-round entrepreneurship platform from theory to practice for students and helped them realize their entrepreneurial dreams.
6	On the positive side: entrepreneurship can give students the opportunity to realize their ideas, be creative and gain a sense of accomplishment, which can motivate them to become entrepreneurs. On the negative side: entrepreneurship faces many risks and challenges, which may make some students feel worried and difficult to be motivated to start their own business. Plans include: providing entrepreneurship mentors, setting up entrepreneurship funds or awards, and organizing entrepreneurship competitions.
8	Entrepreneurship as a career plan does motivate students. Our university encourages students to consider entrepreneurship as a career choice by providing support measures such as entrepreneurship guidance services, entrepreneurship funds and business incubators.

The interviewees generally believe that entrepreneurship, as a career path, can indeed motivate students to become entrepreneurs. Most of them mentioned that schools support students' entrepreneurial pursuits by revising talent development standards, incorporating innovation and entrepreneurship skills into graduation requirements, and offering a variety of resources such as extended graduation periods, entrepreneurship courses, practical training bases, entrepreneurship competitions, and funding. However, some interviewees also pointed out that while entrepreneurial planning can be motivating, the risks and challenges encountered during the process might cause concern for some students, potentially affecting their drive to start a business.

4.8.4 Subjective Norms

Table 4.30 Subjective Norms

1.To what extent do you think the family and social environment can influence the entrepreneurial intentions of the students?	
Participants	Answer
1	I believe that family and social environments affect students' entrepreneurial willingness to a great extent. Family support and encouragement can provide students with confidence and resources at the early stage of entrepreneurship; while the entrepreneurial atmosphere, policy environment and successful cases in the society can also effectively stimulate students' entrepreneurial enthusiasm and determination. Therefore, the joint role of family and society has a profound impact on students' entrepreneurial willingness.
3	Influence to a large extent. Family financial support is often the source of start-up capital for student entrepreneurship. While financial support provides students with a material foundation for entrepreneurship, positive entrepreneurship education and value transmission in the family stimulates students' interest and confidence in entrepreneurship. A family environment that encourages innovation and accepts failure is more likely to produce students with entrepreneurial spirit. At the social level, the

Table 4.30 Subjective Norms (Continued)

Participants	Answer
	government's policy support lowers the threshold of entrepreneurship and provides more entrepreneurial opportunities for students. At the same time, the entrepreneurial atmosphere and success stories in the society also motivate students to pursue their entrepreneurial dreams.
4	In general, family background and industry will greatly influence students' willingness to start their own business, e.g. if one parent is an entrepreneur, students are often encouraged to choose a more stable career rather than entrepreneurship. If both parents are engaged in business operations, students are generally encouraged to choose entrepreneurship as a career plan. The current trend of different attitudes towards entrepreneurship exhibited by society will have an impact on whether or not students choose to start a business.
6	Family and social environments play an important role in students' entrepreneurial intentions. Family support and encouragement, as well as positive societal evaluations of entrepreneurship, can significantly increase students' entrepreneurial intentions.
8	From the family side: if there are successful entrepreneurial role models in the family, or if parents support and encourage their children to start their own business by giving them some financial and experience support, then it will enhance students' willingness to start their own business to a large extent. On the contrary, if the family's concept is more conservative and believes that entrepreneurship is risky and unstable, it may weaken students' entrepreneurial willingness. From the aspect of social environment: if the society as a whole has a positive attitude towards entrepreneurship, there are perfect entrepreneurial support policies and more successful cases of entrepreneurship, it will create a good entrepreneurial atmosphere, which will stimulate students' entrepreneurial willingness to a greater extent. However, if the social competition is fierce and cases of entrepreneurial

The interviewees generally believe that family and social environment significantly influence students' willingness to pursue entrepreneurship. Most interviewees pointed out that family support, financial assistance, and the promotion of positive entrepreneurship education and values can boost students' confidence and interest in starting a business. This is particularly true in families with successful entrepreneurial role models, where students are more likely to be encouraged to take the entrepreneurial path. Additionally, a favorable social atmosphere for entrepreneurship, government support policies, and success stories can also inspire students' enthusiasm and determination. However, some interviewees mentioned that if the family has more conservative views or if society holds a negative attitude towards entrepreneurship, it may weaken students' entrepreneurial ambitions, leading them to prefer more stable career paths.

Table 4.30 Subjective Norms (Continued)

2.What are the roles of the university in encouraging students to start their own business? What are the most effective measures to access the students' intentions to become entrepreneurs?	
Participants	Answer
	failure occur frequently, it may make students worry about entrepreneurship and reduce their entrepreneurial willingness.
3	I believe that universities play a key role in encouraging students to start their own businesses, mainly by providing entrepreneurship education, practical training and resource support. Entrepreneurship courses at universities provide students with the necessary knowledge, and entrepreneurship competitions and simulation training allow students to gain experience in a real-world environment. The university also provides business incubators and business mentorship programs to help students turn their ideas into real projects. Among these measures, practical training and entrepreneurial mentoring are the most effective, as they directly boost students' entrepreneurial confidence and execution.
4	Universities mainly play the role of education and guidance. Entrepreneurship courses, entrepreneurship competitions and practical training provided by universities can help students to understand the

Table 4.30 Subjective Norms (Continued)

	process of entrepreneurship, market analysis, financial management and other knowledge as well as experience the process of entrepreneurship. Among them, the most effective are entrepreneurship competitions and practical training.
6	Universities play a key role in encouraging entrepreneurship among students, in particular through the provision of entrepreneurship courses, entrepreneurship funds and entrepreneurship mentoring services. The most effective measures include practice-oriented teaching methods and close cooperation with enterprises.
10	Universities have played the role of facilitators in encouraging students to start their own businesses, helping them to move towards entrepreneurship through a variety of means, including policy support, entrepreneurship education and resource sharing. In particular, the establishment of business incubators has made it possible for students to try their hand at entrepreneurship in a safe environment with access to financial and technical support. Among these measures, the provision of practical entrepreneurial resources and financial support are the most effective, as they directly address the practical difficulties in the early stages of entrepreneurship.

The interviewees generally believe that universities play a key role in encouraging students to pursue entrepreneurship, mainly by providing entrepreneurship education, practical training, and resource support to enhance students' entrepreneurial intentions. Among these, practical training and mentorship are considered the most effective measures, as they directly boost students' confidence and ability to execute their ideas. At the same time, entrepreneurship competitions and resources such as funding and technical support are also seen as important in addressing the practical challenges faced during the early stages of starting a business.

Table 4.30 Subjective Norms (Continued)

3.How can you assess the influences of classmates and friends on students' intentions to become entrepreneurs?	
Participants	Answer
3	Classmates and friends may have an important influence on students' entrepreneurial intentions. Classmates and friends who have successful entrepreneurial experiences or positive entrepreneurial attitudes are like role models around them, which may inspire students to try entrepreneurship bravely and give them confidence and motivation. If classmates and friends have suffered major setbacks in entrepreneurship or have negative attitudes towards entrepreneurship and constantly convey negative information, they may make students fearful and hesitant about entrepreneurship.
4	Communication and discussion among classmates and friends can affect students' willingness to start a business. If people often discuss entrepreneurial ideas and opportunities together, it may stimulate students' creativity and enthusiasm; however, if the communication is always filled with complaints about difficulties and excessive worries about risks, it may weaken students' entrepreneurial willingness. The influence of classmates and friends on students' willingness to start a business is complex and has the potential to be both a positive boost and a negative hindrance.
6	The influence of classmates and friends cannot be ignored. Their entrepreneurial experiences and attitudes can motivate each other and form a positive entrepreneurial atmosphere.
10	Classmates and friends, as core members of students' social circle, have a significant impact on students' entrepreneurial intentions. The communication and sharing among them can often stimulate students' entrepreneurial interest and allow them to draw inspiration and motivation from the successful experiences of their peers. At the same time, the attitudes of classmates and friends can also have a subtle

Table 4.30 Subjective Norms (Continued)

Participants	Answer
	influence on students' entrepreneurial decisions. If everyone around them has a positive attitude towards entrepreneurship, students are more likely to be inspired to take the first step towards entrepreneurship. On the contrary, if they are surrounded by skepticism and concern about entrepreneurship, students' willingness to start a business may be dampened.

The interviewees generally believe that classmates and friends have a significant impact on students' entrepreneurial intentions. Their entrepreneurial experiences and attitudes can serve as important role models for students. If peers and friends have successful entrepreneurial experiences or a positive attitude towards entrepreneurship, it can encourage students to try starting their own businesses and boost their confidence and motivation. However, if they have faced failure or hold negative attitudes, this may send discouraging signals, causing students to feel fear and hesitation towards entrepreneurship. Therefore, the attitudes and actions of peers and friends can have a dual impact on students' entrepreneurial decisions.

4.8.5 Perceived Behavioral Control

Table 4.31 Perceived Behavioral Control

1. Do you think that the current Entrepreneurship Education Programs at your university are effective enough in enhancing students' Entrepreneurial Self-Efficacy? If yes, how so?	
Participants	Answer
1	Our entrepreneurship education program has been effective in enhancing students' entrepreneurial self-efficacy. The curriculum is comprehensive, integrating general knowledge, topics and practice, enabling students to acquire entrepreneurial knowledge and skills systematically. Through analyzing successful cases and sharing the

Table 4.31 Perceived Behavioral Control (Continued)

Participants	Answer
	experiences of entrepreneurs, students are able to learn from practice and gain confidence in entrepreneurship. At the same time, the course emphasizes the cultivation of teamwork, communication and problem-solving skills, laying a solid foundation for students to meet the challenges of entrepreneurship. These comprehensive teaching measures not only enrich students' entrepreneurial knowledge, but also enhance their self-efficacy.
4	I believe that the current entrepreneurship education programs in universities are effective enough in improving students' entrepreneurial self-efficacy. The course not only covers theoretical knowledge of entrepreneurship, but also focuses on practical operation and case analysis, allowing students to exercise their abilities and accumulate experience in a simulated entrepreneurial environment. Meanwhile, the course also invites successful entrepreneurs to share their experiences, which motivates students to build up confidence and enhance their sense of self-efficacy.
5	I believe that the current university entrepreneurship education is insufficient to enhance students' self-efficacy. The hours of entrepreneurship courses are not enough, and the contents of the courses are still based on traditional entrepreneurial knowledge and entrepreneurial skills. More practical entrepreneurship training and entrepreneurship simulation training should be added to enhance students' entrepreneurial self-efficacy more effectively.
7	Entrepreneurship education programs are more effective in improving students' entrepreneurial self-efficacy. Through simulated entrepreneurial projects and entrepreneurial competitions, students are able to gain real-world experience in entrepreneurship and increase their entrepreneurial self-confidence.
10	In some aspects, it may be effective in enhancing students' self-

Table 4.31 Perceived Behavioral Control (Continued)

Participants	Answer
	efficacy: for example, the course content is rich and practical, covering all aspects of entrepreneurship, so that students have a comprehensive understanding of entrepreneurship; the teaching methods are vivid and interesting, and stimulate students' interest and participation through case studies, group discussions and other ways. However, there may also be shortcomings: for example, the practical part of the course is insufficient, and students lack the opportunity to do practical work; or the course does not provide personalized guidance for different students' characteristics and needs. To judge its effectiveness more accurately, it is necessary to learn more about the specific settings of the course, the feedback from students, and the actual entrepreneurial results.

The interviewees generally believe that the current entrepreneurship education courses at schools have some effect on enhancing students' entrepreneurial self-efficacy. The entrepreneurship curriculum is comprehensive, integrating theoretical knowledge, practical exercises, and case studies, allowing students to systematically acquire entrepreneurial skills. By simulating entrepreneurial environments and sharing experiences from successful entrepreneurs, the courses help boost students' confidence and self-efficacy. However, some interviewees feel that there are still shortcomings in the existing courses in terms of enhancing self-efficacy. They point out that there are relatively few practical components, and students lack sufficient hands-on opportunities. Additionally, the course content is somewhat traditional and needs to include more practical training and personalized guidance to more effectively improve students' entrepreneurial self-efficacy.

Table 4.31 Perceived Behavioral Control (Continued)

2. Are your students satisfied with all kinds of resources such as capital, contacts, and/or technical support to carry out their entrepreneurial activities? How well does your university provide these resources?	
Participants	Answer
1	Students' feedback on the entrepreneurial resources provided by the The university has taken a number of effective measures to enhance students' practical entrepreneurial skills. The school has constructed a comprehensive entrepreneurship education curriculum system, including general courses on innovation and entrepreneurship and special model courses to strengthen students' theoretical knowledge of entrepreneurship. At the same time, the university has strengthened the practical teaching of entrepreneurship by organizing entrepreneurial practice activities and establishing entrepreneurial simulation bases to enhance students' practical operation ability.
5	The university has taken measures to enhance students' entrepreneurial skills by bringing in alumni resources, offering training on entrepreneurial knowledge, lectures by entrepreneurs, and organizing entrepreneurial skills competitions.
7	The university offers specialized entrepreneurship courses, including practical content such as marketing, financial management, business model design, etc., to help students build a systematic entrepreneurial knowledge system. The university regularly organizes entrepreneurship seminars and workshops, inviting successful entrepreneurs and businessmen to share their experiences so that students can learn from practice. The school also provides practical projects and internships, and cooperates with enterprises so that students can practice their entrepreneurial skills in a real business environment.education courses. Secondly, by organizing entrepreneurial competitions and entrepreneurial projects, students can exercise their entrepreneurial skills in practice.

Table 4.31 Perceived Behavioral Control (Continued)

Participants	Answer
9	The university has taken a variety of measures to help students improve their practical entrepreneurial skills. Firstly, it cultivates students' innovative spirit, entrepreneurial awareness and innovative and entrepreneurial ability by offering innovative and entrepreneurial
10	The university provides one-on-one entrepreneurial guidance to students and solves specific problems in the process of entrepreneurship by establishing an entrepreneurial mentor system. The university organizes regular entrepreneurship competitions to stimulate students' innovative thinking and sense of competition, and provides a platform for displaying students' entrepreneurial projects and financial rewards.

The interviewees generally believe that universities perform well in providing entrepreneurial resources. Students are overall satisfied, especially with the support they receive through entrepreneurship funds, technical workshops, and mentorship programs. However, some students have pointed out that initial funding support is still insufficient and that resource allocation tends to favor technology-related projects, with less support for humanities and creative fields.

To enhance practical entrepreneurial skills, universities have implemented various measures. By offering structured entrepreneurship courses and organizing practical activities such as entrepreneurship competitions and simulation projects, they have strengthened students' hands-on abilities. Additionally, universities regularly invite successful entrepreneurs to share their experiences and have established mentorship programs to provide one-on-one guidance. These measures effectively help students gain practical entrepreneurial experience and skills in addition to their theoretical learning.

Table 4.31 Perceived Behavioral Control (Continued)

4. In your opinion, do you think your students have high levels of intentions in becoming entrepreneurs? If so, please explain how?	
Participants	Answer
1	Students' intention to start a business is generally average. Although the university provides certain resources and support for entrepreneurship, most students still prefer traditional employment paths, mainly because of more concerns about the risks of entrepreneurship. Some students believe that entrepreneurship is difficult and has a low success rate, and this, together with their lack of knowledge about capital and experience, makes them maintain a wait-and-see attitude towards entrepreneurship.
4	Students' intention to start a business is relatively average, with some students showing interest in starting a business but generally feeling uneasy about the challenges of doing so. Despite the entrepreneurship education and practical opportunities provided by the university, some students still preferred stable jobs, especially when there was a high level of uncertainty about the future, and considered employment more secure than entrepreneurship.
7	Students' intention to start a business is average, mainly because most of them focus more on short-term career stability. Although the university encourages entrepreneurship through various channels, the risks and pressures faced during the process of entrepreneurship, as well as the challenges of capital and the market, make some students remain cautious about entrepreneurship. They preferred to opt for secure employment opportunities after graduation rather than to immediately plunge into entrepreneurship.
9	I believe that students' intention to start a business is high. This is mainly due to the importance and comprehensive support given by the university to entrepreneurship education, including the provision of rich entrepreneurship courses, practice opportunities and resources. At the same time, the university also actively creates an entrepreneurial atmosphere and encourages students to dare to try and innovate. In

Table 4.31 Perceived Behavioral Control (Continued)

Participants	Answer
	addition, the university also inspires students' enthusiasm and confidence in entrepreneurship by organizing entrepreneurship competitions and inviting successful entrepreneurs to share their experiences.

There are differing views among interviewees regarding students' entrepreneurial intentions. Most interviewees believe that students' entrepreneurial willingness is generally moderate. Despite the entrepreneurship education and support resources provided by universities, many students have significant concerns about the risks, challenges, and uncertainties of entrepreneurship, and tend to prefer stable, traditional employment paths. Many students are worried about the success rate of startups and the issue of funding shortages.

On the other hand, some interviewees noted that students have a higher entrepreneurial willingness. The rich array of entrepreneurship courses, practical opportunities, and a positive entrepreneurial atmosphere fostered by universities have stimulated students' enthusiasm for entrepreneurship. These initiatives effectively enhance students' entrepreneurial intentions and encourage them to be bold in trying and innovating.

4.8.6 Entrepreneurial Intention

Table 4.32 Entrepreneurial Intention

1. What factors play the most significant roles in determining students' entrepreneurial intentions? How those factors reflect the success of entrepreneurship education at your university?	
Participants	Answer
1	Among the factors determining students' intention to start a business, personal attitudes and subjective norms play a key role. Your school has imparted positive entrepreneurial values and success stories to the.

Table 4.32 Entrepreneurial Intention (Continued)

Participants	Answer
	students by offering entrepreneurship courses and organizing entrepreneurship seminars, thereby shaping positive perceptions of entrepreneurship among the students. The university encourages students to venture into entrepreneurship and provides financial support for entrepreneurship and these measures have been effective in enhancing students' confidence and interest in entrepreneurship.
4	Factors such as personal attitude, family support, quality of entrepreneurship education and social environment play a crucial role in determining students' intention to start a business. Among them, personal interest is the intrinsic motivation, family support provides the emotional and material foundation, and high-quality entrepreneurship education can systematically enhance students' entrepreneurial knowledge and skills. The social environment, especially policy support and successful cases, also greatly inspires students' enthusiasm for entrepreneurship. These factors are fully reflected in our entrepreneurship education: we focus on stimulating students' interest, strengthening cooperation between home and school, providing quality entrepreneurship education, and actively connecting with social resources. The increase in students' intention to start their own business and the increase in the success rate of entrepreneurship is a strong proof of the success of entrepreneurship education in our school.
6	Subjective norms are one of the important factors influencing students' intention to start a business. The university actively creates a campus culture that supports entrepreneurship in entrepreneurship education, and strengthens students' entrepreneurial motivation by inviting successful alumni and entrepreneurs to share their entrepreneurial experiences. In addition, the university's mentorship program and entrepreneurial role model sharing activities provide students with a strong support network, which makes students feel the encouragement

Table 4.32 Entrepreneurial Intention (Continued)

Participants	Answer
	and recognition from people around them, thus enhancing their entrepreneurial intention.
7	Personal attitudes and perceived school support are important determinants of students' entrepreneurial intentions. The advantages of entrepreneurship education in our school are mainly reflected in the supply of entrepreneurial resources and the creation of entrepreneurial atmosphere.
8	Perceived behavioral control has a significant effect on students' intention to start a business. Your school provides hands-on opportunities through programs such as entrepreneurship simulation training and business incubators to help students improve their sense of control over their entrepreneurship. Students gain experience and feedback in a real-life entrepreneurial environment, making them more capable of meeting entrepreneurial challenges. This real-world experience led to greater confidence in the viability of entrepreneurship, reflecting the effectiveness of the university in enhancing perceived behavioral control.
9	Personal attitudes play an important role in determining students' intention to start a business. Through the display of successful entrepreneurial role models and positive entrepreneurial publicity, the university helped students develop a positive attitude towards entrepreneurship. The university also provides a wealth of entrepreneurial resources and opportunities to enable students to have positive experiences in the entrepreneurial process, which further strengthens their entrepreneurial beliefs. These measures demonstrate the success of the university in shaping students' positive attitudes towards entrepreneurship.

Most interviewees believe that key factors influencing students' entrepreneurial intentions include personal attitude, subjective norms, family support, the quality of entrepreneurship education, and perceived behavioral control. Among these, personal attitude, subjective norms, and perceived behavioral control are considered the main influencing factors. Universities actively shape students' positive entrepreneurial perceptions through offering entrepreneurship courses, organizing lectures, and sharing success stories. These measures effectively enhance students' entrepreneurial skills and confidence. Additionally, family support and policy support in the social environment also significantly impact students' entrepreneurial intentions.

Most interviewees pointed out that the success of the university's entrepreneurship education is reflected in several aspects. The university focuses on stimulating students' interest in entrepreneurship, providing high-quality entrepreneurship courses and ample practical opportunities, and creating a positive entrepreneurial atmosphere. These measures not only increase students' entrepreneurial intentions but also boost their confidence, reflecting the effectiveness of the university's entrepreneurship education.

Table 4.32 Entrepreneurial Intention (Continued)

2. How do you think the current socio-economic environment affects students' entrepreneurial intentions?	
Participants	Answer
1	The current socioeconomic environment has a significant impact on students' intention to start a business. With the increase in the number of college graduates in China, the pressure on students to find employment has increased, forcing them to look for other career options, including entrepreneurship. At the same time, the entrepreneurship support policies introduced by the government and the entrepreneurship support platforms set up by colleges and universities have lowered the threshold of entrepreneurship, increased the success rate, and motivated students to actively start their own businesses.

Table 4.32 Entrepreneurial Intention (Continued)

Participants	Answer
1	From my point of view, the development trend of entrepreneurial intention of college students shows a positive trend. With the increasing attention of the society to innovation and entrepreneurship and the deepening of entrepreneurship education in colleges and universities, more and more college students begin to pay attention to entrepreneurship, and regard entrepreneurship as an important way to realize their personal value and social value. At the same time, with the rapid development of science and technology and the continuous change of market demand, the field of college students' entrepreneurship will be more extensive and diversified.
3	The rapid development of emerging industries and changes in market demand brought about by scientific and technological innovation have provided students with a wide range of entrepreneurial space and opportunities. In addition, the cultural atmosphere of society generally encouraging innovation and supporting entrepreneurship has further stimulated students' entrepreneurial enthusiasm. These factors work together to make students' entrepreneurial intention increase significantly under the current socio-economic environment.
6	Entrepreneurial intentions of college students are on the rise, especially in the fields of technology, internet, and artificial intelligence.
8	At present, the entrepreneurial intention of college students shows a gradually rising trend. With the development of social economy and the strong atmosphere of innovation, more and more college students recognize the opportunities and challenges brought by entrepreneurship. Colleges and universities have been paying more attention to and supporting innovation and entrepreneurship education, offering relevant courses and training, and stimulating students' entrepreneurial interest. However, there are some fluctuations and

Table 4.32 Entrepreneurial Intention (Continued)

Participants	Answer
	uncertainties. Factors such as changes in the market environment and intensified competition in the industry may affect college students' determination to start their own businesses.

Most interviewees believe that the current socio-economic environment significantly impacts students' entrepreneurial intentions. On one hand, rapid economic development and government support policies for entrepreneurship have lowered the barriers to starting a business, providing more opportunities and sparking students' enthusiasm for entrepreneurship. On the other hand, economic instability and increased market competition have introduced challenges, leading students to adopt a cautious attitude towards entrepreneurship.

Regarding the trend in students' entrepreneurial intentions, interviewees generally see a positive upward trend. With the increasing emphasis on innovation and entrepreneurship in society and the deepening of entrepreneurship education in universities, more students view entrepreneurship as an important way to achieve personal and social value. Technological innovation and changes in market demand also provide students with broad entrepreneurial opportunities and space. However, fluctuations in the market environment and intensified industry competition may cause variations in students' entrepreneurial intentions.

Table 4.32 Entrepreneurial Intention (Continued)

4. What measures can the university take to support the students' trends of entrepreneurial career path?	
Participants	Answer
1	In order to promote the development of students' entrepreneurship trend, universities can take various measures: firstly, strengthen innovation and entrepreneurship education, continue to improve the curriculum system, introduce practical projects, and enhance students'

Table 4.32 Entrepreneurial Intention (Continued)

Participants	Answer
	entrepreneurial knowledge and skills; secondly, build entrepreneurial practice platforms, such as business incubators, gas pedals, etc., and provide all-around support such as funds, venues, guidance, etc., for students.
3	Universities can organize entrepreneurship seminars and training, and invite successful entrepreneurs and entrepreneurs to share their experiences with the university, so as to enhance students' entrepreneurial knowledge and skills. The university can build an entrepreneurship exchange platform to promote exchanges and cooperation among students and form a network of entrepreneurial contacts.
6	Universities can promote the trend of student entrepreneurship by improving the quality of entrepreneurship education courses and the availability of entrepreneurship resources.
8	The university can set up a special entrepreneurship fund to provide adequate financial support for students' entrepreneurial projects and help them solve the problem of start-up capital.
10	Establishment of entrepreneurship mentor system: provide professional mentors for student entrepreneurship teams to provide one-to-one guidance and advice. Optimize the curriculum: offer courses related to entrepreneurship, such as entrepreneurship management and marketing, to cultivate students' entrepreneurial thinking. Provide free entrepreneurial venues and equipment: Reduce the cost and threshold of student entrepreneurship.

Table 4.32 Entrepreneurial Intention (Continued)

5. What suggestions do you have in improving Entrepreneurship Education in the future in order to better support students' entrepreneurial intentions for the success in their career?

Participants	Answer
1	It is recommended that entrepreneurship education should include more opportunities for hands-on and simulation training, such as through entrepreneurship internships, project incubators or simulated company operations, so that students can practice entrepreneurship in a real or simulated environment. Through continuous experience, students will have stronger perceived behavioral control over the challenges of the entrepreneurial process, which will increase their confidence in entrepreneurial success.
3	It is recommended that opportunities for sharing and interacting with successful entrepreneurial cases be increased in entrepreneurship education. This will not only influence students' personal attitudes and stimulate their interest in entrepreneurship, but also help them to develop a more positive entrepreneurial mindset. Through such motivational content, students will identify more with entrepreneurship as a career choice, thus reinforcing their intention to start their own business.
5	It is recommended to increase the promotion of entrepreneurship culture in entrepreneurship education to create a more supportive campus atmosphere for entrepreneurship. This can be done by organizing entrepreneurship competitions, entrepreneurship club activities, and strengthening the interaction between alumni and current students to enhance students' subjective norms and their determination to start their own businesses by feeling the positive values and social recognition of entrepreneurship in a collective environment.

Table 4.32 Entrepreneurial Intention (Continued)

Participants	Answer
6	To better support students' entrepreneurial intentions, it is recommended that practical teaching should continue to be strengthened, more entrepreneurship programs closely aligned with the industry should be provided, and the team of entrepreneurship mentors should be strengthened. It is also recommended that schools regularly evaluate and update their entrepreneurship education programs to ensure that their content is aligned with market demand.
8	First, optimize the entrepreneurship curriculum to enhance students' subjective norms. By offering more practical entrepreneurship courses, such as simulation of entrepreneurial projects and case studies, and inviting successful entrepreneurs and entrepreneurs to share their experiences and provide guidance. Second, increase the input of entrepreneurial resources to enhance students' entrepreneurial attitude. Increase the financial investment to support students' entrepreneurship and set up a special entrepreneurship fund. Third, increase personalized entrepreneurial guidance to enhance students' perception of entrepreneurial feasibility. According to the different needs and characteristics of students, develop personalized entrepreneurship guidance programs.
10	I suggest that the following aspects be strengthened in entrepreneurship education in the future: firstly, focus on practice orientation and increase the number of practical teaching sessions such as case study and simulation of entrepreneurship; secondly, strengthen the mentor system by inviting successful entrepreneurs and investors to act as mentors and provide one-on-one guidance and assistance to students; thirdly, optimize the curriculum and update the content of the courses in conjunction with the development trend of the industry and the demand of the market.

To support students' entrepreneurial career development, most interviewees suggest that universities take several measures. First, universities should strengthen innovation and entrepreneurship education by optimizing course design, incorporating practical projects, and enhancing students' entrepreneurial knowledge and skills. Second, universities could establish entrepreneurship funds and set up incubators and accelerators to provide necessary funding, facilities, and guidance. Additionally, implementing a mentorship program by inviting successful entrepreneurs to offer one-on-one guidance could be beneficial. Through these measures, universities can help lower the barriers to entrepreneurship, boost students' confidence, and foster collaboration and communication among students.

To better support students' entrepreneurial intentions, interviewees proposed several improvements to entrepreneurship education. First, increase opportunities for students to engage in entrepreneurial practice and simulation training, allowing them to gain experience in real or simulated environments, which helps build confidence in entrepreneurial success. Second, enhance students' interest and positive attitude towards entrepreneurship by sharing successful entrepreneurial cases and providing interactive opportunities. Additionally, creating a supportive entrepreneurial campus culture is emphasized, with activities such as entrepreneurship competitions, club events, and interactions with entrepreneurial alumni to strengthen students' subjective norms within a collective environment. Finally, optimizing the entrepreneurship curriculum by incorporating industry-relevant practical teaching components and enhancing personalized entrepreneurial guidance is recommended to improve students' perceived behavioral control and entrepreneurial capabilities.

4.8.7 Summary

Through these interviews, the author has gained a deeper understanding of the basic situation and expert evaluations of entrepreneurship education at four universities in Zhanjiang. Interviewees generally expressed satisfaction with the state of entrepreneurship education, highlighting the excellent practices of different universities and pointing out current shortcomings. They also offered many suggestions for

improving the quality of entrepreneurship education. Regarding factors influencing students' entrepreneurial intentions, most interviewees believe that entrepreneurial intentions are strongly related to personal attitude, subjective norms, and perceived behavioral control. Family support, university support, and the social environment are also important factors affecting students' entrepreneurial intentions.



Chapter 5

Summary and Conclusions

This chapter summarizes and discusses the findings of the study through qualitative and quantitative data analysis. The findings provide insights into the level of entrepreneurial intentions of undergraduate students who have received entrepreneurship education in Zhanjiang universities and how their personal attitudes, subjective norms, and perceived behavioral control affect entrepreneurial intentions. These results are consistent with existing theories and the context of related research. In addition, this chapter explores future research perspectives and makes recommendations for future research.

5.1 Research Objectives and Summary

The objectives of the study were: 1) To explore the levels of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities in Zhanjiang; 2) To determine the influences of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities Zhanjiang.

According to the objective of the study, this study investigated the entrepreneurial intention of undergraduate students who had received entrepreneurship education in four universities in Zhanjiang. The author comprehensively analyzed the effects of Personal Attitude (PA), Subjective Norms (SN) and Perceived Behavioral Control (PBC) on undergraduates' entrepreneurial intentions. The correlations and differences between these factors were discussed, and the consistency and differences between the results of this study and those of existing studies were verified.

The results show that PA, SN, and PBC are all significantly and positively correlated with EI. The findings showed that the most to the least significant were: 1) Perceived Behavioral Control (PBC); 2) Personal Attitude (PA) and 3) Subjective norms (SN).

5.2 Quantitative Result Discussion

Our research findings are highly consistent with numerous classic theories. For instance, the Theory of Planned Behavior suggests that entrepreneurial intention is primarily influenced by three key variables: perceived behavioral control (PBC, which refers to an individual's subjective assessment of the ease or difficulty of performing a behavior), entrepreneurial attitude (an individual's beliefs and attitudes towards specific actions or behaviors), and subjective norms (an individual's perception of the attitudes and expectations of significant others or surrounding people towards the behavior) (Ajzen, 1991; Al-Jubari, Hassan, & Liñán, 2019). Although the impact of personal attitudes, subjective norms, and perceived behavioral control on entrepreneurial intention may vary across different countries, a substantial body of research findings indicates that the influence of these three variables on entrepreneurial intention is in line with the assumptions of the Theory of Planned Behavior (Hoda, Ahmad, Gupta, Alam, & Ahmad, 2021).

The positive and significant impact of PA (Personal Attitude), SN (Subjective Norms), and PBC (Perceived Behavioral Control) on EI (Entrepreneurial Intention) is also supported by many contemporary studies. For instance, González-Serrano et al. (2023) found significant direct effects between personal attitude, subjective norms, perceived behavioral control, and entrepreneurial intention by analyzing the entrepreneurial intentions of sports science students in five European countries. Mehraj et al. (2023) further confirmed through their study on tourism major college students that personal attitude, subjective norms, and perceived behavioral control are important prerequisites for entrepreneurial willingness, and there is a significant positive relationship between them and entrepreneurial intention. Kaur and Chawla (2023) also

discovered a significant positive correlation between personal attitude and entrepreneurial intention in their empirical analysis of engineering graduates. The results of Pinazo-Dallenbach and Castelló-Sirvent (2024) further support the key role of subjective norms in shaping entrepreneurial intention.

In addition, the emphasis on personal attitude, subjective norms, and perceived behavioral control found in our quantitative analyze is confirmed by the studies of Hossain, Tabash, Siow, Ong, and Anagreh (2023) and Li et al. (2023). They believe that when students have received entrepreneurship education, personal attitude, subjective norms, and perceived behavioral control significantly contribute to students' entrepreneurial intention.

However, some studies contradict the results of our research, finding that the relationship between entrepreneurial intention and personal attitude (Ndofirepi, 2022), perceived behavioral control (Mahmoud, Garba, Abdullah, & Ali, 2020; Al-Qadasi, Zhang, & Al-Jubari, 2021), and subjective norms (Su et al., 2021; Akter & Iqbal, 2022) is not significant. For example, a survey study of students from four nursing colleges in South Korea found that personal attitude did not directly affect entrepreneurial intention (Lim, Kim, & Kim, 2021). Similarly, Alzamel's (2021) research did not prove that subjective norms have a direct impact on entrepreneurial intention. A study on the entrepreneurial intention of university students in Bangladesh also reached a similar conclusion, indicating that there is no significant correlation between subjective norms and entrepreneurial intention (Talukder, Lakner, & Temesi, 2024). Furthermore, a study by Mahmoud, Garba, Abdullah, and Ali (2020) on students at the Kano branch of Northwest University showed that the relationship between perceived behavioral control and entrepreneurial intention is not significant.

5.2.1 Discussion of Perceived Behavioral Control

Quantitative data analysis demonstrates a significant positive correlation between perceived behavioral control and entrepreneurial intention. Yang (2013) tested the effectiveness of the Theory of Planned Behavior in predicting college students'

entrepreneurial intentions, and the results of this study similarly indicate that perceived behavioral control is a valid predictive factor for entrepreneurial intention. Generally, individuals tend to choose behaviors that they believe they can control and master (Utami, 2017). The level of perceived behavioral control of an individual can influence entrepreneurial intention, thereby enhancing the person's desire and determination to engage in entrepreneurial activities (Sánchez & Bannikova, 2018). A substantial body of research has confirmed the significant correlation between perceived behavioral control and entrepreneurial intention (Gaire & Upadhyaya, 2023; Natrah & Ariffin, 2016). Naia et al. (2017) found a positive direct relationship between college students' positive perceived behavioral control over their ability to successfully establish a business and their entrepreneurial intention. Perceived behavioral control has also been proven to affect the entrepreneurial intentions of students in Turkey, Poland, and Kosovo (Bağış et al., 2023).

Recent studies have further demonstrated a significant positive impact between perceived behavioral control and entrepreneurial intention. For instance, a study from the Durban University of Technology in South Africa found that perceived behavioral control has a direct positive influence on entrepreneurial intention (Malebana & Mahlaole, 2023). Lediana et al. (2023) also discovered a significant positive impact of perceived behavioral control on entrepreneurial intention in their research on Indonesian youth. Dabbous and Boustani (2023), in their study of 223 business school students in Lebanon, found a positive influence of perceived behavioral control on entrepreneurial intention. Contreras-Barraza et al. (2022) empirically validated the direct positive effect of perceived behavioral control on entrepreneurial willingness. Additionally, numerous empirical analyses in Vietnam have shown that perceived behavioral control significantly enhances entrepreneurial intention (Doanh, 2021).

5.2.2 Discussion of Personal Attitude

Based on quantitative data analysis, there is a significant correlation between personal attitudes and entrepreneurial intentions, which was confirmed in the study by Al-Mamary et al. (2020). The findings of this study indicate that personal attitudes are

one of the determinants of entrepreneurial intentions (Karimi, 2020), a fact that has been substantiated in numerous research endeavors (Hueso et al., 2021; Barba-Sánchez et al., 2022). A positive correlation exists between the personal attitudes and entrepreneurial intentions of university graduates (Shah et al., 2020). Su et al. (2021) noted that individuals with more positive attitudes exhibit greater enthusiasm for entrepreneurial activities, which in turn strengthens their entrepreneurial intentions. The results are in accordance with the views of Taneja, Kiran and Bose (2024), who assert that focusing on entrepreneurial attitudes is essential, as it significantly influences students' entrepreneurial intentions. Vargas-Martínez et al. (2023) emphasized the importance of entrepreneurial education interventions in fostering positive attitudes, as they significantly enhance entrepreneurial intentions. Moreover, in most instances, university students' personal attitudes towards entrepreneurship as a career path (establishing a business) are positive and significantly correlated with entrepreneurial intentions.

Recent research supports the significance of the impact of personal attitudes on entrepreneurial intentions. For instance, Shah et al. (2020) conducted an empirical study among undergraduate students in Oman who had received entrepreneurship education, discovering that personal attitudes toward entrepreneurship are significant predictors of entrepreneurial intentions. Similarly, Boubker, Arroud, and Ouajdouni (2021) confirmed through empirical analysis that personal attitudes are the most crucial determinants of female entrepreneurship intentions. Sampene, Li, Khan, Agyeman, and Opoku (2023), in their study of students from the School of Business at the University of Cape Coast, found that personal attitudes have a significant positive influence on entrepreneurial intentions. These results were also corroborated in research focusing on the entrepreneurial intentions of female business school students (Drakpa et al., 2022).

5.2.3 Discussion of Subjective Norm

Quantitative data analysis indicates a significant positive correlation between subjective norms and entrepreneurial intention, a viewpoint supported by the research findings of Siu and Lo (2013), Krueger et al. (2000), Shapero and Sokol (1982), and

Fayolle and Liñán (2014). Subjective norms are widely recognized as an important predictor of entrepreneurial intention and have a significant positive impact on an individual's entrepreneurial intention (Pham, Nguyen, Nguyen, Tran, & Nguyen, 2023). Given the complexity of entrepreneurial decision-making, individuals often seek advice and support from those around them when making entrepreneurial decisions; hence, subjective norms become a key factor influencing entrepreneurial decisions and intentions (Utami, 2017). Supportive subjective norms often trigger a stronger entrepreneurial intention (Afiat, Rijal, Koesoemasari, Furqan, & Abdullah, 2023). Farooq, Salam, ur Rehman, Fayolle, Jaafar, and Ayupp (2018) pointed out that when students' close environment (such as family, friends, colleagues) approves of their entrepreneurial decisions (i.e., higher subjective norms), they tend to exhibit a higher entrepreneurial intention, which is consistent with the analysis results of the quantitative data in this paper. Many scholars' research has proven that subjective norms have a direct impact on behavioral intentions (Usman & Yennita, 2019), a phenomenon that is also verified in the field of entrepreneurial intention (Dao et al., 2021).

Recent research also supports the notion that subjective norms have a significant impact on entrepreneurial intentions. For instance, Trivedi (2017) confirmed through empirical research that subjective norms have a significant positive direct effect on entrepreneurial intentions. Studies have indicated that both subjective norms and perceived behavioral control exert positive influences on electronic entrepreneurial intentions (Al Halbusi, Soto-Acosta, & Popa, 2023). Furthermore, in a study of university students in Oman, the relationship between subjective norms and entrepreneurial intentions was proven to be significant (Tahir & Kutpudeen, 2023).

5.3 Qualitative Result Discussion

The author conducted in-depth interviews with the deans (and associate deans), entrepreneurship education administrators, and program leaders of entrepreneurship education at four universities in Zhanjiang, aiming to further validate and explore the conclusions of the quantitative research.

In this qualitative study, in-depth interviews with multiple respondents revealed that students who have received entrepreneurship education are positively influenced in their entrepreneurial intentions by several factors. Among these, personal attitude, subjective norms, and perceived behavioral control were widely mentioned as key elements. Respondents generally believed that a positive personal attitude can ignite students' passion and interest in entrepreneurship, encouraging them to pursue entrepreneurial opportunities. Additionally, subjective norms significantly impact students' decisions, with many interviewees noting the important role of family, friends, and the social environment in supporting and encouraging students' entrepreneurial intentions. Notably, perceived behavioral control was emphasized by many respondents as the most influential factor. Many interviewees indicated that when students feel they possess sufficient skills and resources to face the challenges of entrepreneurship, their entrepreneurial intentions significantly increase. This finding aligns with the results from quantitative research, further validating the importance of perceived behavioral control.

These insights provide a more comprehensive understanding of how entrepreneurship education affects students' entrepreneurial intentions and serve as important references for future reforms in entrepreneurship education and curriculum design.

5.4 Implications for Entrepreneurial Intention

Research has shown that individuals who have undergone any form of entrepreneurship training are more inclined towards entrepreneurship compared to those who have not, with personal attitude (PA), subjective norms (SN), and perceived behavioral control (PBC) identified as key factors influencing entrepreneurial intention (EI) (Fitri Ayuni, 2018; Wardana et al., 2020). Based on literature reviews and theoretical analysis, this study proposes the following hypothesis: personal attitude,

subjective norms, and perceived behavioral control have a significant positive impact on students' entrepreneurial intention.

In Chapter 4, a multiple regression analysis was conducted to test this hypothesis, and the results confirm that these three variables significantly influence entrepreneurial intention. Therefore, it can be concluded that personal attitude, subjective norms, and perceived behavioral control are important factors affecting the entrepreneurial intention of undergraduate students in Zhanjiang universities who have received entrepreneurship education.

Understanding the influence of personal attitude, subjective norms, and perceived behavioral control on entrepreneurial intention can help entrepreneurship educators more effectively adjust and optimize teaching strategies, institutional support, and entrepreneurship resources. This contributes to improving the quality of entrepreneurship education and enhancing students' entrepreneurial intentions.

5.5 Future Research

In the future research, the scope of the study should be expanded to cover students of universities and various majors in various provinces and cities and the sample size should be enlarged, so as to enhance the popularity and accuracy of the results and make the conclusions of the study more realistic. Secondly, the respondents of this study are all undergraduates, and in the future research, long-term tracking of the respondents can be done, so that entrepreneurial intentions can be considered more comprehensively. Finally, the study can also be extended to the long-term effect of entrepreneurship education to examine its actual impact on the probability of entrepreneurial success of graduates.

5.6 Recommendations

The study offers several recommendations for future research, which are derived from the conclusions drawn by the study as well as the inherent limitations

within it. Suggestions for future research will depend on the methodology employed in data collection and analysis, as well as significant findings from the study as a whole.

Firstly, based on the sampling strategy, the quantitative data for this study was collected from four universities in Zhanjiang. Since there are other universities distributed in other regions, it would be interesting to replicate this study in different universities to investigate whether the research findings are consistent.

Secondly, in terms of longitudinal research, this study posits that tracking the intentions of students to engage in entrepreneurial activities after graduation, and whether they differ from their intentions while in school, would be an interesting area of research. This is because some studies suggest that many students are more likely to opt for traditional employment in established industries after graduation, rather than pursuing entrepreneurship. While the focus of this study is on the factors influencing the entrepreneurial intentions of undergraduate students who have received entrepreneurship education, the entrepreneurial intentions of students at the secondary school level are also worth paying attention to. Exploring how the factors influencing entrepreneurial intentions may differ between the secondary and university levels would make a significant contribution to the body of knowledge.

5.7 Conclusion

This chapter discusses the significant findings from our analysis, which are supported by relevant research. The results emphasize the key role of personal attitude, subjective norms, and perceived behavioral control in the entrepreneurial intentions of undergraduate students who have received entrepreneurship education. These insights can inform entrepreneurship education and contribute to the quality of such education to be effective in all the universities in the region and across the country. Thus, widely applying the results from this research to encourage entrepreneurial intentions, among the undergraduate students in every area of education and study, is expected to raise not only self-employment potentiality but also the possibility of the growing of the regional and country's economics for the new generations.

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The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it, a ring of radiating lines forms a circle. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

Appendix A

Index of Item Objective Ccongruence: IOC

An IOC for A Survey Research

Topic: The Factors Affecting Entrepreneurial Intentions: Entrepreneurship Education of Undergraduate Students in Zhanjiang Universities

Dear Expert:

This research is to fulfill the dissertation for Doctor of Education Program in Educational Studies, Suryadhep Teachers College, Rangsit University. Its topic is “The Factors Affecting Entrepreneurial Intentions: Entrepreneurship Education of Undergraduate Students in Zhanjiang Universities.”

The objectives of the study are:

1. To explore the levels of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities in Zhanjiang;
2. To determine the influences of factors affecting entrepreneurial intentions of undergraduate students receiving Entrepreneurship Education in the universities Zhanjiang; and
3. To obtain the perspectives of administrators in entrepreneurial intentions in enhancing Entrepreneurship Education in Zhanjiang.

This questionnaire is part of a quantitative research method aimed at understanding the influences of factors affecting entrepreneurial intentions of undergraduate students receiving entrepreneurship education in the universities in Zhanjiang. The information obtained will subsequently be used to formulate interview questions to confirm the factors influencing their intentions when participating in entrepreneurship education.

Your answers will be valuable in terms of validating the information containing in this questionnaire which will be beneficial for understanding the overall picture and situations pertaining this topic. Accordingly, the researcher would like to show great appreciation and gratitude for your valuable time and comments for the validity of this research instrument.

JUNJIE YOU

Ed. D. Student in Educational Studies,
Suryadhep Teachers College,
Rangsit University

An IOC for A Survey Research

Instructions:

Please rate each statement by ticking $\checkmark$ the most relevant scale from +1 to -1

Congruent = +1

Questionable = 0

Incongruent = -1

This questionnaire contains 2 parts:

Part 1: Respondent's demographic information

Part 2: 34 items of The Factors Affecting Entrepreneurial Intentions: Entrepreneurship Education of Undergraduate Students In Zhanjiang Universities.

Part 1: Demographic Information

Itmes	Expert Review			Suggestion
	+1	0	-1	
1. Gender: ☐ Male ☐ Female				
2. Age: ☐ 18 to 19 ☐ 20 to 21 ☐ 22 to 23 ☐ 24 to 25				

Itmes	Expert Review			
	+1	0	-1	Suggestion
3. Level of study: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior				
4. Universities enrolled: ☐ Zhanjiang University of Science and ☐ Zhanjiang Preschool Normal School (ZPNU) ☐ Lingnan Normal University (LNU) ☐ Guangdong Ocean University (GOU)				

**Part 2: The Factors Affecting Entrepreneurial Intentions:
Entrepreneurship Education of Undergraduate Students in
Zhanjiang Universities**

Items	+1	0	-1	Suggestion
Entrepreneurship Education				
1. I think the entrepreneurship education taught I took at my university helps increase my interest in entrepreneurship.				
2. I think the entrepreneurship education taught at my university enables me to master business knowledge better.				
3. I think the entrepreneurship education taught at my university helps improve my understanding of business opportunities.				
4. The entrepreneurship education taught at my university helps improve my business management skills.				

Items	+1	0	-1	Suggestion
Entrepreneurship Education (Continued)				
5. I think the entrepreneurship education taught at my university helps me to be more innovative.				
6. My university is famous for its Entrepreneurial Base Institution.				
7. The instructors in Entrepreneurship Education at my university are excellent in giving valuable guidance in entrepreneurship.				
8. Taking classes in Entrepreneurship education at my university has enhanced my opportunity in becoming an entrepreneur.				
Personal Attitude towards Entrepreneurship				
9. Being an entrepreneur has implied more advantages than disadvantage to me.				
10. Entrepreneurship as a career seems attractive to me.				
11. If I have an opportunity and resources, I would like to start my own firm.				
12. Being an entrepreneur will give me great satisfactions.				
13. Among various career options, I would rather be an entrepreneur.				
Subjective norm In Entrepreneurship				
14. My parents and immediate family members believe that starting a business is more valuable than finding a job.				
15. My parents and immediate family members support me in starting my own firm.				
16. My classmates and friends all encourage me in starting my own business rather than finding a job.				
17. My classmates and friends support me to be entrepreneur.				
18. At my university, any student who is taking Entrepreneur Education is encouraged to actively pursue their ideas of being an entrepreneur.				

19. At university, I have the opportunity to meet many people who have good ideas to start up.				
20. At my university, there are many support activities for student to create an innovative start-up business.				
Perceived Behavioral Control in Entrepreneurship	+1	0	-1	Suggestion
21. I believe that to start my own firm and keep it working would not be difficult for me.				
22. I believe I can start a viable firm.				
23. I believe I can control the creation process of a new firm.				
24. I believe I know all the necessary practical details to start a firm.				
25. I believe I have enough knowledge and skills to start a business.				
26. I believe I can develop an entrepreneurial project.				
27. I believe that I will be highly successful when I start my own business.				
Entrepreneurial intention	+1	0	-1	Suggestion
28. I have a strong intention to start my own business after completing my studies.				
29. I intent to grow my own business.				
30. I am willing to take some business risk since it is a part of being an entrepreneur.				
31. As an entrepreneur, I intent to seek for the new business opportunities.				
32. No matter what happens, I have a strong desire to be an entrepreneur.				
33. Self-motivation is a good characteristic of anyone who intends to be an entrepreneur.				
34. As an entrepreneur, I intend to do my best to succeed in my own business.				

Content Validity was conducted by 5 experts. The result shows that the content validities for all the two sections were 1 and 1 (Respondent's demographic information and items of entrepreneurial intentions of undergraduate students receiving entrepreneurship education in the universities in Zhanjiang). The overall test item-objective congruence (IOC) was 1 which means they were acceptably congruent with the objective of the study. More details showed in Table 1.

Table 1 Content Validity by 5 experts

	Item - Objective Congruence (IOC)
Demographic Information	1
Items of entrepreneurial intentions of undergraduate students receiving entrepreneurship education in the universities in Zhanjiang	1
Entrepreneurship Education Entrepreneurship	1
Personal Attitude towards	1
Subjective norm In Entrepreneurship	1
Perceived Behavioral Control in Entrepreneurship	1
Entrepreneurial intention	1



Appendix B

Questionnaire

Questionnaire: The Factors Affecting Entrepreneurial Intentions: Entrepreneurship Education of Undergraduate Students in Zhanjiang Universities

This questionnaire contains 2 parts:

Part 1: Respondent's demographic information

Part 2: 34 items of The Factors Affecting Entrepreneurial

Intentions: Entrepreneurship Education of Undergraduate Students in Zhanjiang Universities. Your answers are valuable in terms of understanding the overall picture and situations pertaining this topic. Accordingly, the researcher would like to show great appreciation and gratitude for your valuable time in answering this questionnaire.

Part 1: Demographic Information

ITEM
1.Gender: ☐ Male ☐ Female
2.Universities enrolled: ☐ Zhanjiang University of Science and Technology (ZSTU) ☐ Zhanjiang Preschool Normal School (ZPNU) ☐ Lingnan Normal University (LNU) ☐ Guangdong Ocean University (GOU)
3.Level of study: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

4.Age:

- ☐ 18 to 19
☐ 20 to 21
☐ 22 to 23
☐ 24 to 25

**Part 2: The Factors Affecting Entrepreneurial Intentions:
Entrepreneurship Education of Undergraduate Students In
Zhanjiang Universities**

Please answer the following question by ticking √ in the block which are given according to the degree to which you agree as follows:

- 1 = Strongly Disagree
 2 = Disagree
 3 = Neither agree nor Disagree
 4 = Agree
 5 = Strongly Agree

ITEM	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. I think the entrepreneurship education taught I took at my university helps increase my					
2. I think the entrepreneurship education taught at my university enables me to master business					
3. I think the entrepreneurship education taught at my university helps improve my understanding of					

4. The entrepreneurship education taught at my university helps improve my business management					
5. I think the entrepreneurship education taught at my university helps me to be more innovative.					
6. My university is famous for its Entrepreneurial Base Institution.					
7. The instructors in Entrepreneurship Education at my university are excellent in giving valuable					
8. Taking classes in Entrepreneurship education at my university has enhanced my opportunity in					
9. Being an entrepreneur has implied more advantages than disadvantage to me.					
10. Entrepreneurship as a career seems attractive to me.					
11. If I have an opportunity and resources, I would like to start my own firm.					
12. Being an entrepreneur will give me great satisfactions.					
13. Among various career options, I would rather be an entrepreneur.					
14. My parents and immediate family members believe that starting a business is more valuable than					
15. My parents and immediate family members support me in starting my own firm.					
16. My classmates and friends all encourage me in starting my own business rather than					
17. My classmates and friends support me to be entrepreneur.					
18. At my university, any student who is taking Entrepreneur Education is encouraged to actively pursue their					
19. At university, I have the opportunity to meet many people who have good ideas to					

20. At my university, there are many support activities for student to create an innovative start-up					
21. I believe that to start my own firm and keep it working would not be difficult for me.					
22. I believe I can start a viable firm.					
23. I believe I can control the creation process of a new firm.					
24. I believe I know all the necessary practical details to start a firm.					
25. I believe I have enough knowledge and skills to start a business.					
26. I believe I can develop an entrepreneurial project.					
27. I believe that I will be highly successful when I start my own business.					
28. I have a strong intention to start my own business after completing my studies.					
29. I intent to grow my own business.					
30. I am willing to take some business risk since it is a part of being an entrepreneur.					
31. As an entrepreneur, I intent to seek for the new business opportunities.					
32. No matter what happens, I have a strong desire to be an entrepreneur.					
33. Self-motivation is a good characteristic of anyone who intends to be an entrepreneur.					
34. As an entrepreneur, I intend to do my best to succeed in my own business.					



Appendix C

Interview Protocol

Interview: The Factors Affecting Entrepreneurial Intention Entrepreneurship Education of Undergraduate Students in Zhanjiang Universities

Section I: Interview Introduction:

1. Interviewer Introduction:

- Briefly introduce the interviewer and the purpose of the interview.
- Explain the confidentiality and duration of the interview.

2. Purpose of the Interview:

- To obtain the perspectives of administrators in entrepreneurial intentions in enhancing Entrepreneurship Education in Zhanjiang.

Section II: Interview Questions for administrators :

Part 1: Entrepreneurship Education

1. How do you evaluate the overall effectiveness of the current Entrepreneurship Education in terms of theoretical knowledge at your university?
2. How do you evaluate the overall effectiveness of the current Entrepreneurship Education in terms of the practical training at your university?
3. What kinds of courses that can stimulate your students' interest in Entrepreneurship?

4. What kinds of trainings and/or activities that help enhance your students' entrepreneurial skills and abilities of becoming successful Entrepreneur?

5. Which factor of the Entrepreneurship Education do you think have the greatest impact on students' Entrepreneurial intentions between Knowledge and Practice?

6. Do you think that the university's allocation of Entrepreneurship Education Resources (e.g. entrepreneurship practice bases/institutions) are sufficient? If yes, how so?

7. Do you think the existing Entrepreneurship Education can adequately accommodate students with different professional backgrounds?

8. Are there any students of specific majors who encounter difficulties in taking Entrepreneurship Education at your university? If so, what can the Program do to help those students?

Part 2: Personal Attitude

1. Do you think that Entrepreneurship Education at your university can affect students' personal attitudes towards entrepreneurship? If so, what factors have the greatest impact on their entrepreneurial attitudes?

2. Do you see any differences among the diversity of students' majors on their attitudes towards entrepreneurship?

3. Can the Entrepreneurship courses' content fit all different students' attitudes?

4. Do you think entrepreneurship as a career plan can inspire students to become entrepreneurs? What kinds of plans do you have to support this option?

Part 3: Subjective Norms

1. To what extent do you think the family and social environment can influence the entrepreneurial intentions of the students?
2. What are the roles of the university in encouraging students to start their own business? What are the most effective measures to access the students' intentions to become entrepreneurs?
3. How can you assess the influences of classmates and friends on students' intentions to become entrepreneurs?

Part 4: Perceived Behavioral Control

1. Do you think that the current Entrepreneurship Education Programs at your university are effective enough in enhancing students' Entrepreneurial Self-Efficacy? If yes, how so?
2. Are your students satisfied with all kinds of resources such as capital, contacts, and/or technical support to carry out their entrepreneurial activities? How well does your university provide these resources?
3. How can your university do to help students improve their practical entrepreneurial skills?
4. In your opinion, do you think your students have high levels of intentions in becoming entrepreneurs? If so, please explain how?

Part 5: Entrepreneurial Intention

1. What factors play the most significant roles in determining students' entrepreneurial intentions? How those factors reflect the success of entrepreneurship education at your university?
2. How do you think the current socio-economic environment affects students' entrepreneurial intentions?
3. From your point of view, what is the trend of business for students' entrepreneurial intentions?
4. What measures can the university take to support the students' trends of entrepreneurial career path?

Conclusion:

1. What suggestions do you have in improving Entrepreneurship Education in the future in order to better support students' entrepreneurial intentions for the success in their career?

Thank the interviewee for their valuable time and insights.

30 minutes to 40 minutes per interview



Biography

Name	Junjie You
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