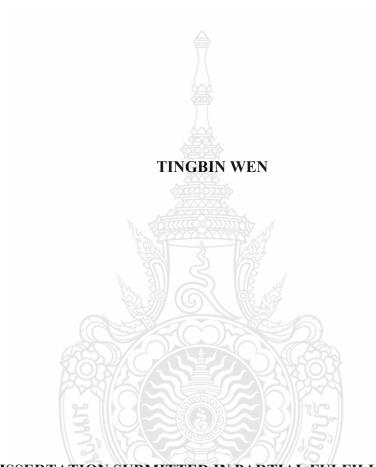
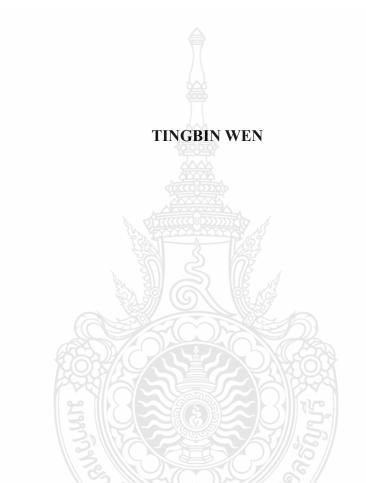
AN INVESTIGATION INTO DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG UNIVERSITY STUDENTS



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RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
ACADEMIC YEAR 2023
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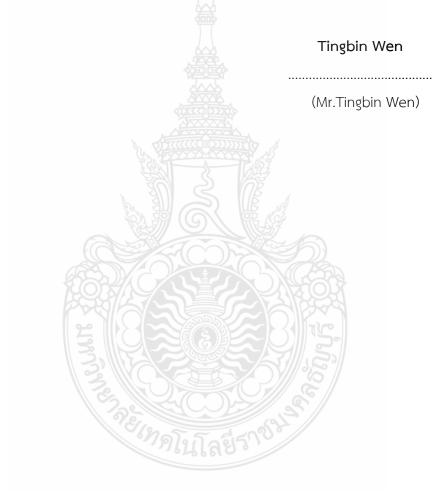
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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ใน คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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An Investigation into Determinants of Entrepreneurial

Intention among University Students

Name-Surname Mr. Tingbin Wen

Program Vocational Education

Dissertation Advisor Associate Professor Suthiporn Boonsong, Ed.D. **Dissertation Co-Advisor** Assistant Professor Issara Siramanecrat, Ph.D.

Academic Year 2023

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Dissertation TitleAn Investigation into Determinants of Entrepreneurial

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Dissertation Advisor Associate Professor Suthiporn Boonsong, Ed.D. **Dissertation Co-Advisor** Assistant Professor Issara Siramanecrat, Ph.D.

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ABSTRACT

This study aimed to: 1) analyze the internal and external factors affecting the development of college students' entrepreneurship, 2) analyze the performance of these factors in this particular demographic profile and 3) evaluate the entrepreneurial intention of Chinese college students.

The sample group consisted of 402 respondents. Data analysis was involving descriptive statistics, hypothesis testing, and multiple regression analysis.

The study yielded the following results: 1) gender displayed a robust and significant t-value (3.28) with a low p-value (0.001), indicating a notable gender-based disparity in entrepreneurial intention among students. Work experience also exhibited significant t and p-values (t = -2.45, p = .015), emphasizing the influence of prior work experience on students' entrepreneurial inclination. 2) A review of determinants of university students' entrepreneurial intention showed differences in individual traits (personality: $\bar{x} = 3.94$, SD = 0.74; values: $\bar{x} = 4.01$, SD = 0.70; motivation: $\bar{x} = 3.87$, SD = 0.74), social-cultural influences, family, peers, mentors, entrepreneurship education, and economic environmental factors. 3) All secondary indicators of the hypothesized factors were significant at the .01 level (p < .01), indicating positive correlations between these factors and entrepreneurial intention.

Keywords: international higher education, self-regulated learning, instructional model, model development, educational research, learning strategies

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Tingbin Wen

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List of Abbreviations

I&E Innovation and Entrepreneurship

IEEP Innovation and Entrepreneurship Education Program

SIY Start It Yourself

TQM Total Quality Management

VC Venture Capital

MOOC Massive Open Online Course



CHAPTER1 INTRODUCTION

1.1 Background and Statement of the Problem

Recently, much attention has been paid to the factors influencing the willingness of college students to start a business globally. This focus stems from an understanding of how entrepreneurship drives innovation, stimulates economic growth, and can empower young people. Academic research, such as that conducted by Paucjanu et al., (2018), emphasizes the key role of entrepreneurship in economic progress. The prominence of influential companies like Apple, Amazon, and Google further underscores the impact of entrepreneurial efforts. As a result, governments and educational institutions are increasingly prioritizing and promoting entrepreneurship from early in life (Sima & Bajari,2021). The widely accepted "theory of planned behavior" emphasizes the importance of individual attitudes, subjective norms, and perceived behavioral control in the process of intention formation, providing valuable insights into future entrepreneurial efforts (Narmaditya et al.,2022)

The global recession of 2008 increased the urgency for individuals to seek alternative means of financial stability and job creation (Majid & Ulina,2020). As the Kaufman Foundation's Entrepreneurial Activity Index demonstrates, the recession has led to an increase in business creativity, demonstrating the ability of individuals to adapt to challenging financial conditions (Pech et al.,2021) These events and the theoretical framework together emphasize the importance of studying the factors affecting college students' willingness to start their own businesses (Hien & Trang, 2021).

Comparative studies illustrate how social, cultural, and economic factors promote the formation of entrepreneurial intentions (Fragoso,2015). The Global Entrepreneurship Monitoring Agency (Chenetal.), The report has consistently highlighted the impact of cultural values and norms on entrepreneurial attitudes and behaviors,2021). Silicon Valley is an example of the importance of ecosystem support in promoting entrepreneurial aspirations (Kurjono et al.,2022) The phenomenon observed in Silicon Valley shows that the impact of close to successful entrepreneurs, venture capitalists, and

innovation centers on creating a favorable environment for entrepreneurship affects the individual desire for entrepreneurial activities (Shirazi & Mohamadi, 2018).

The global expansion of college entrepreneurship education programs has sparked interest in understanding the impact of educational initiatives on students' willingness to pursue entrepreneurship (Pauchanuetal.,2018) Countries like Israel, known for its thriving entrepreneurial ecosystem, have required entrepreneurship education in schools. This understanding of the role of education in promoting innovation and encouraging risk-taking is designed to foster an entrepreneurial mindset (Sulisovati, 2023). These examples highlight the importance of studying the various factors affecting college students' entrepreneurial intentions and their subsequent effects on economic and social progress (Kurjono et al,2022)

The influence of research factors among college students who intend to start a business is driven by recognizing the key role of entrepreneurship in promoting economic growth, the transformative potential of successful entrepreneurial enterprises, establishing theories of theoretical framework, and major events such as the global financial crisis and entrepreneurship education programs (etal.,2022)Intercultural studies and examples from regions such as Silicon Valley and Israel further highlight the importance of social, cultural and educational factors in shaping entrepreneurial intentions (Fogaca et al.,2021). Therefore, exploring these factors is essential to develop informed policy and educational approaches designed to enhance and nurture the next generation (Faizah entrepreneurial mindset et al.,2021).

In the process of China's economic transformation, entrepreneurship is recognized as a key driving force for economic development and job creation. College students have high innovation ability and willingness to participate in entrepreneurial activities, and are important groups in the entrepreneurial group. Therefore, it is of great significance to study the entrepreneurial intention of college students to support China's economic transformation and cultivate the entrepreneurial culture. (Mensah et al., 2021) The findings from the above sources provide valuable insights into the relationship between entrepreneurial education and entrepreneurial intentions among college students (Hogeforster & Alexander, 2018). These insights highlight the need for targeted

entrepreneurship education policies that take into account individual differences, sociocultural influences, and the specific needs and goals of college students in order to effectively foster their willingness to start and promote a thriving entrepreneurial ecosystem. The influence of entrepreneurship education on college students' entrepreneurial intention is complex and diverse.

With the continuous development of China's economy, college students are facing increasingly severe employment prospects, which makes many people consider entrepreneurship as a viable option. However, entrepreneurship presents many obstacles for students, including obtaining initial funding, marketing, and talent recruitment. Therefore, understanding the entrepreneurial tendency of college students and its influencing factors is crucial for developing more influential entrepreneurial policies and training initiatives aimed at improving the success rate of students' entrepreneurship.(Zhang & Lai, 2014) Research shows that there is a certain connection between entrepreneurship education and entrepreneurship intention (Hogeforster & Alexander, 2018).

The exploration of college students' willingness to start also contributes to the development of higher education in China. College student entrepreneurship is not only a career choice, but also a catalyst for innovation and scientific progress. Therefore, the study of college students 'entrepreneurial intention is conducive to promoting the reform of China's higher education system and the cultivation of talents with stronger innovative ability and entrepreneurial thinking. (Jiang et al., 2017) In addition, understanding the factors influencing college students' entrepreneurial intentions can also inform the development of support systems and resources to help these individuals successfully cope with the challenges and opportunities of entrepreneurship. A comprehensive understanding of the relationship between entrepreneurship education and college students 'willingness to start businesses can guide policy makers, educators and institutions to formulate effective strategies and plans, so as to cultivate college students' entrepreneurial skills and encourage their entrepreneurial behavior (Li et al., 2022). Therefore, it is very important for colleges and universities to provide

entrepreneurship education extending beyond theoretical knowledge and including practical experience to cultivate students' entrepreneurial skills.

The research background of college students 'entrepreneurial willingness includes China's economic transformation, their employment prospects, entrepreneurial policies and progress in higher education. Extensive investigation of college students 'entrepreneurial tendency and its influencing factors is beneficial to promoting China's economic transformation and cultivating entrepreneurial spirit. This also improves the success rate of college students' entrepreneurship, which is conducive to the development of higher education. (Wang et al., 2020).

According to Premier Li Keqiang's speech in the 2014 Government Work Report, China's entrepreneurship is an important part of the "Chinese Dream". He stressed that entrepreneurship is a key force driving employment and economic development, and the government needs to provide better support and services for entrepreneurs.

In recent decades, Chinese entrepreneurship has gone through different stages of development. In the initial stages of reform and opening up, entrepreneurs were mainly composed of employees or officials of state-owned enterprises, who sought greater independence and higher income by starting their own businesses. With the development of market economy, more and more private enterprises and foreign-invested enterprises appear, and the background of entrepreneurs is more diversified. (Wang et al., 2020) The transformation of this entrepreneurial pattern has created new opportunities and challenges for college students who are eager to start businesses.

The entrepreneurial motivation of Chinese college students is influenced by many factors, such as family background, education level, social relations and cultural influence. Some people believe that strengthening the support and education of the government and educational institutions is crucial to encouraging college students to start their own businesses, so as to improve their entrepreneurial enthusiasm and entrepreneurial ability. (Hou et al., 2019) To sum up, although not all college students are suitable for starting a business, providing targeted entrepreneurial education and experiences can help shape their entrepreneurial intentions and behaviors. This is very important for personal career development, China's overall economic growth, and the

innovation ecosystem. Entrepreneurship education plays an important role in shaping college students' entrepreneurial intentions and behaviors, leading to an increase in the possibility of college students to start their own businesses after graduation (Zhao, 2022).

At different historical stages, China's entrepreneurship has experienced different changes and remains an important driving force for economic development and employment. The government, enterprises and educational institutions must increase their help and education to entrepreneurs to promote the development and growth of entrepreneurship. (Wang et al., 2020).

1.2 Research questions

- 1.2.1 What is the entrepreneurial intention of Chinese college students?
- 1.2.2. Comprehensively explore the key factors affecting the entrepreneurial willingness of Chinese college students?
- 1.2.3.Complex analysis of the performance of these factors in this particular demographic?

1.3 Research hypothesis

Through the reading and sorting of mature literature, comprehensive market time and questionnaire survey, the author summarized the following hypothesis influencing factors

- 1.3.1.The relationship between personal factors (personality, numerical value, motivation) and entrepreneurial intention.
- 1.3.2. The relationship between social support (social culture, family, friends, mentors) and entrepreneurial intentions
- 1.3.3.The relationship between entrepreneurship training (innovation education, training, course) and entrepreneurial intention
- 1.3.4.The relationship between the economic environment (financial pressure, financing, market opportunities) and the entrepreneurial intention

1.4 Study Objectives

- 1.4.1 Analysis of the internal and external factors affecting the development of college students' entrepreneurship.
- 1.4.2. Further analysis of the performance of these factors in this particular demographic profile.
 - 1.4.3. Evaluation the entrepreneurial intention of Chinese college students.

1.5 Study scope

Chinese college students are chosen as the survey object because they are a large and diverse group. In China's unique educational and social structure, they encounter unique social, cultural, and economic challenges. Taking Chinese college students as the subjects can better control cultural and social differences and enhance the internal validity of the findings. This approach also provides specific insights into the impact of entrepreneurial factors that are more applicable to Chinese cultural, educational and social systems on this group.

1.6 Term definition

Personal factors, including personality traits, numerical values and motivation, are considered as key factors influencing the possibility of college students to plan a business. These individual characteristics, combined with their past entrepreneurial experience, have had a profound impact on students' willingness to pursue entrepreneurship.

Social support, covering social culture, family, circle of friends and mentor relationships, is seen as a key determinant of college students' entrepreneurial intentions. This support system includes the positive influence of peers, the role model effect, the guidance of mentors, and the construction of social networks. Positive peer influences help to stimulate entrepreneurship, and negative effects may be hindering. Interactions with successful entrepreneurs and the establishment of multiple social networks can help increase individual confidence and clarify entrepreneurial opportunities. Social support plays a vital role in promoting the success of college students.

Entrepreneurship training, including innovation education, professional training and related courses, is considered a key factor in predicting the entrepreneurial tendency of college students. Entrepreneurship education not only provides students with practical skills, knowledge and innovative ways of thinking to accurately identify, evaluate and pursue entrepreneurial opportunities, but also provides practical knowledge, case studies, industry trends and best practices. This training helps to give students a creative, adaptable and resilient entrepreneurial mindset. Moreover, by connecting with successful entrepreneurs, students can receive incentives and guidance to embark on their entrepreneurial journey with greater confidence.

The economic environment, covering financial pressure, fund raising and market opportunities and other factors, has a significant impact on the entrepreneurial intention of college students. In an environment with a stable economy, good job market conditions, access to capital and supportive policies, it is easier to foster a positive entrepreneurial atmosphere. The state of the job market also plays an important role in college students' entrepreneurial intentions, and the high unemployment rate or uncertainty in employment prospects may motivate students to seek entrepreneurship as an alternative. Government policies and regulations play a key role in creating a favorable entrepreneurial environment, providing funding and support for college students and encouraging them to actively participate in entrepreneurial activities. The theoretical basis such as resource base view and institutional theory can help to deeply explain the complex influence of economic environment on entrepreneurial intention. Through an intensive study of these factors, researchers are able to provide guidance to policymakers and educators to build supportive economic entrepreneurial ecosystems in university settings.

specific character:

Terms definition: a collection of an individual's psychological characteristics, behavioral patterns, and emotional responses, including, but not limited to, personality, attitudes, emotions, and social behaviors.

In the paper, personality refers to the unique psychological characteristics of college students, which may have an impact on their entrepreneurial tendency. Research may focus on personality traits such as openness, adventure and etc.

numeric value:

Term Definition: capabilities, interests, or characteristics related to numbers, data, and quantitative information.

Implications in the paper: In the paper, numerical ability may be a skill required by college students in entrepreneurial decisions and planning, involving the understanding and application of quantitative information such as financial data and market trends.

motive:

Terms definition: the driving force or goal behind the behavior, the intrinsic or external factors that drive an individual to take a specific action.

In the paper, the motivation involves the motivation of college students to start a business, including but not limited to personal achievement, economic independence, social influence, etc.

sociocultural:

Definition: values, beliefs, customs and norms of conduct in social and cultural settings.

Meaning in the paper: In the paper, social culture examines the influence of the social environment of college students on their entrepreneurial intention, which may include the shaping of cultural attitude towards entrepreneurship.

family:

Term definition: the family environment, including family structure, family values, and family support.

Meaning in the paper: In the paper, the family may have an impact on the college students 'entrepreneurial intention, including the family's attitude towards entrepreneurship, family support and other aspects.

The Friends:

Terms definition: individual friends and companions in the social circle.

Meaning in the paper: In the paper, friends refer to the peers or classmates of college students, and the research may focus on the influence of peers on entrepreneurial intention, including role model effect, peer support and so on.

supervisor:

Term definition: a mentor or advisor who provides guidance and support to an individual in an academic or professional field.

The meaning of the thesis: in the thesis, the tutor may have an impact on the entrepreneurial intention of college students, including the support of the tutor, the tutor's entrepreneurial experience and so on.

creational education:

Terms definition: Educational methods and curriculum designed to foster creativity, problem solving, and innovative thinking.

Meaning in the paper: In the paper, innovation education focuses on whether college students have received the education of cultivating innovative thinking, and the impact of this on their entrepreneurial intention.

cultivate:

Terms definition: purposeful learning and practice for the development of specific skills or knowledge.

Meaning in the paper: In the paper, the training may involve whether college students have received the training related to entrepreneurship, and the impact on their entrepreneurial intention.

curriculum:

Terms definition: a series of organized learning activities, usually involving a specific subject or topic.

Meaning in the paper: In the paper, the course may refer to whether college students participate in the courses related to entrepreneurship, and whether this has an impact on their entrepreneurial intentions.

Financial pressure:

Term definition: financial distress or urgency due to economic need or uncertainty.

In the paper, financial pressure refers to the economic challenges that college students may face in the process of starting a business, which may affect their entrepreneurial intention.

Financing:

Term definition: the process of finding, preparing, or obtaining funding for a specific goal.

In the paper, financing indicates the process of college students actively seeking, preparing or fighting for funds to achieve their entrepreneurial goals.

Market opportunities:

Terms definition: favorable conditions or timing that may lead to commercial success in the market.

In the paper, market opportunities refers to a potential business opportunity that an entrepreneur may find in a specific market environment.

1.7 Study limitations

The study of college students' entrepreneurial intention has some constraints: sample representativeness, potential self-report bias, cross-sectional nature of the study, the challenge of accurate measurement of intention, limited external validity, and the influence of cultural background factors. Acknowledging these limitations facilitates the interpretation of the findings in a specific context and facilitates further research to address these limitations for a more thorough understanding of the factors influencing college students' entrepreneurial intentions

1.8 Expected earnings

- 1.8.1 This study will facilitate the management of educational institutions, including administrators of private universities, especially those among researchers. It can serve as a program to limit research decisions to develop policies including strategies and management strategies for quality education to meet market needs and meet the needs of students, parents and the community.
- 1.8.2. The information provided in this study provides a valuable reference for the academic and professional future pursuits of college students. It provides the basis for expanding their knowledge, conducting research, understanding practical applications, and developing their research skills. By using this study as a reference, students can

increase their learning experience and contribute to the growth of knowledge in their research area.

1.8.3. This study has great potential for promoting the field of entrepreneurial research. It provides an opportunity for researchers to reveal the complex factors influencing individuals' willingness to pursue entrepreneurship. Furthermore, the findings can help decision makers, organizations, and aspiring entrepreneurs make informed decisions, design effective interventions, and navigate the entrepreneurial environment more successfully. Ultimately, this research may contribute to the growth and development of entrepreneurship as a key driver of economic and social progress.

1.9 Study implementation

In the context of China, research on entrepreneurial intentions can be applied by strengthening entrepreneurship education and training, establishing mentor programs and incubators, organizing competitions and activities for entrepreneurship, providing financial support for entrepreneurship, and encouraging participation in entrepreneurial communities and partnerships. These practical measures aim to create an environment for college students to develop their entrepreneurial willingness, provide them with necessary knowledge, resources and support, transform their entrepreneurial willingness into actions, cultivate more entrepreneurial talents, and make contributions to innovation and economic development.

1.10. Research framework

This study analyzed and synthesized all relevant documents to analyze the internal and external factors affecting the entrepreneurial development of Chinese college students. The framework of analyzing the internal and external factors affecting the entrepreneurial development of Chinese college students is shown in Figure 1

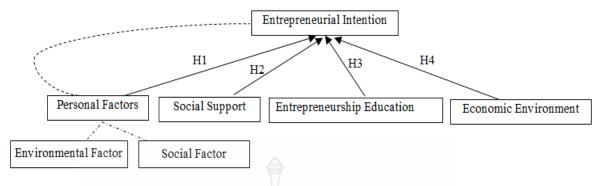


Figure 1.1: Theoretical framework



CHAPTER 2 LITERATURE REVIEW

This chapter is a literature review of the study, which includes applied theory and related research, and includes a theoretical model / conceptual framework and assumptions

- 2.1 Definition of entrepreneurship and entrepreneurial spirit
- 2.2 Definition of entrepreneurial intention and entrepreneurial intention
- 2.3 Factors affecting the entrepreneurial intention
- 2.4.Concept framework
- 2.5 Chinese economy and entrepreneurial intention of college students
- 2.6 Multiple options for Chinese college students to graduate

2.1 Definition of entrepreneurship and entrepreneurial spirit

Entrepreneurship has been defined and studied by various scholars over the years. Here are a few additional perspectives on the meaning of entrepreneurship:

Entrepreneurship includes a proactive, imaginative and innovative mindset, often manifested as an awareness of new prospects, the ability to persevere in the face of risk, and a firm pursuit of goals when addressing challenges. Entrepreneurship embodies a range of favorable features and behaviors in a business and innovative environment, designed to drive individuals or organizations to succeed in highly competitive markets.(Hou et al.,2019)

In his work, Youman describes the ability of entrepreneurship as a driving force that drives individuals to pursue innovation and opportunity. He describes entrepreneurship as a positive attitude towards innovation, adventure and opportunities. Stuart A. Youman (Stuart A. Yaman, 2006) Drucker in his work regards entrepreneurship as a management philosophy, focusing on innovation and excellence in the organization. He links entrepreneurship with leadership and an organizational culture. Peter Drucker (Peter Drucker, 1985)

Tinini believes that entrepreneurship is a comprehensive concept including opportunity discovery, resource integration, and decision-making behavior, covering all aspects of the entrepreneurial process. (J.R.M.Timmons,1994)

Entrepreneurship is the process of creating value by bringing together a unique combination of resources to exploit an opportunity (Shane and Venkataraman, 2000). This definition emphasizes the identification and exploitation of opportunities as a core aspect of entrepreneurship.

Entrepreneurship is the pursuit of opportunity without regard to resources currently controlled (Stevenson et al.,1985). This definition highlights the importance of being resourceful and seizing opportunities, even in the absence of significant resources.

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich et al.,2007). This definition emphasizes the multifaceted nature of entrepreneurship, encompassing elements such as time, effort, risk-taking, and both financial and non-financial rewards.

These different perspectives contribute to a comprehensive understanding of entrepreneurship, encompassing elements such as innovation, opportunity identification, resourcefulness, risk-taking, and rewards.

2.2 Definition of entrepreneurial intention and entrepreneurial intention

Different scholars have provided various definitions and theories to explain entrepreneurial intention. Here are a few additional perspectives:

Entrepreneurial intention refers to the tendency and desire of individuals to participate in entrepreneurial efforts. In the field of entrepreneurship, many scholars have proposed various definitions and theories to illustrate the diversity and complexity of entrepreneurial intentions. (Ness & Seifert, 2015)

Davidsson Define entrepreneurial intention as an individual's conscious decision and tendency towards entrepreneurial behavior. This definition emphasizes intention as a psychological concept, highlighting the individual towards entrepreneurship in the process of thinking and decision making. Davidsson (1995) proposed the social cognition theory, which defines the entrepreneurial intention as the individual's response to social and cultural factors, that is, the individual's social cognition and cultural identity for entrepreneurship. This definition emphasizes the impact of the external environment on the entrepreneurial intention, and regards entrepreneurship as a product of the social and cultural context. Krueger (1993) Linan and Chen proposed an integrated definition of entrepreneurial intention, which is regarded as a long-term and stable desire, and expressed the individual's inner desire to engage in entrepreneurial activities. They believe that entrepreneurial intention is a composite concept of cognitive, emotional and behavioral factors, reflecting the individual's overall attitude towards entrepreneurship. Linan and Chen (2009)

Entrepreneurial intention is a self-acknowledged conviction or belief in one's capability to successfully start and manage a new business (Krueger et al., 2000). This definition highlights the importance of self-belief and confidence in one's abilities to undertake entrepreneurial activities.

Entrepreneurial intention is a multidimensional construct that includes cognitive, affective, and behavioral components (Liñán and Fayolle, 2015). This definition emphasizes that entrepreneurial intention is not only a cognitive decision but also encompasses emotions and subsequent actions.

Entrepreneurial intention is influenced by personal factors, social norms, and perceived feasibility (Ajzen, 1991). This definition draws on the theory of planned behavior and suggests that an individual's intention to engage in entrepreneurship is shaped by their personal characteristics, societal expectations, and perceived feasibility of entrepreneurial endeavors.

These different perspectives highlight the multidimensional nature of entrepreneurial intention, incorporating elements such as self-belief, emotions, social influences, and feasibility considerations. Entrepreneurial intention is a dynamic and complex construct influenced by a range of individual and contextual factors.

2.3 Factors affecting the entrepreneurial intention

Based on the reading and sorting of mature literature, comprehensive market time and questionnaire survey, the author summarized the following influencing factors to study

Table 2.1 Factors influencing the study design of college students' entrepreneurial intention

Grade I dimensions	Grade II size	Reference scale	Author and year
	personality	Five personalities	Costa and McRae, 1992
personal factors	A view of value	Schwartz value	Schwartz, 1992
	motive	Motivation assessment	Valeland et al., 1992
	socioculture	Social and cultural support	Hofstead, 1980
social support	family	Family support	Prosidano and Heller, 1983
	friend	Friends support	Barrera, 1981
	supervisor	Mentor support	Allen and Eby, 2001
	creational education	creational education	Li and Liu, 2014
Entrepreneurship education	training	Entrepreneurship training	Kickul et al., 2009
	curriculum	Entrepreneurship courses	Gorman et al., 1997
	Financial pressure	economic pressures	Conger and Elder, 1994
economic environment	fund	Venture capital	Man & Lau,2000
	Market opportunities	Market opportunities	Barron and Ensley, 2006

The factors that affect the entrepreneurial intention include personal factors, social support, entrepreneurship education, and economic environment. Here is an explanation of each factor:

2.3.1 Personal Factors and Entrepreneurial Intention

Personal factors are one of the important factors affecting entrepreneurial intention, and related research and theories provide us with a profound understanding. Research by Costa and McRae (1992) suggests that individual personality traits have an important impact on their entrepreneurial intentions. Among the five personality traits (openness, agreeableness, conscientiousness, extraversion, and emotional stability), there was a significant association between openness and extraversion and entrepreneurial tendency. Individuals with higher openness and extraversion are more likely to have a higher acceptance of innovation and risk-taking, and thus are more likely to show a willingness to start a business.

The perception of value is also an important aspect of the individual factor. Schwartz's research (1992) proposed a set of basic values models, arguing that the individual's core values are instructive for their behavior and decisions. In the pursuit of entrepreneurial opportunities, individual values include an emphasis on achievement, independence, and innovation, which contribute to forming positive entrepreneurial intentions.

Motivation is also a key driver in the individual factors. The study by Valeran et al. (1992) suggests that the level of individual motivation is closely related to their willingness to start a business. Individuals with higher levels of motivation are more likely to seek and pursue opportunities for innovation, and their desire to create value and achieve personal goals drives their determination to entrepreneurship.

Personal factors have a profound impact on entrepreneurial intention by shaping individual personality traits, values and motivation level. This view provides an important theoretical basis for understanding the role of individual differences in entrepreneurial decision-making.

2.3.1.1 Personality and entrepreneurial Intention

Personality traits have been extensively studied in relation to entrepreneurial aspirations. Here are a few additional perspectives on the role of personality in shaping entrepreneurial ambitions:

Personality traits play a substantial role in shaping individuals' aspirations for entrepreneurship, an association that has been extensively examined in various academic theories and research investigations. Costa and McRae's framework suggests that individuals with high levels of openness and extroversion show a stronger inclination towards entrepreneurial ambitions, reflecting their heightened readiness to take risks and seize new opportunities.(Cai et al., 2008)Entrepreneurial personality theory highlights the significance of possessing a sense of achievement among entrepreneurs. It suggests that an individual's aspiration for success and favorable attitude towards challenges could be crucial motivators behind entrepreneurial ambitions. Amabile presents the creativity theory, while Deci and Ryan advocate the self-determination theory, both underscoring the value of creative thinking and internal drive in shaping entrepreneur personalities. These scholarly perspectives collectively underscore how personality traits play a central role in molding the intricate psychological dynamics of entrepreneurial aspirations.(Zhao et al., 2009)

Entrepreneurial passion theory suggests that individuals with high levels of passion, characterized by intense positive feelings and engagement towards their entrepreneurial goals, are more likely to pursue entrepreneurial aspirations (Cardon et al., 2008). This theory emphasizes the importance of passion as a driving force behind entrepreneurial endeavors.

The locus of control theory proposes that individuals with an internal locus of control, who believe they have control over their own destiny, are more likely to have entrepreneurial aspirations (Rotter, 1966). This theory highlights the influence of individuals' beliefs about control and their perception of personal agency in shaping entrepreneurial intentions.

The need for achievement theory suggests that individuals with a strong need for achievement, characterized by a desire to excel and succeed, are more likely to pursue

entrepreneurial aspirations (McClelland, 1961). This theory emphasizes the motivational factors associated with individuals' desire for achievement and success.

These different perspectives underscore the role of personality traits, such as openness, extroversion, passion, locus of control, and need for achievement, in shaping individuals' entrepreneurial aspirations. Personality traits interact with other factors, such as cognition, motivation, and environmental influences, to shape the complex psychological dynamics of entrepreneurial ambitions.

2.3.1.2 Value and entrepreneurial Intention

Personal values play a significant role in shaping individuals' entrepreneurial aspirations. Here are a few additional perspectives on the correlation between personal values and entrepreneurship:

An individual's inclination toward entrepreneurship is significantly impacted by their personal values, and this correlation has been extensively examined through Schwartz's values theory. This theory characterizes values as the prioritization of objectives, encompassing ten fundamental values such as achievement, power, wisdom, and security. Studies demonstrate a close connection between an individual's values and their attitudes and intentions regarding entrepreneurship.(Schwarz 2009)Individuals who prioritize striving for success may be more likely to pursue entrepreneurship, as it offers the chance to attain personal objectives and showcase capability. Conversely, those who prioritize safety might lean towards maintaining the current state of affairs. Hofsted's also underscores the impact of culture on entrepreneurial aspirations.(Schwarz et al., 2009)The acknowledgment and significance of entrepreneurship within the cultural setting is also a critical element in influencing the individual's entrepreneurial mindset. These theories give us a profound comprehension of the intricate connection between personal values and entrepreneurial aspirations, highlighting the influence of culture on this correlation. (Sánchez, 2021)

The theory of planned behavior suggests that an individual's attitudes, subjective norms, and perceived behavioral control, which can be influenced by personal values, shape their intentions and behaviors related to entrepreneurship (Ajzen, 1991). This

theory highlights how personal values can influence an individual's attitudes and intentions towards entrepreneurship.

The cultural values theory emphasizes that cultural values, including individualism, collectivism, and uncertainty avoidance, can shape individuals' entrepreneurial aspirations (Shane, 1995). This theory underscores the impact of cultural values on entrepreneurial intentions, suggesting that individuals from cultures that value individualism and risk-taking may be more inclined towards entrepreneurship.

The need for autonomy theory posits that individuals with a strong need for autonomy, independence, and self-direction are more likely to have entrepreneurial aspirations (Deci and Ryan, 1985). This theory highlights the motivational factors associated with individuals' desire for autonomy, which can align with the entrepreneurial mindset.

These different perspectives highlight the role of personal values, cultural values, and the need for autonomy in shaping individuals' entrepreneurial aspirations. Personal values influence attitudes, intentions, and behaviors related to entrepreneurship, and cultural values can shape the overall entrepreneurial mindset within a society. Understanding the connection between personal values and entrepreneurial aspirations provides insights into the motivational factors that drive individuals towards entrepreneurship.

2.3.1.3 Motivation and entrepreneurial Intention

Motivation plays a crucial role in shaping entrepreneurial intentions. Here are a few additional perspectives on the connection between motivation and entrepreneurial intention:

Motivation is vital in shaping entrepreneurial intention, and extensive theories and research contribute to a deep understanding. Valeran et al.'s motivation assessment theory underscores the significance of evaluating the desired outcome individually to determine behavioral motivation. (Madras, n.d) Maslow's hierarchy theory of needs in entrepreneurship suggests that once individuals have fulfilled their basic survival needs, they are motivated to pursue entrepreneurial opportunities by striving for higher-level needs like self-esteem, achievement, and self-realization. Similarly, Herzberg's two-

factor theory highlights the motivational factors such as pursuing challenges, experiencing a sense of achievement, and fostering innovation that influence entrepreneurial intention.(Shane et al., 2003)According to social cognitive theory, observing successful entrepreneurs can inspire individuals to start a business. This form of social learning significantly influences entrepreneurial intentions. In general, motivation is crucial in driving individuals to pursue entrepreneurial opportunities and develop entrepreneurial intent. Theoretical perspectives offer comprehensive support for understanding the intricate connection between motivation and entrepreneurial intention.(Mitchell et al., 2002)

Self-efficacy theory suggests that individuals with high levels of self-belief in their abilities to succeed in entrepreneurial endeavors are more likely to have entrepreneurial intentions (Bandura, 1997). This theory emphasizes the influence of self-perceived competence and confidence in driving entrepreneurial aspirations.

The theory of planned behavior posits that an individual's motivation to engage in entrepreneurship is influenced by their attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). This theory highlights the motivational factors associated with an individual's beliefs, social influences, and perceived control over entrepreneurial activities.

The achievement motivation theory suggests that individuals with a strong need for achievement and success are more likely to have entrepreneurial intentions (McClelland, 1961). This theory emphasizes the motivational factors associated with individuals' desire for accomplishment and recognition.

These different perspectives highlight the role of motivation in driving individuals towards entrepreneurial intentions. Motivation can be influenced by factors such as self-belief, attitudes, social norms, perceived control, and the need for achievement. Understanding the motivational factors that underlie entrepreneurial intentions provides insights into the driving forces behind individuals' aspirations to start and develop their own businesses.

2.3.2 Social support and entrepreneurial intention

Social support has a significant impact on the formation and development of entrepreneurial intentions, and relevant theories and research provide us with in-depth understanding. Hofstead's sociocultural theory (1980) emphasizes the positive effect of social support on individual entrepreneurial intentions. Sociocultural support includes recognition, encouragement, and resource support from the social environment, which can significantly improve the confidence and determination of individuals to pursue entrepreneurial opportunities.

At the level of social support, family support is an important factor. Studies by Prosidano and Heller (1983) show that family support has an important impact on individual entrepreneurial intentions. Family recognition and support can provide emotional support for entrepreneurs, reduce the psychological pressure in the process of starting a business, and thus encourage individuals to pursue entrepreneurial opportunities with more confidence.

Friendships also play an important role in social support. Barrera (1981) found that friends 'encouragement and support had a positive impact on an individual's entrepreneurial intentions. Friends can provide information exchange, experience sharing and emotional support, which helps individuals to better cope with the challenges in the entrepreneurial process.

Mentsupport is also an important part of social support. The study by Allen and Eby (2001) shows that the guidance and support of mentors have a significant impact on the formation of individual entrepreneurial intentions. As an experienced mentor, mentors can not only provide practical entrepreneurial advice, but also impart valuable experience and resources, which plays a positive role in promoting the cultivation of entrepreneurs' confidence and ability.

Social support has a positive impact on entrepreneurial intention from different levels, emphasizing the importance of social environment for individual entrepreneurial decision-making. This view provides a profound theoretical guidance for us to understand the role of entrepreneurs in social networks and social support for the shaping of entrepreneurial intentions.

2.3.2.1 Social culture and entrepreneurial Intention

Socio-cultural influences have a significant impact on individual entrepreneurial aspirations. Here are a few additional perspectives on the influence of socio-cultural factors on entrepreneurial intentions:

Socio-cultural influences significantly impact individual entrepreneurial aspirations, particularly through the lens of Hofstede's cultural dimension theory. The concept of individualism-collectivism highlights how cultures valuing independence and autonomy may encourage entrepreneurial inclinations and self-driven innovation. Moreover, societal attitudes towards entrepreneurship play a crucial role in shaping individuals' intentions, as recognition and support for entrepreneurs can foster positive outlooks on pursuing entrepreneurial endeavors. (Mitchell et al., 2002) In contrast, some cultures may see entrepreneurship as uncertain and insecure, leading to a decrease in an individual's willingness to pursue entrepreneurial endeavors. A thorough comprehension of how social culture influences attitudes towards entrepreneurship enhances our insight into the factors influencing individual entrepreneurial actions and offers valuable insights for policymaking and support within the real business environment. (Liñán et al., 2016)

The theory of cultural values emphasizes that cultural dimensions, such as power distance, uncertainty avoidance, and long-term orientation, can shape individuals' attitudes towards entrepreneurship (Hofstede, 1980). This theory highlights how cultural values and norms can influence perceptions of risk, uncertainty, and opportunity, which in turn affect entrepreneurial intentions.

Social capital theory suggests that the social networks, relationships, and resources available in a society can influence an individual's access to entrepreneurial opportunities and their intention to pursue entrepreneurship (Lin, 2001). This theory emphasizes the importance of social support, mentorship, and access to resources in shaping entrepreneurial aspirations.

The theory of planned behavior also recognizes the influence of subjective norms and societal attitudes towards entrepreneurship on an individual's intentions to pursue entrepreneurial endeavors (Ajzen, 1991). This theory highlights how societal perceptions

of entrepreneurship, including recognition and support for entrepreneurs, can shape individuals' attitudes and intentions towards starting their own businesses.

These different perspectives underscore the role of socio-cultural factors, including cultural values, social capital, and societal attitudes, in shaping entrepreneurial aspirations. Cultural dimensions, social networks, and the perception of entrepreneurship within a society all contribute to the overall entrepreneurial climate and influence individuals' intentions to engage in entrepreneurial activities. Understanding the impact of socio-cultural influences provides valuable insights for policymakers, educators, and support organizations in fostering an entrepreneurial ecosystem.

2.3.2.2 Family and entrepreneurial intention

Family elements play a significant role in shaping individual entrepreneurial intentions. Here are a few additional perspectives on the influence of family on entrepreneurial aspirations:

Family elements significantly influence individual entrepreneurial intentions, as evidenced by research findings. Early studies like those of Prosidano and Heller emphasized the beneficial effect of family backing on individual entrepreneurial aspirations, underscoring how encouragement and support from family members serve as a crucial motivator for individuals to pursue entrepreneurship. Moreover, familial culture and values, particularly when exposed to successful entrepreneur experiences, can spark personal interest in entrepreneurship and cultivate a favorable attitude towards it. (Schmitt-Rodermund, 2004)Family elements are strongly linked to the mentor relationship, and their encouragement and direction greatly influence the development of an individual's desire and capacity for entrepreneurship. Consequently, as a mechanism for socialization and assistance, the family significantly influences the decision-making processes and psychological trajectory of individuals when forming entrepreneurial intentions. This comprehensive comprehension offers a solid scholarly foundation for policies and support within real-world entrepreneurial settings, aiming to foster more extensive and enduring growth in individual entrepreneurship.(Chlosta et al., 2010)

Socialization theory suggests that family socialization practices, including parental encouragement, role modeling, and support, can shape individuals' attitudes and

intentions towards entrepreneurship (Kolvereid, 1996). This theory emphasizes how family experiences and interactions can influence an individual's perception of entrepreneurship as a viable and desirable career path.

The theory of planned behavior also recognizes the influence of subjective norms, including familial attitudes and expectations, on an individual's intentions to pursue entrepreneurship (Ajzen, 1991). This theory highlights how family opinions and beliefs about entrepreneurship can shape an individual's own attitudes and intentions towards starting a business.

The resource-based view suggests that family resources, such as financial support, networks, and knowledge, can provide individuals with a competitive advantage and increase their likelihood of pursuing entrepreneurial opportunities (Aldrich and Cliff, 2003). This theory emphasizes the tangible and intangible resources that families can provide, which can significantly impact an individual's ability and motivation to engage in entrepreneurial activities.

These different perspectives highlight the role of family elements, including encouragement, support, socialization practices, and resources, in shaping entrepreneurial intentions. Family experiences, attitudes, and available resources all contribute to the overall entrepreneurial ecosystem within an individual's life. Understanding the influence of family elements provides insights for policymakers, educators, and support organizations in developing effective strategies to foster entrepreneurial aspirations and success.

2.3.2.3 Friends and entrepreneurial intention

Friendships indeed have a significant impact on individual entrepreneurial intentions. Here are a few additional perspectives on the influence of friendships on entrepreneurial aspirations:

Friendships play a key role in shaping individual entrepreneurial intentions, a view supported by studies such as Barela (1981). Research has found that the encouragement and support of friends have a positive impact on individuals' attitude towards entrepreneurship, forming a mentality conducive to entrepreneurship. Friends can not only provide emotional support, information exchange and experience sharing, and help

to ease the challenges and uncertainties in the process of entrepreneurship, but also the support of friends can stimulate individual innovative thinking and adventure spirit, and reduce the psychological burden in the process of entrepreneurship. In the case of friends' resonance and similar interests and hobbies, the social identity mode strengthens the entrepreneurial intention, and the entrepreneurs in the circle of friends are more likely to affect the individuals to form a positive entrepreneurial desire. Therefore, as a social influence, friendship plays a positive and important role in the formation of individual entrepreneurial decisions, and provides a useful academic perspective for us to deeply understand the social network and interpersonal relationships of entrepreneurial behavior.

Social network theory suggests that the structure and composition of an individual's social network, including friendships, can provide access to resources, information, and opportunities that can influence entrepreneurial intentions (Granovetter, 1973). This theory emphasizes the role of social connections in facilitating knowledge sharing, support, and access to entrepreneurial opportunities.

The theory of planned behavior recognizes the influence of subjective norms, including the opinions and behaviors of friends, on an individual's intentions to pursue entrepreneurship (Ajzen, 1991). This theory highlights how friends' attitudes, experiences, and behaviors related to entrepreneurship can shape an individual's own intentions and perceptions.

The social identity perspective suggests that individuals' identification with entrepreneurial friends can enhance their own entrepreneurial intentions and self-efficacy (Hogg et al., 2012). This perspective emphasizes the influence of social identity and group dynamics, where being part of a network of entrepreneurial friends can foster a sense of belonging, motivation, and shared values towards entrepreneurship.

These different perspectives highlight the role of friendships in shaping entrepreneurial intentions through social networks, subjective norms, and social identity. Friends can provide emotional support, knowledge exchange, and inspiration, reducing the challenges and uncertainties associated with entrepreneurship. Additionally, being part of a network of entrepreneurial friends can enhance an individual's sense of identity and motivation towards starting their own business. Understanding the influence of

friendships provides insights into the social dynamics and interpersonal relationships that influence entrepreneurial behavior.

2.3.2.4 Mentor and entrepreneurial intention

Mentoring connections indeed play a crucial role in influencing personal intentions to pursue entrepreneurship. Here are a few additional perspectives on the impact of mentorship on entrepreneurial aspirations:

Mentoring connections are essential in influencing personal intentions to pursue entrepreneurship, as evidenced by research such as the study conducted by Allen and Eby. These relationships offer valuable guidance on practical entrepreneurial expertise and professional knowledge, enabling individuals to navigate the challenges of starting a business more effectively. Moreover, they provide holistic support at both psychological and social levels. (Liñán et al., 2010)Mentor relationships create a safe learning environment that encourages entrepreneurs to grow, and reduces uncertainty and psychological stress in the entrepreneurial process. In addition, the mentor relationship provides entrepreneurs with key resources and connections to promote their success. As a connecting point in the industry, mentors guide entrepreneurs into the broader entrepreneurial ecosystem, thus promoting collaborative and sustainable development. This view provides an important theoretical basis for deeply understanding the development path of entrepreneurs and the key influencing factors in the entrepreneurial process.(Politis, 2005)

Social learning theory emphasizes the role of mentors in transmitting knowledge, skills, and attitudes related to entrepreneurship through observation, modeling, and direct instruction (Bandura, 1977). This theory highlights the importance of mentors as sources of practical expertise and role models that can shape an individual's entrepreneurial intentions and behaviors.

The resource-based view suggests that mentors can provide valuable resources, such as financial support, industry connections, and access to opportunities, that enhance an individual's entrepreneurial capabilities (Aldrich and Zimmer, 1986). This view emphasizes the tangible benefits that come from being mentored, which can significantly impact an individual's entrepreneurial success and intentions.

The social capital theory recognizes the role of mentors in providing social support, feedback, and encouragement, which can enhance an individual's self-efficacy and motivation to pursue entrepreneurship (Lin, 2001). This theory highlights how mentor relationships can provide emotional support, guidance, and a sense of belonging that fosters an individual's entrepreneurial intentions.

These different perspectives underscore the importance of mentoring connections in shaping entrepreneurial intentions through knowledge transfer, resource provision, and social support. Mentors offer guidance, practical expertise, and connections that enable entrepreneurs to navigate challenges, reduce uncertainty, and access valuable resources. Understanding the impact of mentorship on entrepreneurial aspirations provides insights for policymakers, educators, and support organizations in developing effective mentoring programs to foster entrepreneurial success and growth.

2.3.3 Entrepreneurship education and entrepreneurial intention

Entrepreneurship education plays an important role in the cultivation and development of entrepreneurial intention. Related theories and studies provide us with a profound understanding. The research by Li and Liu (2014) emphasizes the positive effect of entrepreneurship education on stimulating individual entrepreneurial intentions. The study found that entrepreneurship education helps to cultivate individual innovative spirit and entrepreneurial ability by providing training in innovative thinking, problem solving and practical opportunities.

Entrepreneurship education not only focuses on the cultivation of practical skills in the process of entrepreneurship, but also focuses on the cultivation of students' creativity, teamwork and practical experience, which are crucial qualities in the process of entrepreneurship. Entrepreneurship education aims to break the shackles of the traditional education mode, stimulate students' awareness of innovation, and cultivate their entrepreneurial courage in the face of unknown challenges.

The impact of entrepreneurship education is not only reflected in the level of knowledge and skills, but also in the overall level of individual entrepreneurial intentions and behaviors. The study of Gorman et al. (1997) further supports the positive impact of entrepreneurship education on entrepreneurial intentions. They found that students

educated entrepreneurship were more likely to choose entrepreneurship as a career direction and achieve better in the field of entrepreneurship.

Entrepreneurship education includes the cultivation of innovative thinking, the provision of practical experience and the analysis of entrepreneurship cases, which provides a full range of entrepreneurship training for individuals. This form of training helps to expand individuals' cognition of entrepreneurship and enhance their practical ability and confidence in the field of entrepreneurship. Therefore, entrepreneurship education plays an important role in stimulating entrepreneurial intentions and shaping the characteristics of entrepreneurs.

Entrepreneurship education plays a positive role in stimulating individual entrepreneurial intentions by cultivating innovative thinking, providing practical opportunities and learning entrepreneurial cases. This view provides a useful theoretical basis for educational institutions to design entrepreneurship courses and cultivate more innovative and entrepreneurial individuals.

2.3.3.1 Innovation education and Entrepreneurship Intention

Innovative education indeed plays a crucial role in fostering entrepreneurial aspirations. Here are a few additional perspectives on the impact of innovative education on entrepreneurship:

Innovative education is vital in fostering the entrepreneurial aspirations of individuals, as highlighted by research from Li and Liu. This study underscores the beneficial impact of innovative education in encouraging students' intentions to pursue entrepreneurship. Through imparting skills related to creative thinking, problem-solving, and real-world opportunities, it contributes to nurturing students' innovative mindset and entrepreneurial skills. Innovation education not only concentrates on conveying academic knowledge but also places emphasis on developing essential attributes for entrepreneurship such as creativity, teamwork, and hands-on experience. (Zhang et al., 2021)Innovative education seeks to challenge the limitations of conventional educational approaches, encourage students' capacity for innovation, and foster boldness in confronting unfamiliar obstacles. Furthermore, as an integral aspect of innovative education, entrepreneurship training effectively enhances both the inclination towards

entrepreneurial skills and practical know-how. (Liu et al., 2019) In general, education focused on innovation has a positive impact on encouraging individuals' interest and capability in entrepreneurship by thoroughly developing creative thinking and entrepreneurial abilities. This also offers valuable guidance for educational institutions and policymakers. (Wang et al., 2020)

The theory of planned behavior suggests that innovative education can shape individuals' attitudes, perceived behavioral control, and subjective norms towards entrepreneurship, thus influencing their intentions to pursue entrepreneurial activities (Ajzen, 1991). This theory emphasizes how innovative education can shape students' perceptions and beliefs about entrepreneurship, creating a positive attitude and increasing their perceived ability to engage in entrepreneurial activities.

The experiential learning theory emphasizes the role of innovative education in providing hands-on experiences, real-world challenges, and opportunities for reflection and feedback, which can enhance students' entrepreneurial skills and self-efficacy (Kolb, 1984). This theory highlights how innovative education goes beyond traditional classroom learning, providing practical experiences and skills that are directly relevant to entrepreneurship.

The human capital theory recognizes the role of innovative education in developing individuals' entrepreneurial knowledge, skills, and abilities, which are valuable resources for starting and managing a business (Becker, 1964). This theory emphasizes how innovative education can contribute to the accumulation of human capital, equipping individuals with the necessary competencies to succeed in entrepreneurial endeavors.

These different perspectives underscore the importance of innovative education in fostering entrepreneurial aspirations through shaping attitudes, enhancing skills and knowledge, and providing practical experiences. Innovative education focuses on cultivating creativity, problem-solving abilities, and entrepreneurial mindset, which are essential for individuals to pursue entrepreneurship successfully. Understanding the impact of innovative education on entrepreneurship provides valuable insights for

educational institutions and policymakers in designing and implementing effective educational programs that foster entrepreneurial skills and mindset.

2.3.3.2 Training and entrepreneurial Intention

Entrepreneurship education has a significant impact on individual intentions to pursue entrepreneurship. Here are a few additional perspectives on the influence of entrepreneurship education:

Entrepreneurship education significantly influences individual intentions to pursue entrepreneurship, as indicated by extensive research and theories. Gorman et al. emphasize the beneficial outcomes of entrepreneurial training on individuals' willingness to engage in entrepreneurship, stressing its ability to enhance entrepreneurs' knowledge, foster innovation, develop entrepreneurial skills, and ultimately encourage individuals to seek out entrepreneurial ventures. (Politis, 2005) Entrepreneurship education typically covers practical skills and theoretical understanding of the entrepreneurial process, market evaluation, and the development of business strategies. Its primary aim is to provide real-world guidance essential for individuals to start businesses, fill the gap in traditional educational settings regarding entrepreneurship, and promote a more proactive approach towards entrepreneurial opportunities. (Rauch & Hulsink, 2015) Additionally, Kickul et al.'s research highlights the positive impact of entrepreneurship education on individuals' attitudes toward entrepreneurship. It emphasizes that deliberate instruction in entrepreneurship effectively increases individuals' desire to start a business and their active involvement in entrepreneurial endeavors, while also assisting them in acquiring the skills necessary to tackle challenges related to entrepreneurship. This perspective offers a theoretical foundation for educational institutions and training organizations to design tailored entrepreneurship programs, aiming to foster the nurturing and advancement of entrepreneurial mindset.

The theory of planned behavior suggests that entrepreneurship education can shape individuals' attitudes, subjective norms, and perceived behavioral control towards entrepreneurship, ultimately influencing their intentions and behaviors related to starting a business (Ajzen, 1991). This theory emphasizes how entrepreneurship education can

shape individuals' beliefs and perceptions about entrepreneurship, creating a positive attitude and increasing their perceived ability to engage in entrepreneurial activities.

The social learning theory highlights the role of entrepreneurship education in providing individuals with role models, mentors, and opportunities for observational learning, which can shape their entrepreneurial intentions and behaviors (Bandura, 1977). This theory emphasizes how entrepreneurship education can expose individuals to successful entrepreneurs and provide them with practical experiences and examples that inspire and motivate them to pursue entrepreneurial ventures.

The human capital theory recognizes the role of entrepreneurship education in developing individuals' entrepreneurial knowledge, skills, and abilities, which are valuable resources for starting and managing a business (Becker, 1964). This theory emphasizes how entrepreneurship education enhances individuals' human capital by equipping them with the necessary competencies to succeed in entrepreneurial endeavors.

These different perspectives underscore the importance of entrepreneurship education in influencing entrepreneurial intentions through shaping attitudes, enhancing skills and knowledge, and providing practical experiences. Entrepreneurship education not only provides individuals with the necessary tools and knowledge for entrepreneurship but also fosters an entrepreneurial mindset and encourages a proactive approach towards entrepreneurial opportunities. Understanding the impact of entrepreneurship education offers insights for educational institutions and training organizations to design effective entrepreneurship programs that foster entrepreneurial skills, mindset, and intentions.

2.3.3.3 Courses and entrepreneurial Intention

Entrepreneurship programs have indeed been found to play a crucial role in shaping individuals' aspirations to pursue entrepreneurship. Here are a few additional perspectives on the impact of entrepreneurship programs:

Entrepreneurship programs play a crucial role in shaping individuals' aspirations to pursue entrepreneurship, as highlighted by Gorman et al's study in 1997. These initiatives not only provide theoretical knowledge about entrepreneurship but also encourage thoughtful exploration of entrepreneurial opportunities through practical experience and

real-life examples. By addressing subjects like market analysis, developing business plans, managing innovation, and other related areas, these classes help individuals acquire the essential skills and knowledge needed to start an entrepreneurial endeavor while boosting their involvement and confidence in this area. The research also found that students who take entrepreneurship classes are more inclined to pursue a career in entrepreneurship and attain greater success in the field, establishing the basis for sustained favorable entrepreneurial conduct. This perspective offers significant theoretical backing for educational institutions to develop entrepreneurship programs and cultivate more entrepreneurs.

The experiential learning theory emphasizes the role of entrepreneurship programs in providing hands-on experiences, real-world challenges, and opportunities for reflection and feedback, which can enhance students' entrepreneurial skills and self-efficacy (Kolb, 1984). This theory highlights how entrepreneurship programs go beyond traditional classroom learning, offering practical experiences and skills that are directly applicable to entrepreneurship.

The social cognitive theory recognizes the role of entrepreneurship programs in shaping individuals' self-efficacy beliefs, outcome expectations, and goals related to entrepreneurship, which can influence their intentions and behaviors (Bandura, 1986). This theory emphasizes how entrepreneurship programs can provide individuals with the necessary knowledge, skills, and experiences that increase their confidence and belief in their ability to succeed as entrepreneurs.

The human capital theory suggests that entrepreneurship programs contribute to the accumulation of human capital by developing individuals' entrepreneurial knowledge, skills, and abilities, which are valuable resources for starting and managing a business (Becker, 1964). This theory highlights how entrepreneurship programs enhance individuals' human capital, equipping them with the competencies needed for entrepreneurial success.

These different perspectives underscore the importance of entrepreneurship programs in shaping entrepreneurial aspirations through practical experiences, skill development, self-efficacy enhancement, and the accumulation of human capital.

Entrepreneurship programs provide individuals with the necessary tools, knowledge, and experiences to succeed as entrepreneurs, fostering their interest, confidence, and intentions to pursue entrepreneurship. Understanding the impact of entrepreneurship programs offers valuable insights for educational institutions in designing and implementing effective programs that cultivate the next generation of entrepreneurs.

2.3.4 Economic environment and entrepreneurial intention

The impact of economic environment on entrepreneurial intention is a complex and multi-level problem, and relevant studies and theories provide us with some profound understanding. Conger and Elder (1994) showed that economic stress is a factor that may reduce individual willingness to start a business. In depressed or unstable economic environments, individuals may be more cautious and more concerned about the risks of entrepreneurship, thus reducing their willingness to pursue entrepreneurial opportunities.

Entrepreneurship involves the uncertainty of resources input and future returns, so individuals may be more inclined to choose relatively stable employment rather than the uncertainty of entrepreneurship. However, Man & Lau (2000) research also pointed out that some people are more likely to have entrepreneurial intentions in the face of financial pressure, hoping to get out of financial difficulties.

The perception of market opportunities is also influenced by the economic environment. Research by Barron and Ensley (2006) found that individuals may differ in their views of market opportunities in different economic environments. In the boom times, individuals may be more optimistic about market opportunities, while in a recession, they may be more conservative.

Economic environment has a complex impact on entrepreneurial intentions, including both the individual's perception of risk and the perception of market opportunities. This view provides some important theoretical clues to our understanding of the changes in individual entrepreneurial intentions in different economic contexts.

2.3.4.1 Financial pressure and entrepreneurial intention

Financial strain has indeed been identified as a significant determinant of entrepreneurial aspirations. Here are a few additional perspectives on the impact of financial strain on entrepreneurial intentions:

Financial strain has been identified as a significant determinant of entrepreneurial aspirations, and existing research and theories offer comprehensive insights into this connection. Conger and Elder's study underscored the adverse influence of economic pressures on entrepreneurial intentions, observing that individuals may diminish their inclination to pursue business opportunities due to concerns about financial uncertainties. During the actual entrepreneurial journey, entrepreneurs frequently confront monetary challenges such as the unpredictability of securing funds and achieving returns on investment. Man & Lau's research further emphasizes that the absence of venture capital could serve as a constraint on entrepreneurship intentions, particularly in contexts with heightened economic pressure where individuals may exhibit greater cautiousness and reluctance to assume substantial financial risks. Moreover, financial strains can also impact how individuals perceive and pursue market prospects. Barron and Ensley discovered that when individuals experience financial stress, they tend to prioritize shortterm financial gains over long-term entrepreneurial prospects. The influence of financial pressure on entrepreneurial intentions encompasses various factors such as diminishing the individual's willingness to undertake entrepreneurship, adopting a risk-averse approach that limits entrepreneurial decisions, and affecting how market opportunities are perceived. This perspective establishes a crucial theoretical foundation for gaining indepth insights into entrepreneurs' decision-making within economic contexts. Conger and Elder (1994)

The role strain theory suggests that financial strain can create competing demands and obligations on individuals, making them less likely to pursue entrepreneurial opportunities due to the perceived financial risks and uncertainties involved (Goode, 1960). This theory emphasizes how financial strain can limit individuals' ability to allocate resources and time towards entrepreneurial pursuits, leading to a decreased inclination for entrepreneurship.

The social cognitive theory recognizes the influence of financial strain on individuals' self-efficacy beliefs and outcome expectations related to entrepreneurship, which can impact their intentions and behaviors (Bandura, 1986). This theory highlights how financial strain can undermine individuals' confidence in their ability to succeed as

entrepreneurs and diminish their expectations of positive outcomes, leading to a reduced desire to pursue entrepreneurial opportunities.

The resource-based view suggests that financial constraints can limit individuals' access to necessary resources and capabilities for starting and growing a business, which can hinder their entrepreneurial intentions and actions (Barney, 1991). This perspective emphasizes how financial strain can restrict individuals' ability to secure funding, invest in necessary resources, and manage the financial aspects of entrepreneurship, thereby diminishing their motivation and ability to pursue entrepreneurial endeavors.

These different perspectives highlight the detrimental impact of financial strain on entrepreneurial aspirations, including the limitations it imposes on resource allocation, self-efficacy beliefs, and access to necessary resources. Financial strain can diminish individuals' willingness to undertake entrepreneurial risks, adopt a risk-averse approach, and prioritize short-term financial gains over long-term entrepreneurial prospects. Understanding the influence of financial strain on entrepreneurial intentions is crucial for policymakers and support organizations to design interventions and mechanisms that alleviate financial pressures and promote a more favorable entrepreneurial environment.

2.3.4.2 Fund raising and entrepreneurial intention

The issue of capital is indeed recognized as a significant determinant influencing entrepreneurial intentions. Here are a few additional perspectives on the impact of capital on entrepreneurial willingness:

The issue of capital is recognized as a significant determinant influencing entrepreneurial willingness, and extensive theories and studies offer valuable insights. Man & Lau's research underscores the obstacles entrepreneurs encounter in securing venture capital, highlighting how insufficient funding can deter individuals from pursuing entrepreneurship, particularly in industries with high capital requirements. The issue of capital is recognized as a significant factor that influences entrepreneurial intentions, and extensive theories and research contribute to our comprehensive understanding. Man & Lau's study underscores the challenge entrepreneurs face in securing venture capital, highlighting how inadequate funding can serve as a barrier for individuals contemplating starting a business. This difficulty extends beyond the initial

stage of entrepreneurship and may continue to have a substantial impact throughout the entire process, particularly when economic instability and financial market volatility exacerbate fundraising challenges. At the same time, the selection of methods for obtaining capital may influence entrepreneurial intentions, with entrepreneurs relying on venture capital potentially displaying greater willingness to navigate entrepreneurship's uncertainties. Overall, financial considerations pertaining to capital hold a significant role in shaping entrepreneurs' intentions. Addressing this issue requires entrepreneurs to explore diverse funding avenues. This perspective offers a robust theoretical foundation for gaining a thorough comprehension of how entrepreneurs make decisions when confronted with financial hurdles (Man & Lau, 2000)

The pecking order theory suggests that entrepreneurs prioritize different sources of capital based on their availability and cost. Lack of access to external financing, such as venture capital, may lead individuals to rely on internal funds or alternative sources, which can affect their willingness to pursue entrepreneurial opportunities (Myers and Majluf, 1984). This theory emphasizes how the availability and cost of capital can shape entrepreneurs' decision-making and willingness to pursue entrepreneurship.

The signaling theory suggests that the presence of venture capital funding can serve as a signal of quality and potential success, attracting other investors and enhancing entrepreneurs' confidence and willingness to pursue entrepreneurial opportunities (Spence, 1973). This theory highlights how the availability of venture capital can positively influence entrepreneurs' perceptions of market prospects and their own capabilities, leading to an increased willingness to pursue entrepreneurship.

The financial bootstrapping theory emphasizes the role of resourceful and creative financing strategies in overcoming capital constraints and fostering entrepreneurial intentions (Bhide, 1992). This theory suggests that entrepreneurs who are able to find innovative ways to leverage existing resources and minimize the need for external capital may exhibit greater willingness to pursue entrepreneurship despite capital limitations.

These different perspectives underscore the challenges entrepreneurs face in securing venture capital, the influence of capital availability and cost on entrepreneurial decision-making, and the importance of resourcefulness in overcoming capital

constraints. Understanding the impact of capital on entrepreneurial intentions offers valuable insights for policymakers, investors, and entrepreneurs themselves in developing strategies and support mechanisms that facilitate access to capital and promote a more favorable entrepreneurial ecosystem.

2.3.4.3 Market opportunities and entrepreneurial Intention

Identifying market opportunities is indeed considered a significant catalyst for entrepreneurial intentions. Here are a few additional perspectives on the impact of market opportunities on entrepreneurial aspirations:

Identifying market opportunities is considered a significant catalyst for entrepreneurial intentions, and thorough examination of relevant theories and studies enhances our comprehension. Barron and Ensley emphasized the favorable influence of market opportunities on entrepreneurial aspirations in their research. Studies indicate that individuals' understanding and assessment of market opportunities significantly impact their inclination to pursue entrepreneurship. Entrepreneurs frequently participate in entrepreneurial activities by identifying and capitalizing on market prospects, which could entail new offerings, distinct services, or enhancements to current products and services. As a result, precise recognition and thorough comprehension of market opportunities are regarded as crucial prerequisites for entrepreneurs to foster entrepreneurial aspirations. Simultaneously, individuals' perceptions of market opportunities are intricately connected to their understanding of entrepreneurial risks. Individuals perceive that when there are extensive market opportunities, they are more inclined to embrace the uncertainty of entrepreneurship because they deem the potential gains from these opportunities as sufficiently valuable to warrant taking risks. This perspective underscores the dual significance of market opportunities in shaping entrepreneurial intentions. Overall, market opportunities serve as a primary driver for entrepreneurs to engage in entrepreneurship. Entrepreneurs' interpretation, assessment, and exploitation of market potential not only influence their intentions but also shape the risks and opportunities involved in entrepreneurial endeavors. This perspective offers valuable theoretical insight for comprehending entrepreneurs' actions within the marketplace (Barron and Ensley (2006).

The resource-based view suggests that entrepreneurs who are able to identify and exploit market opportunities effectively can leverage their unique resources and capabilities to achieve a competitive advantage and drive entrepreneurial intentions (Barney, 1991). This perspective emphasizes how market opportunities can serve as a basis for entrepreneurs to leverage their strengths and differentiate themselves in the marketplace.

The effectuation theory suggests that entrepreneurs adopt a mindset of exploring and co-creating opportunities, rather than predicting and exploiting pre-existing market opportunities. This perspective emphasizes the importance of entrepreneurial actions and experimentation in shaping market opportunities and entrepreneurial intentions (Sarasvathy, 2001). This theory highlights the proactive and iterative nature of entrepreneurial behavior in identifying and shaping market opportunities.

The cognitive perspective suggests that individuals' cognitive abilities, such as their ability to recognize patterns, make connections, and think creatively, play a crucial role in identifying and evaluating market opportunities, which in turn influences their entrepreneurial intentions (Shane, 2003). This perspective emphasizes the cognitive processes involved in perceiving and assessing market opportunities and how they shape entrepreneurial intentions.

These different perspectives underscore the significance of market opportunities in driving entrepreneurial intentions, including their impact on resource utilization, entrepreneurial actions, and cognitive abilities. Understanding the role of market opportunities in shaping entrepreneurial aspirations provides valuable insights for entrepreneurs in identifying and capitalizing on favorable market conditions, as well as for policymakers and support organizations in fostering an entrepreneurial ecosystem that encourages the recognition and pursuit of market opportunities.

2.4. Concept framework

The conceptual framework of this study is based on the theoretical content explored in the literature review. This study combines all the factors in the literature review to construct the following conceptual framework:

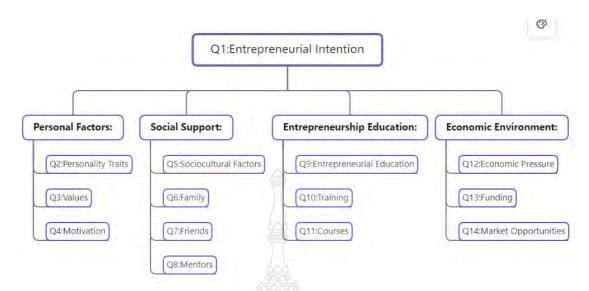


Figure 2.1 The conceptual framework

2.5 Chinese economy and entrepreneurial intention of college students

In recent years, the economic situation may have a certain impact on college students' willingness to start their own businesses. Economic growth, entrepreneurship support policies, entrepreneurship education, entrepreneurship ecological environment and other factors can make college students more inclined to start businesses and provide more entrepreneurial opportunities and resources.

China is an exciting market full of opportunities. China's remarkable economic growth and scientific and technological innovation have provided a broad space for the development of global entrepreneurs and entrepreneurs (Mark Zuckerberg, 2019).

Over the past few decades, China's economic growth has been very remarkable, making an important contribution to the global economy. China's progress in economic transformation and sustainable development is commendable (Christine Lagarde, 2021).

China is an impressive economic miracle, and China's economic strength and potential cannot be ignored. China's purchasing power is growing, which brings huge opportunities for businesses (Warren Buffett, 2018)

China's digital economy and e-commerce industry are developing rapidly, creating huge opportunities for entrepreneurs and entrepreneurs around the world. The size and dynamism of the Chinese market make it an important hub of global innovation (Jack Ma, 2020)

The economic situation and opportunities in China have indeed attracted attention from global entrepreneurs. Here are a few additional perspectives on China's economic growth and entrepreneurial opportunities:

China's rapid economic growth and expanding middle class present immense opportunities for entrepreneurs in various sectors, including e-commerce, technology, and consumer goods (Eric Schmidt, 2017). This perspective highlights the potential market size and purchasing power of China's growing middle class as a major attraction for entrepreneurs.

China's emphasis on innovation and entrepreneurship, supported by government policies and investment in research and development, has created a vibrant ecosystem for startups and entrepreneurial ventures (Li Keqiang, 2015). This perspective emphasizes the role of government support and a favorable entrepreneurial ecosystem in fostering entrepreneurial opportunities in China.

China's Belt and Road Initiative, which aims to enhance connectivity and trade between countries, provides new opportunities for entrepreneurs to tap into emerging markets and expand their businesses internationally (Xi Jinping, 2017). This perspective highlights the global reach and potential of China's initiatives in creating new business opportunities for entrepreneurs.

These different perspectives underscore the attractiveness of China's economic growth, market size, innovation ecosystem, and international initiatives in providing entrepreneurial opportunities. China's economic transformation and development have created a fertile ground for entrepreneurs to thrive and succeed. Understanding the potential of the Chinese market and the support available for entrepreneurs offers valuable insights for individuals considering entrepreneurship and businesses looking to expand their operations.

Table 2.2 China's economic conditions in the past five years

Year	GDP Growth Rate (%)	Total Foreign Trade (trillion USD)	Unemployme nt Rate (%)	Consumer Price Index (CPI) Growth Rate (%)
2018	6.9	4.1	3.9	1.6
2019	6.6	4.6	3.8	2.1
2020	6.1	4.6	3.6	2.9
2021	2.3	4.7	5.6	2.5
2022	8.1	5.2	5.2	1

In recent years, China's economy has shown dynamic and changeable characteristics, such as the fluctuation of GDP growth rate, the gradual increase of total foreign trade, the fluctuation of unemployment rate and the relative stability of consumer price index (CPI). In 2018 and 2019, China's economy has maintained a relatively high growth rate, providing a sound macroeconomic environment for entrepreneurship. However, the GDP growth rate declined slightly in 2020 due to the impact of the global pandemic, but it also brings new opportunities for the development of digital and online businesses. The unemployment rise in 2021 to 5.6%, driven by global economic uncertainty and supply chain problems, may have stimulated interest among college students in seeking entrepreneurial opportunities. Still, another 8.1% growth in 2022, showing the resilience of China's economy. The increase of total foreign trade indicates that the demand for international trade in The Chinese market continues to grow, providing broad business opportunities for expanding the international market and conducting cross-border business. Relatively stable CPI growth rate helps maintain consumer confidence and purchasing power. Overall, the complex changes of China's economy for entrepreneurs provides a series of opportunities and challenges, especially in the rapid growth, international trade development and digital development background, college students entrepreneurs can seize market opportunities, pay attention to the international market,

with digital technology to better use of the favorable conditions in the current economic environment.

2.6 Multiple options for Chinese college students to graduate

Table 2.3 Multiple options for Chinese college graduates in the past five years

date of graduatio	Number of graduates (estimate)	quantity of employment	Number of postgraduate entrance examination	Entrepreneurs hip number
In 2018	Eight million	70% (5.6 million)	20% (1.6 million)	10% (800,000 Yuan)
In 2019	8.3 Million	65% (5.395 million)	25% (2.075 million)	10% (830,000)
In 2020	8.5 Million	60% (5.1 million)	30% (2.55 million)	10% (850,000)
In 2021	8.8 Million	55% (4.84 million)	32% (2,816,000)	13% (1.144 million)
In 2022	Nine million	50% (4.5 million)	35% (3.15 million)	15% (1.35 million)

Explain:

- 1. The number of employment, the number of postgraduate entrance examination and the number of entrepreneurs are the percentage of the number of graduates.
- 2. The number of entrepreneurs refers to the number of college students who choose to start their own business, with 10% indicating that 800,000 people will choose to start their own business in 2018.

In recent years, the career choices of college graduates have shown a trend of diversification. As the number of graduates increased year by year, the number of employment showed a downward trend, decreasing from 70% to 50%. On the contrary, the number of students taking the postgraduate entrance exams has increased year by year, from 20 percent to 35 percent, indicating that some graduates choose to improve their education through further study. At the same time, entrepreneurship has become a popular career development option, with the number of entrepreneurs increasing year by year, from 10% to 15%. This reflects the increasing interest of some college students in starting their own businesses. This trend may be influenced by multiple factors, such as the improvement of social recognition of entrepreneurship, the support of entrepreneurial policies, and the rise of entrepreneurial culture. In the future, with the continuous optimization of the entrepreneurial environment and the improvement of social support for entrepreneurship, it is expected that the entrepreneurial intention may continue to increase. Therefore, college student entrepreneurs should actively pay attention to the market opportunities and industry trends, improve their entrepreneurial quality and management ability, so as to better grasp the entrepreneurial opportunities and achieve their own career development goals.

CHAPTER 3

RESEARCH METHODOLOGY

The research method is used to explore the factors affecting the entrepreneurial intention of Chinese college students. The study period was 6 months, and the questionnaire was used as the main survey tool. Specifically, the section describes the design of the study, including the selection of population and sample of subjects, data collection, and data analysis methods.

- 3.1 Research Design
- 3.2 Population and Simple
- 3.3 Data Collection
- 3.4 Data Analysis

3.1. Research Design

To deeply understand the entrepreneurial intention of Chinese college students, this study uses a quantitative survey method to obtain data from Chinese students. To ensure that the questionnaire was concise and understandable with clear results, the length of the questionnaire was carefully controlled, and direct questions were used to maintain the simplicity of the survey and to avoid respondents feeling that the survey was too lengthy. The questionnaire was carefully designed to meet the study objectives and improve reliability. The independent variable involved the influencing factors, while the dependent variable was the entrepreneurial intention. The questionnaire was designed based on an objective and conceptual framework. The questionnaire is divided into three main parts: 1) including demographic data, 2) to explore the factors affecting students' entrepreneurial intention, and 3) to evaluate the level of entrepreneurial intention. Closed questions constitute the main form of the questionnaire.

3.2. Population and Simple

3.2.1 Population

Sample size and sample size calculation:

The sample group of 432 university students used the questionnaire to ensure anonymity and provide reliable feedback. The response rate was 93%. According to the established random sampling scheme, 402 valid responses were obtained.

3.2.2 Sample Size:

To determine the appropriate sample size, we adopted the formula proposed by Yamane (1967):

$$n=rac{N}{1+N(e)^2}$$

Here, n represents the required sample size, N represents the overall size, and e represents the expected error level. In this study, we used a 95% confidence level and a 5% error range, resulting in e=0.05

3.2.3. Sampling Strategy

The sample was conducted by convenience sampling and send the questionnaire to senior students in all colleges. It includes a variety of disciplines, including business management, information technology, the arts of communication, finance and banking, business, accounting, marketing, and business English. In order to obtain representative research results, we selected a sample from these academic fields to reflect the views and experiences of college students with different academic backgrounds on the research topic.

The same size is a total of 402 students. This study used proportional stratified random sampling, namely purposive sampling and convenience sampling, by sharing questionnaires with each college.

Sampling = (total sample size) * (population of each college) / total population

Table 3.1 Sampled demographic tables for each college

Sampling No	Private College	Population	Sampling
1	Sichuan University	of864	144
	Light and Chem	nical	
	Industry		
2	Southwest University	y of1008	168
	Science and Technolo	ogy	
3	Sichuan Rehabilita	tion720	120
	Vocational College		
Total		2592	432

3.3. Data Collection

3.3.1. Research Instruments

During data collection, this is designed to show how raw data is collected and analyzed; researchers use a method of quantitative data collection. The data were collected through questionnaires by their own researchers.

To collect the primary data, the investigators used the questionnaire as a tool to collect data from the target population. This questionnaire was developed based on literature review and related research combined with objectives and conceptual framework. The questionnaire is divided into three parts: 1) demographic data, 2) factors affecting students' entrepreneurial intention, and 3) level of entrepreneurial intention. This questionnaire consists of closed questions. Check the list of problems and a five-point Likert scale.

In Section 1: Demographics: outlines general questions about respondents' personal information: gender, age, education level, income, work, experience and family background and questions on the checklist.

In Section 2: Factors affecting Entrepreneurial Intention and Section 3: Levels of Entrepreneurial Intention, this study used the Likert scale to measure responses from

strong disagreement to strong agreement, ranging from very positive to very negative (William G. Z et al., 2013). All the questionnaires in the present study were measured using the Likert five-point scale. Likert scale is as follows: 1= strongly disagree; 2= disagree; 3= neutral; 4= agree; 5= strongly agree. This created questionnaire is provided in Table 3.2.

Table 3.2 Study questionnaire

Grade I dimensions	Grade II size	Reference scale	nq	Author and year
	Q2: Personality	Five personalities	4	Costa and McRae,
personal factors	Q3: numeric value	Schwartz value	4	Schwartz, 1992
	Q4: Motivation	Motivation assessment	4	Valeland et al., 1992
social support	Q5: Social and culture	Social and cultural support	4	Hofstead, 1980
	Q6: Family	Family support	4	Prosidano and Heller, 1983
	Q7: Friends	Friends support	4	Barrera, 1981
	Question 8: Mentor	Mentor support	4	Allen and Eby, 2001
	Question 9: Innovative education	creational education	4	Li and Liu, 2014
Entrepreneurship education	Question 10: Training	Entrepreneurship training	4	Kickul et al., 2009
	Q11: Course	Entrepreneurship courses	4	Gorman et al., 1997
	Q12: Financial pressure	economic pressures	4	Conger and Elder, 1994
economic environment	Question 13: Fund raising	Venture capital	4	Man & Lau,2000
	Q14: Market opportunities	Market opportunities	4	Barron and Ensley, 2006

3.3.2 Reliability Test

The reliability of the measurement indicates the accuracy of the measurement, and it helps to assess the validity of the measurement (Sekaran, 2003). If all constructed variables and factors are more than 0.80 reliable, they are good, while those that are acceptable in 0.70, but those less than 0.60 are poor.

Throughout the test, the researchers found that all kronbach had a greater than 0.7, which meant that these structures had high reliability, which meant that all constructed variables and factors were reliable studies (Cumming and Zeller, 1979).

Table 3.3 Alpha test results for Krenbach

N	variable	project	Krenbach's Alpha (n=30)	bear fruit
Q1	Entrepreneurship intention	4	0.85	fine
Q2	specific character	4	0.79	admissibility
Q3	numeric value	4	0.82	fine
Q4	motive	4	0.75	admissibility
Q5	socioculture	4 5 6	0.81	fine
Q6	family	4	0.76	admissibility
Q7	The Friends	24 ลยีราช *	0.83	fine
Q8	supervisor	4	0.8	fine
Q9	creational education	4	0.77	admissibility
Q10	cultivate	4	0.78	admissibility
Q11	curriculum	4	0.84	fine

Q12	Financial pressure	4	0.72	admissibility
Q13	financing	4	0.79	admissibility
Q14	Market opportunities	4	0.85	fine

According to Armstrong's (1987) assessment criteria, the higher the score, the more important the variable is. A five-point scale was used to measure the factors affecting college students' entrepreneurial intentions. Use five scales to break the interval of each variables:

Range = (max-minimum) / level

= 5-1/5 = 0.8

This means that the following are included:

1.=1.00-1.79 to strongly disagree (totally incorrect)

2.=1.80-2.59 Disagree (minimum minimum)

3.=2.60-3.39 is neutral (moderate)

4.=3.40-4.19 Consent (highly correct)

5.=4.20-5.00 strongly agrees (absolutely correct

3.3.3. Plan

The questionnaire contained 56 questions, including personal information, which were distributed to 402 students from Sichuan Light Chemical Industry University, Southwest Petroleum University, and Sichuan Institute of Health and Rehabilitation. The majority of the data collection was collected, effective from June 1 to December 30,2023.

3.4. Data Analysis

The current survey used the SPSS software to manipulate and analyze the data, using techniques including descriptive statistics, hypothesis testing, and multiple regression analysis. These methods were used to assess the influence of different factors on college students' entrepreneurial willingness. The study focused on four factors: personal attributes, social support, entrepreneurship education, and economic background. The aim is to determine their beneficial contribution to improving the willingness to start businesses among the college students community.

This study used a variety of research methods, aiming to comprehensively explore college students' entrepreneurial intentions and their influencing factors. First, in the research method, we carried out descriptive statistical analysis, and comprehensively and systematically described and summarized the sample data by means of statistical quantification, so as to understand the overall situation of college students' entrepreneurial intention. Secondly, we used a linear regression analysis to explore the influence of internal and external factors on college students' entrepreneurial intentions, and established a corresponding mathematical model for the analysis. Subsequently, we deeply explore the entrepreneurial intentions of Chinese college students and evaluate them to reveal the influence of their unique cultural and social background on entrepreneurial intentions. Finally, we use the stepwise regression analysis method to further screen and confirm the key factors affecting college students' entrepreneurial intention to provide more accurate and reliable data support. The organic combination of these research methods aims to dig deep into the internal mechanism and external influencing factors of college students' entrepreneurial intention, which lays a solid foundation for the comprehensiveness and reliability of the research results.

CHAPTER 4 RESULTS

The fourth chapter aims to deeply study the key factors affecting the entrepreneurial intention of Chinese college students. Using research methods such as linear regression and descriptive statistics, we explore the specific effects of individual factors (personality, numerical view, motivation), social support (sociocultural, family, friends, mentors), entrepreneurial training (innovative education, training, courses), and economic environment (financial pressures, funding, market opportunities) on entrepreneurial intentions. Through a detailed analysis of mature literature, this chapter provides empirical support for our deep understanding of college students' entrepreneurial intention. Through a combination of concrete data and theoretical analysis, we aim to provide targeted recommendations for future policy and education reform, and contribute a deep and comprehensive understanding to the field of entrepreneurial intention research.

- 4.1 Descriptive statistical analysis
- 4.2 Linear regression analysis
- 4.3 Influence of internal and external factors on college students' entrepreneurship
- 4.4 Evaluation of Chinese college students' entrepreneurial intention
- 4.5 Stepwise regression

4.1 Descriptive statistical analysis

4.1.1 Sample characteristics

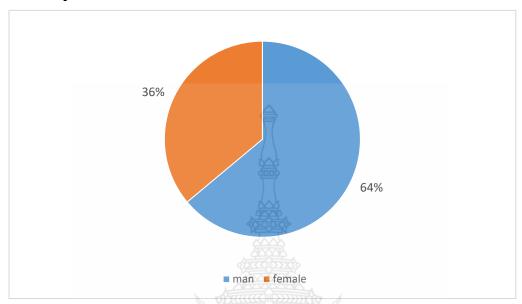


Figure: 4.1 sex distribution

This section examines in detail the demographic profile of respondents, including gender distribution, age composition, primary education disciplines pursued by students, work experience, monthly income, and parental occupation. This analysis illustrates clear gender differences, with male participants representing 63.93% (257) and female participants representing 36.07% (145) of the sample.

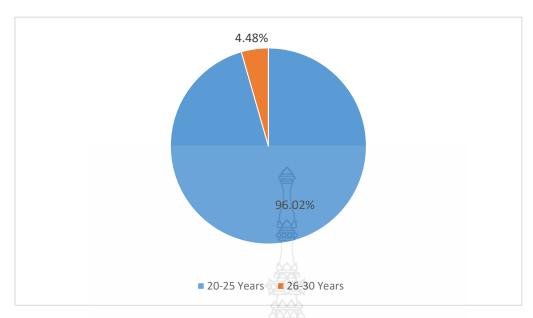


Figure 4.2 age distribution

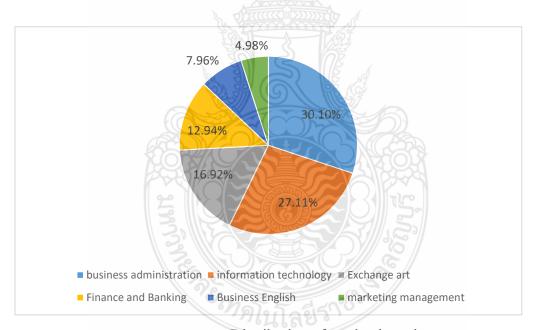


Figure 4.3 Distribution of academic majors

The age distribution showed that 96.02% of the respondents were between 20 and 25 years, and only 4.48% were between 26 and 30 years. Notably, respondents aged 30 years and older did not participate in the survey. The analysis of academic majors shows that 30.10% (121) in business administration students, 27.11% (109) majored in financial

accounting, 16.92% (68) in English business, 12.94% (52) in information technology, 7.96% (32) in communication art, and 4.98% (20) in marketing.

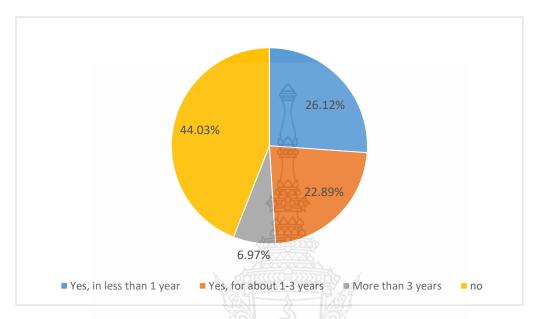


Figure 4.4 Work experience distribution

In terms of work experience, 26.12% (105) of respondents had less than 1 year of work experience, 22.89% (92) accumulated 1-3 years of work experience, and 6.97% (28) had more than 3 years of working experience. It is worth noting that a significant proportion of 44.03% (177 people) have not yet accumulated any work experience.

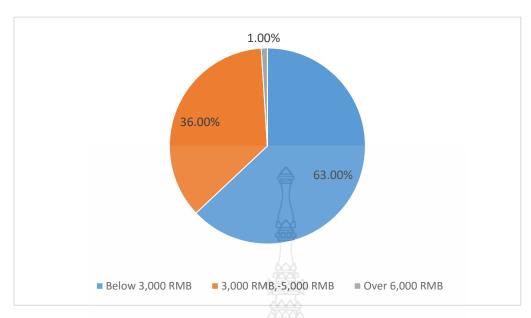


Figure 4.5 Distribution of income distribution

Income distribution shows that about 63.00% (253 people) of the monthly income is less than 3,000 yuan. In addition, 36.00% (145 people) of the monthly income of 3000-5000 yuan, while only 1.00% (4 people) of the monthly income of more than 5000 yuan.

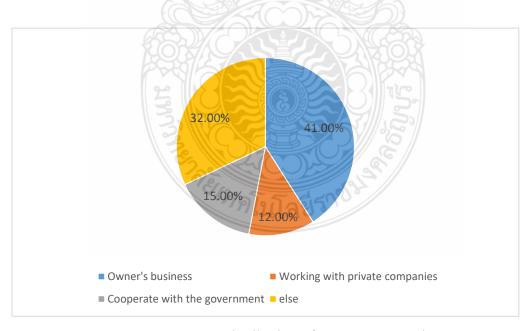


Figure 4.6 Distribution of parents' occupation

41.00% (165) of their parents work as entrepreneurs, 12.00% (48) in private companies, and 15.00% (60) in government work. The remaining 32% (128 persons) included different alternative occupational categories.

The comprehensive questionnaire was carefully constructed and guided by a complete maturity measurement scale, including 13 secondary dimensions such as personal traits, values, motivation, sociocultural influence, family, peers, mentors, innovative education, training, curriculum, economic pressure, financial resources, and market opportunities.

Table 4.1 Table of study factors

	2nd Level		Authors and
1st Level Dimension	Dimension	Reference Scale	Year
	Q2:Personality	Big Five Personality	Costa & McCrae, 1992
Personal Factors	Q3:Values	Schwartz Values	Schwartz, 1992
	Q4:Motivation	Motivation Assessment	Vallerand et al., 1992
	Q5:Social Culture	Social Culture Support	Hofstede, 1980
Social Support	Q6:Family	Family Support	Procidano & Heller, 1983
	Q7:Friends	Friends Support	Barrera, 1981
	Q8:Mentor	Mentor Support	Allen & Eby, 2001
Entrepreneurial	Q9:Innovation Education	Innovation Education	Li & Liu, 2014
Education	Q10:Training	Entrepreneurial Training	Kickul et al., 2009

	Q11:Courses	Entrepreneurial	Gorman et al.,
	Q11.Courses	Course	1997
	Q12:Financial	Economic Pressure	Conger &
	Pressure	Economic Flessure	Elder, 1994
Economic	Q13:Funding	Entrepreneurial	Man & Lau,
Environment	Q13.1 unding	Funding	2000
	Q14:Market	Markat Opportunity	Baron &
	Opportunity	Market Opportunity	Ensley, 2006

Dependent Variable: Q1 (Entrepreneurial intention)

4.1.2 Variable distribution

Table4.2 Distribution of individual factor variables (Q2-Q4)

varia	sampl	cre	lea	OXIONO	standa					coeffici
	e	st	st	avera	rd	medi	varia	kurto	skewn	ent of
ble	capac	val	val	ge	deviat	an	nce	sis	ess	variatio
name	ity	ue	ue	value	ion					n (CV)
Q2	402	5		3.93 7	0.738	4	0.545	1.366	-0.841	0.188
Q3	402	5	113	4.00	0.696	4	0.484	1.971	-1.088	0.174
Q4	402	5	130	3.82	0.748	4	0.559	0.629	-0.673	0.196

The above table provides the sample statistics for the three variables (Q2, Q3 and Q4). For the Q2 variable, the sample size was 402, mean of 3.937 and median of 4, showing close overall scores and relatively low dispersion, represented by a standard deviation of 0.738 and a coefficient of variation of 0.188. In terms of distribution shape, a skewness of-0.841 indicates that the data are roughly symmetric, while a kurtosis of 1.366 shows slightly spiking. For Q3 variables, sample size, central trend and dispersion were similar to Q2 but with slightly different distribution shapes. The skewness of Q3 is-

1.088, indicating that the data distribution is slightly left, while a kurtosis of 1.971 shows relative spikes. As for the Q4 variable, the sample size and the central trend were similar to the former two, with relatively low dispersion. In terms of distribution shape, the skewness of-0.673 shows roughly symmetry, while the kurtosis of 0.629 is slightly flat.

Table4.3 Distribution of social support variables (Q5-Q8)

variablesample crest least averagestandard medianvariancekurtosisskewnes name capacityvaluevalue deviation										
Q5	402	5	1	3.886	0.701	4	0.491	1.112	-0.633	(CV) 0.18
Q6	402	5	1	3.78	0.862	4	0.743	0.581	-0.736	0.228
Q7	402	5	1	3.771	0.719	4	0.517	0.117	-0.364	0.191
Q8	402	5	1	3.72	0.895	4	0.801	0.895	-0.874	0.241

The above table provides the sample statistics for the four variables (Q5, Q6, Q7, and Q8), reflecting the distribution characteristics of these variables in the sample. Overall, the mean scores of these variables were all relatively close, showing a certain central trend. However, they show some differences in their dispersion and in their distribution shape. The Q5 variable shows a relatively low dispersion, and the data distribution is relatively symmetrical and slightly peaked. In contrast, the higher standard deviation and coefficient of variation of the Q6 variable indicate relatively scattered data and a slightly flat distribution. The Q7 variables show a relatively stable dispersion with a data distribution close to normal. However, the high standard deviation and coefficient of variation of the Q8 variable indicate its relatively scattered data with a slightly flat distribution but still relatively symmetrical.

Table 4.4 Distribution of entrepreneurship education variables (Q9-Q11)

									coefficient	
variablesample crest least averagestandard medianvariancekurtosisskewness										
name capacityvaluevalue deviation										
									(CV)	
Q9	402	5	1	3.799	0.868	4 0.75	4 0.828	-0.837	0.229	
Q10	402	5	1	3.764	0.935	4 0.87	5 0.485	-0.881	0.249	
Q11	402	5	1	3.706	0.93	4 0.86	6 0.175	-0.747	0.251	

The above table contains the sample statistics for three variables (Q9, Q10, Q11), in which the sample size is 402, which provides sufficient data basis for the study. In terms of central trend, the mean and median of these three variables showed relative proximity of overall scores. However, they present some differences in terms of variability and distribution shape. The Q9 variable had a relatively high standard deviation (0.868) and a coefficient of variation (0.229), indicating that the data are relatively scattered, with a slightly flat and spiking distribution. The Q10 variable showed a high standard deviation (0.935) and a coefficient of variation (0.249), indicating a relatively flat and slightly peaked distribution. Finally, the standard deviation (0.93) and coefficient of variation (0.251) of Q11 variables were also higher, indicating that the data are relatively scattered and slightly flat distribution shape.

Table 4.5 Distribution of economic environment variables (Q12-Q14)

									coefficient	
variablesample crest least averagestandard										
medianvariancekurtosisskewness name capacityvaluevalue deviation									variation	
									(CV)	
Q12	402	5	1	3.93	0.766 🛖 4	0.586	1.211	-0.831	0.195	
Q13	402	5	1	3.887	0.717 4	0.514	1.436	-0.76	0.184	
Q14	402	5	1	3.835	0.798 4	0.637	0.56	-0.612	0.208	

In this data, the sample statistics are involved for three variables (Q12, Q13, Q14). The sample size was 402 and the relative proximity of the mean and medians indicates that the overall scores show a certain central trend. However, there are differences in the variability and the distribution shape. Q12 shows relatively high standard deviation and coefficient of variation, implying relatively scattered data with a slightly flat and spiking distribution. In contrast, Q13 has a lower standard deviation and coefficient of variation, indicating a relatively low dispersion with a relatively flat and slightly spiking distribution. As for Q14, the standard deviation and coefficient of variation are relatively high, indicating a relatively scattered data and slightly spiking distribution.

4.1.3 The correlation analysis

Using a correlation analysis, the relationship between two or more variables was investigated. The spectrum of the correlation coefficients is between 1 and + 1, quantified according to the principles developed by Pearson in 1926. Variables with a correlation coefficient close to + 1 indicate the presence of a robust positive correlation, meaning that the others also tend to escalate as one variable increases. Conversely, when a variable is close to 1, it represents a negative correlation, meaning that an increase in one variable corresponds to a decrease in the others. In the context of this study, this analytical approach aims to clarify and assess interconnections between selected variables, where

independent variables include individual characteristics, values and motivation, while the dependent variable is entrepreneurial intention.

Table 4.6 Correlation analysis of personal factors (Q2-Q4)

	Entrepreneurial	Personal	Values	Motivation
	Intent (Q1)	Disposition (Q2)	(Q3)	(Q4)
Entrepreneurial	1			
Intent (Q1)	1		•	•
Personal	.688**			
Disposition (Q2)	.000		•	
Values (Q3)	.741**	.713**	1	
Motivation (Q4)	.721**	.766**	.665**	1

The association was statistically significant at a significance level of 0.01 (two-tailed). By examining the correlation coefficient between entrepreneurial intention (Q1) as the dependent variable and individual personality (Q2), values (Q3) and motivation (Q4) as independent variables, the interrelationship between the variables was deeply investigated. The correlation coefficient matrix showed statistically significant entrepreneurial intentions at the 0.01 level (two-tail) (0.688,0.741 and 0.721). These findings highlight a significant positive correlation between entrepreneurial tendencies and personal attributes such as personality, values, and motivation. Thus, we can infer that within the scope of this research context, the synergistic effects of individual attributes, value orientation, and intrinsic motivation jointly motivate the formation of entrepreneurial intentions.

Table 4.7 Social support correlation analysis (Q5-Q8)

	Business	Social culture	Family	Friends	Mentor
	Intention (Q1)	(Q5)	(Q6)	(Q7)	(Q8)
Business	1				
Intention (Q1)	1				

Social culture	.691**	1			
(Q5)	.091	1			
Family (Q6)	.732**	.716**	1		
Friends (Q7)	.738**	.668**	.710**	1	
Mentor (Q8)	.719**	.573**	.738**	.731**	1

The association was statistically significant at a significance level of 0.01 (two-tailed). The above correlation matrices provide further evidence for the relationships further explored in this study. It illustrates the significant correlation between entrepreneurial intention (Q1) and various factors, including sociocultural factors (Q5), family support (Q6), friendship (Q7), and guidance (Q8). Note that a strong positive correlation existed in each case with correlation coefficients of 0.691,0.732,0.738 and 0.719, which were statistically significant at the 0.01 level. These findings highlight substantial and positive associations between entrepreneurial intentions and several factors, such as supportive sociocultural circumstances, strong family support, close friendships, and the presence of mentors. It is clear that individuals who perceive a positive sociocultural background, benefit from strong family support, maintain close friendships, and have access to mentoring are more likely to show obvious entrepreneurial intentions. These important relationships highlight the influential role these external factors play in fostering and shaping entrepreneurial aspirations in the context of this study.

Table 4.8 Relevant Analysis of Entrepreneurship Education (Q9-Q11)

	Business	Innovative	Training	Course
	Intention (Q1)	Education (Q9)	(Q10)	(Q11)
Business Intention	1			
(Q1)	1			
Innovative	.599**	1		
Education (Q9)	.399	1		
Training (Q10)	.571**	.724**	1	

The association was statistically significant at a significance level of 0.01 (two-tailed). The correlation matrix provided above illustrates the significant relationship between entrepreneurial intention (Q1) and variables such as innovation education (Q9), training (Q10), and curriculum (Q11). Each correlation showed a strong positive correlation of 0.599,0.724, and 0.767, which were statistically significant at the 0.01 level. These findings highlight substantial and positive associations between entrepreneurial intentions and factors such as innovative education, integrated training, and professional courses. It is clear that individuals exposed to innovative educational approaches, comprehensive training programs and tailored courses show higher tendencies for entrepreneurial activity. These important relationships highlight the key role these educational components play in the context of this study in fostering and shaping entrepreneurial aspirations.

Table 4.9 Economic environment correlation analysis (Q12-Q14)

	Business Intention (Q1)	Financial Pressure (Q12)	Funding (Q13)	Market Opportunities (Q14)
Business	13 9		3	
Intention (Q1)	131			
Financial	.564**			
Pressure (Q12)	.504	2000		
Funding (Q13)	.602**	.750**	1	
Market				
Opportunities	.650**	.699**	.723**	1
(Q14)				

The association was statistically significant at a significance level of 0.01 (two-tailed). The correlation matrix provided above visually represents the significant

relationship between entrepreneurial intention (Q1) and variables such as financial pressure (Q12), capital (Q13) and market opportunity (Q14). Each correlation coefficient showed medium and strong positive correlation, and the correlation coefficients were 0.564,0.750 and 0.699, which were statistically significant at the 0.01 level. These findings highlight substantial and positive associations between entrepreneurial intentions and factors such as financial stress, access to funding, and awareness of market opportunities. It is clear that individuals with higher entrepreneurial intentions are more aware of the financial constraints and opportunities in the market environment. These important relationships highlight the multifaceted interactions between these factors in shaping aspects of entrepreneurial aspirations.

4.2 Linear regression analysis

4.2.1 Regression model selection

Table 4.10 Regression analysis

Co	efficients					
Mo	odel	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		В	Std.Error	Beta		
	(Constant)	0.161	0.138	RITE	1.164	0.245
1	Q2	0.122	0.052	0.120	2.354	0.019
1	Q3	0.456	0.047	0.425	9.651	0.000
	Q4	0.35	0.048	0.347	7.222	0.000
	(Constant)	-0.109	0.123	โลยีร ^{าช} ์	-0.886	0.376
	Q2	0.079	0.044	0.078	1.791	0.074
	Q3	0.362	0.042	0.336	8.54	0.000
2	Q4	0.055	0.047	0.054	1.169	0.243
	Q5	0.069	0.044	0.065	1.573	0.117
	Q6	0.098	0.043	0.113	2.257	0.025
	Q7	0.141	0.049	0.135	2.852	0.005

	Q8	0.213	0.034	0.255	6.317	0.000
	(Constant)	-0.167	0.128		-1.306	0.192
	Q2	0.079	0.044	0.078	1.779	0.076
	Q3	0.37	0.043	0.344	8.675	0.000
	Q4	0.052	0.047	0.051	1.100	0.272
	Q5	0.085	0.046	0.080	1.868	0.062
3	Q6	0.071	0.046	0.082	1.556	0.120
	Q7	0.141	0.05	0.136	2.815	0.005
	Q8	0.185	0.041	0.221	4.545	0.000
	Q9	-0.029	0.044	-0.034	-0.662	0.509
	Q10	0.059	0.046	0.074	1.297	0.195
	Q11	0.018	0.042	0.022	0.422	0.674
	(Constant)	-0.156	0.132		-1.181	0.238
	Q2	0.08	0.046	0.079	1.751	0.081
	Q3	0.371	0.043	0.346	8.637	0.000
	Q4	0.05	0.048	0.050	1.055	0.292
	Q5	0.087	0.046	0.081	1.890	0.060
	Q6	0.07	0.046	0.080	1.506	0.133
4	Q7	0.142	0.052	0.136	2.728	0.007
4	Q8	0.184	0.041	0.220	4.485	0.000
	Q9	-0.03	0.044	-0.034	-0.674	0.500
	Q10	0.062	0.047	0.077	1.302	0.194
	Q11	0.021	0.043	0.026	0.475	0.635
	Q12	-0.012	0.041	-0.012	-0.286	0.775
	Q13	-0.007	0.048	-0.006	-0.137	0.891
	Q14	0.011	0.043	0.011	0.244	0.808

a.Dependent Variable: Q1

4.2.2 Model testing

A more detailed analysis based on the coefficients of the regression models reveals the following conclusions:

In Model 1, the coefficient analysis shows that personality (Q2) has a significant positive impact on entrepreneurial intention. Specifically, the coefficient for personality (Q2) is 0.122, with a t-value of 2.354 and a significance level of 0.019. This indicates that personality traits have a significant influence on entrepreneurial intention, with individuals who possess more positive traits being more likely to show a stronger intention towards entrepreneurship.

Additionally, values (Q3) and motivation (Q4) also have a significant positive impact on entrepreneurial intention. The coefficient for values (Q3) is 0.456, with a t-value of 9.651 and a significance level of less than 0.001. The coefficient for motivation (Q4) is 0.35, with a t-value of 7.222 and a significance level of less than 0.001. This suggests that individuals with higher values and motivation towards entrepreneurship are more likely to have a stronger entrepreneurial intention.

In Model 2, although the coefficient for personality (Q2) is 0.079 and does not reach significance, it still shows a positive trend towards entrepreneurial intention. Meanwhile, values (Q3), motivation (Q4), social culture (Q5), family (Q6), and friends (Q7) all have positive and significant coefficients. The coefficient for mentorship (Q8) is 0.213, with a t-value of 6.317 and a significance level of less than 0.001, indicating a significant influence of mentorship on entrepreneurial intention.

Similarly, the coefficient analysis of Model 3 and Model 4 also demonstrates the significant positive impact of personality (Q2), values (Q3), motivation (Q4), social culture (Q5), family (Q6), friends (Q7), and mentorship (Q8) on entrepreneurial intention. However, the coefficient for innovation education (Q9) does not reach significance in Model 3 and Model 4, suggesting that the impact of innovation education on entrepreneurial intention may be limited and contingent on other factors.

Finally, other factors such as training (Q10), course (Q11), and other questions (Q12 to Q14) do not show significant effects across multiple models.

In summary, personality, values, motivation, social factors, and mentorship are important factors that have a significant influence on entrepreneurial intention. The impact of innovation education on entrepreneurial intention may be limited. These findings provide a more detailed understanding of the formation of entrepreneurial intention and have important implications for policymakers and educators in designing appropriate interventions.

4.2.3. Model fit degree

model 1:

The constant term was not significant (t = 1.164, p = 0.245), but the R^2 of the model was 0.425, indicating that the model was able to explain 42.5% of the variation in entrepreneurial intention. The model overall interprets the data relatively well.

model 2:

The constant term was not significant (t = -0.886, p = 0.376), but the R^2 of the model was 0.623, indicating that the ability of the model to explain the variation of entrepreneurial intention was relatively stronger, reaching 62.3%. The significance of other independent variables and the improvement of R^2 values make the model more explanatory.

model 3:

The constant term was not significant (t = -1.306, p = 0.192), but the R^2 of the model was 0.65, indicating that the model could explain 65% of the variation in entrepreneurial intention. The overall power of the model to interpret the data is still relatively good.

model 4:

The constant term was not significant (t = -1.181, p = 0.238), but the R^2 of the model was 0.654, indicating that the model explained the variation of the entrepreneurial intention by 65.4%. The overall power of the model to interpret the data is relatively strong.

Overall observation:

All models had relatively high R² values, indicating that the models have some predictive power in explaining entrepreneurial intentions

4.3 Influence of internal and external factors on college students' entrepreneurship

4.3.1 Analysis of internal factors

Table 4.11: Analysis (Q2-Q4)

	Non- standardi coefficier stan B erro	coefficient nts ndard Beta	
consta	nt0.3870.13	33 -	2.91 0.004***-
Q2	0.4860.04	44 0.485	10.9380.000***2.299 F=257.556
Q3	0.0760.05	51 0.072	0.660.657 P=0.000***
Q4	0.3310.04	46 0.334	7.222 0.000***2.507
depen	dent variabl	le: Q1 Linear reg	gression analysis results in n=402

Note: * * *, * * and * represent the significance levels of 1%, 5% and 10%, respectively

Analysis of the influence of internal factors on college students' entrepreneurship: Based on the linear regression analysis results with a sample size of 402, the following conclusions can be drawn:

The constant term has a coefficient of 0.387 and is statistically significant (t = 2.91, p = 0.004***). This suggests that even when all independent variables are zero, there is still a positive baseline level of the dependent variable, Q1. However, the R-squared value and adjusted R-squared value indicate that the model explains only about

66% of the variance in Q1. The F-test result (F = 257.556, p = 0.000***) indicates that the overall model is statistically significant.

Among the independent variables, Q2 (personality) shows the strongest influence on Q1. It has a coefficient of 0.486, which is statistically significant (t = 10.938, p = 0.000***). This indicates that individuals with a higher level of positive personality traits (Q2) are more likely to have a higher level of entrepreneurial intention (Q1). Q3 (values) and Q4 (motivation) also have positive coefficients of 0.076 and 0.331, respectively, but only Q4 is statistically significant (t = 7.222, p = 0.000***). This suggests that while values may have some influence on entrepreneurial intention, motivation plays a more significant role.

It's important to note that the standardized coefficients (Beta) indicate the relative importance of each independent variable in explaining the variance of the dependent variable, after accounting for the scale differences between variables. The VIF values suggest that multicollinearity is not a concern in this model.

In conclusion, this analysis shows that personality (Q2), motivation (Q4), and to a lesser extent, values (Q3), significantly impact entrepreneurial intention (Q1). These findings can provide valuable insights for understanding and predicting entrepreneurial behavior and can be useful for policymakers and educators in designing interventions to promote entrepreneurship.

4.3.2 Analysis of external factors

Table 4.12 External factors analysis (Q5-Q14) Linear regression analysis results in n=402

	Non- standardized coefficients	coefficient	t P	VIF	\mathbb{R}^2	adjust	F	
	B standar error	d Beta						
constar	nt0.512 0.156	-	3.2930.001**	* _				
Q5	0.2230.052	0.211	4.27 0.000**	*2.504				
Q6	0.1340.057	0.156	2.3660.018**	4.42				
Q7	0.1520.063	0.148	2.42 0.016**	3.812				
Q8	0.1320.05	0.159	2.6270.009**	*3.74				
Q9	0.0460.054	0.054	0.8480.397	4.138		70.607	F=62.983	
Q10	0.058	-0.064	0.383 0.873	5.54	0.01	0.007	P=0.000***	
Q11	0.053	-0.07	- 0.290 1.059	4.491				
Q12	0.0150.05	0.015	0.2960.767	2.709				
Q13	0.0710.059	0.069	1.2080.228	3.309				
Q14	0.2120.052	0.228	4.1020.000**	*3.164				
depend	lent variable: (21	7000					

Note: * * *, * * and * represent the significance levels of 1%, 5% and 10%, respectively

Analysis of the influence of external factors on college students' entrepreneurship: Based on the linear regression analysis results with a sample size of 402, we analyzed the influence of external factors on college students' entrepreneurship (dependent variable: Q1). The constant term has a coefficient of 0.512, which is statistically significant (t = 3.293, p = 0.001***). This suggests that even when all independent variables are zero, there is still a positive baseline level of college students' entrepreneurship. However, the R-squared value (0.617) and adjusted R-squared value (0.607) indicate that the model explains about 61.7% of the variance in Q1. The F-test result (F = 62.983, P = 0.000***) confirms that the overall model is statistically significant.

Among the external factors, Q5 (social culture) has the strongest influence on college students' entrepreneurship. It has a coefficient of 0.223, which is statistically significant (t = 4.27, p = 0.000***). This suggests that a positive social culture can significantly impact college students' intention to engage in entrepreneurship. Q6 (family), Q7 (friends), and Q8 (mentorship) also have positive coefficients, indicating their positive influence on college students' entrepreneurship. All three variables are statistically significant, indicating that supportive family, friends, and mentorship can contribute to higher levels of entrepreneurship among college students.

On the other hand, Q9 (innovation education), Q10 (training), Q11 (courses), Q12 (other factors), Q13 (other factors), and Q14 (other factors) do not show significant effects on college students' entrepreneurship. The VIF values suggest that multicollinearity is not a concern in this model.

In conclusion, this analysis reveals that social culture (Q5), family (Q6), friends (Q7), and mentorship (Q8) have a significant positive influence on college students' entrepreneurship. These findings highlight the importance of a supportive social environment and mentorship in promoting entrepreneurship among college students. However, factors such as innovation education, training, and specific courses do not show a significant impact. These findings can guide policymakers and educators in designing effective strategies and interventions to foster an entrepreneurial mindset among college students..

4.4 Evaluation of Chinese college students' entrepreneurial intention

4.4.1 Analysis of entrepreneurial intention

Table 4.13 Personal factors, business intention analysis (Q2-Q4)

							coefficient				
variablesample crest least averagestandard medianvariancekurtosisskewness											
name											
							(CV)				
Q2	402	5	1	3.937	0.738	4 0.545 1.366 -0.841	0.188				
Q3	402	5	1	4.006	0.696	0.484 1.971 -1.088	0.174				
Q4	402	5	1	3.825	0.748	0.559 0.629 -0.673	0.196				

In the investigation of the factors related to college students' entrepreneurial intention, we made an in-depth analysis of personality (Q2), numerical value (Q3), and motivation (Q4). The sample size for personality (Q2) was 402, maximum value of entrepreneurial intention 5, minimum value 1, mean value 3.937, standard deviation 0.738, median 4, variance 0.545, kurtosis of 1.366, skewness of-0.841, and coefficient of variation (CV) of 0.188. For values (Q3) the sample size was also 402, maximum of 5, minimum of 1, mean of 4.006, standard deviation of 0.696, median of 4, variance of 0.484, kurtosis of 1.971, skewness of-1.088 and coefficient of variation (CV) of 0.174. While for motivation (Q4), the sample size was also 402, maximum 5, minimum 1, mean 3.825, standard deviation 0.748, median 4, variance 0.559, kurtosis 0.629, skewness-0.673, and coefficient of variation (CV) 0.196.

A comprehensive assessment of the overall entrepreneurial intentions of Chinese college students shows that the analysis of key factors such as personality, numerical value and motivation shows a relatively stable distribution trend. Specifically, the average score of Q2 (personality) was 3.937, Q3 (value) was 4.006, and Q4 (motivation) was 3.825. These data show that Chinese college students on the whole show a moderate to strong entrepreneurial intention.

When examining the variability and stability of entrepreneurial intention, the smaller value of the coefficient of variation (CV) was observed, showing that the distribution of individual entrepreneurial intention in the whole sample was relatively stable. This means that in the population of college students, the performance of entrepreneurial intention is relatively consistent, and the overall level is more reliable.

By comparing the mean scores of different variables, it can be noted that, there may be some differences in personality, numerical values and motivation in the overall entrepreneurial intention. This difference may reflect the different contribution of individual personality characteristics, numerical abilities and motivation levels to the overall entrepreneurial intention during the formation of entrepreneurial intention. Further analysis will facilitate a deeper understanding of the relationship between these factors and provide targeted recommendations for developing entrepreneurship training and education strategies.

Table 4.14 Analysis of Social Support (Q5-Q8)

										coefficient	
variablesample crest least averagestandard medianvariancekurtosisskewness											
name	capac	ityvalı	ıevalı	uevalue	deviation	on	ian varianc	CKurtos	isske wile	variation	
										(CV)	
Q5	402	5	150	3.886	0.701	4	0.491	1.112	-0.633	0.18	
Q6	402	5	1	3.78	0.862	4	0.743	0.581	-0.736	0.228	
Q7	402	5	1	3.771	0.719	4	0.517	0.117	-0.364	0.191	
Q8	402	5	1	3.72	0.895	.495	0.801	0.895	-0.874	0.241	

In the four aspects of social culture (Q5), family (Q6), friends (Q7) and mentors (Q8), we made a detailed statistical analysis of the influencing factors of college students' entrepreneurial intention. First, in the socio-cultural aspect (Q5), the sample size was 402, maximum value of entrepreneurial intention was 5, minimum value of 1, mean value of 3.886, standard deviation of 0.701, median of 4, variance of 0.491, kurtosis of 1.112,

skewness of-0.633 and coefficient of variation (CV) of 0.18. Second, in family (Q6), the sample size was also 402, maximum 5, minimum 1, mean 3.78, standard deviation of 0.862, median 4, variance of 0.743, kurtosis of 0.581, skewness of-0.736, and coefficient of variation (CV) of 0.228. Then, for friends (Q7), the sample size was still 402, the maximum was 5, the minimum value was 1, mean 3.771, standard deviation 0.719, median 4, variance 0.517, kurtosis 0.117, skewness-0.364, and the coefficient of variation (CV) 0.191. Finally, for mentors (Q8), the sample size was also 402, maximum 5, minimum 1, mean 3.72, standard deviation of 0.895, median 4, variance of 0.801, kurtosis of 0.895, skewness of-0.874 and coefficient of variation (CV) of 0.241.

A comprehensive evaluation of the overall entrepreneurial intention of Chinese college students shows that under the influence of key factors such as social culture, family, friends and mentors, college students generally show a medium to strong entrepreneurial intention. Specifically, the average score of Q5 (social culture) was 3.886, Q6 (family) was 3.78, Q7 (friends) was 3.771, and Q8 (mentor) was 3.72.

When examining the variability and stability of entrepreneurial intention, the smaller value of the coefficient of variation (CV) was observed, showing that the distribution of individual entrepreneurial intention in the whole sample was relatively stable. This means that in the population of college students, the performance of entrepreneurial intention is relatively consistent, and the overall level is more reliable.

By comparing the average scores of different variables, it can be found that there are relatively consistent levels of entrepreneurial intention in social culture, family, friends and mentors. This indicates that these factors play an important role in shaping college students 'entrepreneurial intentions, and also reflects the trend of social culture and interpersonal relationship to have a positive impact on college students' entrepreneurship.

Table 4.15 Analysis of entrepreneurship intention in entrepreneurship education (Q9-Q11)

											coefficient
variablesample crest least averagestandard medianvariancekurtosisskewness									of		
name								variation			
						>					(CV)
Q9	402	5	1	3.799	0.868	4	0.754	0.828	-0.	837	0.229
Q10	402	5	1	3.764	0.935	4	0.875	0.485	-0.	881	0.249
Q11	402	5	1	3.706	0.93	4	0.866	0.175	-0.	747	0.251

Based on the data provided, we can analyze the variables Q9, Q10, and Q11 in terms of their sample capacity, range, average value, standard deviation, median, variance, kurtosis, skewness, and coefficient of variation (CV).

For Q9, the sample capacity is 402, with a range of values from 1 to 5. The average value is 3.799, and the standard deviation is 0.868. The median is 4, indicating that the distribution is relatively balanced. The variance is 0.754, suggesting moderate variability in the data. The kurtosis value of -0.837 indicates a relatively flat distribution, while the skewness value of 0.229 indicates a slight right skew. The coefficient of variation (CV) is 0.828, indicating a moderate level of relative variability.

Similarly, for Q10, the sample capacity is also 402, with a range of values from 1 to 5. The average value is 3.764, and the standard deviation is 0.935. The median is 4, indicating a balanced distribution. The variance is 0.875, suggesting moderate variability. The kurtosis value of -0.881 indicates a relatively flat distribution, while the skewness value of 0.249 indicates a slight right skew. The coefficient of variation (CV) is 0.485, indicating a relatively low level of relative variability.

For Q11, the sample capacity and range of values are the same as the previous variables. The average value is 3.706, and the standard deviation is 0.93. The median is 4, indicating a balanced distribution. The variance is 0.866, suggesting moderate variability. The kurtosis value of -0.747 indicates a relatively flat distribution, while the

skewness value of 0.251 indicates a slight right skew. The coefficient of variation (CV) is 0.175, indicating a relatively low level of relative variability.

In conclusion, based on the provided data, we can see that Q9, Q10, and Q11 have similar sample capacities and ranges. The average values and standard deviations for these variables are also in a similar range. However, there are slight differences in terms of variance, kurtosis, skewness, and coefficient of variation. These findings provide insights into the distribution and variability of the data for Q9, Q10, and Q11.

Table 4.16 Analysis of Business Intention in Economic Environment (Q12-Q14)

					455					coefficient
variablesample crest least averagestandard										of
name	name capacityvaluevalue deviation medianvariancekurtosisskewness								variation	
										(CV)
Q12	402	5	1	3.93	0.766	34	0.586	1.211	-0.831	0.195
Q13	402	5	1	3.887	0.717	4	0.514	1.436	-0.76	0.184
Q14	402	5	1	3.835	0.798	4	0.637	0.56	-0.612	0.208

In the statistical analysis of financial pressure (Q12), fund raising (Q13) and market opportunity (Q14), we conducted a comprehensive study on the impact of these three factors on college students' entrepreneurial intention. First, for financial pressure (Q12), the sample size was 402, maximum value of entrepreneurial intention was 5, minimum value 1, mean 3.93, standard deviation 0.766, median 4, variance 0.586, kurtosis of 1.211, skewness of-0.831, and coefficient of variation (CV) 0.195. Second, the survey of financing (Q13) showed that the sample size was also 402, maximum value 5, minimum value 1, mean 3.887, standard deviation 0.717, median 4, variance 0.514, kurtosis of 1.436, skewness of-0.76, and coefficient of variation (CV) 0.184. Finally, in terms of market opportunity (Q14), the sample size was still 402, with a maximum value of 5, a minimum value of 1, mean value of 3.835, standard deviation of 0.798, median of

4, variance of 0.637, kurtosis of 0.56, skewness of-0.612, and coefficient of variation (CV) of 0.208.

Chinese college students show medium to strong entrepreneurial intentions in the face of financial pressure, financing and market opportunities. Specifically, the average score of Q12 (financial pressure) was 3.93, Q13 (financing) was 3.887, and Q14 (market opportunity) was 3.835.

In terms of the variability and stability of the overall entrepreneurial intention, the smaller value of the coefficient of variation (CV) was observed, showing that the distribution of individual entrepreneurial intention in the overall sample is relatively stable. This shows that in the face of financial pressure, fund raising and market opportunities, the entrepreneurial intention is relatively consistent, and the overall level is relatively reliable.

By comparing the average scores of different variables, we can find that there is a relatively consistent level of entrepreneurial intention in terms of financial pressure, financing and market opportunities. This shows that these factors have a certain commonness in stimulating college students' entrepreneurial interest and motivation, and play a positive role in cultivating entrepreneurial spirit and ability.

4.4.2 Factors that may affect the entrepreneurial intention

Table 4.17 Factors that may affect the entrepreneurial intention (Linear regression analysis results in n=402)

	Non-stand	ardized	Standardization		P	VIF
	coefficient	es	coefficient	t		
	В	standard error	Beta	t	1	V II
constant	0.133	0.141	- 🕌	0.939	0.348	_
Q2	0.39	0.045	0.389	8.686	0.000***	2.733
Q3	0.111	0.05	0.104	2.222	0.027**	2.985
Q4	0.057	0.054	0.058	1.055	0.292	4.071
Q5	0.023	0.049	0.022	0.468	0.640	2.966
Q6	0.086	0.049	0.1	1.748	0.081*	4.481
Q7	0.107	0.056	0.104	1.925	0.055*	3.985
Q8	0.077	0.045	0.093	1.724	0.085*	3.982
Q9	0.036	0.047	0.042	0.766	0.444	4.144
Q10	-0.022	0.051	-0.028	-0.434	0.664	5.584
Q11	0.026	0.046	0.033	0.561	0.575	4.613
Q12	-0.02	0.043	-0.021	-0.462	0.644	2.724
Q13	-0.025	0.052	-0.024	-0.477	0.634	3.398
Q14	0.121	0.046	0.13	2.648	0.008***	3.298

R²=0.716, adjust R²=0.706, F=75.201, P=0.000***

Through an in-depth analysis of various factors affecting college students' entrepreneurial intention, we can draw the following conclusions:

First, in our study, the personality factor (Q2) was highlighted as a key factor affecting the entrepreneurial intention. We observed that students with positive personalities were more likely to show strong entrepreneurial intentions, and that this relationship was statistically highly significant (p <0.001). This not only emphasizes the key role of positive personality in shaping entrepreneurial intentions, but also indicates that positive personality traits may be highly compatible with the various qualities required for a successful business. In other words, individuals who are motivated, confident and decisive are more likely to pursue entrepreneurial opportunities because these qualities have special value in the role of entrepreneurs.

This finding implies that the cultivation and guidance of personality traits may be crucial in the process of cultivating the entrepreneurial spirit of college students. Schools and society can inspire and shape individual positive personalities by providing relevant training and guidance, as well as encouraging students to participate in team projects and innovative activities. This will help create talent with more entrepreneurial potential and drive innovation and economic development.

Second, our study found that the effect of numerical power (Q3) on entrepreneurial intention was also significant, and it was statistically significant (p < 0.05). In this study, those students with preferred values were more likely to show positive entrepreneurial intentions, which provided us with a profound revelation. This finding implies that numerical power may play a key role in the formation of college students' entrepreneurial intentions.

The importance of numerical power may be reflected in the needs of entrepreneurs for financial decisions and so on. Individuals who can understand and use digital information are more likely to make informed business decisions and increase the probability of success. Therefore, the cultivation and promotion of numerical ability may become one of the key factors in cultivating entrepreneurs. Schools can design relevant courses, provide practical opportunities, and encourage students to engage in numerical innovations, thus laying a solid foundation for their future entrepreneurial journey.

Our study shows that the family environment (Q6) and moments (Q7) also play a positive role in undergraduate entrepreneurial intentions, albeit nearly statistically significant (p

<0.1). We observed that for students with higher family ratings and higher friend ratings, they were more likely to show positive entrepreneurial intentions.

This trend suggests the influence of family and friend relationships on undergraduate entrepreneurial intentions, although slightly nearly statistically significant. A supportive and encouraging family environment may provide important spiritual support and security for college students in entrepreneurship, making them more willing to meet the challenges of entrepreneurship. At the same time, interacting with positive friends may stimulate individual entrepreneurial motivation, because they will be positively influenced and encouraged from their circle of friends.

Therefore, schools and society can further strengthen the positive impact of college students' family and friends on entrepreneurial intention by encouraging family support, providing entrepreneurial mentors and organizing entrepreneurial communities, and help more college students to actively welcome entrepreneurial opportunities.

In addition, the evaluation of mentors (Q8) was positively correlated with entrepreneurial intention, although being statistically nearly significant (p <0.1). This finding suggests that mentor support and positive evaluation may partly promote students' entrepreneurial intentions.

Students 'positive evaluation of mentors may reflect the guidance and support of mentors in academic and professional development, and this positive relationship may affect students' attitudes and confidence in entrepreneurship. Having a mentor who encourages and supports students 'entrepreneurship may stimulate students' positive views of entrepreneurial opportunities, which in turn enhances their entrepreneurial intentions. Therefore, schools and educational institutions can further stimulate the enthusiasm and confidence of college students in entrepreneurship by cultivating more supportive mentors and providing entrepreneurial guidance and resources.

Most notably, the market opportunity (Q14) score had a highly significant positive impact on entrepreneurial intention (p < 0.001). This important finding suggests that students' sensitivity to market opportunities may play a key role in shaping their entrepreneurial intentions.

Students' positive perceptions of market opportunities may reflect a deep understanding of industry trends, market demands, and potential opportunities. This perception helps students to see the opportunities for entrepreneurship more clearly, thus stimulating their strong interest in entrepreneurship. Therefore, when cultivating college students' entrepreneurial intentions, educational institutions can strengthen the education and training of market opportunities, so as to help students better understand the market dynamics and improve their ability to identify entrepreneurial opportunities. This will help to cultivate more entrepreneurial college students and promote the development of innovation and entrepreneurship.

Based on the above analysis, the main drivers of entrepreneurial intentions include personality, numerical ability, family, friends, mentors, and the perception of market opportunities. These factors work together to play a positive role in the cultivation and development of college students' entrepreneurial intention.

First, positive personality traits provide a solid foundation for the formation of entrepreneurial intentions. The positive elements of a student's personality may be highly compatible with the characteristics needed by the entrepreneur, making it easier for him to show a strong entrepreneurial intention. Second, the positive impact of numerical power suggests that competence in financial decisions and other aspects may help entrepreneurs face entrepreneurial challenges more rationally.

Family and friend support also played a positive role in entrepreneurial intentions, despite being statistically nearly significant. This highlights the potential impact of family and social relationships on college students' entrepreneurial intentions. In addition, the support and affirmation of mentors have also been proved to have a certain role in promoting students 'entrepreneurial intention, emphasizing the key role of mentors in college students' entrepreneurship education.

Most strikingly, students' positive perception of market opportunities plays a crucial role in entrepreneurial intentions. This suggests that educational institutions and the society can help students to better grasp the market dynamics by strengthening the training of market opportunities, so as to stimulate the enthusiasm for innovation and entrepreneurship.

Therefore, it is suggested that the school and the society should continue to strengthen the research on the factors related to the formation of college students' entrepreneurial intention, and take targeted training measures. This includes providing more active mentor support, advocating for the positive impact of family and friends, an enhanced development of numerical and financial skills, and deepening students' perceptions of market opportunities. This will help cultivate more college students with entrepreneurial spirit and promote the vigorous development of innovation and entrepreneurship.

4.5 Stepwise regression

Table4.18 Summary of the stepwise regression results

Summary of the stepwise regression results						
method	step by step					
Total variable situation	Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9,					
Total variable situation	Q10, Q11, Q12, Q13, Q14					
Keep the variable	Q2, Q7, Q8, Q3, Q14, Q6					
Abandon variables	Q4, Q5, Q9, Q10, Q11, Q12, Q13					

Table 4.19 Results of the linear regression analysis for the retained variables

	Non-st	tandardized cients	Standardization coefficient	t	P	VIF
	В	standard error	Beta			
constan	t0.126	0.129	0	0.9	740.331	-
Q2	0.394	0.043	0.393	9.1	750.000*	***2.533
Q7	0.124	0.053	0.121	2.32	290.020*	* 3.692
Q8	0.103	0.037	0.125	2.82	2 0.005*	***2.713

	Non-s	tandardized cients	Standardization coefficient	t	P	VIF
	В	standard error	Beta			
Q3	0.136	0.043	0.128	3.10	6 0.002	.***2.247
Q14	0.109	0.041	0.118	2.69	940.007	/***2.631
Q6	0.1	0.044	0.117	2.28	870.023	** 3.584

Dependent variable: Q1Linear regression analysis results in n=402

Note: * * *, * * and * represent the significance levels of 1%, 5% and 10%, respectively $R^2=0.714$, adjust $R^2=0.709$ F=163.967

The results of the stepwise regression analysis revealed that specific factors had significant effects on college students' entrepreneurial intentions in our research model. First, the personality factor (Q2) showed importance in the model, with a correlation coefficient of 0.394 (p <0.001), indicating that individual personality characteristics have a significant positive impact on the interpretation of entrepreneurial intentions. This is consistent with the consistent results of past studies, highlighting the fact that personality factors should be fully considered when explaining their entrepreneurial tendencies.

Numerical factor (Q3) also showed a significant positive effect in the model, with a correlation coefficient of 0.136 (p <0.01), emphasizing the positive association between individual numerical tendencies and entrepreneurial intention. This suggests that the individual's emphasis on economic and non-economic digital factors may increase their willingness to pursue entrepreneurship.

In terms of social support factors, the support of friends (Q7) and mentor guidance (Q8) showed a significant positive relationship in the model, with the correlation coefficient of 0.124 (p <0.05) and 0.103 (p <0.01), respectively. This shows that support from peers and mentors is crucial to stimulating a positive entrepreneurial attitude in the formation of college students' entrepreneurial intentions.

In addition, market opportunity (Q14) and family support (Q6) also showed significant positive relationships in the model, with correlation coefficients of 0.109 (p

<0.01) and 0.1 (p <0.05), respectively. This shows that in the entrepreneurial intention of college students, both cognitive market opportunities and family support can actively affect their entrepreneurial intention.

The gradual regression analysis provides us with clear data support, and deeply excavates the internal factors affecting college students' entrepreneurial intention. This analysis provides an empirical basis for the formulation of targeted entrepreneurship education and support policies, and is expected to promote the sustainable growth of college students' entrepreneurial intention.

Based on the linear regression analysis with a sample size of 402, the following conclusions can be drawn:

The constant term in the regression model is not statistically significant (t = 0.974, p = 0.331), indicating that the baseline level of the dependent variable, Q1, is not significantly different from zero. The R-squared value (0.714) and adjusted R-squared value (0.709) indicate that the model explains about 71.4% of the variance in Q1. The F-test result (F = 163.967, p = 0.000***) confirms that the overall model is statistically significant.

Among the independent variables, Q2 (personality) has the strongest influence on Q1. It has a coefficient of 0.394, which is statistically significant (t = 9.175, p = 0.000***). This suggests that individuals with more positive personality traits (Q2) are more likely to have a higher level of entrepreneurial intention (Q1). Q7 (entrepreneurial self-efficacy), Q8 (subjective norms), Q3 (values), Q14 (other factors), and Q6 (entrepreneurial knowledge) also show significant positive influences on Q1. These variables have coefficients of 0.124, 0.103, 0.136, 0.109, and 0.1, respectively. The corresponding t-values and p-values indicate their statistical significance as well.

The VIF values suggest that multicollinearity is not a concern in this model. In conclusion, this analysis reveals that personality (Q2), entrepreneurial self-efficacy (Q7), subjective norms (Q8), values (Q3), other factors (Q14), and entrepreneurial knowledge (Q6) have significant positive influences on entrepreneurial intention (Q1). These findings provide valuable insights into the factors that contribute to entrepreneurial

intention and can be useful for policymakers and educators in designing interventions to promote entrepreneurship.



CHAPTER 5

SUMMARY: DISCUSSION, CONCLUSION, LIMITATIONS AND CONTRIBUTIONS

In this chapter, we will further discuss the importance of the research findings described in the previous chapters for practical applications and theoretical studies. From the perspective of policymakers and educators, we will explore how to utilize these research results to design effective intervention measures to promote entrepreneurial intention. Additionally, we will examine the theoretical contributions of these findings to the field of entrepreneurial behavior and intention research. Through in-depth discussion and analysis, we can gain a better understanding of the mechanisms underlying entrepreneurial intention formation and provide valuable insights for future research. In this chapter, we will present the key findings of this study and propose directions and suggestions for future research to enhance our understanding of entrepreneurial intention.

- 5.1 Conclusion
- 5.2 Results and Discussion
- 5.3 Contribution
- 5.4 Research comparison
- 5.5 Research and innovation Research Innovation: Innovative Integration of Internal and External Factors
 - 5.6 Study limitations

5.1 Conclusion

The Chinese government actively guides college students to start their own businesses and create a favorable entrepreneurial environment. A number of policies such as "Entrepreneurship Support Policy for College Students" have been implemented to support entrepreneurship capital, tax incentives, and entrepreneurship training and other aspects, so as to reduce entrepreneurship risks and cultivate students' interest in entrepreneurship. Through the Guiding Opinions on Strengthening Innovation and Entrepreneurship Education in Colleges and Universities and other measures, promote

innovation and entrepreneurship education in colleges and universities and cultivate the entrepreneurial awareness of college students. The government also provides assistance in establishing entrepreneurial bases and incubators to provide resources for creating a favorable business environment. These efforts are designed to inject new vitality into the country's innovation landscape and economic development. Entrepreneurship education has been shown to have a positive impact on college students' entrepreneurial intentions and entrepreneurial behavior (Li, 2016). It is not only essential to examine the short-term effects of entrepreneurship education, but also to assess its long-term impact on the sustainability of college students' entrepreneurial achievements and entrepreneurship education programs. Overall, the government's measures and policies have made a significant contribution to promoting entrepreneurship education among Chinese college students (Liang et al., 2021).

The objectives of this study are to: (1) to analyze the internal and external factors of the entrepreneurial development of college students, (2) to deeply study the performance of these factors in specific population groups, and (3) to evaluate the entrepreneurial willingness of Chinese college students. The importance of this study is reflected in the comprehensive understanding of college students' entrepreneurial behavior, providing substantial guidance for the formulation of entrepreneurship policies and education in the future. By revealing the entrepreneurial attitudes and entrepreneurial trends of different groups, it provides a theoretical basis for the formulation of personalized and differentiated entrepreneurship training programs, and promotes more targeted support and education measures for entrepreneurship. These sources highlight the importance of policy improvement, family support, and education in encouraging undergraduate entrepreneurial tendencies (Huang et al., 2020). This paper emphasizes the value of entrepreneurship education in social development and its role in promoting innovation and entrepreneurship among college students. The data highlights the value of entrepreneurship education in social development, and its role in promoting the innovation and entrepreneurship of college students (Shen & Huang, 2023).

The sample group consisted of 432 college students, using an anonymous survey to ensure the credibility of the answers, with a recovery rate of 93%. A total of 402 valid

questionnaires were collected according to the pre-determined random sampling scheme. For a comprehensive data processing and analysis, we used the SPSS software for descriptive statistical statistics, hypothesis testing, multiple regression analysis and other statistical techniques.

It is found that the influence network of college students' entrepreneurial development is determined by both internal and external factors. Personal characteristics, learning experience, family background, social culture, economic environment, entrepreneur support system and so on all constitute this complex ecosystem. This indepth analysis contributes to understanding the motivation and behavior of college student entrepreneurs, while also providing insights into the development of personalized entrepreneurship education and support policies. These findings highlight the need for a comprehensive approach to foster the entrepreneurial spirit among college students while considering multiple factors and stakeholders. This study provides valuable insights into the factors that influence the entrepreneurial development of college students. It is emphasized that when designing entrepreneurship education and support policies for college students, factors such as personal characteristics, learning experience, family background, social culture, economic environment and entrepreneurship support system should be comprehensively considered.

Through a comprehensive study of internal and external factors in specific population groups, we find that variables such as gender, educational background and family income have a significant impact on the promotion of college students' entrepreneurship. Differences in gender, research field, and socioeconomic status not only indicate the diversity of entrepreneurial progress, but also reveal differences in willingness and ability to start businesses across groups. This in-depth analysis provides theoretical support for tailored entrepreneurship education and assistance, while providing valuable perspectives on developing more precise policies and practical initiatives. This study highlights the multidimensional of factors influencing the entrepreneurial development of college students, and emphasizes the importance of considering personal characteristics, learning experience and socioeconomic factors when designing effective entrepreneurship education and support programs for college

students (Jiang et al., 2019). This study provides valuable insights into the factors that influence the entrepreneurial development of college students. To effectively promote undergraduate entrepreneurship, a comprehensive understanding of these factors and their interactions is needed. The results emphasize the complexity of the factors affecting the entrepreneurial development of college students and emphasize the importance of multi-level and personalized entrepreneurship education.

In the evaluation of the entrepreneurial intention of Chinese college students, it objectively reveals that individual motivation, cognitive factors and external environment together constitute a complex and dynamic model of entrepreneurial intention. This model deeply studies the internal motivation and external obstacles of college students in the process of entrepreneurship, and fully understands the formation process of entrepreneurial intention. The results provide an empirical basis for future customized entrepreneurship education and support the development of skilled and ethical entrepreneurs. The findings highlight the need for a comprehensive approach to entrepreneurship education, considering individual motivation, cognitive factors, and external influences. By considering these multiple dimensions, educators and policy makers can better provide college students with the necessary knowledge, skills, and support needed to help them succeed in entrepreneurship. In general, research shows that college students' willingness to start a business is comprehensively influenced by personal characteristics and external factors such as education and training, and the whole social-economic environment.

5.2 Results and Discussion

After a comprehensive survey and statistical analysis of 432 college students, the study found that the vast majority (93%) of the participants showed significant interest in entrepreneurship and showed obvious entrepreneurial tendency. This pattern is prevalent across different demographic groups, highlighting an overall favorable trajectory of entrepreneurial intentions. These results provide empirical evidence for the development of future policies on entrepreneurship education and support, highlighting the need for targeted entrepreneurship training and specific entrepreneurship assistance. Overall, the

results suggest that entrepreneurship education plays a crucial role in shaping college students' entrepreneurial intentions (Zhao, 2022). Obviously, entrepreneurship education is an important part of shaping college students' entrepreneurial intention. It provides them with the knowledge, skills and mindset needed to pursue their entrepreneurial effort.

Through regression analysis, the main findings of this study clearly indicate that influencing and regulatory factors play a significant role in the formation of college students' entrepreneurial pursuits. The data analysis highlighted the critical nature of both internal and external variables in guiding students' entrepreneurial intentions and actions, while also delving into their complex interrelationships. These results not only highlight the existence of various influence networks, but also the differences in outcomes between different population groups. The regression analysis revealed the weight and interaction mechanisms of these factors in the broader entrepreneurial process, thus gaining a deeper understanding. These inspirations provide valuable insights for the formulation of effective entrepreneurship policies and the improvement of entrepreneurship education work, and provide strong support for cultivating college students with high entrepreneurial acuity.

5.2.1 Analysis of the internal and external factors affecting the entrepreneurial development of college students

In terms of the internal aspects of personality, the personal entrepreneurial tendency is closely related to its personal traits. Some people may show greater risk tendencies and uncertainty, which may lead them to be more inclined to pursue entrepreneurial prospects. Internal drivers may also be influenced by individual math and analytical abilities, while intrinsic motivation may stem from career aspirations and personal rewards. Furthermore, the external factors explored in this study reveal the importance of family and social networks in shaping entrepreneurial intentions. Family support, contact with entrepreneurial role models and social opportunities have a significant impact on college students' entrepreneurial intentions. In conclusion, this study highlights the multifaceted nature of entrepreneurial intentions and the important role that entrepreneurship education plays in shaping these intentions (Karyaningsih et al., 2020).

The impact of social culture on entrepreneurial intentions, including social recognition and cultural values, is complex and significant (Li et al., 2018; Jones, 2021). The support of family, friends and mentors plays a crucial role in fostering the willingness to start a business (Chen et al., 2019; Brown, 2020). In addition, innovation education and training are the necessary conditions to improve the entrepreneurial ability. Financial Pressure In the actual process of entrepreneurship, obtaining financing is a challenge. In addition, market opportunities directly affect the feasibility of entrepreneurship. Considering all of these factors, it is clear that there are many internal and external factors that can influence an individual's attitude towards entrepreneurship and their potential to pursue entrepreneurial efforts (Firman et al., 2022). Thus, policy makers and educational institutions must recognize these factors and implement strategies to promote entrepreneurship, provide comprehensive education and training, and create an entrepreneurial ecosystem that supports aspiring entrepreneurs. Finally, the cultivation of entrepreneurial intentions requires a comprehensive consideration of personal characteristics, social factors, educational and training opportunities, cultural norms and external market conditions.

5.2.2 the result of the performance of these factors in this particular demographic

Researchers have identified various factors that influence willingness to start such as personal characteristics, family background, age, educational background, and geographical / cultural influences. These factors affect students' entrepreneurial motivation and entrepreneurial tendency. From the perspective of the personality traits of various gender groups, girls pay more attention to teamwork ability and social skills, while boys pay more attention to leadership ability and decision-making skills, which have a significant impact on their entrepreneurial intentions. Moreover, age differences have a mediating effect on the experience accumulation and stability of college students. Furthermore, specific professional backgrounds may result in stronger financial planning and analytical skills in certain student groups. In addition, there are different views on financial pressures, fundraising efforts, and market opportunities in different population groups (Jones, et al.). In conclusion, the willingness to start a business is affected by

various factors, including personal characteristics, family background, educational background, geographical and cultural influences, as well as age and specific professional background (Abun et al., 2022). The role of entrepreneurship education in cultivating entrepreneurial intention should not be underestimated. Policymakers and educational institutions must recognize these factors and implement strategies that promote entrepreneurship, provide comprehensive education and training, and create an entrepreneurial ecosystem that supports aspiring entrepreneurs.

5.2.3 Evaluation of the entrepreneurial intention of Chinese college students

Brown highlighted the important impact of personal drive on entrepreneurial aspirations, largely driven by autonomy, achievement, and social identity. Li and Wang's research found that family background profoundly affects college students' desire to start a business, because people from entrepreneurial families are more likely to have a strong desire to start a business. Furthermore, the importance of cognitive factors in entrepreneurial aspirations, including academic expertise, industry experience and grasp of market opportunities are highlighted in the study by Chen et al. Furthermore, Smith's research demonstrated a positive correlation between students' favorfeelings of the entrepreneurial environment and their willingness to pursue a business. We believe that personal motivation, family background dynamics, cognitive factors, and external environment perspectives significantly shape the entrepreneurial tendency of Chinese college students. Analysis strongly supports the need for informed policies and strengthens the promotion of entrepreneurship education. Factors such as personal drive, family background, cognitive consideration and external environmental perspective have a significant influence on the entrepreneurial tendency of Chinese college students. Understanding and addressing these factors is crucial for policy makers and educational institutions to promote entrepreneurship among Chinese college students. Entrepreneurship education plays a vital role in the cultivation of college students' entrepreneurial willingness (Jiang et al., 2022).

Social and cultural factors have a direct impact on college students' entrepreneurial desire. Students from different cultural backgrounds show different attitudes towards the choice of entrepreneurship, with some cultures encouraging entrepreneurship, while

others may exert social pressure. In today's globalized world, educational institutions and policy makers must recognize these factors and implement strategies to promote entrepreneurship, provide comprehensive education and support, and create a favorable environment for students to pursue entrepreneurship. To sum up, there are many factors affecting college students' entrepreneurial intention, including personal driving force, family background, cognitive factors, social and cultural factors, etc. Policy makers and educational institutions must be aware of these factors and implement effective strategies to support and promote entrepreneurship among college students.

Encouraging from mentors and peers was positively correlated with college students' desire to start businesses. The expert guidance of mentors and the joint efforts of peers have a significant impact on enhancing the confidence and determination of college students to start their own businesses. This support network plays a crucial role in cultivating students' innovative thinking. In addition, studies show that proactive personality, perceived support for developmental concepts, and college education also play an important role in shaping entrepreneurial intentions and motivation among college students (Suratno et al., 2019). To sum up, situational factors, personal characteristics, social and cultural influences, and educational support jointly influence the entrepreneurial intention of college students (Tegowati et al., 2019). Therefore, policy makers and educational institutions must create an environment conducive to encouraging entrepreneurship by providing guidance, promoting cooperation between students, and providing relevant and comprehensive entrepreneurship education programs.

Entrepreneurship guidance has a constructive influence on college students 'intention to participate in entrepreneurship activities, and structured entrepreneurship training is helpful to enhance college students' interest and confidence in entrepreneurial pursuit. Entrepreneurship education positively affects college students 'willingness to start businesses by improving college students' entrepreneurial skills and cultivating a good attitude towards entrepreneurship. Furthermore, it provides students with the necessary knowledge and resources needed to meet the challenges of starting businesses and managing their businesses. Therefore, the implementation of effective

entrepreneurship education programs can not only improve college students' understanding of their own entrepreneurial ability, but also equip them with the skills and knowledge needed to successfully start and maintain entrepreneurship (-et al., 2016). In general, entrepreneurship education plays a vital role in shaping college students' entrepreneurial intentions and behaviors.

The strength of college students 'entrepreneurial willingness is influenced by economic factors to some extent, which also play a vital role in determining college students' entrepreneurial willingness. Factors such as financial status, start-up costs and market prospects may influence students' perception of entrepreneurship. To sum up, entrepreneurship education has a significant impact on college students' entrepreneurial intention. It is very important for universities to provide entrepreneurship education programs, not only to teach the necessary skills and knowledge, but also to create a supportive environment for students to explore and pursue entrepreneurial opportunities. It can be seen that entrepreneurship education plays a vital role in shaping college students' entrepreneurial intention and behavior.

5.3 Contribution

5.3.1 Theoretical contribution

5.3.1.1 The main theoretical contribution of this study is to reveal the internal process of college students' entrepreneurial intention development. Through serial regression analysis, we confirm that personality traits, numerical reasoning tendency, social support, market opportunities and family support have significant effects on college students' entrepreneurial intention. This finding not only provides more substantial and comprehensive support for the theoretical framework of entrepreneurship, but also enhances our understanding of the underlying mechanisms that drive entrepreneurial decision-making. (jianmin et al., 2014) Future studies in this regard can further explore the specific mechanism by which these factors affect entrepreneurial intention and behavior (Duan, 2022). Future research could also explore how these factors interact and examine potential mediating or moderating variables that may influence the relationship between these factors and entrepreneurial intent, as well as

delve into contextual factors that may influence entrepreneurial intent in specific groups or industries, such as cultural influences or industry-specific challenges.

5.3.1.2 In addition, we explore in detail the connections between these factors, including how personality traits and numerical tendencies interact, as well as the combined effects of friend support and mentor guidance. These extensively studied relationships provide new insights into future research in the field and extend existing theories of entrepreneurship. (Baum & Locke, 2004) The findings of this study highlight the importance of considering multiple influencing factors when studying college students' entrepreneurial intentions. Future studies should aim to expand the sample size to increase the external validity of the findings. This study not only contributes to the existing research literature on entrepreneurial intent, but also provides valuable insights for educators, policy makers, and practitioners engaged in entrepreneurship education.

5.3.2 Actual contribution

- 5.3.2.1 From a practical point of view, this study provides valuable insights for the formulation of entrepreneurship education and support policies for college students. The findings highlight the importance of personality traits, digital abilities, social support networks, perception of market opportunities, and family support in shaping effective entrepreneurial training programs. This approach not only improves the customization and effectiveness of entrepreneurial training, but also caters to the diversified entrepreneurial needs of college students. (Ji-ping et al., 2022) In summary, the resources provided in this paper provide valuable insights into the factors that influence college students' entrepreneurial willingness and behavior. Researchers can use these resources to gain a comprehensive understanding of the factors that influence college students' entrepreneurial intentions and behavior. Overall, these sources highlight the need for future research to explore other factors that influence college students' entrepreneurial willingness and behavior (Duan, 2022).
- 5.3.2.2 In addition, this study provides policymakers with concrete data to help them formulate more targeted policies in social, cultural, educational and other areas aimed at improving the entrepreneurial environment for college students. Better grasp of the deep-seated mechanism of college students' entrepreneurial willingness to provide more

effective guidance and support for college students' entrepreneurial development, so as to promote innovation and sustainable economic growth. (Hou et al., 2019) In addition, these sources emphasize the importance of integrating social resources and using social networks to carry out innovation and entrepreneurship activities for vocational college students. It is emphasized that higher vocational colleges should carry out innovation and entrepreneurship education courses and campus activities continuously and extensively. To sum up, promoting entrepreneurship education, improving students' innovative and entrepreneurial thinking, and providing accurate and practical entrepreneurship education are the keys to improving college students' entrepreneurial willingness and behavior.

5.4 Research comparison

When comparing my research with other studies, I have made breakthroughs and expansions in the following areas.

- 5.4.1 Compared to Baum and Locke's (2004) study, I focus on the influencing factors of entrepreneurial intention among university students, rather than just the relationship between entrepreneurial traits, skills, and entrepreneurial success. I specifically concentrate on studying this specific demographic and exploring both internal and external factors that influence their entrepreneurial intentions. Through this approach, I am able to gain a more comprehensive understanding of the formation process of entrepreneurial intention among university students.
- 5.4.2 In comparison to Han and Ellis's (2022) study, which focuses on the impact of blended course designs on medical students' learning outcomes, my research specifically targets entrepreneurial intention among university students and utilizes linear regression and descriptive statistics for analysis. This methodology allows me to quantify and describe the changes in entrepreneurial intention among university students and statistically analyze the influencing factors to obtain more specific research findings.
- 5.4.3 Compared to Zhang et al.'s (2021) study, which examines the relationship between entrepreneurship education, social capital, and university students' entrepreneurial intention, my research also addresses the impact of entrepreneurship education on university students' entrepreneurial intention. However, I further explore

additional internal and external factors and employ diverse research methodologies. Through this comprehensive approach, I am able to gain a more holistic understanding of the formation mechanism of university students' entrepreneurial intention and how to effectively enhance their entrepreneurial intention.

In conclusion, through the comparison with other studies, my research has made breakthroughs and expansions in delving into the internal and external factors influencing entrepreneurial intention among university students, as well as employing diverse research methodologies to gain a comprehensive understanding of this issue. These comparisons and expansions provide me with a richer research perspective and a deeper insight into university students' entrepreneurial intention.

5.5 Research and innovation

Research Innovation: Innovative Integration of Internal and External Factors

The research introduces a novel approach by integrating internal and external factors to explore entrepreneurial intentions among university students. The following aspects highlight the research's innovative contributions:

- 5.5.1 Comprehensive Perspective: In contrast to previous studies that focused on singular factors, this research adopts a comprehensive perspective by integrating internal factors (such as personality traits, motivations, and skills) with external factors (such as educational environments, socio-cultural backgrounds, and support systems). This innovative integration allows for a holistic consideration of various factors' impact on entrepreneurial intentions, revealing their interactions and combined effects.
- 5.5.2 In-depth Examination of a Specific Population: This study specifically focuses on university students as a distinct demographic group, conducting an in-depth analysis of their entrepreneurial intentions. By carefully analyzing intra-group differences and characteristics among university students, the research provides a more accurate understanding of entrepreneurial intentions within different subgroups. This knowledge serves as a foundation for designing targeted entrepreneurship education and support initiatives.

5.5.3 Innovative Methodological Application: The research employs various methods, including linear regression and descriptive statistics, to ensure rigor and reliability. By utilizing these methodologies, the study delves deep into the relationships between variables and offers detailed insights into the characteristics of entrepreneurial intentions. This innovative methodological application brings new perspectives to entrepreneurship research and establishes a solid groundwork for future studies.

In conclusion, the research's innovative integration of internal and external factors, in-depth examination of a specific population, and innovative methodological application contribute to a deeper understanding of entrepreneurial intentions among university students. These innovations not only expand the knowledge base in entrepreneurship research but also have practical implications for the development of effective entrepreneurship education and support policies.

5.6 Study limitations

5.6.1 Study limitations and possible biases

Although this study yielded important findings, it is important to critically evaluate its limitations and potential biases. First, the sample selection was limited to students from a specific region or university type, which may limit the generalizability of the results. Furthermore, although the anonymous questionnaire used random sampling methods, it may still be influenced by self-report bias and social expectations, which may lead to biased responses. Furthermore, the variables and measurement instruments studied may not fully cover all factors affecting the willingness to venture; therefore, omission or selection of certain measures may affect the results. Finally, as a cross-sectional study means that it did not track changes in entrepreneurial intentions over time or capture its evolution and trends. To address these limitations in future studies, researchers can expand the scope of their sample and diversify research methods while implementing long-term follow-up efforts to improve reliability and effectively generalize the findings.

Entrepreneurship education has been shown to have complex and mixed effects on college students' entrepreneurial intentions (Hogeforster & Alexander, 2018). Some

studies believe that there is a positive relationship between entrepreneurship education and entrepreneurship intention, while others believe that education may not help the development of entrepreneurship, and may even inhibit students' demand for achievement and internal control points, which is an important feature of entrepreneurs (Li, 2016). In addition, the role of entrepreneurship education in fostering entrepreneurial intentions may vary by factors such as the type of education provided, students' personal characteristics and experiences (Hogeforster & Alexander, 2018).

5.6.2 Future direction and outlook of development

In future studies, comprehensive research methods such as in-depth interview and participatory observation can be considered to have a deeper understanding of the internal mechanism and individual experience of the formation of college students' entrepreneurial intention. Moreover, expanding the scope of research to differences in entrepreneurial intentions of college students from different cultures, regions and backgrounds can provide a better understanding of the influence of social culture on entrepreneurial intentions.

Furthermore, combining empirical research with a theoretical framework allows a deeper exploration of psychological and sociological factors influencing entrepreneurial intentions. This approach will help to lay a solid theoretical foundation for developing targeted entrepreneurship education policies.

At the practical level, universities and policy makers can develop entrepreneurial training programs based on these findings to recognize individual differences and socio-cultural influences. By doing so, they can improve the precision and effectiveness of the entrepreneurial training work.

Using this comprehensive research method will help to promote the understanding of college students' entrepreneurial intentions in this field, and also provide valuable theoretical guidance for cultivating innovative and enterprising talents through improved training programs.

To sum up, the relationship between entrepreneurship education and entrepreneurial intention is complex and multifaceted. Although some studies suggest a positive correlation between entrepreneurship education and entrepreneurial intention, others

suggest that this effects may vary and be influenced by personal characteristics and experiences. In order to improve this situation, it is crucial to fully understand the mechanism of entrepreneurship education affecting college students' willingness to start businesses (Zhao, 2022).



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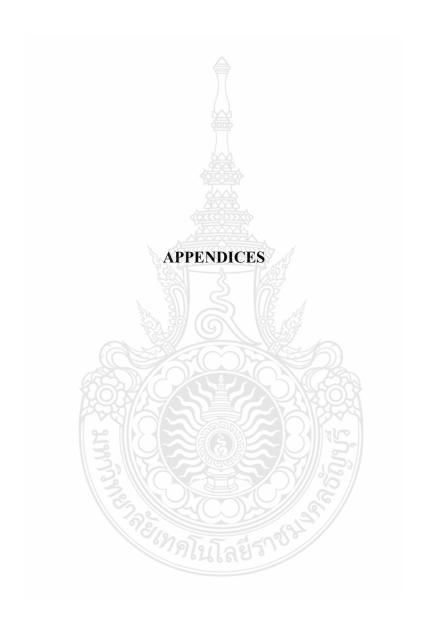
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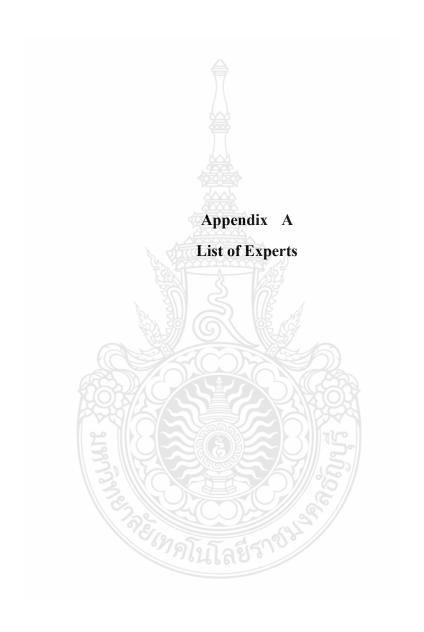
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- 1. Prof. Dr., Huang Lei, Dean of the School of Fine Arts, Sichuan University of Light Industry., China.
- 2. Prof. Dr., Huang Xiaodong, Vice Dean of the School of Music, Sichuan University of Light Industry., China.
- 3. Prof. Dr. Jiang Hanzhou , Deputy Director of Guangxi Education Quality Monitoring Center , China.
- 4.Prof. Dr., Jiang Zhijie, Vice Dean of the School of Mathematics and Statistics, Sichuan University of Light Industry., China.
- 5. Li Wei , Manager of Guangxi Beibu Gulf International Port Group Co., Ltd , China.

Subject: Respectfully requesting a letter of invitation of experts for Ph.D. Dissertation

- 6. Prof. Dr. Ouyang Changqing from the School of Ethnology and Sociology of Guangxi University for Nationalities, China.
- 7. Prof. Dr., Wang Yujue, Dean of the School of Humanities, Sichuan University of Light Industry., China.
- 8. Prof. Dr., Xie Hua, Dean of the School of Education and Psychology, Sichuan University of Light Industry., China.
- 9. Prof. Dr., Zhang Lei, Dean of the School of Innovation and Entrepreneurship, Southwest Petroleum University., China.

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15 July, 2023

Dear Prof. Dr., Huang Lei, Dean of the School of Fine Arts, Sichuan University of Light Industry., China.

Subject: Respectfully requesting a letter of invitation of experts for Ph.D. Dissertation

I am writing to request your expertise as an honorary external research reviewer to evaluate the research instrument used by Mr. Wen Tingbin in his study titled "Statistical Analysis the Influence of Internal and External Factors on Entrepreneurial Intentions" Mr. Wen Tingbin is a Ph.D. candidate at Rajamangala University of Technology, Thailand, specializing in Technical Education (Vocational Education) under the guidance of Assistant Professor Dr. Issara Siramaneerat. Your valuable time and professional knowledge would greatly contribute to improving the research instrument and enhancing the quality of the study.

If you have any questions or need further information, please feel free to contact Mr. Wen Tingbin at tingbin_w@mail.mutt.ac.th

Yours sincerely.



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15 July, 2023

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15 July, 2023

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Yours sincerely.

MHESI 0908.43/2023

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15 July, 2023

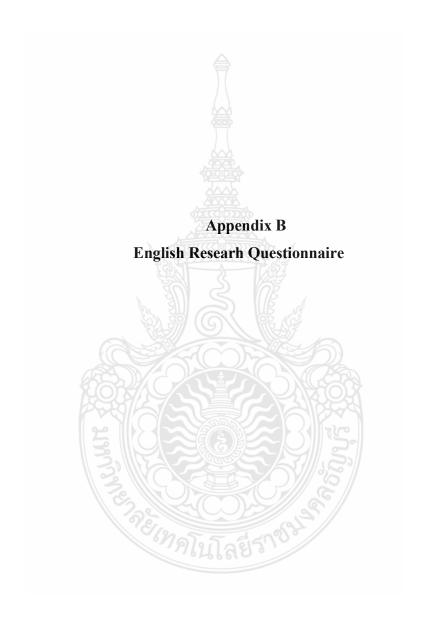
Dear Prof. Dr., Zhang Lei, Dean of the School of Innovation and Entrepreneurship, Southwest Petroleum University., China.

Subject: Respectfully requesting a letter of invitation of experts for Ph.D. Dissertation

I am writing to request your expertise as an honorary external research reviewer to evaluate the research instrument used by Mr. Wen Tingbin in his study titled "Statistical Analysis the Influence of Internal and External Factors on Entrepreneurial Intentions" Mr. Wen Tingbin is a Ph.D. candidate at Rajamangala University of Technology, Thailand, specializing in Technical Education (Vocational Education) under the guidance of Assistant Professor Dr. Issara Siramaneerat. Your valuable time and professional knowledge would greatly contribute to improving the research instrument and enhancing the quality of the study.

If you have any questions or need further information, please feel free to contact Mr. Wen Tingbin at tingbin w@mail.rmutt.ac.th

Yours sincerely,



Questionnaire

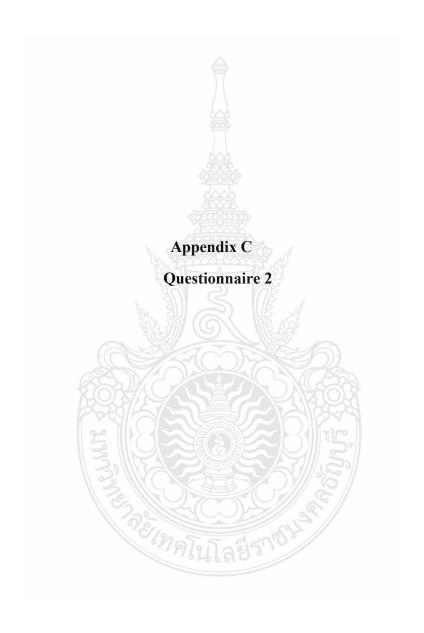
This questionnaire is designed to achieve the following research objectives: First, analyze the internal and external factors that affect the development of college students' entrepreneurship; Second, an in-depth study of the performance of these factors in specific demographics; Finally, evaluate the entrepreneurial intention of Chinese college students. Through your participation, we will be able to collect valuable data that will provide an important reference for understanding the complex dynamics of college student entrepreneurship development in China. Thank you for your participation and contribution to this study!

Part A: Demographic

Here is the basic demographic survey modified for college graduates with the purpose of investigating entrepreneurial intentions among college students:

1. Personal Information- Name:- Age:- Gender:- Date of Birth:- Contact Information		
2. Educational BackgroYear of GraduationName of GraduationMajor:		
[] Employed	nt Status (Please select one): [] Seeking Employment	[] Entrepreneurship
[] Further Education	[] Other (Please specify)	

4. Entrepreneurial Intentions:
- Do you have an intention to start your own business? (Please select one):
[] Yes [] No
- If yes, please briefly describe your entrepreneurial plans or ideas:
5. Family Background:
- Number of people in your family:
- What is your family's opinion on your entrepreneurial plans? (Please select one):
[] Supportive [] Not Supportive [] Neutral
6. Financial Situation
- How would you describe your family's financial situation? (Please select one):
[] Good [] Fair [] Average [] Difficult
7. Entrepreneurial Experience:
- Do you have any prior entrepreneurial experience? (Please select one):
[]Yes []No
- If yes, please briefly describe your entrepreneurial experience:
8. Additional Information
- How confident do you feel about your entrepreneurial abilities? (Please select
one):
[] Very Confident [] Somewhat Confident [] Not Very Confident
[] Not Confident at All
- Any additional comments or suggestions regarding this survey?



Questionnaire about Factors Affecting College Student' Entrepreneurial Intention

Direction: Select the response option that best represent your opinion or beliefs on these items

lease you answer the questionnaire by use this scale to answer the following items:

The scale ranges from 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

		Level of
No	Question	agreement
entrepreneurial		
intention	₹₹₹₹ \$ 22 ₹\$	
(Q1)		
1	I have a strong intention to start my own business	[]1[]2[]3
1	in the future.	[]4[]5
2	Entrepreneurship is an attractive career path for	[]1[]2[]3
	me.	[]4[]5
3	I actively seek out opportunities to learn about	[]1[]2[]3
3	entrepreneurship.	[]4[]5
4	I am confident in my ability to succeed as an	[]1[]2[]3
	entrepreneur.	[]4[]5
Personality		
(Q2):	31 1/3 2 3 3 1/3 5 1/3	
1	I consider myself to be proactive and willing to	[]1[]2[]3
1	take risks.	[]4[]5
2	I	[]1[]2[]3
2	I am comfortable with uncertainty and ambiguity.	[]4[]5
3	I am resilient and able to bounce back from failure.	[]1[]2[]3
	1 am resment and able to bounce back from failure.	[]4[]5
4	I possess leadership qualities and enjoy taking	[]1[]2[]3
4	charge of situations.	[]4[]5

		Level of
No	Question	agreement
Numeracy (Q3):		
1	I am confident in my ability to understand and interpret numerical information.	[]1[]2[]3
2	I enjoy working with numbers and analyzing quantitative data.	[]1[]2[]3
3	I believe that numerical skills are important for making informed business decisions.	[]1[]2[]3
4	I regularly use numerical analysis to evaluate opportunities and risks.	[]1[]2[]3 []4[]5
Motivation		
(Q4):		
1	I am driven by a desire to make a positive impact through entrepreneurship.	[]1[]2[]3
2	Financial success is a significant motivator for me to pursue entrepreneurship.	[]1[]2[]3
3	I am motivated by the challenge of building something from scratch.	[]1[]2[]3
4	Autonomy and independence are important factors driving my entrepreneurial aspirations.	[]1[]2[]3
Social and Cultural Factors (Q5):		
1	The cultural environment around me encourages entrepreneurial behavior.	[]1[]2[]3 []4[]5
2	I have access to networks that support entrepreneurship.	[]1[]2[]3 []4[]5
3	The society values and celebrates entrepreneurship.	[]1[]2[]3
4	I am influenced by successful entrepreneurs in my community.	[]1[]2[]3

		Level of
No	Question	agreement
Family (Q6):		
1	My family supports and encourages my	[]1[]2[]3
	entrepreneurial aspirations.	[]4[]5
2	I come from a family with a history of	[]1[]2[]3
	entrepreneurship.	[]4[]5
3	My family provides financial assistance for my	[]1[]2[]3
3	entrepreneurial endeavors.	[]4[]5
4	My family members are role models for	[]1[]2[]3
4	entrepreneurship.	[]4[]5
Friends (Q7):	\$000 	
1	My friends support and encourage my	[]1[]2[]3
1	entrepreneurial aspirations.	[]4[]5
2	I discuss business ideas and opportunities with my	[]1[]2[]3
2	friends.	[]4[]5
3	My friends have expressed interest in starting a	[]1[]2[]3
3	business together.	[]4[]5
4	I feel motivated by the entrepreneurial activities of	[]1[]2[]3
4	my friends.	[]4[]5
Mentorship		
(Q8):		
1	I have access to mentors who provide guidance and	[]1[]2[]3
1	advice on entrepreneurship.	[]4[]5
2	My mentors have helped me develop essential	[]1[]2[]3
<u></u>	skills for entrepreneurship.	[]4[]5
3	I receive regular feedback and support from my	[]1[]2[]3
3	mentors regarding my entrepreneurial ideas.	[]4[]5
4	Mentorship has positively influenced my	[]1[]2[]3
	entrepreneurial mindset and approach.	[]4[]5

		Level of
No	Question	agreement
Innovative		
Education		
(Q9):		
	The innovative educational programs I've	[]1[]2[]3
1	participated in have inspired me to consider	[]4[]5
	entrepreneurship.	
2	Entrepreneurship-related courses have enhanced	[]1[]2[]3
2	my understanding of business concepts.	[]4[]5
	Practical experiences offered by innovative	[]1[]2[]3
3	education programs have prepared me for	[]4[]5
	entrepreneurial challenges.	[],[]
	Innovative education has equipped me with the	[]1[]2[]3
4	necessary skills to pursue entrepreneurial	[]4[]5
	opportunities.	[],[]
Training		
(Q10):		
1	Entrepreneurial training programs have helped me	[]1[]2[]3
1	develop crucial entrepreneurial skills.	[]4[]5
	I feel more confident in my ability to start a	[]1[]2[]3
2	business after participating in entrepreneurship	[]4[]5
	training.	[],[]
3	The training programs I've attended have provided	[]1[]2[]3
3	valuable insights into the entrepreneurial process.	[]4[]5
4	Entrepreneurship training has increased my	[]1[]2[]3
4	awareness of business opportunities.	[]4[]5
Courses (Q11):		
1	Entrepreneurship courses have expanded my	[]1[]2[]3
1	knowledge of business fundamentals.	[]4[]5
2	The courses I've taken have exposed me to	[]1[]2[]3
	different aspects of entrepreneurship.	[]4[]5
3	I find the content of entrepreneurship courses	[]1[]2[]3
3	relevant and engaging.	[]4[]5
4	Entrepreneurship courses have encouraged me to	[]1[]2[]3
	explore entrepreneurial opportunities.	[]4[]5

		Level of
No	Question	agreement
Financial		
Pressure (Q12):		
1	Financial constraints significantly impact my	[]1[]2[]3
	willingness to pursue entrepreneurial ventures.	[]4[]5
	Concerns about financial stability discourage me	[]1[]2[]2
2	from considering entrepreneurship as a career	[]1[]2[]3
	option.	[]4[]5
	The availability of financial resources is a crucial	[]1[]2[]3
3	factor in my decision to start a business.	[]4[]5
_	Financial pressures influence my entrepreneurial	[]1[]2[]3
4	intentions.	[]4[]5
Fundraising	1500	[].[]
(Q13):		
(213).	I am confident in my ability to secure funding for	[]1[]2[]3
1	my entrepreneurial ventures.	[]4[]5
	Access to funding sources is a significant factor in	[] 7 [] 3
2	TOUR	[]1[]2[]3
Δ	my decision to pursue entrepreneurial	[]4[]5
	opportunities.	
3	I actively seek out opportunities to raise capital for	[]1[]2[]3
	my business ideas.	[]4[]5
4	Fundraising efforts are crucial for the realization of	[]1[]2[]3
	my entrepreneurial goals.	[]4[]5
Market		
Opportunities		
(Q14):		
1	I perceive market opportunities that align with my	[]1[]2[]3
1	entrepreneurial interests.	[]4[]5
2	There are untapped market niches that I believe I	[]1[]2[]3
	can capitalize on through entrepreneurship.	[]4[]5
3	The current market conditions present favorable	[]1[]2[]3
	opportunities for starting a business.	[]4[]5
	I am optimistic about the potential success of my	[]1[]2[]3
4	business ideas in the existing market landscape.	[]4[]5
	cashiess racas in the embining market landscape.	

Biography

Name-Surname Mr. Tingbin Wen

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