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The Impact of Entrepreneurship Education on Entrepreneurial Intentions of University Students: An Empirical Study of a Provincial-Level Public University in China

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DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: Hui Qian Date: 22/03/2024

STATEMENT 1

This thesis is the result of my own investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly marked in a footnote(s). Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

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STATEMENT 2

I hereby give consent for my thesis, if accepted, to be available for deposit in the University's digital repository.

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Abstract

Entrepreneurship has become an important driving force for economic development in China, with university students being the group with great entrepreneurial potential. Entrepreneurship education plays a vital role in nurturing the entrepreneurial spirit of students and preparing them for the job market. There is an urgent need to strengthen research in this field. The purpose of this study is to identify the key factors that affect the entrepreneurial intention of university students in China and explore the impact of entrepreneurship education on the entrepreneurial intention.

This study has developed a new conceptual framework that extends the existing models of the theory of planned behaviour and social cognitive theory. A mixed methods approach was adopted in the data collection, including a questionnaire survey on 497 final-year students at a Chinese university, as well as focus groups and interviews with students, faculty and parents. The research results confirm that entrepreneurship education (classroom teaching and social practice) has a significant positive impact on entrepreneurial intention. Other factors that affect entrepreneurial intention include entrepreneurial attitude, subjective norms, perceived behavioural control, and cultural values such as uncertainty avoidance. In addition, stakeholders (faculty/students/parents) have a significant impact on entrepreneurship education. These findings make a good contribution to the literature and provide useful practical implications for improving entrepreneurship education in Chinese universities.

Keywords: Entrepreneurship education, Entrepreneurial intention, universities, final-year students, parents, faculty, China

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List of Abbreviations

CT	Classroom teaching
CVs	Cultural values
EA	Entrepreneurial attitude
EAc	Extracurricular activities
EE	Entrepreneurship education
EI	Entrepreneurial intention
GX	Guanxi
IC	Individualism and Collectivism
IRT	Indulgence and Restraint
MF	Masculinity and Femininity
PAT	Paternalism

PBC	Perceived behavioural control
PD	Power distance
PRC	People's Republic of China
SCT	Social cognitive theory
SS	Stakeholder students
SF	Stakeholder faculty
SN	Subjective Norm
SP	Stakeholder Parents
SLT	Short Term and Long-Term orientation
SPr	Social practice
TPB	Theory of Planned Behaviour
UA	Uncertainty Avoidance

CHAPTER 1 INTRODUCTION

This chapter contains the research background for this study, indicates the research statement and gaps, rationale, research objectives and questions, and the overall structure of this study.

1.1 Research Background

1.1.1 Historical, Cultural and Social Context

Entrepreneurial activity is one of the basic driving forces of economic development, which plays the role of innovation engine in social development. It not only promotes technological innovation and productivity but also provides equal employment opportunities for many people who pursue economic success and social value (Nabi et al., 2017). Since the mid-1980s, due to the economic downturn, the global unemployment rate has remained high, leading countries to focus on the development of entrepreneurship and self-employment (Karadeniz and Ozdemir, 2009). Accordingly, the government and researchers are under pressure to study and explore all aspects of the potential of "new job options" in the labour market (Chew, 2013). In most developed countries, entrepreneurship is considered to be the main determinant of economic growth. For many environmental and social problems, new enterprises are regarded as solutions (Hall, Daneke and Lenox, 2010). It can be seen that self-employment is an obvious career choice.

Meanwhile, entrepreneurship education (EE) can make up for the lack of entrepreneurial experience and knowledge and systematically cultivate entrepreneurial skills and abilities (Dou et al., 2019). Therefore, since the 1980s, EE has become more and more popular abroad and has become an important part of university education (Mu, 2006). China's EE began at the end of the 20th century. The adoption of EE is not accidental, but the result of the interaction of internal and external factors. From the internal point of view, firstly, due to the expansion of China's higher education and the continuous growth of enrolment, Chinese colleges and universities are facing the problem of structural unemployment of graduates (Millman et al., 2010; Tang et al., 2014). A large number of graduates are facing increasingly fierce competition

in the job market. Entrepreneurship is regarded as a possible solution. Secondly, small enterprises are becoming a powerful driving force for China's economic development and can provide a lot of job opportunities. Therefore, in this context, creating new jobs through entrepreneurship is considered to be an important means to improve students' employment and promote economic development (Zhou and Xu, 2012). From the external point of view, the rapid development of information and communication technologies and the rise of the knowledge economy have greatly increased the demand for highly skilled "knowledge workers". To alleviate the growing demand for knowledge workers, universities and colleges promote EE to help graduates participate in competition in a highly globalised market (Millman et al., 2008). Besides, uncontrollable factors, such as delayed employment and slow employment since the COVID-19 epidemic, have made the scale of college graduates reach new heights and increased employment pressure.

More importantly, the Chinese government attaches great importance to the employment problem of graduates, and one of the policy measures taken is to regard entrepreneurship as a key element of the policy aimed at solving the youth unemployment problem (Matlay and Carey, 2007). In 2011, the Chinese government issued a new policy called "boost employment through entrepreneurship". Since 2014, the Chinese government has proposed a national strategic initiative called "mass entrepreneurship and innovation" to stimulate entrepreneurship and innovation and promote sustainable economic growth (Zhou and Xu, 2012). The centre of this initiative is China's universities. The purpose of this initiative is to enhance young people's entrepreneurial awareness and entrepreneurial ability, and more importantly, to enhance their attitude and intention to choose entrepreneurial careers (Dou et al., 2019).

1.1.2 Significance

Currently, EE and entrepreneurship research in China are developing vigorously (Mu, 2006; Dou et al., 2019). However, it is undeniable that the current university EE in China is still imperfect, which has exposed many issues. For example, the university does not pay enough attention, EE has not yet been perfectly integrated with the current education syllabus, the

teaching method and content are monotonous, the professional lecturers are in need, students' interest in entrepreneurship needs to be improved, and the educational effect is not satisfactory, etc (Zhou and Xu, 2012; Tang et al., 2014; Ding, 2015). Therefore, this study is helpful to improve the implementation effect of EE on EI, and to clarify whether EE plays a role in final-year university students' entrepreneurship and how much influence it has (Zhang et al., 2014).

More importantly, final-year university students are a group of people who are about to leave campus and face fierce job competition and pressure. It is meaningful to investigate the impact of EE on the entrepreneurial intention (EI) of final-year students. This not only helps to directly understand why some young people who are interested in entrepreneurship make entrepreneurship their career choice, but also helps promote the development of EE in China, make up for its shortcomings, and overall improve the EI of university students. The academia should achieve more results in the field of EE and respond to the impact of EE on EI with empirical data results. Therefore, this study attempts to make efforts and contributions in this regard.

1.1.3 Current Research

With the increasing emphasis on EE in universities, academia pays more and more attention to research on EI. Many scholars have adopted quantitative research methods to study the impact of EE on EI, and the results show that EE has a positive impact on EI (Jeff, 2013; Tang et al., 2014; Rauch and Hulsink, 2015). However, some studies have found that EE has little or no impact on EI, but most university student entrepreneurs still feel satisfied with their EE (Mu, 2006). In addition, gender, university orientation, university type, study major and prior entrepreneurial exposure will also influence EI (Zhang et al., 2014). EE does not affect female entrepreneurship (Von Graevenitz et al., 2010; Zhang et al., 2014; Harudin et al., 2016; Dou et al., 2019).

It is worth noting that some researchers have adopted a mixed approach to conduct research, and the results indicate that EE should focus on cultivating students' psychological and social

skills (Farhangmehr et al., 2016; Fayolle, 2018). Pure entrepreneurship theory education does not influence future entrepreneurial behaviour (Dutta et al., 2011; Kirby, 2004). The effect of EE in the form of lectures and seminars is not obvious, while the influence of social networks and coaching activities is greater (Stamboulis and Barlas, 2014, Küttim et al., 2014). Elective and compulsory EE courses both have a positive influence on students' subjective norms and perceived behavioural control (Karimi et al., 2016).

1.2 Research Statement and Research Gaps

Currently, research on EE in China are flourishing (Mu, 2006). However, it is undeniable that the current EE in university in China is still imperfect, which has exposed many issues (Zhou and Xu, 2012; Ding, 2015). EE urgently needs to be improved and enhanced in enhancing the EI of university students. Secondly, the employment problem of graduates from Chinese universities is a major concern for Chinese families and the government, and solving the employment problem of graduates is crucial for thousands of households (Tang et al., 2014). Thirdly, by actively responding to the Chinese government's policy call for "mass entrepreneurship and innovation", entrepreneurship helps promote sustainable development of the Chinese economy and alleviate employment pressure (Dou et al., 2019). Therefore, the above practical factors have triggered my thinking and are also my motivation for conducting this research. In other words, the development of this study has significant practical significance (Zhang et al., 2014).

Moreover, the author found the following research gaps through an extensive literature search. Gap 1: The academic community has not yet reached an agreement on the relationship between EE and EI, and there are contradictions and ambiguities (Martin et al., 2013). In China, the discussion on this study is not enough and there is no unified conclusion, which means that a large number of empirical studies are still needed to verify and enrich the research results (Lavelle, 2019).

Gap 2: Regarding the direct research on the relationship between CVs and EI, most foreign countries conduct cross-cultural empirical studies based on Hofstede's cultural dimension, while in China, there is not much literature specifically studying the relationship between the two (Zhang, 2020). It can be seen that empirical research on the impact of exploring the social and cultural environment on the EI of university students has been overlooked.

Gap 3: Research on cultural values is mostly focused on Western countries, with a few studies considering Asian and African countries. Therefore, the relevance of these cultural values in "non-Western" cultures may be limited. Therefore, the relationship between CVs and EI in different contexts needs further validation, which will help enrich the conclusions in the research literature (Ratsimanetrimanana, 2015).

Gap 4: Although relevant studies have been conducted on stakeholders in higher education institutions in previous studies (Volkmann et al., 2009). However, there is still little systematic and authoritative evaluation of the stakeholders involved in EE in Chinese universities, and there is a lack of empirical research on the impact of stakeholders on EE (Bischoff et al., 2018; Song and Xu, 2019; Luo and Liu, 2020).

Gap 5: Explaining and predicting entrepreneurial career choices remains an important research question. There are potential multiple factors behind the career choices of university students from different countries and regions (Calza et al., 2020). Therefore, it is necessary to study the factors that contribute to the formation of EI among university students in the context of China, to draw rich and more convincing research conclusions (Louw et al., 2003; Pruett et al., 2009).

Gap 6: Considering that cultural diversity is an important cultural characteristic of China. Therefore, the impact of social and cultural factors on EI varies in different regions of China (Zhang, 1995). Therefore, it is necessary to strengthen more detailed microscopic research, which can effectively fill this research gap.

1.3 Rationale

With the Chinese government elevating entrepreneurship as a national strategy, this study holds great significance for the development of EE in China and the enhancement of EIs among university students. EE plays an irreplaceable role in cultivating students' entrepreneurial spirit and preparing them for a smooth entry into the job market. Therefore, it is urgent to strengthen research in this field. Through comprehensive exploration, this study attempts to provide targeted opinions and suggestions for stakeholders, which not only helps to leverage their respective strengths but also helps to form a joint effort to enhance the EI of university students and provides them with information on entrepreneurship as a career choice. The basic principle of this study is based on the following four points, each contributing to a comprehensive investigation of the impact of EE on EI:

- Studying the impact of EE on EI helps to expand the analytical framework of the theory of planned behaviour in the field of entrepreneurship, proving that this model can provide a useful framework for evaluating EI.
- EE is no longer seen as an abstract and unified whole but is divided into three dimensions, namely, classroom teaching, extracurricular activities, and social practice. Examining these dimensions of EE not only provides more detailed information for the improvement of EE, but it also helps to promote EIs of university students.
- Exploring the influencing factors of EI can provide a better understanding of the reasons behind the formation of EI among university students. This study attempts to construct a new conceptual framework that explains the impact of EE on EIs. This study can take targeted measures to enhance the formation of EIs among university students in practice, thereby guiding them to view entrepreneurship as a career choice channel.
- Probing the impact of cultural values on EIs. Facing employment pressure, final-year students are inevitably influenced by the social environment when making decisions about career choices. This study considers Chinese cultural values along with Hofstede's cultural values dimension from an entrepreneurial perspective, which is crucial for exploring the impact of cultural values on EIs.

1.4 Research Objectives and Research Questions

The development model of EE in China is different from developed countries (Huang et al., 2021). Therefore, research on EE in China's specific context will enrich the theoretical framework of EE and bring enlightenment to EE researchers in other developing countries (Lin and Xu, 2017). Therefore, the aims of this study are as follows:

To explore how EE affects final-year university students' EI in China, and identify the factors that affect EI. Therefore, to achieve the aim of the study, the research addresses the following objectives and research questions under each objective (as shown in Table 1 below).

Table 1: Research objectives and research questions

Research objective 1	**RQ1**
To examine the relationship between EE and EI.	How does EE affect the EI of final-year university students in China?
Research objective 2	**RQ2**
To review the current situation of EE in China.	What are the factors that affect EE at Jiujiang University?
Research objective 3	**RQ3**
To explore the impact of key stakeholders on EE.	How do stakeholders influence EE at Jiujiang University?
Research objective 4	**RQ4**
To identify and examine the key factors affecting the formation of EIs.	What are the factors that affect the EIs of final-year university students?
Research objective 5	**RQ5**
To examine the impact of cultural values on EIs.	How do cultural values affect the EIs of final-year university students?

Source: the author.

1.5 Contributions of Study

By achieving the above research objectives, this study has the following theoretical and practical implications for existing research.

1.5.1 Theoretical Contributions

This study has produced five theoretical contributions. Firstly, this study investigates how EE affects EIs, thereby expanding the analytical framework of the theory of planned behaviour

and adding stakeholders and cultural values to test the impact on EE and EIs. Secondly, this study is to no longer view EE as an abstract unified whole, but to divide it into three dimensions based on China's national conditions, and test the impact of these dimensions on EI separately. Thirdly, based on a questionnaire survey, this study comprehensively examined the impact of EE on EI through focus groups and interviews. The mixed methods approach enhances the integration function of this study. Fourthly, this study expands the analytical framework for studying the impact of EI, making outstanding contributions to the theory of planned behaviour, and proving that it can be applied to the field of entrepreneurship and provide a useful framework for evaluating EI. The fifth contribution is that one cultural value is found to have a significant impact on EI.

1.5.2 Practical Implications

In addition to theoretical contributions, this study also has practical implications. Firstly, considering that stakeholders have a significant positive impact on EE, the results of this study provide targeted and valuable information for key stakeholders of EE, which helps to meet the needs of stakeholders and work together to enhance the EI of university students. Secondly, considering that EA, SN, and PBC play a partial mediating role between EE and EI. Universities can guide students to participate more in extracurricular activities and social practices, reducing their aversion to the negative consequences (entrepreneurial failure) that may arise from entrepreneurial activities. Meanwhile, by setting role models for entrepreneurship, students can increase their expectations for the positive outcomes of successful entrepreneurship. Besides, it increases the understanding and support of teachers, classmates, and peers around them for student entrepreneurship. Thirdly, considering that there is only one cultural value in this study, namely uncertainty avoidance (UA) has a significant impact on EI. In the future, more cultural values will be explored and tested to better understand their impact on EI.

1.6 Thesis Structure

The thesis is divided into eight chapters. The main contents of each chapter are as follows:

Chapter 1 Introduction: contains the research background, research statements and gaps, rationale, research objectives and questions, research contributions, and the structure of the thesis.

Chapter 2 The Research Context: presents an overview of China's national conditions, the evolution and development of entrepreneurship and entrepreneurship education in China, as well as the obstacles and challenges facing Chinese entrepreneurs.

Chapter 3 Literature Review: presents a comprehensive examination of the existing literature in the subject field. It reviews the key concepts in terms of definition and classification and identifies the key factors that affect entrepreneurship education and entrepreneurial intention.

Chapter 4 Conceptual Framework Development: outlines the development of a conceptual model for the study stand the hypotheses.

Chapter 5 Research Methodology: details the methodological approaches in the study, and methods used in sampling, data collection and analysis.

Chapter 6 Data Analysis: presents research findings and both quantitative and qualitative analysis used to produce them.

Chapter 7 Discussion: discusses the research findings in light of the literature and revises the research model.

Chapter 8 Conclusions: summarises the main findings of the study and its contributions to the body of knowledge. It also covers the limitations and directions for future study.

CHAPTER 2 THE RESEARCH CONTEXT

2.1 Introduction

Chapter 2 presents an overview of China's national conditions, the evolution and development of entrepreneurship and entrepreneurship education in China, as well as the obstacles and challenges facing Chinese entrepreneurs.

2.2 An Overview of China

This section introduces China's political and economic system, and far-reaching reform and opening-up policies, attempting to help readers understand the unique background of China's entrepreneurship and EE.

2.2.1 Political and Economic Systems in China

China's political and economic system is in line with its national conditions and reflects the common will and interests of the Chinese people. According to the provisions of the Chinese Constitution, China's political system is centred around socialist ideology with Chinese characteristics and rooted in the system of people's congresses. This system guarantees the right of the people to be masters of their own country and reflects that all rights of the state belong to the people (The National People’s Congress of the People’s Republic of China, 2019). Under the socialist system with Chinese characteristics, China's economic development has achieved remarkable achievements that have attracted worldwide attention. It has been proven that China's political and economic system has its unique advantages, which come from China's unique cultural traditions and social background, as well as from the Chinese government's profound understanding and practical exploration of the national conditions.

The basic economic system in China is dominated by public ownership, with multiple forms of ownership developing together (Maddison, 2007). The establishment of this system is an important symbol of the path of socialism with Chinese characteristics, and also a necessary path to achieve national prosperity, national rejuvenation, and people's happiness. The public

ownership economy includes the State-owned economy and the Non-public economy. The non-public economy includes the individual economy, private economy, foreign-funded economy, etc. It is worth noting that the significant growth and rapid development of the Chinese economy have benefited small and medium-sized enterprises. There is evidence to suggest that the employment opportunities created by China's small and medium-sized enterprise sectors are impressive (Li et al., 2003; Zhou and Xu, 2012). Therefore, the policy of encouraging individual investment in small businesses has become an important component of China's socio-economic strategy. Given the increasing importance of small and medium-sized enterprises, the Chinese government has launched a series of policy reforms and support measures to create a conducive environment for entrepreneurship (Si et al., 2015; Su et al., 2015; Sutter et al., 2019). It can be said that the rapid and significant development of the Chinese economy seems to mainly come from strong support from local, regional, and national governments.

2.2.2 Reform and Opening-up

In December 1978, China began implementing a national policy of domestic reform and opening up to the outside world, known as reform and opening up (People's Daily, 2023). Reform refers to economic reform, which is to consciously adjust and reform the incompatible parts of economic and social development while adhering to the socialist system, promote the development of social productivity and the comprehensive progress of various undertakings, and better realise the fundamental interests of the broad masses of the people. Opening up, also known as opening up to the outside world, is an inevitable choice to accelerate China's modernisation construction, which is in line with the characteristics of the current era and the overall trend of world development. It is a fundamental national policy that must be adhered to in the long term (Shi and Ma, 2018). The reform and opening up established a socialist market economy system, which has brought about tremendous changes in China.

According to data updated in April 2023, since China began to open up and reform its economy in 1978, GDP growth has averaged almost 10 percent a year, and more than 800 million people

have lifted themselves out of poverty (WorldBank, 2023). According to data from the World Bank, China has become the fastest-growing major economy in the world since 2014. Between 2010 and 2019, China contributed 25% to 39% of global GDP growth (WorldBank, 2020). However, despite significant economic growth in China, its high growth based on investment, low-cost manufacturing, and exports has largely reached its limits, leading to imbalances in the economy, society, and environment. This has led to China's transformation from labour-intensive industries to lean manufacturing and service industries, as well as the competitive pressure of an increasingly globalised labour market (Song et al., 2019). For example, over 10 million graduates come to the job market every year, putting great pressure on the government and society in general (Ministry of Education, 2022). In addition, the declining recruitment demand from state-owned enterprises, large private enterprises and institutions has led to an increase in youth and adult unemployment rates in China, and insufficient employment for graduates (Hong, 2011; Zhao, 2011; Tang et al., 2014). Therefore, China urgently needs important measures to alleviate the problem of unemployment throughout society. In this situation, the entrepreneurial spirit in China has made significant progress, and the institutional environment for entrepreneurial activities in China has gradually shifted from a planned economy to a market economy (He et al., 2019; Preen, 2019). This transformation has led to the rapid growth of small and medium-sized enterprises and provided a large number of employment opportunities for society, effectively alleviating the problem of employment difficulties (Giles et al., 2006; Athukorala and Wei, 2018; Yan, 2018).

2.3 Entrepreneurship in China

This section presents a brief review of entrepreneurship in China, as well as the challenges and obstacles faced by Chinese entrepreneurs.

2.3.1 A Brief Review of Entrepreneurship in China

The history of entrepreneurship in China can be traced back thousands of years. Since ancient times, Chinese inventors have been conducting pioneering research and innovation in various fields. For example, in 3000 BC, ancient Chinese inventors invented major inventions such as

gunpowder, compass, and printing, which greatly promoted the development of Chinese society (Von Glahn, 2020). In ancient China, commercial activities were also very active, and people obtained wealth and resources through trade, exchange, and sale of goods. With the development of cities and markets, commercial activities have gradually become an important form of entrepreneurship. Many merchants have become wealthy merchants through their wise efforts, injecting vitality into the development of the Chinese economy (Svizzero and Tisdell, 2014). The Chinese people are a group of people with an entrepreneurial spirit (Ahlstrom and Ding, 2014; Glahn, 2020). Entrepreneurship did blossom during the Republic of China in the first decades of the 20th century (Chan, 1992), but the rise of the Chinese Communist Party in 1949 led to the transformation of an emerging market economy into a socialist market economy strongly influenced by the Soviet model, where businesses must seek approval to do almost everything. Entrepreneurship is inherently legally repressed (Reynolds, 1982). Due to poor economic conditions, then-Vice Premier Deng Xiaoping launched China's reform and opening-up policy in 1978. Soon, Deng Xiaoping's mass reforms extended to households so that small businesses could provide much-needed local goods; these reforms created the impetus for the rapid development of township and village enterprises, many of which are now private companies (Huang et al., 2016). At that time, China was faced with two key problems: one was the unemployment problem with the increasing number of graduates, and the other was the transformation of the economic system from a low-cost, efficiency-driven economic model to an innovation-driven economy (Anderson and Zhang, 2015). The Chinese government tries to solve these two problems by raising people's expectations of self-employment and creating new employment opportunities. The core of these two solutions is the desire to develop entrepreneurship (Tang et al., 2014; Lyu et al., 2021). Since then, the entrepreneurial spirit has further flourished in China. In Table 2 below, the author presents a series of measures taken by the government to promote entrepreneurship since the reform and opening up.

Table 2: Measures taken by the Chinese government to promote entrepreneurship

Event	Details
1978 Encourage the development of individual and collective enterprises	The Chinese government implemented a "reform and opening up" policy to encourage the development of individual or private enterprises.
1984	After 1984, self-employed, private township and

Encourage the development of township enterprises	village enterprises and collective enterprises developed together.
1998 Small and medium-sized enterprises are an important part of the socialist market economy	The newly revised Chinese Constitution stipulated that "individual operators, private enterprises, and any non-state-owned enterprise are important components of the socialist market economy".
2003 The Small and Medium Business Promotion Act was passed	The law was enacted to encourage, protect and support the development of SMEs through a legal policy framework.
2006 China Small and Medium Enterprises Association was established	It is a comprehensive support organisation that acts as a platform between SMEs and the Chinese government, encouraging SMEs to network and provide business opportunities in China and overseas.
2007 Interim Measures for the Administration of Venture Capital Guidance Fund for Scientific and Technological SMEs	To support the independent innovation of technology-based SMEs, the Chinese government formulated this regulation.
2008 The Chinese government issued guidance on promoting entrepreneurship and employment	It focuses on guiding and promoting the entrepreneurship of college graduates, unemployed people and migrant workers returning home.
2009 The Chinese government issued the Notice on Strengthening the Employment of Graduates from Ordinary Colleges and Universities.	It requires local governments to build and improve many college student entrepreneurship parks and incubation bases and provide relevant policy support.
2013 The Chinese government issued the Notice on Doing a Good Job in the Employment of Graduates from Ordinary Colleges and Universities	It actively implements policy measures to encourage college graduates to start their businesses and promote employment.
2014 China has significantly increased the national venture capital guidance funds to promote the development of emerging industries	It has promoted the investment and entrepreneurship of various funds, especially commercial funds, through the reform of investment methods.
2015 China implements a tax reduction policy for college graduates	China's college graduates can enjoy the preferential policy of entrepreneurship tax reduction and exemption within three years after graduation.
2016 Several Opinions of the Chinese Government on Promoting the Sustainable and Healthy Development of Venture Capital	It includes measures such as cultivating diverse venture capital entities, expanding the sources of venture capital funds, and improving relevant laws and regulations on venture capital.
2017 Focus on employment and entrepreneurship of	It implements the plan to promote the employment and entrepreneurship of college graduates and

key groups (mainly involving college graduates and retired servicemen)	supports the employment and entrepreneurship of military cadres who have changed jobs independently.
2018 The Chinese government has established a policy support system for innovation and entrepreneurship	It includes industrial and commercial policy relief, financial support, entrepreneurship base construction, target assessment management etc.
2021 The Chinese government issued guidance to support college students' innovation and entrepreneurship	It includes improving entrepreneurial ability, optimising the entrepreneurial environment, strengthening platform construction, and promoting the implementation of entrepreneurial support policies.

Source: the author.

2.3.2 The Challenges and Barriers Facing Entrepreneurs

Entrepreneurship has generated significant economic growth and employment opportunities in China (Huang et al., 2016; Jie Yang et al., 2019). However, the problems faced by entrepreneurs in developing countries are often very similar. Firstly, entrepreneurs face an unstable and highly bureaucratic business environment. Complex tax forms, large-scale government control, and serious legal misunderstandings are common issues faced by small business owners (Kaya, 2017; Gok et al., 2021). Secondly, entrepreneurs also face obstacles in running their businesses (Cocker et al., 2013; Foy et al., 2019). The main obstacle is the volatility of property rights. The volatility of property rights refers to the unstable and uncertain impact on property rights, which makes it difficult for entrepreneurs to effectively plan and manage their enterprises (Rawhouser, Vismara and Kshetri, 2024). It may be affected by policy changes, incomplete laws and regulations, an unstable investment environment, and social and cultural factors (Downing and Ma, 2017). To protect their property rights and interests, entrepreneurs need to understand relevant laws, regulations, and policies, and take effective measures to strengthen their business management and improve their competitiveness. The second obstacle is the lack of skilled and stable workers (Chu et al., 2011). Despite China's large population, many workers are farmers with lower levels of education. In addition, the stability and loyalty of these workers are not high enough, and high-paying employers can transfer these labourers from one market to another (Ahlstrom and Ding, 2014; He et al., 2019; Gok et al., 2021). Thirdly, Chinese entrepreneurs themselves bear enormous mental pressure (Xu et al., 2021). It is widely believed

that small business owners typically work more than 12 hours a day (Foy et al., 2019). Due to the adverse effects of stress on employees, managing and controlling stress is crucial (Leung et al., 2020).

The Chinese government has also recognised that entrepreneurship is one of the key driving forces for sustainable economic development (He, Lu and Qian, 2019). It has been confirmed that entrepreneurship in China is more influenced by institutions, which not only affect the behaviour of entrepreneurs but also require startups to adjust their structure and operations to adapt to the power of institutions (Lu and Tao, 2010). In addition, Chinese enterprises should also pay attention to the influence of informal institutions such as culture and social networks for their survival. It can be seen that Chinese entrepreneurs face more uncertainty. Therefore, China's current economic transformation is also gradually lifting restrictions on entrepreneurship, providing a more free and open business environment for startups, which will help stimulate the entrepreneurial boom in the whole society (Huang et al., 2021).

2.4 Entrepreneurship Education in China

This section provides an overview of the structure of China's education system and the development of EE, helping readers better understand the background information on the development of entrepreneurship education in China.

2.4.1 Education System in China

The education system in China aims to comprehensively improve the quality of the people, adhering to the principle of education as the foundation and quality first (Government, 2023). According to the Compulsory Education Law of the PRC (Ministry of Education, 2023), children who have reached the age of six, regardless of gender, ethnicity, race, family property status, religious beliefs, etc., have equal rights to receive nine-year free compulsory education, including six-year primary education and three-year junior high school education. Meanwhile, China is vigorously developing various forms of education such as higher education, vocational education, and continuing education to cultivate various talents and promote economic and

social development. The structure of China's education system is shown in Figure 1.

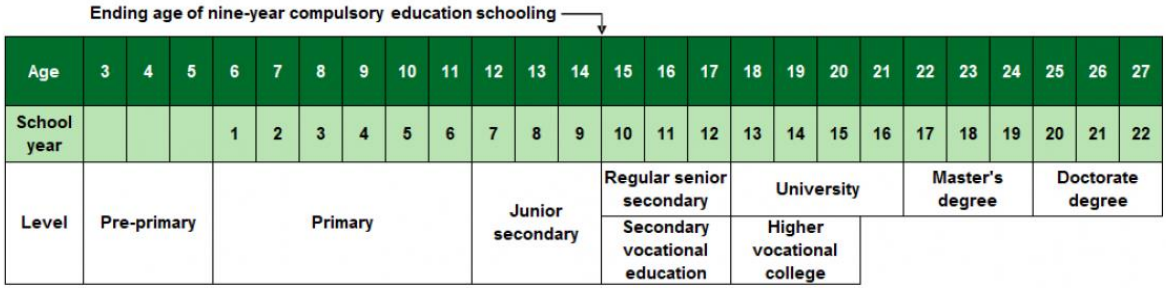


Figure 1: Structure of the education system in China.
Source: Unicef, 2022

In 2023, the consolidation rate of nine-year compulsory education in China was 95.2%, with a high school gross enrolment rate of 91.6% and a higher education gross enrolment rate of 54.4%. There are a total of 537100 schools of all levels and types in China, with 289 million students enrolled in formal education at all levels and types. Among them, there are 2738 universities and a total of 41.83 million students in various types of higher education (Ministry of Education, 2023). These numbers indicate that the level of education popularisation at all levels in China has significantly improved, and the quality of the people has been significantly improved. It cannot be ignored that the current youth unemployment rate in China is at a high level, and the difficulty in finding employment for college graduates is one of the important reasons. In 2023, the number of college graduates reached a new high. About 11.58 million fresh graduates from universities need to enter the job market, accounting for about two-thirds of the supply of newly growing urban labour during the same period (Ministry of Education, 2022). As of June 2023, the latest employment data released by the National Bureau of Statistics showed that the surveyed unemployment rate among young people aged 16 to 24 was 21.3%, setting a historic high (National Bureau of Statistics, 2023). This data has attracted widespread attention from the whole society, and the employment issue of young people has become a prominent social issue, which also highlights the importance of the research topic.

2.4.2 Entrepreneurship Education in China

In 1989, the United Nations Educational, Scientific and Cultural Organisation officially proposed the concept of entrepreneurship education (EE) at the 21st Century Education

International Symposium held in Beijing (Lin and Xu, 2017). Since then, EE in China has received increasing attention and promotion. The government, universities, and various sectors of society are actively exploring and practising models and approaches of EE to cultivate students' innovative spirits and abilities.

Universities are the most important driving force behind the development of EE in China. Firstly, Chinese universities have offered courses on EE, aimed at cultivating students' innovative thinking and entrepreneurial awareness. On the other hand, universities are facing the pressure of employment difficulties for graduates, hoping to creatively solve the structural unemployment problem of college graduates through entrepreneurship (Ni and Ye, 2018; Shi et al., 2020; Liu et al., 2020; Lyu et al., 2021). In addition, universities also provide students with more practical opportunities and entrepreneurial resources through entrepreneurship competitions, entrepreneurship training, and other means, helping them better realise their entrepreneurial dreams. Meanwhile, universities also provide entrepreneurs with a better entrepreneurial environment and resources by establishing entrepreneurship incubation parks and technology parks. Currently, EE in China adopts three models (see Table 3 for details).

Table 3: The modes of entrepreneurship education in China

Mode	Details
1	Through classroom teaching, including entrepreneurship lectures, student business plan competitions, entrepreneurship projects, and social organisation activities (Inada, 2020; Cui et al., 2021).
2	Through university science and technology parks, innovation and entrepreneurship incubator bases, and research centres (Chao and Xu, 2018; Zhao, 2019).
3	Through occasional part-time internships and work internships (Yu et al., 2018).

Source: the author.

In addition to universities, the government is also an important force in promoting EE. The development of EE in China is closely related to government policies (Lin and Xu, 2017). The government has introduced a series of measures to encourage college students to start businesses, including providing funding, tax incentives, entrepreneurship training, and other

support. As shown in Table 4, EE in China has gone through five different stages since the later 1998. It is worth noting that since 2015, China's EE has entered the fifth stage, which includes EE in the curriculum and education system (Huang et al., 2016; Li et al., 2016; Yu, 2018).

Table 4: The development stage of EE in China

Stage	Year	Details
1	1998	Tsinghua University first held the "Entrepreneurship Plan" competition in China, pioneering extracurricular activities to promote entrepreneurship education (Zhou and Xu, 2012; Tang et al., 2014).
2	2002	The Ministry of Education launched 9 key Chinese universities to participate in the National Entrepreneurship Education Pilot Project (NEEPP) to explore entrepreneurship education modes (Millman et al., 2008; Zhou and Xu, 2012).
3	2005	Student groups from 6 prestigious Chinese universities launch the " Know About Business" (KAB) project (Fernandez and Underwood, 2012).
4	2012	The Chinese Ministry of Education made entrepreneurship education a basic requirement for higher education programs (Zhou and Xu, 2012; Liu et al., 2019).
5	2015	Premier Li Keqiang proposed the policy of "mass entrepreneurship and innovation", and China's entrepreneurship education development has entered the fifth stage (Development Planning Department, 2021).

Source: the author.

Furthermore, various sectors of society are actively participating in the promotion of EE. For example, some companies provide opportunities for business visits or internships to help students understand the process and challenges of entrepreneurship. besides, many new entrepreneurs realise that seeking talent support from higher education institutions or choosing to continue their studies is necessary to ensure the sustainable growth of their businesses (Kozlinska, 2011; Casero et al., 2013; Keller and Kozlinska, 2019).

However, less than 3% of Chinese graduates choose to start their businesses (MyCos, 2020). Some scholars believe that the reason for this is that China's entrepreneurship curriculum and case studies mainly rely on adapting from parts of North America and Europe, and the

uniqueness of China's background may lead to differences in EE research and practice between the East and the West, which may hinder the promotion of EE curriculum content and teaching methods in China (Neergaard and Christensen, 2017; Yu, 2018).

Overall, China's EE is gradually maturing and improving. Despite some difficulties and challenges, the author believes that through the joint efforts of the government, universities, and various sectors of society, China's EE will make greater progress and achievements.

2.5 The Driving and Inhibiting Factors of Entrepreneurship Education

This section continues to focus on EE, mainly including the driving factors and inhibiting factors that affect EE.

2.5.1 The Driving Factors of Entrepreneurship Education

According to the existing literature, the author summarises the driving factors for accelerating the development of EE.

2.5.1.1 Economic Development

Economic development is an important factor in promoting the development of EE (Lyons, Lynn and Mac an Bhaird, 2015). China is currently transitioning towards an innovation-driven industry. Enterprises in the innovation-driven economy are mainly knowledge-intensive, especially high-tech startups. The emergence of such enterprises has created encouraging conditions for universities to offer entrepreneurship-related courses or projects (Kozlinska, 2011; Harrington and Maysami, 2015).

2.5.1.2 Government Policy

Government policies are an important factor in promoting the development of EE (Pittaway and Cope, 2007). In China, firstly, the curriculum design of Chinese universities and colleges is uniformly managed by the Ministry of Education. Secondly, the Chinese government emphasises the importance of entrepreneurship as a way to stimulate the economy and reduce

structural unemployment. By promoting EE to address unemployment issues, encouraging college students to participate in entrepreneurial activities, and emphasising their career positioning after graduation (Harrington and Maysami, 2015; Dou et al., 2019; Bell and Liu, 2019). Therefore, under the guidance of government policies, universities actively promote EE, which is particularly prominent in China. The following are representative policy measures introduced by the Chinese government aimed at solving student employment and encouraging entrepreneurship.

- **China's Higher Education Expansion Policy**

The enrolment expansion policy implemented by Chinese universities originated from the Action Plan for Revitalising Education in the 21st Century issued by the Ministry of Education of China in 1999. The plan points out that expanding university enrolment, also known as expanding college enrolment, is a fundamental educational reform policy to address economic and employment issues. The goal of this policy is to expand the enrolment of undergraduate and vocational colleges in universities and increase opportunities for higher education. However, over time, some issues have also begun to emerge. Firstly, excessive expansion of enrolment has led to a decline in the quality of higher education. Secondly, excessive expansion of enrolment has led to a surge in the number of graduates, causing the unemployment problem of graduates to trigger an economic crisis for the entire society. In response to the rising unemployment rate among college graduates, policymakers and educators have begun to emulate many higher education institutions in the United States and other countries by offering EE courses (Zarefard and Cho, 2018; Hahn et al., 2020). To this end, the Chinese government has introduced measures to encourage entrepreneurship, increase the employment rate of college students, and alleviate employment pressure. Meanwhile, the Ministry of Education of China promotes EE in universities to enhance the entrepreneurial skills and interests of university students, making entrepreneurship a new channel for solving the employment problem of university students.

- **Mass Entrepreneurship and Innovation**

In 2015, then Premier Li Keqiang proposed the policy of "mass entrepreneurship and innovation", requiring all universities in China to provide compulsory EE for all new students (Ma and Li, 2022). “Mass entrepreneurship and innovation” are considered one of the "dual engines" driving China's economic development, aiming to create a new engine to promote sustainable growth during the current period of economic slowdown (Pan and Yang, 2019; Huang et al., 2020; Li et al., 2020). Driven by this policy, China's colleges and universities will strive to cultivate students' entrepreneurial ability and skills, so that university graduates each year will become an innovative labour force, rather than a burden on the job market (Lavelle, 2021). The entrepreneurship courses or training programs offered by universities are a blessing for students with entrepreneurial potential, who may realise their entrepreneurial vision after graduation (Bae et al., 2014). However, not all college graduates will start their businesses, but peer entrepreneurship can also provide employment opportunities for individuals who indirectly participate in entrepreneurship, achieving the goal of solving employment problems (Markussen and Røed, 2017).

- **Entrepreneurship-Driven Employment Policy**

In 2011, the Chinese government issued a new policy of "upholding entrepreneurship to promote employment". Since then, governments at all levels have vigorously advocated EE. At the central level, the Ministry of Education and other departments have issued relevant policies to provide a good environment for students to start their businesses. Provincial education departments should provide more preferential policies for college graduates to start their businesses, semi-governmental institutions provide entrepreneurship training programs, and non-governmental organisations also attach great importance to EE (Zhou and Xu, 2012). In this environment, Higher education institutions are also moving in this direction, especially given the challenges faced by students in their efforts to find satisfactory jobs. To this end, the Ministry of Education has emphasised the four objectives of EE in China. Firstly, let students contact challenging employment prospects and improve their EI. Secondly, relevant higher education institutions should lay a good foundation of entrepreneurial knowledge. Thirdly, improve university students' entrepreneurial skills and abilities through classroom and

extracurricular learning. Finally, reduce the entrepreneurial risk of university students (Li et al., 2003).

2.5.1.3 Employment Pressure

Youth unemployment (including college graduates) has become a serious socio-economic crisis, not just pressure. According to the latest employment data released by the National Bureau of Statistics, as of June 2023, the surveyed unemployment rate among young people aged 16 to 24 was 21.3%, setting a new historical high (National Bureau of Statistics, 2023).

The current youth employment is facing total pressure. With the increase in college enrolment, a large number of graduates flock to the job market every year, and a large number of students and young people who have not found jobs also enter the labour market in search of jobs, which leads to very limited employment opportunities. For example, in 2023, the number of Chinese college graduates reached a historic high of 11.58 million (Ministry of Education, 2022). Moreover, with the transformation of economic structure and technological progress, some traditional industries and low-end positions are disappearing or shrinking, while emerging industries and high-end positions require higher skills and qualities, leading to supply-demand mismatch and structural imbalance. Therefore, it is not easy for young people to find suitable jobs.

Secondly, youth employment faces quality issues. Even if one finds a job, it may not necessarily meet the expectations and needs of young people. On the one hand, some jobs have lower income levels, making it difficult to meet the living costs and consumption needs of young people. On the other hand, some jobs have limited development space and is difficult to meet the career planning and personal growth needs of young people. In addition, some work environments have poor conditions, making it difficult to meet the physical and mental health and quality of life of young people. Therefore, it is not easy for young people to find suitable jobs.

Above all, social employment pressure requires EE (Harrington and Maysami, 2015). In solving employment problems, small and medium-sized enterprises have become more important tools than large enterprises (Rideout and Gray, 2013). With the increasing employment pressure on university students, Chinese universities have begun to vigorously develop EE programs, which can help provide more employment opportunities and solve employment problems (Lin and Xu, 2017).

2.5.1.4 The Function of the University

In China, the development of universities is also a driving factor for EE, especially for the functions of talent cultivation and serving society. It can be seen that a key purpose of universities is to combine traditional teaching roles with commercial roles to provide effective entrepreneurship support and preparation for students' entrepreneurship (Liu et al., 2022). In other words, EE is highly attractive to universities, especially business schools, and the development of universities is also inseparable from EE. There are two practical reasons. On the one hand, the EE in universities not only cultivates the entrepreneurial talents needed by society but also meets the needs of the current development and transformation of Chinese society. Society requires universities to fulfil the function of cultivating and training talents. On the other hand, EE has become a breakthrough point for the development of universities, especially business schools, because it meets the needs of Chinese universities to play a role in serving society. For example, cooperation between universities and enterprises, alumni associations, entrepreneurial incubation bases, and entrepreneurial parks are also necessary conditions for the development and upgrading of Chinese universities (Zhang et al., 2014).

2.5.2 The Inhibiting Factors of Entrepreneurship Education

2.5.2.1 Obstacles to Teaching Resources

- **Inappropriate Teaching Methods**

Improper teaching methods are a restraining factor in EE (Millman, Matlay and Liu, 2008). For example, the use of over-theorised methodologies and EE is mainly based on business planning (Audet, 2004; Khayri et al., 2011; Razavi et al., 2012; Shambare, 2013). The frequent

application of traditional teaching processes (such as lectures and exercises) is not conducive to the complete formation of entrepreneurs. Without being exposed to real business scenarios, students are unlikely to choose entrepreneurship as their career path (Khayri et al., 2011; Makgosa and Ongori, 2012; Shambare, 2013). Similarly, Winarno et al. (2019) believe that students' attention to academic qualifications and lack of applied skills are obstacles to the effectiveness of EE. The European Commission (2008) reported that the lack of relevant experience and self-confidence was the reason why graduates did not participate in entrepreneurship after graduation (Yanyin et al., 2022). In addition, if they become entrepreneurs, they will face many challenges and difficulties when starting a business due to their lack of business experience and technical know-how. Yuzhe (2018) believes that traditional EE methods do not include innovative elements. Moreover, it does not inspire teachers to take risks and adopt new methods to achieve new public and environmental outcomes (Martin and Turner, 2010).

- **Inadequate Human Resources for Entrepreneurship Education**

The number of teachers is insufficient and the quality is not high. The characteristics of EE determine that teachers engaged in innovation and EE should not only have broad theoretical knowledge but also have rich social experience and entrepreneurship experience (Özgül et al., 2017). Currently, the number of teachers of innovation and EE in Chinese universities is not only seriously insufficient but also the structure of knowledge, quality and ability cannot meet the requirements of the multi-disciplinary nature of EE (Xi and Liu, 2014; Li et al., 2018). The EE carried out in China still uses textbooks as the main channel for imparting knowledge, which is highly theoretical rather than practical. Therefore, Lecturers teaching EE have become a major bottleneck in EE (Liu et al., 2020).

- **Unreasonable Curriculum**

Curriculum is the main way to achieve the goal of talent training. However, there are two problems in the curriculum resources of innovation and EE in China at present: firstly, the imbalance between the EE curriculum and professional education curriculum, and the proportion of the EE curriculum is very small. Secondly, EE courses are mainly distributed in

career planning and employment guidance, with course offerings concentrated on freshmen and final-year students (Yizhe, 2018). For most students, it is difficult to form a systematic curriculum system for EE (Moses and Mosunmola, 2014). Therefore, inappropriate teaching methods, insufficient teacher resources, and unreasonable curriculum design are considered obstacles to evaluating the effectiveness of EE (Khayri et al., 2011; Razavi et al., 2012; Shambare, 2013). These factors have led to many obstacles and difficulties in the development of EE in Chinese universities.

2.5.2.2 Lack of Entrepreneurial Support

The lack of entrepreneurial support is both an objective fact and a subjective viewpoint (Shambare, 2013). Therefore, some scholars believe that practical learning and learning through social networks should be promoted, including broader and more diverse teaching in content and activities, such as strengthening connections with governments, local entrepreneurs, and alumni associations (Moses and Mosunmola, 2014). Besides, entrepreneurship policy support undoubtedly provides great help to entrepreneurs, as the government provides effective public and social services, which will enhance opportunities for entrepreneurship (Wei, 2022). It can be seen that all factors related to individuals (students and teachers), higher education institutions (HEIs), and the macro environment (political and cultural aspects) may be factors that hinder the development of EE (Libombo and Dinis, 2015).

2.6 Chapter Summary

This chapter provides an overview of China's political, economic and education systems. It focuses on the current situation of entrepreneurship and EE in China, leading readers to understand the driving and inhibiting factors that affect EE in China. This chapter will help lay a solid foundation for subsequent research.

CHAPTER 3 LITERATURE REVIEW

3.1 Introduction

This chapter provides a comprehensive literature review of the theoretical basis of this study and is divided into eight parts. The main parts examine the definition and study of key concepts such as entrepreneurship, EE and EI, then expand to stakeholders and Cultural values. Two models related to the topic are introduced. After outlining the current status of research on EE and EI, research gaps are also identified.

3.2 Entrepreneurship: Definitions and Research

Schumpeter (1934) is considered to be the first person to define entrepreneurship. He believes that entrepreneurship is the process of achieving innovation, and the innovative activities of entrepreneurs are the use and execution of new combinations of production factors. He points out that entrepreneurship is a key factor driving social progress. Therefore, he defines entrepreneurs as individuals who combine the factors of production for the first time with their initiative and foresight (Karol, 2013). Since Schumpeter first defined entrepreneurship, scholars have conducted extensive studies on the concept of entrepreneurship from different perspectives and have produced rich theoretical results.

The concept of entrepreneurship can be defined in two ways: narrow and broad. The narrow definition of entrepreneurship is the process of creating a new enterprise, while the broad definition of entrepreneurship is the whole process of the establishment and start-up stage of an enterprise (Xi and Liu, 2014). Table 5 presents a selection of definitions of entrepreneurship concepts.

The definitions in Table 5 below are selected and organised by the author from a management perspective. Among them, Gartner (1985) defines entrepreneurship as the successful establishment of a new organisation. This definition is most relevant to this study. The establishment of new enterprises by university students not only solves their employment

problems but also solves the employment problems of others. It can be seen that entrepreneurship has become a path for employment and can also alleviate the employment pressure on the whole society. Therefore, to achieve the purpose of this study, the author defines entrepreneurship as the use of entrepreneurial knowledge and skills by university students to start new businesses after receiving EE.

Table 5: A summary of definitions of entrepreneurship

Schumpeter (1934)	Entrepreneurship is the process of achieving innovation.
Kirzner (1973)	Arbitrage behaviour and the ability to predict business opportunities in the presence of insufficient and incomplete information.
Gartner (1985)	Successfully establish a new organisation.
Drucker (1985)	An innovative behaviour, including endowing existing resources with new wealth-creation capabilities.
Gartner (1988)	The act of an individual starting a business.
Low and MacMillan (1988)	The creation of new enterprises.
Gibb (1993)	A set of behaviours, skills and characteristics that individuals may exhibit.
Shane and Venkataraman (2000)	How, by whom, and how to identify, evaluate, and utilise opportunities to create future goods and services.
Bruyat and Julien (2001)	A process of change, emergence and the creation of new value and creation of the entrepreneur.
Kuratko (2005)	Creating an enterprise finding opportunities and taking risks other than safety.
Jaafar and Aziz (2008)	Foster growth enterprises or companies.
Liñán et al. (2011)	Discover the existence of business opportunities.
Morris et al. (2013)	Individual behaviour and interaction in the environment.
Tang et al. (2014)	Self-employment and the creation of new employment opportunities.

Cabrera et al. (2016)	A business idea is developed by one or more individuals with relevant abilities or an idea to solve problems of a certain part of society.
Licha and Brem (2018)	Show entrepreneurial ideas and business plans and get opportunities.
Prince et al. (2021)	The act of generating and developing an idea for validation.

Source: the author.

3.3 Entrepreneurship Education

3.3.1 Definitions

The concept of EE was first developed by Myles Mace at Harvard Business School in 1947 (Nabi et al., 2016). After more than 70 years of development, EE has become a globally recognised discipline (Lin and Xu, 2017).

The European Commission (2002) has reached a consensus on the definition of EE, which is divided into broad and narrow senses. Broadly speaking, EE should encompass the cultivation of entrepreneurial attitudes and skills, as well as personal qualities, not just focusing on the creation of new businesses. Narrowly speaking, EE refers to entrepreneurship-oriented training (Fayolle and Gailly, 2008). Table 6 presents a selection of definitions of EE concepts.

In Table 6 below, Liñán (2008) defines EE as enabling students to develop entrepreneurial skills and helping them choose careers. This definition is most relevant to this study because the purpose of EE in Chinese universities is to cultivate entrepreneurial talents for society and to use entrepreneurship as a new career choice to alleviate employment pressure in society. For this study, EE is defined as the process by which students develop the knowledge and skills required for creating a business through EE courses and practices provided by universities, ultimately making entrepreneurship their career choice.

Table 6: A summary of the definitions of EE

Gibb (1996)	The evolution of learning processes and methods from a teaching model to an entrepreneurial model.
Bechard and Toulouse (1998)	A series of formal education that provides information and training to anyone interested in entrepreneurship or small business development.
Jones and English (2004)	A platform for training new entrepreneurs.
Kuratko (2005)	Any teaching program or educational process related to entrepreneurial attitudes and skills.
Rasmussen and Sørheim (2006)	For new entrepreneurs, it refers to "starting their entrepreneurial journey through learning"; for successful entrepreneurs, it refers to "supplementing or learning useful skills required in the process of entrepreneurship".
Fayolle et al. (2006)	Any teaching plan or process of entrepreneurship attitude and skills education.
Liñán (2008)	To enable students to develop entrepreneurial skills and help them choose a career.
Jaafar and Aziz (2008)	A collection of formal teachings to inform, train and educate anyone interested in entrepreneurship or small business development.
Wilson (2008)	The development of attitudes, behaviours, and abilities applied in a personal entrepreneurial career.
Neck and Greene (2011)	More actions and practices are needed, and it is more likely to understand people more deeply than any other type of knowledge.
Liñán et al. (2011)	Awareness training courses for university students who have not yet decided which career to pursue or have no entrepreneurial experience.
Rideout and Gray (2013)	The key first step in cultivating entrepreneurs in high-unemployment areas.
Zhang et al. (2014)	The process by which individuals identify entrepreneurial opportunities, acquire the knowledge and

	skills required for entrepreneurship and put them into action through learning.
Wu et al. (2018)	It is an education to cultivate people's entrepreneurial awareness, thinking, skills and other qualities, and ultimately enable the educated to have a certain entrepreneurial ability.

Source: the author.

3.3.2 Key Attributes

During the review process, the author searched Google Scholar using keywords such as "entrepreneurship", "entrepreneurship education", and "attribute". Among them, the high-frequency words that appear are "entrepreneurship education courses", "extracurricular activities", "entrepreneurship education training programs", etc. Based on the search results, the author's analysis of the attributes of EE are as follows.

3.3.2.1 Chinese Government Policy Documents

In 2015, the Chinese government launched a wave of "mass entrepreneurship and innovation". Table 7 shows a series of policy documents on EE issued by the Chinese government during and after this period

Table 7: A summary of policy documents on EE

Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Higher Education Institutions and Autonomous Entrepreneurship Work for College Students (2010)	• Strengthen the construction of the innovation and entrepreneurship curriculum system. • Widely carry out innovation and entrepreneurship practice activities, and create conditions to incubate excellent entrepreneurial projects. • Comprehensively build an entrepreneurship base, with a focus on the assumption of a 'university student technology entrepreneurship internship base'.
Basic Requirements for Entrepreneurship Education Teaching in Ordinary Undergraduate Schools (Trial) (2012)	• Divided into three parts: classroom teaching, extracurricular activities, and social practice.

	• Teaching content: Based on teaching entrepreneurial knowledge, the key is to exercise entrepreneurial ability, and the core is to cultivate entrepreneurial spirit. • Course Setting: Provide a compulsory course on "Entrepreneurship Fundamentals" for all students. • Course nature: The "Entrepreneurship Foundation" course is the core course for entrepreneurship education and should be included in the school's teaching plan, with no less than 32 class hours and no less than 2 credits.
Notice on Doing a Good Job in the Employment and Entrepreneurship Work of Graduates from National Ordinary Higher Education Institutions in 2016	• Starting from 2016, all universities will set up innovation and entrepreneurship education courses. • Developing and offering compulsory and elective courses for innovation and entrepreneurship education. • Incorporate into credit management.
Notice of the State Council on Doing a Good Job in Stabilising Employment (2019)	• Expand the scale of employment internships and increase the subsidy standards for internships. • Support enterprises to develop more internship positions.
Notice on Doing a Good Job in the Stage Summary Work of Demonstration Universities for Deepening Innovation and Entrepreneurship Education Reform (2020)	• Each demonstration university continues to focus on key areas and key links such as curriculum system, training mechanism, teaching method innovation, practical training, and teacher team reform.
Implementation Opinions on Enhancing the Driving Role of Mass Entrepreneurship and Innovation Demonstration Bases, Further Promoting Reform, Stabilizing Employment, and Strengthening Power (2020)	• Support the construction of university demonstration bases and open a batch of high-quality entrepreneurship education courses online. • Implement the special action of "university enterprise bank" for the demonstration base of entrepreneurship and entrepreneurship, fully unleash job demand, and expand channels for

	entrepreneurship to drive employment.
Guiding Opinions of the General Office of the State Council on Further Supporting Innovation and Entrepreneurship among University Students (State Council Document No. 35, 2021)	• Optimise the entrepreneurial environment for university students. • Strengthen the construction of university student service platforms. • Promote the implementation of financial and tax support policies for university student entrepreneurship. • Strengthen financial policy support for university student entrepreneurship.
Notice of the State Council on Issuing the Outline of the Action Plan for National Scientific Literacy (2021-2035)	• Deeply implement the Entrepreneurship Training Program for University Students. • Supporting entrepreneurial practice projects for university students. • Vigorously carry out various scientific and technological innovation practice activities.

Source: the author.

3.3.2.2 Findings from Extant Literature

- **Type of courses in EE**

Although there are many different courses in EE, they can be classified into two types: compulsory courses and elective courses. For example, in official Chinese documents, EE is divided into two types: compulsory and elective (Ministry of Education, 2015). In previous studies, EE courses were also divided into elective and compulsory courses. For example, Arasti et al. (2012) classify the business planning course as a compulsory course in EE, while the entrepreneurship foundation course was classified as an elective course, emphasising it as a regular elective course (Zhang et al., 2014). Ndofirepi (2020) believes that the EE course is a one-year compulsory course for entrepreneurial skills development. By comparing the two different types of courses, compulsory and elective, it was found that elective courses have a greater impact on student entrepreneurship than compulsory courses (Karimi et al., 2016).

- **The curriculum content of EE**

Generally speaking, business planning is the main tool used in EE courses and projects (San

Tan and Ng, 2006). Therefore, EE courses are often equated with business planning courses (Longva et al., 2020). As a fundamental compulsory course in EE, the business planning course has specific goals and content. It teaches students how to draft business plans and instils knowledge and skills that help enhance their EI (Bae et al., 2014). In addition, some researchers have incorporated entrepreneurial practice activities into the curriculum of EE. For example, Solomon (2007) classifies case studies, business plans, guest or entrepreneur speeches, group discussions, small business institutions, entrepreneurial projects, company visits, or internships as entrepreneurship courses. In short, the content of EE courses is based on skills, focusing on providing entrepreneurial practices that promote entrepreneurship and manage enterprises, and achieving entrepreneurial goals through experiential learning methods (Sirelkhatim and Gangi, 2015).

However, some researchers have incorporated entrepreneurial practices into their teaching methods. For example, small forum presentations, small business simulations, seminars, and group discussions into teaching methods (Hartshorn and Hannon, 2005). Gerba (2012) also incorporates entrepreneurship courses (business planning courses), group discussions, presentations, and case studies into their teaching methods. Teaching methods are also divided into case studies, entrepreneurial company internships, speeches, entrepreneurial networks or resources, entrepreneurial competitions, and entrepreneurial projects (Karim, 2016). In China, according to the document of the Chinese Ministry of Education, entrepreneurship basic compulsory courses are compulsory courses for all university students to receive EE (General Office of the Ministry of Education, 2012). Therefore, considering the actual situation of EE in China and the operability of subsequent research, the EE curriculum or classroom teaching in this study refers to the basic compulsory courses for innovation and entrepreneurship among university students.

- **Extracurricular activities in EE**

Universities provide more opportunities for students who wish to put their entrepreneurial knowledge into practice through various extracurricular entrepreneurial activities (San Tan and Ng, 2006). Extracurricular entrepreneurial activities take various forms, such as

entrepreneurship lectures, entrepreneurship training, entrepreneurship simulations, entrepreneurship competitions, as well as club activities initiated and participated by students, such as entrepreneurship associations (Othman et al., 2012). Extracurricular activities are a supplement to entrepreneurial learning, which helps to further enhance the overall experience of entrepreneurship (Cui et al., 2021). In addition, entrepreneurial practice, as an important component of EE, is also an effective extension of classroom teaching (Wang and Huang, 2020). Entrepreneurship itself is a practical activity. Entrepreneurial social practice is not only a process of student learning but also a display of student learning outcomes (Jing et al., 2022). Therefore, entrepreneurial social practice is also an important way to improve the entrepreneurial experience and skills of university students (Thompson et al., 2020).

- **Attributes in EE**

In previous studies, EE was also classified into different attributes, rather than just as a whole. For example, based on social learning theory, EE has been identified as two potential dimensions, namely the transmission of information/value from teachers to students and peer influence (Bae et al., 2014). Arranz et al. (2017) conduct research on EE from two aspects: curriculum and extracurricular activities. In addition, researchers with different attributes of EE have different classifications. For example, Agarwal et al. (2020) classify EE into three attributes: awareness, business knowledge, and practical skills. Cui et al. (2021) classify the attributes of EE into three categories: learning experience, curriculum type, and activity type.

Table 8: A summary of EE attributes

General Office of the Ministry of Education (2012)	Divide EE into three categories: classroom teaching, extracurricular activities, and social practice.
Bae et al. (2014)	Identify two potential dimensions, namely the transmission of information/value from teachers to students and peer influence.
Arranz et al. (2017)	Divide EE into two aspects: curriculum and extracurricular activities.
Agarwal et al. (2020)	Divide EE into three categories of attributes: awareness, corporate knowledge, and practical skills.
Cui et al. (2021)	Divide EE into three-dimensional attributes: learning

	experience, curriculum type, and activity type.

Source: the author.

3.3.2.3 Entrepreneurship Education Attributes to be Used in this Study

According to the "Basic Requirements for Entrepreneurship Education Teaching in Ordinary Undergraduate Schools (Trial)" (General Office of the Ministry of Education, 2012), EE is divided into three parts: classroom teaching, extracurricular activities, and social practice. Considering that subsequent research needs to measure the variable of EE, this classification will be adopted in the study, as it aligns with the current reality of EE in Chinese universities.

- Classroom teaching specifically refers to the basic compulsory courses for innovation and entrepreneurship among university students. Two points need to be clarified. Firstly, in China, it is inappropriate to equate the content of EE courses directly with business planning courses. The reason is that the compulsory courses for entrepreneurship foundation cover the content of writing a business plan. In contrast, a business plan is only a part of the compulsory courses for EE. Secondly, the author believes that incorporating entrepreneurial activities into teaching methods is inappropriate. Various forms of entrepreneurial activities belong to the practical scope of entrepreneurship while teaching methods belong to the field of education and are not within the scope of the author's research.
- Extracurricular activities refer to a variety of events and activities, for example, entrepreneurship competitions, student demonstrations, workshops and seminars, and entrepreneurship associations /clubs.
- Social practice refers to participating in real or simulated entrepreneurial activities, such as enterprise visits, internships, entrepreneurship incubation projects, and student entrepreneurship plans.

3.3.3 Evaluation of Entrepreneurship Education

The evaluation of EE involves the effectiveness or impact of the implementation of EE. Whether at the design level or the project implementation level, it cannot be completely

separated from its teaching engineering (Béchard and Grégoire, 2005). The evaluation of EE mainly refers to the evaluation of the effectiveness of courses and how students participating in entrepreneurship courses are evaluated. The field of student evaluation is recognised worldwide as a weak link in entrepreneurship planning, and pressure is emerging to change the way and format of education plan evaluation (Gibb, 2002). If it is expected to assess the development of entrepreneurial behaviour, characteristics, and skills of students through curriculum evaluation, many people believe that this is a difficult task because of the constant subjectivity (Vesper and Gartner, 1997). Some people believe that a business plan is a good metric, while others disagree that someone may be very aggressive when writing a business plan, but the business plan itself may be the result of a very formal and uninspired process (Peterka et al., 2015). Others believe that starting and running a business is also a good measure, but estimates of the degree of entrepreneurial behaviour and personal development involved in this process are susceptible to strong subjectivity (Gibb, 2008). Therefore, in any case, the evaluation of EE courses should be based on a standard system that will answer the question of whether students have mastered the corresponding knowledge points and training objectives, and consider the extent to which students benefit from the course (Lackéus and Middleton, 2015). Moreover, in evaluating EE, it is necessary to clarify the purpose of EE. The purpose of EE is to encourage and cultivate students' entrepreneurial aspirations and strive to become entrepreneurs (Co and Mitchell, 2006). Finally, the evaluation of EE is increasingly receiving attention from stakeholders (Matlay, 2005). Therefore, stakeholders are considered as a key variable in this study and further explore their impact on EE in Section 3.8.5.

3.4 Entrepreneurial Intention

3.4.1 Definitions

Intention is a concept in social psychology that reflects an individual's belief in specific future behaviours and guides them to focus on specific goals and behaviours (Marques et al., 2012). In addition, it is a positive commitment of an individual to future behaviour, while also characterised by tension. Even if hindered, it will maintain its value, persistence, and effort. This has been validated by researchers and is widely used as a variable that leads to behaviour

in psychological behaviour control models (Shinnar et al., 2014).

In the field of entrepreneurship, EI is defined as a mindset that ultimately guides individuals to form new business concepts and start an entrepreneurship business (Chhabra et al., 2020). Intention is a direct prerequisite for real behaviour. The stronger the behavioural intention, the higher the success rate of behaviour prediction or actual behaviour (Hikkerova et al., 2016). The formation of EI is in the early stages of the entrepreneurial process, and it is a key factor in determining whether entrepreneurs will participate in entrepreneurial behaviour (Piperopoulos and Dimov, 2015). After in-depth research, scholars have pointed out that entrepreneurship is intentional behaviour. In the study of the impact of entrepreneurial behaviour, the intention model is more predictive (Küttim et al., 2014). Table 9 presents a selection of the definitions of the EI concept.

Table 9: A summary of the definitions of EI

Bird (1988)	A psychological state that guides entrepreneurs to invest a lot of energy and actions to pursue specific goals.
Bagozzi and Yi (1989)	Predict an individual's planned behaviour by observing the intention of a specific behaviour.
Ajzen (1991)	An individual's decision to engage in a new entrepreneurial process is largely conscious and deliberate rather than accidental.
Krueger (1993)	A commitment to start a new company or enterprise
Krueger and Brazeal (1994)	The best predictor of planned behaviour.
Crant (1996)	The desire to own a business or start a new business.
Krueger et al. (2000)	The best predictor of entrepreneurial behaviour.
Qian (2007)	Whether to engage in entrepreneurial activities is a subjective attitude, which is the best predictor of entrepreneurial activities.
Thompson (2009)	A person intends to establish a new enterprise and consciously plans to do so sometime in the future.

Lee et al. (2011)	Creating a new company that directs one's attention to the goal of creating a risk.
Bae et al. (2014)	One of the key antecedents of actual entrepreneurial behaviour.
Liñán and Fayolle (2015)	Predicting future entrepreneurial activity.
Krueger (2017)	The intention of an individual to start a new business
Chhabra (2020)	A mindset that ultimately guides individuals to form new business concepts and start a business in entrepreneurship.

Source: the author.

In Table 9 above, Ajzen (1991) defines EI as an individual's decision to engage in a new entrepreneurial process that is largely conscious and deliberate rather than accidental. This definition is most relevant to this study because students have acquired the knowledge and skills required for entrepreneurship through the courses and practices of EE in university. This is a mature thinking result for them to consider entrepreneurship as a career choice in the future, rather than a blind or accidental decision. For this study, the definition of EI is the desire of university students to put their entrepreneurial knowledge and skills into practice and fulfil their commitment to starting a business after receiving EE.

3.4.2 Factors Influencing Entrepreneurial Intention

In existing research, many factors are considered to be the determining factors affecting EI. For example, individual and environmental factors (Bird, 1988), personality factors (achievement needs and self-efficacy), environmental factors (access to capital, information, and social networks), and demographic factors (gender, age, educational background, and work experience) (Indart et al., 2010), as well as values, social and cultural factors, and academic preparation (Espíritu and Sastre, 2007). In this study, factors such as EE, gender, previous entrepreneurial experiences, and cultural values are selected for exploration.

3.4.2.1 Entrepreneurship Education

Previous studies have shown that education plays an important role in shaping EI (Fayolle and Gailly, 2015; Nowiński et al., 2019). For example, studies have shown that EE can affect entrepreneurial behaviour and intention (Lüthje and Franke, 2003). However, studies have shown that the formation of EI is not the result of a single factor, but rather a multiple influence between education and individual personality traits, with education being just one of the factors (Krueger et al., 2000). In addition, the close relationship between EE and EI can be seen from the fact that EE has become a compulsory course in universities (Thompson and Kwong, 2016). It should be emphasised that EE is a concept that does not encourage blind entrepreneurship, but rather stimulates the innovative consciousness of learners, enhances their entrepreneurial knowledge and abilities, and enables them to consider independent entrepreneurship as their career choice (Ning and Ge, 2017).

3.4.2.2 Gender

Entrepreneurship used to be a clear "man's job", and women were less willing to participate in entrepreneurial activities. Some scholars believe that differences in entrepreneurial activities may be related to gender in social and cultural construction (Henry et al., 2016). However, women today are becoming successful entrepreneurs both locally and internationally (Bhatti et al., 2021). The success of female entrepreneurship has prompted researchers to explore the psychological personality traits required for female entrepreneurship (Teoh and Chong, 2014). The success of women is partly attributed to the different responses of male and female entrepreneurs to the same environment due to gender differences, which affects women's adoption of different strategies compared to men when dealing with the same issues, trends, opportunities, and threats (Bhatti et al., 2021). Therefore, gender differences are also an important indicator of personality traits that can affect EI. The research results indicate that men express stronger EI than women (Shinnar et al., 2018). This is because men often express higher levels of adventurous behaviour and self-efficacy, but their demand for EE is lower (Shah et al., 2020). However, some studies suggest that the similarity between men and women far outweighs the difference (Reichert et al., 2021). It can be seen that there is still a lack of

unified conclusions on the research results of gender on EI (Santos-Jaén et al., 2022). For this study, the impact of gender differences on EI will be further investigated and validated to enrich the research results.

3.4.2.3 Previous Entrepreneurial Experience

Previous entrepreneurial experiences seem to be a factor influencing EI. The entrepreneurial experience here may involve four types: the specific entrepreneurial experience in an individual's family, the experience of relatives or close friends, the past or present working experience in a small company, and the experience of starting his own business (Fayolle and Gailly, 2015).

Among them, the entrepreneurial background of the family is a major factor that affects an individual's EI. According to Bandura's social cognitive theory, role models are an important environmental factor that influences an individual's EI and is an effective determinant of their career choices (Chen et al., 2018). As the most primitive example of human beings, parents play an important role in children's growth. One is that parents or family members engaging in individual business can serve as role models to provide children with key resources and opportunities to access social networks, and the other is to provide children with indirect entrepreneurial experiences (Bae et al., 2014). Therefore, children often have similar preferences for entrepreneurial activities as their parents (Bloemen-Bekx et al., 2019). Studies have shown that if parents are entrepreneurs, their children will have higher EIs (Palmer et al., 2021). Therefore, parents' career choices have an impact on their children's EI and can also influence their career choices (Su, 2009). In addition, students' own entrepreneurial experience or work experience in start-up companies are important factors that affect their EI, and students with different entrepreneurial experiences will have corresponding differences in EI (Bignotti and Le Roux, 2020). Students with entrepreneurial experience exhibit more autonomy and innovation, and previous entrepreneurial experience can accumulate certain entrepreneurial knowledge and experience, thereby stimulating interest in entrepreneurship (Zhou and Xu, 2012). However, entrepreneurial experiences can also have a negative impact on EI. For

example, Oosterbeek et al. (2010) show that experiences of entrepreneurial failure have a more negative impact on women's EI. Therefore, the role and impact of previous entrepreneurial experiences on EI cannot be ignored and will be further studied in this study.

3.4.2.4 Cultural Values

EI is influenced by various factors, among which Cultural Values (CVs) are an important aspect (Singh et al., 2017). CVs can influence people's cognition and attitude towards entrepreneurship, thereby influencing EI (Pérez -Macías et al., 2022; Kayed et al., 2022). For example, in cultures that emphasise individualism, people may be more inclined to pursue freedom and achievement (Farrukh et al., 2019). Entrepreneurship may be seen as an adventure and challenge, making it easier to generate motivation for entrepreneurship. In cultures that emphasise collectivism, people may place more emphasis on teamwork and stability, and their motivation for entrepreneurship may be relatively low (Hueso et al., 2020). These different perceptions and attitudes can affect people's impact on EI. Secondly, CVs can influence people's identification and judgment of business opportunities (Soltwisch, Dimitrov and Hojnik, 2023). For example, in a culture that emphasises innovation and change, people may be better at identifying business opportunities and using them for experimentation (Rantanen and Toikko, 2017). In cultures that emphasise stability and tradition, people may place more emphasis on risk control and conservative management (Janka et al., 2020). The identification of these different business opportunities can affect people's EI. Finally, CVs can influence people's entrepreneurial motivation (Vuorio et al., 2018). For example, in cultures that pursue personal freedom and achievement, people are more inclined to pursue the growth and wealth that entrepreneurship brings (Bolzani and Foo, 2018). In a culture that emphasises social responsibility and public welfare, people may place more emphasis on social values and public welfare contributions (Silapan and Edralin, 2019). These different entrepreneurial motivations can affect people's EI. In short, CVs have a multifaceted impact on EI. Therefore, it is necessary to fully consider the role and impact of CVs on EI in this study.

3.5 Stakeholders

3.5.1 Definitions

In the past century, academia and management have paid more and more attention to stakeholders. In 1963, a memorandum from the Stanford Research Institute first introduced the concept of stakeholders, which refers to "those groups whose organisations will no longer exist without their support". Since then, this definition has been constantly evolving, becoming increasingly active and influential among stakeholders and businesses (Lau, 2014). Therefore, some scholars are concerned about the potential impact that organisations and stakeholders may have on each other. Freeman (1984) defines stakeholders as' all individuals and groups that can influence the realisation of an organisation's goals or are affected by the process of an organisation's realisation of its goals'. He provides a method to conceptualise the organisation, that is, the participants who have an impact on the company and who the company will have an impact on. Therefore, Freeman's pioneering work in 1984 was regarded as a turning point (Bischoff et al., 2018). According to Freeman (1984), profit maximisation is not the only goal of business activities, but the balance between the expectations of stakeholders is determined to be the necessary condition for the company's medium and long-term survival and success. Freeman's significant achievements also include his choice of the term "stakeholders" rather than the traditional term "shareholders" which is more inclined to the organisational economic perspective (Pedrini and Ferri, 2019). Table 10 presents a selection of definitions of stakeholders.

Table 10: A summary of the definitions of stakeholders

Freeman (1984)	All individuals and groups that can influence the realisation of an organisation's goals or are affected by the process of an organisation's realisation of its goals.
Nutt and Backoff (1987)	Parties that will be affected or will influence the strategy.
Clarkson (1995)	People who have invested in the business and have taken risks as a result.
Agle and Wood (1997)	Each group exists in a complex intertwined web of relationships.

Amaral and Magalhães (2002)	A person or entity that has a legitimate interest in higher education and thus acquires the right to intervene.
Bryson (2004)	Winning alliance.
Maric (2013)	Any group or individual who can influence or be influenced by the achievement of the organisation's goals.
Kettunen (2015)	All institutions are interested in the activities of a specific organisation.
Luo and Liu (2020)	Groups and individuals who often conduct business and interest transactions or interact with the University.

Source: the author.

In Table 10 above, Freeman (1984) defines stakeholders as' all individuals and groups that can influence the realisation of an organisation's goals or are affected by the process of an organisation's realisation of its goals'. This is most relevant to this study for two reasons. Firstly, its definition is widely applied to public sectors such as universities and has a certain practical foundation. Secondly, his definition has been widely applied in innovation and entrepreneurship research. For this study, the definition of stakeholders is people or groups directly or indirectly affected EE by actively participating in or providing EE or becoming education recipients.

3.5.2 A Classification

With the deepening of the research on the concept of stakeholders, the classification of stakeholders is further expanded. Organisations often have a variety of stakeholders competing for management resources (Neville and Menguc, 2006). Therefore, not all stakeholders are equally important and identifying stakeholders is a key issue (Freudenreich et al., 2020). In addition, the extent to which managers should consider each group is also a question to be considered in this study (Chapleo and Simms, 2014). For these reasons, some stakeholder classifications in EE and EI-related literature have been consulted. Table 11 lists a selection of classifications of stakeholders.

Table 11: A summary of the classifications of stakeholders

Robinson and Long (1987)	Divided into primary (Students), secondary (employers and education authorities) and tertiary (verifiers, alumni, parents and families) stakeholders.
Charkham (1992)	• Contractual (shareholders, employees, customers, distributors, suppliers, lenders, etc.) and public stakeholders (consumers, regulators, governments, media, communities, etc.). • Primary (shareholders, employees, customers, suppliers) and secondary (media) stakeholders
Clarkson (1995)	One is the key stakeholders and the secondary stakeholders; the other is the internal stakeholders and external stakeholders.
Matlay (2009)	Divided into internal and external stakeholders.
Maric (2013)	Divided into primary and secondary stakeholders.
Qian and Zhang (2019)	• Divided into physical capital stakeholders, human capital stakeholders, social capital stakeholders, and ecological capital stakeholders. • Divided into core stakeholders, important stakeholders, general stakeholders and secondary stakeholders • Divided into internal stakeholders and external stakeholders • Divided into internal support subjects and external support subjects.
Song and Xu (2019)	One is the external stakeholders, and the other is the internal stakeholders.

Source: the author.

In Table 11 above, Clarkson (1995) classifies stakeholders into two categories: key and secondary stakeholders, and internal and external stakeholders. The classification of key and secondary stakeholders is most relevant to this study, as the stakeholder application scenario in this study is universities, which facilitates the classification of individuals or groups and also facilitates measurement. For this study, key stakeholders are defined as individuals or groups

who primarily participate in or influence EE, while secondary stakeholders refer to individuals or groups who indirectly influence EE.

3.5.3 Stakeholders in Higher Education

The stakeholder theory originated in the field of enterprise management and spread from private institutions to public sectors such as universities (Hong, 2019). As a non-profit organisation, universities themselves are the link between stakeholders. Rosovsky, quoted in Qian and Zhang (2019), believe that universities are typical stakeholder organisations because they have the functions of cultivating talents, developing science, and serving society, requiring multiple stakeholders to jointly realise their rights. The application of stakeholder theory to higher education involves two steps (Burrows, 1999). The first step is to identify key stakeholders and their needs and expectations. The second step is to strive to achieve their goals and achieve their maximum satisfaction while fulfilling the organisational mission. Therefore, referring to Maric's (2013) the classification of university stakeholders is considered most relevant to this study as it categorises universities as stakeholder application scenarios (see Table 12 for details).

Table 12: One example of stakeholder analysis of the HEI

Identification of stakeholders	**Primary**	**Secondary**	**Outcome**
Government	✔		The financial support of the national strategy.
Ministry of Science and Education	✔		The financial support of the national strategy.
The Education and Teacher Training Agency		✔	Evaluation and monitoring of the criteria for excellence.
Faculties	✔		A high level of knowledge is required.
Students		✔	Satisfaction with study conditions, the level of required knowledge.
Employees		✔	Satisfaction with working conditions, and commitment.

Competitors		✔	Knowledge transfer, collaboration Fair Competition.
Society	✔		A balanced society Transfer of knowledge.

Source: adapted from Maric (2013).

In Table 12 above, both the government and the Ministry of Education in Maric's (2013) classification are generated from a financial perspective, which is inconsistent with the actual situation of Chinese universities. In addition, the classification of competitors and society does not match the reality in China. Considering that the career choices of Chinese students are closely related to their families, and parents are the "funders" and influencers "of their children's education, this study replaces" society "with" parents ". Moreover, considering that students are the most important and direct beneficiaries of higher education in China, the author has adjusted them to be key stakeholders. For this study, considering the direct impact of key stakeholders on EE and the convenience of measuring stakeholders in the later stage, key stakeholders are divided into three categories: students, parents, and faculty. However, other stakeholders such as employers and government policy makers are not within the scope of this study. In Table 13 below, the author classifies a new classification of stakeholders in higher education in China.

Table 13: A new classification of stakeholders in higher education in China

Identification of stakeholders	Key	Secondary	Specific personnel and groups
Students	✓		Focus on the students in the final year of the University.
Faculty	✓		The full-time lecturers are responsible for university students' EE courses and practical activities.
Parents	✓		Parents of final-year university students.
Employers		✓	Enterprises or units that urgently need to recruit fresh graduates.
Government policymakers		✓	Staff of government departments responsible for formulating and revising employment and entrepreneurship assistance for graduates.

Source: the author.

3.5.4 Application of Stakeholder in this Study

Under the policy of "mass entrepreneurship and innovation", the Chinese government has made cultivating innovative talents with research capabilities and application abilities a value goal of innovation and EE (Hu, 2019). There are two aspects of stakeholder application in this study. Firstly, based on universities as application scenarios, the author identified and classified the key stakeholders of EE. The second is to focus on exploring the impact of key stakeholders on current EE in China. For this study, key stakeholders will be used to conduct a comprehensive investigation into the current situation of EE in China. By analysing the shortcomings of EE in current Chinese universities and proposing improvement suggestions, the aim is to meet the needs of key stakeholders and promote the improvement of the level of EE.

3.6 Cultural Values

3.6.1 Defining Key Concepts

3.6.1.1 Culture

Culture is complex and multidimensional, making it difficult to conceptualise (Rinne et al., 2012). Although everyone has always lived in a cultural environment, when researchers attempt to define culture conceptually, they find that there is no universally accepted definition of culture (Kalitanyi and Bbenkele, 2018). In 辞海-the most comprehensive Chinese dictionary, culture has a broad and narrow definition. In a broad sense, it refers to " the synthesis of the material and spiritual production capacity and the material and spiritual wealth created by human beings in the process of social practice", while in a narrow sense, it refers to " the spiritual production capacity and products " (Wu et al., 2022). In the Cambridge Dictionary, "culture" is defined from different perspectives, covering fields such as lifestyle, art, biology, etc (Cambridge Dictionary, 2024). The term "culture" in English starts from human material production activities and extends to the realm of spiritual activities after a reasonable evolution of its meaning. In this study, relevant literature on culture, entrepreneurship, and management was searched to screen for definitions of culture. Table 14 below lists a selection of definitions of culture.

Table 14: The definitions of culture

Tylor (1871)	A complex whole, including knowledge, belief, art, morality, law, custom and any other abilities and habits acquired by human beings as members of society.
Hoebel (1960)	The comprehensive sum of acquired behavioural characteristics shared by social members.
Downs (1971)	A psychological map that guides people's relationship with their surroundings and others.
Geertz (1973)	A historical communication mode that embodies meaning in symbols, through which people communicate, continue and develop their understanding and attitude towards life.
Hofstede (1980)	An interactive set that affects the common characteristics of a group's response to its environment.
Hofstede (1984)	Collective planning of the mind, which distinguishes members of one group or society from members of another group or society.
Hofstede (1991)	A collective phenomenon is shaped by individuals' social environment rather than their genes.
Inglehart (1997)	A set of basic common values.
Fan (2000)	The collection of values, beliefs, behaviours, customs, and attitudes that distinguish a society. A society's culture provides its members with solutions to problems of external adaptation and internal integration.
Mueller and Thomas (2001)	A basic value system peculiar to a specific group or society, which encourages individuals in society to engage in behaviours that may not be obvious in other societies.
Downing (2005)	Form an open exchange process of economic, political and social systems.
Northouse (2007)	The acquired beliefs, values, rules, norms, symbols and traditions shared by a group of people.
Boris (2010)	It has the objective and subjective aspects of artificial elements, as well as the collective planning of the human mind.
Doepke and Zilibotti (2013)	A system of beliefs affects people's choices and ultimately economic development.

Marion and Fixson (2018)	Common attitudes, standards, and patterns of behaviour, as well as common approaches and assumptions.
Ratten (2020)	A form of aesthetic or way of living that can be evident in products or services.

Source: the author.

In Table 14 above, Fan (2000) describes culture as "the collection of values, beliefs, behaviours, customs, and attitudes that distinguish a society. A society's culture provides its members with solutions to problems of external adaptation and internal integration". This is most relevant to this study because it takes into account both cultural characteristics and cultural particularities. For this study, culture is defined as a collective term for Chinese unique concepts, behavioural patterns, language symbols, and customs.

3.6.1.2 Cultural Values

Cultural values (CVs) are the core components of culture, reflecting the common cognition, emotional tendencies, and behavioural norms that people have formed over a long period of historical development. These values are widely accepted by members of society and passed on to future generations, guiding individual and collective behaviour (Hofstede, 1998). Therefore, CVs are the basic understanding of values by people in a society, often defined as the collective thinking process of distinguishing group or racial differences. Its connotations are rich and diverse, including cultural traditions, social behavioural norms, artistic and aesthetic orientations, moral ethics, respect for history and inheritance, and the influence of religion and belief (Woodside et al., 2020). These values collectively constitute the core and soul of culture, influencing and shaping people's lifestyles, thinking habits, social behaviour, and personal values (Urban, 2010). In short, CVs are a complex and diverse concept that encompasses multiple aspects and influencing factors. These factors together constitute a CV system of a nation and a society, providing guidance and support for people's lives and behaviours (Hofstede, 1991). The influence of culture on entrepreneurial activities cannot be ignored. Entrepreneurship is not just an economic activity, it is also deeply shaped and influenced by CVs (Shiri et al., 2017). Therefore, in entrepreneurial activities, it is crucial to fully understand and adapt to values from different cultural backgrounds for successful

entrepreneurship. Surprisingly, previous researchers have found that China's CVs have formed a clear and consistent generative system. However, this does not mean that values and systems have not changed (Yau, 1988). In fact, in the process of rapid socio-economic changes, the value system of Chinese culture has also undergone inevitable changes (Cai et al., 2018). In addition, CVs determine whether a society is attractive to entrepreneurial activities (Fayolle and Liñán, 2014). Previous studies have shown that individual CVs come from their environment (such as work, friends, family, or other important individuals) and broader socio-cultural backgrounds (such as socio-cultural factors), which can influence career choices (Nabi et al., 2017). Forbes (1999) points out that CVs can influence the existence of entrepreneurial cognition at the individual and social levels because when entrepreneurship is legalised as a profession, social practice will reflect a higher level of moral recognition or entrepreneurial legalisation (Liñán and Fayolle, 2015). Therefore, it is necessary to study how entrepreneurship and CVs affect EIs (Shirokova et al., 2018).

3.6.1.3 Defining the Concepts in the Study

In this study, attention is paid to the impact of CVs on EI, not only referring to the existing literature on the impact of CVs on EI but also attempting to add Chinese elements, that is, taking into account Chinese CVs based on CVs to jointly investigate the impact on EIs, to obtain explanatory answers that are more in line with China's national conditions. According to the definition of culture in section 3.6.1.1, culture is defined as a collective term for Chinese unique concepts, behavioural patterns, language symbols, and customs. Based on the analysis in the previous section, the definition of CVs in this study refers to a stable cognitive system that has been formed in China for a long time, which may influence the formation of individual psychological characteristics, attitudes, and behaviours.

3.6.2 A Classification

3.6.2.1 Cultural Values

As for the classification of CVs, most studies tend to focus on the CVs and entrepreneurial behaviour studied by Hofstede (1980, 2001). Hofstede's cultural dimension is still the main

(almost single) method used in this field (Gunathunge, 2020). Hofstede (1991, 1980) has determined that four values may help to characterise different cultures. He describes four cultural dimensions common to people all over the world, which measure various aspects of national culture, namely, power distance (PD), uncertainty avoidance (UA), individualism and collectivism (IC), and masculinity and femininity (MF). Subsequently, based on a global study involving students from 23 countries, a fifth dimension was added, namely short-term and long-term orientation (SLT) (Hofstede and Bond, 1988). In 2010, based on data from 93 countries from the World Values Survey (WVS), a sixth dimension was added, namely indulgence and restraint (IRT) (Lyu et al., 2021). The six dimensions of cultural values are defined as follows.

- Power distance (PD) refers to the degree to which members of less powerful institutions and organisations in society expect and accept unequal distribution of power.
- Uncertainty avoidance (UA) refers to the degree to which institutions and organisational members in society are threatened by uncertain, unknown, ambiguous, or unstructured situations, as well as the degree to which individuals are open to risky behaviours such as entrepreneurship.
- Individualism and collectivism (IC) refer to the degree to which individuals in society tend to become individuals rather than members of a group.
- Masculinity and femininity (MF) refer to the degree to which masculine values such as confidence, competition, and success are emphasised, rather than feminine values such as quality of life, warm interpersonal relationships, and service.
- Short-term and long-term orientation (SLT), long-term orientation refers to the cultivation of a society guided by virtues such as adaptation, perseverance, and frugality. Short-term orientation refers to cultivating a society that respects tradition, maintains dignity, and fulfils social obligations as virtues, both in the past and present.
- Indulgence and restraint (IRT), indulgence represents a society that allows for relative freedom to satisfy certain desires and feelings, while restraint represents a society that controls this sense of satisfaction.

However, Hofstede's theory emerged in the late 1970s and early 1980s. Up to now, remeasuring

the effectiveness of this theory helps to provide empirical evidence for cross-cultural research (Sajjad et al., 2012). Besides, Hofstede (1991, 1980) suggests that cultures with low levels of uncertainty avoidance and high masculinity are associated with more entrepreneurial activities. Based on this, uncertainty avoidance and gender inequality may be two social dimensions that affect students' EIs and will be validated in subsequent research (Bae et al., 2014).

3.6.2.2 Chinese Cultural Values

The Chinese cultural values (CVs) are a set of core values unique to the Chinese people and the basis for social exchanges between Chinese people, which has been relatively stable for a long time (Fan, 2000). Considering China's long history, culture and special background, this section adds Chinese CVs to the measurement of EIs by CVs. Firstly, contemporary Chinese culture includes three elements: traditional culture, communist ideology, and Western values (Fan, 2000). Among them, Confucianism is undoubtedly the most influential ideology in traditional culture, and it constitutes the core of Chinese traditional culture (Pye, 1972). The communist ideology, as a political ideology, is the greatest and most profound social ideal that guides humanity to transform the world and achieve ultimate liberation. It has had a huge impact on Chinese society and the people (Wang, 2022). Western values have not only changed China's social outlook but also reshaped the value system (Si, 2014). It emphasises the subjectivity of individuals and highlights their individuality. Therefore, it is easy to form a fundamental opposition between individualism and collectivism (Wei, 2015).

During the process of searching for literature, it was found that Fan (2000) classified Chinese CVs into 71 categories according to different classifications. It can be said that it is currently the most complete, informative, and in line with China's actual cultural value classification in the literature. Subsequently, based on repeated reading and searching of relevant literature on Chinese culture and management, the author adopted two steps to screen Chinese cultural values. Step 1: Based on relevant literature and the actual situation in China, the relationship between Chinese CVs and entrepreneurship has been comprehensively considered, and the range of 71 Chinese CVs has been narrowed down to 20 (see Table 15 below).

Table 15: Preliminary screening of Chinese cultural values

1 Moderation, following the middle way	11 Guanxi (personal connection or networking)
2 Integrity	12 Attaching importance to long-lasting relationships, not gains
3 Paternalistic	13 Obligation for one's family and nation
4 Filial piety	14 Contentedness with one's position in life
5 Collectivism	15 Avoiding confrontation
6 Industry (working hard)	16 Wisdom / Resourcefulness
7 Reaching consensus or compromise	17 Harmony with others
8 Persistence (perseverance)	18 Wealth
9 Trustworthiness	19 Personal steadiness and stability
10 Commitment	20 Keeping oneself disinterested and pure

Source: adapted from Fan (2000).

Step 2: Based on careful consideration of the feasibility of subsequent research, combined with EI (representing career choices), the author ultimately identified two Chinese CVs that are most relevant to this study, namely paternalism and guanxi.

3.7 The Appropriate Theoretical Models for this Study

The following chapters describe the appropriate theoretical models in this study, namely the Theory of Planned Behaviour (TPB) (Ajzen, 1991) and the Social Cognitive Theory (SCT) (Bandura, 1986). The reason for applying these two theoretical model frameworks is that they have extracted key factors related to intention prediction in this study, and fully considered the comprehensive impact of social environment, cognition, and personal factors under China's unique national conditions. Therefore, this study is considered an integration of previous models, and therefore these two theories are adopted.

3.7.1 Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) has become one of the most widely used psychological theories to explain and predict human behaviour. It has been widely applied in various environments (Fayolle and Gailly, 2015). There is no doubt that previous studies have also tested its application in the field of entrepreneurship (Aditya, 2020). This theory is also considered to be suitable for predicting EIs and is considered to be an effective method for

evaluating entrepreneurs (Lavelle, 2019). According to Ajzen's theory of planned behaviour (TPB), intention is regarded as the immediate antecedent of behaviour, which largely predicts actual behaviour (Schlaegel and Koenig, 2014). As shown in Figure 2 below, the three antecedent variables of the theory of planned behaviour are attitude, subjective norms and perceived behavioural control, which explains the individual's perception of the degree of feasibility of behaviour and the individual's behaviour tendency. External factors may also directly force or prevent behaviour without considering intention, depending on the extent to which an individual controls the behaviour and the degree to which perceived behavioural control is an accurate measure of actual behavioural control. This relationship is shown by the dashed line in Figure 2. According to TPB, people's behavioural intention is the result of the combined effect of attitude, subjective norms, and perceived behavioural control (Ajzen, 1991).

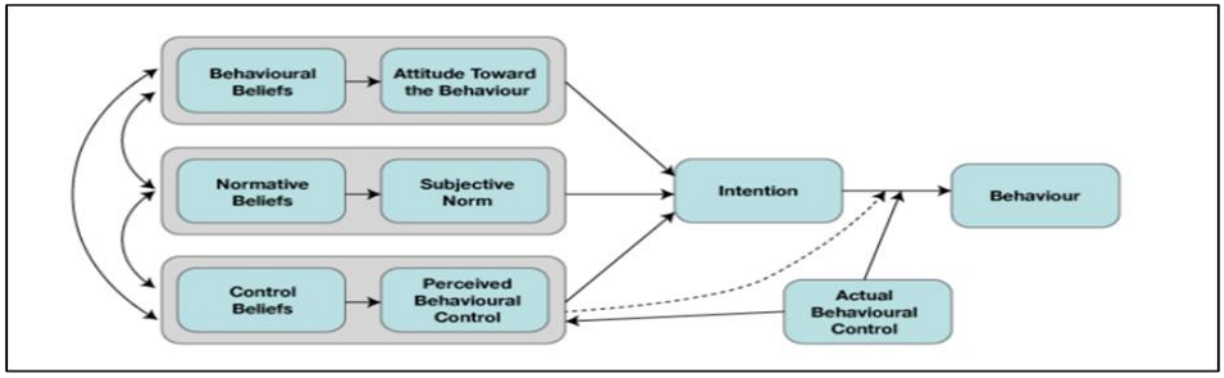


Figure 2： Theory of Planned Behaviour

Source: adapted from Ajzen (2005).

1) Attitude refers to the positive and negative attitude evaluation of an individual's behaviour. This includes not only emotional aspects, that is, whether the behaviour is liked or attracted by the individual, but also assessing whether the individual has the advantage of being competent for the behaviour (Liñán et al., 2011).

2) Norms come from group consciousness. The social pressure that individuals will feel when they engage in a certain entrepreneurial activity is called subjective norms. Family members, friends, classmates, teachers, or other important individuals have expectations for personal behaviour. Therefore, these groups all have related subjective pressures (Ajzen, 2011).

3) Perceived behavioural control is also known as self-efficacy (Krueger et al., 2000). That is the individual's perception of the difficulty of engaging in a certain behaviour. Individuals usually choose to take the behaviour they think they can control and master (Linan and Chen, 2009). Perceived behavioural control may help to achieve entrepreneurial behaviour (or any other complex behaviour) because individuals may believe that the level of feasibility of performing tasks is necessary (Krueger, 1993).

The more positive the above three antecedent variables are, the stronger the intention formed by the individual, indicating that the individual is willing to make efforts to implement the action (Boissin et al., 2009). In the field of innovation and entrepreneurship research, the three explanatory variables of TPB can effectively predict and explain an individual's EI, which has been recognised and supported by many researchers (Mei et al., 2016). It can be seen that TPB emphasises individual behaviour and is useful for evaluating EI (Liñán and Rodríguez-Cohard, 2015; Chang et al., 2022). Therefore, using it as a theoretical model to explain EI is considered appropriate. For this study, section 3.8.3 will review the existing studies on variables in the TPB model, and verify and investigate relevant hypotheses in subsequent studies.

3.7.2 Social Cognitive Theory

Social cognitive theory (SCT) is one of the representative social psychology theories proposed by American psychologist Bandura (1986). The basic starting point of social cognitive theory is that human activities are determined by the interaction of individual behaviour, cognition personal factors and environment.

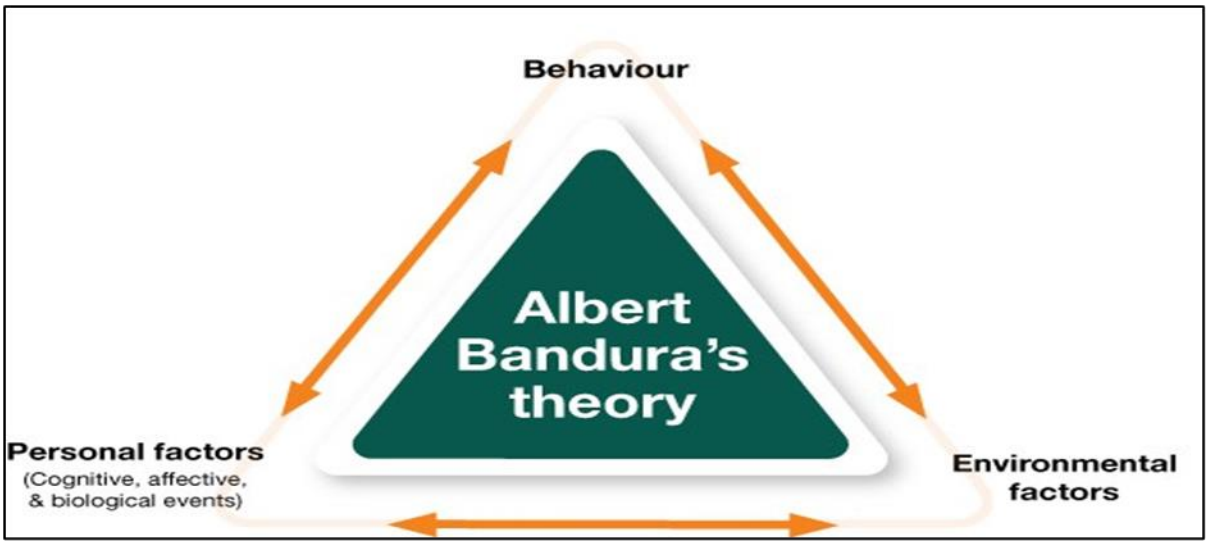


Figure 3: Social Cognitive Theory
Source: Adapted from Bandura (1986).

Individuals living in a social environment are not only influenced by the environment but also actively change it. People are not only the subject of behaviour, but also can stimulate, guide, and regulate their activities (Bandura, 1999). Based on this theory, humans are both shapers and products of the environment. In addition, SCT is seen as changing a person's behaviour by altering their psychological state. Based on this, educators design and learn intervention measures that expose individuals to certain knowledge, skills, and resources, leading to personal progress or change (Anderson and Zhang, 2015). Researchers have applied this theory to the field of EE. For example, Gibb (2002) points out that learning EE (curriculum and extracurricular activities) can lead to changes in thinking and emotions. Béchard and Grégoire (2005) argue that SCT provides a coherent framework for a comprehensive understanding of EE from the perspective of cognitive psychology. Winkler (2013) applies this theory to the context of EE and studies how environmental factors in EE learning affect students' cognition and subsequent entrepreneurial behaviour. Therefore, SCT is widely used to explain the impact of EE on EI (Cui et al., 2021). From the above, it can be seen that the SCT theory is consistent with the research topic and background factors of this study, and it is considered a suitable theory to explore the influence of cognitive processes on intention (Verheul et al., 2005). For this study, Chinese universities have conducted EE, which may lead to the occurrence of student entrepreneurial behaviour, thereby achieving the goal of alleviating the problem of

unemployment in the whole society (Liñán et al., 2011). In this sense, SCT provides a theoretical basis for this study. In addition, the use of SCT also compensates for the shortcomings of TPB theory. Firstly, it does not consider other variables that affect behavioural intention and motivation, such as fear, threat, emotion, or past experiences. Secondly, although it does consider the influence of normative factors, it still does not take into account environmental or economic factors that may affect a person's behavioural intention. Therefore, the creative integration of these two theories expands the existing framework and lays a solid foundation for the development of a new conceptual framework in this study.

3.8 Existing Studies on Entrepreneurship Education and Entrepreneurial Intentions

EE has always been regarded as an important human asset by public or non-public institutions (Nabi et al., 2017). Previous researchers have conducted a large number of studies on EE and its impact on EI and have achieved rich research results. In general, the research results on EE and EI are mixed (Bae et al., 2014). This part reviews the previous studies on the impact of EE on EI. By combing and evaluating the previous studies, the existing research results and research level in this field can be understood, which provides an important reference for the follow-up research. Meanwhile, summarising the previous research results helps to find the research gaps and deficiencies, which provides opportunities and space for subsequent innovative research.

3.8.1 Research on Main Effects

In the existing research, most research results show that there is a positive correlation between EE and EI (Mahendra et al., 2017; Fan et al., 2024). Participation in EE plays an important role in influencing individual EI, and students who received EE showed higher EI (Fayolle and Gailly, 2015). This conclusion has been empirically studied many times among university students in developed countries, and some researchers have extended the research results to developing countries and non-western countries (Nowiński et al., 2019). In addition, research on the impact of the intrinsic attributes of EE on EI indicates that EE courses have a positive

impact on EI, especially in entrepreneurial decision-making (Liu et al., 2019). Compared to participating in entrepreneurial social practice, participating in EE courses has a greater impact on student EI (Mei et al., 2020). Entrepreneurship extracurricular activities are a supplement to compulsory courses in EE, providing appropriate support for enhancing students' entrepreneurial interests and intentions (Cavalcante et al., 2022). As a part of EE practical teaching, social practice helps to enhance the business experience of university students, promote the combination of textbook knowledge and practical experience, and stimulate their entrepreneurial enthusiasm (Chen et al., 2022). However, unlike the inherent attributes of EE and the positive impact of EI, Von Graevenitz et al. (2010) argue that there is no relationship or negative correlation between participating in EE courses or activities and EI. Moreover, some researchers hold a different view on the impact of dividing EE into intrinsic attributes on EI. Oosterbeek et al., (2010) point out that although EE has been introduced and promoted in many countries and universities, little is known about its effectiveness. Especially, it is not yet clear how EE affects students' intention to participate in entrepreneurial activities, and how it causes these impacts. It can be seen that academia has not yet reached a consensus on the relationship between EE and EI, and there are contradictions and ambiguities (Martin et al., 2013). Especially in China, there is a lack of research in this field, and previous studies have not reached a conclusion, which means that a large amount of empirical research is needed to verify and enrich the research results (Lavelle, 2019). Therefore, this has sparked interest in conducting this study, and it is necessary to conduct further investigation and verification in the Chinese context.

3.8.2 Research on Moderating Effect

Moderating variables can change the relationship between EE and EI. Therefore, to better understand the reasons for the inconsistency and ambiguity of the relationship between EE and EI, it is also necessary to investigate the following groups of potential moderators. This study examined two potential moderating factors: gender and prior entrepreneurial experience.

3.8.2.1 Moderating Effects of Gender

Research has shown that men have higher EI than women (Stedham and Wieland, 2017). One reason is that men exhibit higher levels of adventurous behaviour and self-efficacy than women. Secondly, according to social role theory, gender-based expectations lead both men and women to pursue gender-stereotypical careers, which is consistent with the view that women are more likely to limit their career aspirations due to a lack of necessary skills, and the public generally believes that qualities that are crucial to business are often related to men (Calza et al., 2020). Stereotypes of gender roles lead people to stereotype the gender type of work as either female or male (Gupta et al., 2009). For example, gender-based expectations can attract men to engage in typical male professions, such as entrepreneurship, which leads to higher EI for men compared to women (Barnier et al., 2011). However, today's women are becoming successful entrepreneurs both locally and internationally. The success of female entrepreneurship has prompted researchers to explore the psychological personality traits required for female entrepreneurship (Teoh and Chong, 2014). The success of women is partly attributed to the different reactions of male and female entrepreneurs to the same environment due to gender differences, which affects women's adoption of different strategies compared to men when dealing with the same issues, trends, opportunities, and threats (Bhatti et al., 2021). Additionally, the impact of EE on EI may not be as effective for males as females. Compared to men, EE may be more helpful for women to improve their skills and increase their entrepreneurial willingness. Therefore, it is unlikely that EE can help men form EI by reducing the constraints of entrepreneurial knowledge (Haus et al., 2013). Besides, some studies also suggest that the similarity between males and females far outweighs the difference (Reichert et al., 2021). Currently, there is still a lack of unified conclusions on the research results of gender on EI (Santos-Jaén et al., 2022). Therefore, further investigation and verification are needed to determine whether gender differences are still a factor influencing the formation of EIs in this study.

3.8.2.2 Moderating Effects of Prior Entrepreneurial Experiences

According to the results of previous studies, individual entrepreneurial experience is considered to be a key indicator of EI (Maheshwari et al., 2023). The entrepreneurial experience here may roughly correspond to four types of entrepreneurial experience: specific experience in entrepreneurial families (Heilbrunn and Almor, 2014), the entrepreneurial experience of relatives or close friends (Falck et al., 2012), participated in the entrepreneurship training program of the university (Peterman and Kennedy, 2003), and the individual who has created their own new company or new enterprises (Fayolle and Gailly, 2015). These different types of entrepreneurial experiences can have a positive or negative impact on EI and behaviours (Bignotti and Le Roux, 2020). Therefore, it is meaningful to use previous entrepreneurial experience to consider the impact on EI, and seems that the previous entrepreneurial experience and risk tendency will adjust the individual's perception of EE and learning, and then affect the individual's EI. However, Carr and Sequeira (2007) believe that previous entrepreneurial experience, role models and work experience have a very limited impact on EI, which may also have a negative impact and reduce the individual's behavioural intention to become an entrepreneur. Therefore, further investigation and verification are needed to determine whether prior entrepreneurial experience is the factor influencing the formation of EIs in this study.

3.8.3 Research on Mediation Effect

3.8.3.1 Entrepreneurial Attitude as a Mediating Variable

According to the Theory of Planned Behaviour (TPB), an individual's entrepreneurial attitude (EA) is considered to be a reliable basis for EI (Ajzen, 1991). Individuals' perceptions of the values, interests and preferences of entrepreneurship greatly influence their intention to establish new enterprises (Hueso et al., 2021). Existing research has shown a positive correlation between EA and EI, and EA significantly affects EI (Yousaf et al., 2020). Therefore, EA can predict EI, people with EA are more likely to start their businesses than those without EA (Kisub et al., 2020). Moreover, EE can help students improve their EA, thereby increasing the likelihood of personal involvement in entrepreneurship (Swarupa and Goyal, 2020).

Therefore, entrepreneurial attitude (EA) mediates EE and EI (Lavelle, 2021). According to the TPB, courses and training programs related to EE can significantly affect students' EA (Nabi et al., 2016). However, some researchers have reached the opposite conclusion. For example, Gupta (1992) believes that formal education had little impact on EA. Gorman et al. (1997) point out that the current university EE often emphasises the teaching of entrepreneurial skills rather than the cultivation of creative thinking, which may hinder the formation of individual EI. Siu and Lo (2013) and other scholars also believe that EA is not an important reason for individual EI. Besides, Liu et al. (2022) also believe that entrepreneurial attitude (EA) does not significantly predict entrepreneurial intention (EI). From above, there is still no consensus on the impact of EE on EA (Pittaway and Cope, 2007). On this basis, further research and exploration will be conducted on the mediating role of EA in this study.

3.8.3.2 Subjective Norm as a Mediating Variable

According to the Theory of Planned Behaviour (TPB), Subjective norm (SN) is viewed as social behaviours that can change an individual's intention to perform certain behaviours (Ajzen, 1991). In short, SN can predict individual behaviour (Fayolle and Gailly, 2015). Existing research indicates that SN can have a positive impact on EI (Nayak et al., 2024; Martins et al., 2023). EE plays a crucial role in the process of personal socialisation, promoting the formation of individual behaviour and changing attitudes towards social norms. The support of family, friends, classmates, teachers, and those around them makes students more likely to try entrepreneurship (Niţu-Antonie and Feder, 2015). However, some studies on EI have found that the relationship between SN and EI is negative (Autio et al., 2001; Fu et al., 2022). In this case, some studies have overlooked the impact of SN (Liñán and Chen, 2009). McGrath et al. (1992) also point out that the impact of SN on EI varies by country. Therefore, in the context of China, the formation of SN among university students is influenced by multiple factors. For example, the expectations of individuals, families, and other key individuals, as well as the influence of social systems, cannot be ignored (Wu et al., 2008). It can be said that the expectations of individuals, families, and other key individuals, as well as traditional Chinese culture and social environment, are important factors in the formation of SN, which may

influence the formation of EIs among Chinese university students. In future research, the mediating role of SN will be further validated and investigated.

3.8.3.3 Perceived Behavioural Control as a Mediating Variable

Ajzen (1991) defines perceived behavioural control as a force that can promote or hinder EI in the TPB. In entrepreneurial activities, PBC is based on an individual's controllability assessment of the development of a new company (Kolvereid, 1996). A high level of PBC can enhance an individual's intention to perform behaviour and increase an individual's feasibility of putting entrepreneurial behaviour into practice (Alvarez et al., 2006; Ajzen, 2011). In previous studies, researchers have also drawn some important conclusions. For example, PBC can predict individual EI (Fayolle and Gailly, 2015). People who have a positive attitude towards their abilities view difficulties in the entrepreneurial process as opportunities rather than risks and have stronger EI than negative individuals (Wilson et al., 2007). In addition, Boyd and Vozikis (1994) believe that through the development of complex cognitive, social, language, or physical skills, one can gradually gain PBC, including the level and type of education and role models. For this study, the implementation of EE in universities may have a positive impact on the formation of PBC, and PBC can also predict an individual's EI. Based on this, the mediating role of PBC will be further validated and studied in the context of China in subsequent research.

3.8.4 Research on Cultural Values and Entrepreneurial Intention

This section aims to discuss the impact of CVs and EI in existing research. In this study, four CVs are selected, i.e. uncertainty avoidance, masculinity and femininity, paternalism, and guanxi, as dimensions related to CVs for investigation and measurement. Therefore, the impact of these four CVs on EI will be explored in existing research.

3.8.4.1 Uncertainty Avoidance

Uncertainty avoidance (UA) refers to the extent to which members of society feel uncomfortable or threatened with uncertain, vague or unstructured situations. In short, risk

appetite (Pruett et al., 2009). In this study, entrepreneurship is different from stable work such as civil servants, and its risk and uncertainty are high, which makes entrepreneurship highly uncertain. For most university students and families, entrepreneurship is a “high-risk” behaviour. For families who pursue a stable life and are afraid of risks, families with low-risk preferences will reduce their investment in entrepreneurship, which indicates that university students have relatively high uncertainty avoidance of entrepreneurship investment. However, if some families think that “only high risks can lead to high returns”, this investment concept determines that families with high-risk preferences will increase their investment in children's entrepreneurship to obtain higher returns, which indicates that some university students also have relatively low uncertainty avoidance towards entrepreneurial investment (Arrindell, 2003). In previous studies, China's ranking in UA was lower than average, which is related to the high degree of standardisation within the organisation (Rodrigues and Kaplan, 1998). Most Chinese people tend to prefer a relatively safe or stable state of survival, considering the numerous risks associated with entrepreneurship (such as personal and financial risks), their entrepreneurial interest and level of activity are not high (Pruett et al., 2009). For this study, further exploration and verification of the research results on UA and EI are needed in the context of China.

3.8.4.2 Masculinity and Femininity

Masculinity emphasises self-goals, achievement, confidence, career development, and material wealth, mainly related to gender-based social roles. In male culture, men are considered "breadwinners" who are resilient and focused on economic success, while women are responsible for taking care of their families and are considered humble, gentle, and caring for relationships (Hofstede, 1980). It can be seen that femininity emphasises social goals and values related to the quality of life and the cultivation of relationships between men and women. Masculinity reflects the level of achievement orientation in a society and is one of the four cultural dimensions in Hofstede's famous cultural framework (Pruett et al., 2009). This dimension is based on the issue of "work goals" and captures the relative importance of self and social goals. The reason for choosing male and female labels is that the balance between self and social goals is influenced by individual gender (Gunathunge, 2020a). Therefore,

Hofstede (1998) believes that this dimension represents social differences unique to society, rather than biological differences between men and women. In research on the field of entrepreneurship, it has been shown that men have higher EIs than women and masculinity is positively correlated with entrepreneurial activities (Stedham and Wieland, 2017). However, due to the lack of skills and funding, as well as the challenges posed by the socio-cultural environment, women's entrepreneurship may face more obstacles than men's (Zeidan and Bahrami, 2011). In addition, women lack confidence in their ability to become entrepreneurs, especially in some developing countries where women are expected to play the roles of mothers and housewives, resulting in lower intentions for women to become entrepreneurs (Shinnar et al., 2012). Based on the above analysis, in subsequent research, tests will be conducted on masculinity and femininity (MF) to determine whether they have an impact on students' EI.

3.8.4.3 Paternalism

In Chinese families, the family is ruled and managed by men (Yang, 2019). Male language is always used to define family relations, where the status of members determines the relationship between members of a group, such as those between superiors and subordinates, parents and children, husband and wife, or siblings (Yeh and Bedford, 2004). Therefore, under the influence of this hierarchical style, Chinese children have developed a dependence on their families, especially their parents, and are emphasised to respect their authority (Inglehart and Welzel, 2010). Guided by this concept, the interaction model of the parent-child relationship in China is that children should unconditionally respect and obey their parents, and have a responsibility to avoid conflicts. Even if they do not agree with their parent's decisions, they cannot go against their parent's wishes. In Chinese culture, parents have a responsibility to help their children make the most important decisions in life (Lv, 2018). For example, Chinese parents attach great importance to their children's education and often use persuasive strategies to gain their children's obedience in their career and career choices (Rengiah and Sentosa, 2014). Similar to the decision to attend university, in the eyes of Chinese parents, regardless of their child's age, even if they have reached adulthood, children should tend to respect and accept their parents' arrangements to maintain a harmonious hierarchical relationship (Ji and Koblinsky, 2009).

There are several considerations why Chinese parents do this: firstly, they have more life experience than their children, so they believe that they can help their children avoid detours in life, making it easier to make the right life choices (Meng and Liu, 2019). The second is Chinese cultural values, which value harmony and stability. Parents expect their children to achieve dignity and success, which goes against entrepreneurial behaviour full of adventure and unknown challenges (Sun, 2019). Therefore, this is not in line with the expectations of parents for their children, nor is it in line with China's cultural values. Moreover, Chinese children have long been excessively protected and spoiled by their parents, lacking autonomy, creativity, and diligence in their major life arrangements (Litzky et al., 2020). Based on the above literature results, with the continuous progress and updating of China's social and cultural environment, whether this parent-child relationship has changed will be further verified and investigated in this study.

3.8.4.4 Guanxi

“Guanxi” is a Chinese term that means “networks” or “connections”. Chinese people are keen on building and maintaining social networks (Hansen, 2020). Because of its extreme significance in Chinese culture, the Chinese word “guanxi” is increasingly used directly to describe this relationship in English. People in a network of relationships help each other in a mutually beneficial manner (Chen and Tseng, 2021). In many cases, such help is illegal or immoral (Wang, 2012). In China's business networks, guanxi is emphasised. In China's business network, “guanxi” is emphasised and considered necessary to ensure the reliable operation of business activities (Wah, 2001). It can be seen that “guanxi” plays a crucial role in the success or failure of entrepreneurship. Compared to Chinese people who have no “guanxi”, Chinese people who are good at utilising these connections have potential advantages in business and have replaced hard work with “guanxi” as a shortcut to success for many Chinese people. In short, “guanxi” is the key to entrepreneurship (Brandstätter, 2011). In entrepreneurship research, previous studies have shown that “guanxi” is the key to entrepreneurship and the success of small businesses, representing the internal institutional framework of China's economic transactions (Li and Matlay, 2006). Redding (1990) believes that establishing and maintaining “guanxi” is essentially a survival strategy. In Chinese society,

people can obtain scarce social resources through relationships or take shortcuts to solve problems or difficulties. In addition, “guanxi” is a cultural product that allows businesses and their owners to create and survive social capital for businesses, which is also an important means of seeking legitimacy to address the temporary socio-economic status of private entrepreneurs (Carlisle and Flynn, 2005). Based on the literature search results above, since “guanxi” plays such a significant role in business activities in China, it is necessary to further verify and investigate whether the influence of “guanxi” in the eyes of university students plays a role in the formation of EIs in the constantly evolving and updated Chinese society.

3.8.5 Research on Stakeholders and Entrepreneurship Education

This section aims to review previous research on the impact of stakeholders and EE. For this study, students, faculty, and parents, as the three most relevant key stakeholders, will be analysed and discussed in this section.

3.8.5.1 Faculty

As full-time personnel directly involved in the development of EE for university students, lecturers of EE in Chinese universities have the best understanding of the development of EE and the acceptance of students (Song, 2016). Previous literature studies have shown that the abilities, roles, or skills of teachers in EE have a significant impact on EE (Huang et al., 2020; Pech et al., 2021). Lecturers who EE with entrepreneurial experience are often seen as role models by students, and some students aspire to become their teachers (Otache, 2019). It can be seen that the teaching, interest, and experience of lecturers in EE have a great motivating, guiding, and driving impact on students (Matlay and Hussain, 2012). Moreover, the entrepreneurial behaviour of lecturers may affect the effectiveness of the EE courses they teach, and similarly, teaching this course may also encourage lecturers to participate in entrepreneurial behaviour (Nabi et al., 2016). From above, teaching EE plays an important role in the entrepreneurial practice of students (Long et al., 2021). Therefore, in this study, the term faculty specifically refers to lecturers who teach EE courses. The reason for choosing them is that as a full-time teacher of the EE course, he/she will have access to a wealth of authentic first-hand

information in EE during the teaching process, which will provide valuable advice for the development of EE in universities and greatly promote the improvement of EE. Based on this, further verification is needed in subsequent research to determine whether faculty in Jiujiang University will have an impact on EE.

3.8.5.2 Students

As direct participants and recipients of EE, students gain entrepreneurial knowledge and awareness in EE, cultivate entrepreneurial skills and abilities, and enhance their competitiveness in employment and entrepreneurship (Nabi et al., 2016). In previous studies, students viewed EE as a necessary preparation for future entrepreneurial careers, and entrepreneurship was seen as a viable and profitable alternative to employment or unemployment (Matlay and Hussain, 2012). In addition, the position and role of students in EE are emphasised, and successful EE needs to be student-centred from design to evaluation. Student feedback not only provides constructive assistance for teachers to improve their professional abilities, but also has a significant guiding role in curriculum design, development, delivery platforms, implementation, and evaluation models (Von Graevenitz et al., 2010). In addition, in most cases, students also face pressure from university supervisors, course policies, or scholarships to start a business within the academic year to showcase their EE achievements (Prince and Chinonye, 2010). For this study, the impact of students on EE will be further validated and investigated in subsequent studies.

3.8.5.3 Parents

In traditional Chinese cultural values, parents play a decisive role in their children's future life choices. From the perspective of entrepreneurship, the factors that influence children's EIs are likely to come from family background factors (Muofhe and Du Toit, 2011).

Children who grow up in entrepreneurial families have the opportunity to accumulate practical business experience by working in their parents' companies, which greatly benefits their understanding, absorption, and use of knowledge in EE (Ferreira et al., 2017). The

entrepreneurial experience of parents can enhance children's motivation and interest in learning entrepreneurial skills, which helps guide them to participate in entrepreneurial behaviour (Criaco et al., 2017). As entrepreneurial role models, parents also have a significant impact on their children's future career choices. The parents of entrepreneurial role models are positively correlated with their children's self-employment preferences (Otache, 2019). This has a positive guiding and promoting effect on promoting EE in universities (Hafiz and John, 2014). Secondly, still influenced by cultural values, Chinese parents hope their children can find decent and stable jobs. However, adventurous and unknown entrepreneurial behaviours are considered to go against their expectations, which to some extent hinders the implementation effect of EE in universities (Sun, 2019). Based on this, with the continuous progress and updating of Chinese social and cultural concepts, parents' attitudes towards their children's entrepreneurship may also change. In subsequent research, the influence of parents on entrepreneurship education in universities will be further verified and investigated.

3.8.6 Research Gaps

Given the above literature and theory, this study has identified six research gaps in the existing literature. However, due to limitations in scope and focus, this study will only address 4 gaps.

- **Research gap 1**

The academia has not yet reached an agreement on the relationship between EE and EI, and there are contradictions and ambiguities (Martin et al., 2013). Surprisingly, in China, there is a dearth of research on the subject area and past studies remain inconclusive (Lavelle, 2019).

- **Research gap 2**

Regarding the direct research on the relationship between CVs and EI, most foreign countries conduct cross-cultural empirical studies based on Hofstede's cultural dimension, while in China, there is not much literature specifically studying the relationship between the two (Zhang, 2020). It can be seen that empirical research on the impact of exploring the social and cultural environment on the EI of university students has been overlooked.

- **Research gap 3**

Research on cultural values is mostly focused on Western countries, with a few studies considering Asian and African countries. Therefore, the relevance of these CVs in "non-Western" cultures may be limited (Ratsimanetrimanana, 2015). Therefore, the relationship between CVs and EI in different contexts needs further verification, and this study will add Chinese CVs to verify the impact on EI jointly.

- **Research gap 4**

Although there has been relevant research on stakeholders of higher education institutions in previous research (Volkmann et al., 2009). However, so far, few systematic and authoritative reviews have been conducted on stakeholders of EE in Chinese universities, and there is a lack of empirical research on the impact of stakeholders on EE (Bischoff et al., 2018). In particular, there is a lack of relevant research on the division, appeal and impact of Chinese university stakeholders (Luo and Liu, 2020).

- **Research gap 5**

Explaining and predicting the choice of entrepreneurial career is still an important research issue. This study focuses on university students because they are at one of the turning points in their lives, and they need to make career choices at this turning point. For this reason, there are potentially multiple factors behind the career choice of university students in different countries and regions (Calza et al., 2020). Therefore, it is necessary to study the formation of university students' EI in the Chinese context (Louw et al., 2003). Therefore, it is urgent to find out the factors that affect the formation of EI from various perspectives in the Chinese context, to draw rich and more convincing research conclusions (Pruett et al., 2009).

- **Research gap 6**

Considering that cultural diversity is an important cultural feature of China. Therefore, social and cultural factors in different regions of China have different effects on EI (Zhang, 1995). Therefore, it is necessary to strengthen more detailed micro research, which can effectively fill this research gap. In addition, in the process of transforming EI into entrepreneurial behaviour,

how to effectively measure the role of social and cultural environmental factors is also an urgent issue to be considered.

3.9 Chapter Summary

This chapter provides a comprehensive literature review, including the definition of keywords and relevant research around the research topic. The combination of the theory of planned behaviour and social cognitive theory has laid a solid foundation for the development of subsequent conceptual frameworks. In the process of sorting and reviewing literature, the research findings and level in this field were understood, which provides reference and inspiration for subsequent research. Meanwhile, the discovery of research gaps also provides opportunities and space for subsequent research. In the next chapter, the conceptual framework will be constructed, and further research hypotheses will be proposed.

CHAPTER 4 CONCEPTUAL FRAMEWORK DEVELOPMENT

4.1 Introduction

This chapter aims to develop a conceptual framework to explain the impact of EE on EI. The model is based on the literature review by integrating the theory of planned behaviour and social cognitive theory, to help understand the key variables and their interrelationships in research. This chapter is divided into four parts. Firstly, research objectives and research questions are revisited. Then, the conceptual framework is introduced. This is followed by a detailed explanation of the hypotheses. The final part summarises this chapter.

4.2 Research Objectives and Research Questions

The study presents a comprehensive investigation to examine the impact of EE on EIs of final-year students at Jiujiang University.

4.2.1 Research Objectives

The study presents a comprehensive investigation to examine the impact of EE on EIs of the final year students at Jiujiang University. The objectives of this study are set as follows:

1) To examine the relationship between EE and EI.
2) To review the current situation of EE in China.
3) To explore the impact of key stakeholders on EE.
4) To identify and examine the key factors affecting the formation of EIs.
5) To examine the impact of cultural values on EIs.

4.2.2 Research Questions

The study aims to achieve the research objectives by addressing the following research questions:

RQ1: How does EE affect the EI of final-year university students in China?

RQ2: What are the factors that affect EE at Jiujiang University?

RQ3: How do stakeholders influence EE at Jiujiang University?

RQ4: What are the factors that affect the EIs of final-year university students?

RQ5: How do cultural values affect the EIs of final-year university students?

4.3 Formulating the Conceptual Framework

Based on summarising the existing literature and related theories, combined with the research questions and research objectives of this study, the author initially constructs the conceptual model of this research, as shown in Figure 4. This section includes stating specific assumptions in addition to conceptual model diagrams.

Past studies showed that demographic variables such as gender and entrepreneurial experience may be correlated to social learning and entrepreneurial behaviour (Fernando and Nishantha, 2019). Thus, these variables comprised control variables in this study. Once the data are cleaned and prepared for further processing, different kinds of statistical analysis are carried out using SPSS 26.0. Besides, subsequent analysis and discussion chapters will focus on the validation of hypotheses and the revision of the conceptual framework based on the results of the analysis. Meanwhile, it must also be acknowledged that when designing the model, there must be variables that researchers cannot control and may affect students' EI. Research variables and hypotheses are illustrated in Figure 4.

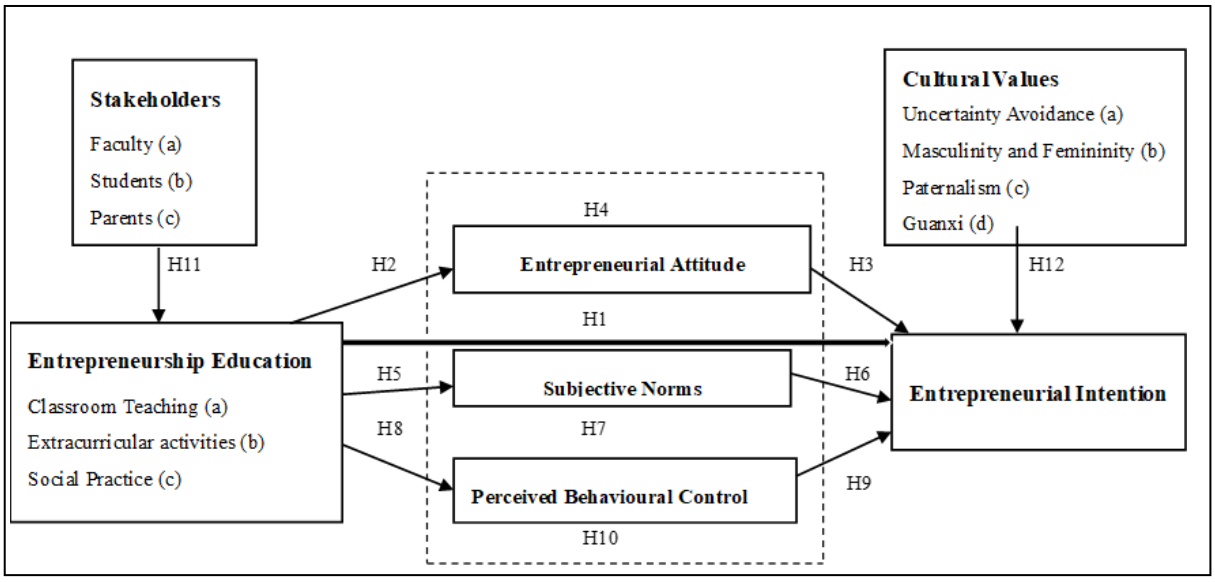


Figure 4: Proposed conceptual framework
Source: the author.

4.4 Hypothesis Development

1) Entrepreneurship Education (EE)

In the field of entrepreneurship, the definition of EE is not fixed, leading to a lack of unified understanding in academia of its role (Alanazi, 2014). Some researchers believe that the goal of EE is to enhance students' entrepreneurial awareness and abilities, especially their awareness of adventure and creativity in entrepreneurial activities (Nielsen and Gartner, 2017; Jones et al., 2017). Some argue that EE specifically refers to courses that can greatly influence an individual's entrepreneurial ability and skills, thereby enhancing their EI. For example, Kamovich and Foss (2017) point out that the measurement results of EE courses must be closely related to learning objectives. Meanwhile, EE has a significant impact on EI (Li and Wu, 2019; Ndofirepi, 2020; Jena, 2020). Especially for university students with EI or potential, EE can help them develop entrepreneurial knowledge and skills, and improve the success rate of entrepreneurship (Rideout and Gray, 2013; Fayolle and Gailly, 2015; Sampene et al., 2023). Based on the above analysis, the following hypothesis is proposed:

H1. EE has a significant positive impact on the EI.

Education plays an important role in shaping students' EI (Qazi *et al.*, 2020). Empirical research has shown that EE courses have a positive impact on EI. For example, Mei et al. (2020) argue that EE courses have a positive impact on EI, especially entrepreneurial decision-making. In addition, participating in EE courses has a greater impact on students' EI than participating in entrepreneurial practice. Nunfam et al. (2022) argue that EE courses and teaching methods are of great significance in shaping students' EI (Piperopoulos and Dimov, 2015). The obvious network, knowledge, skills, and attitudes in any EE course may determine a student's entrepreneurial behaviour intention, and student exposure to entrepreneurship courses inevitably affects a student's EI to some extent (Bandura, 2018; Swarupa and Goyal, 2020). The goals and content of entrepreneurship courses or programs provide a foundation for cultivating and imparting appropriate entrepreneurial knowledge, skills, abilities, and attitudes (Atkinson, 2019). Moreover, compared to theoretical and passive teaching methods and content, practical and interactive teaching methods in EE courses are more likely to actively encourage

students' entrepreneurial prospects (Elina et al., 2015). Based on the above analysis, the following hypothesis is proposed:

H1a. CT has a significant positive impact on EI.

Extracurricular activities (EAc) are a supplement to compulsory courses in universities, and these activities provide appropriate support to enhance students' entrepreneurial interests and intentions (Arranz et al., 2017; Ferreira et al., 2022; Cavalcante et al., 2022). There are various forms of extracurricular activities for entrepreneurship, including entrepreneurship competitions, entrepreneurship speeches, entrepreneurship lectures, entrepreneurship seminars, entrepreneurship associations, and entrepreneurship role models (Pittaway, Rodriguez-falcon and King, 2011). Arranz (2015) pointed out that the main contribution of extracurricular activities is to transform intentions into projects. Arranz et al. (2019) argue that extracurricular activities in universities can address the main obstacles students face when implementing business projects. Nabi et al. (2018) pointed out that combining enterprise visits, internships, and extracurricular activities can provide students with entrepreneurial experience and constructive ideas. Borges et al. (2021) argue that entrepreneurship competitions, teaching with entrepreneurial experts, and organising entrepreneurship seminars accompanied by consultants or teachers, are beneficial for researching, identifying, and developing opportunities to transform entrepreneurial spirit into projects. From above, extracurricular activities create a supportive environment for students to gain knowledge and social capital, experience business and entrepreneurial activities, and ultimately achieve the goal of improving EI (Hien and Cho, 2018; Nguyen et al., 2021). Based on the above analysis, the following hypothesis is proposed:

H1b. EAc has a significant positive impact on EI.

Social practice, as a part of practical teaching in EE, aims to enhance the business experience of university students, promote the combination of textbook knowledge and practical experience, and stimulate their entrepreneurial enthusiasm (Zhang and Zhang, 2018; Chen et al., 2022). Social practice includes visiting or interning companies, writing entrepreneurial business plans, entrepreneurship incubation projects, student entrepreneurship plans, resource

or online entrepreneurial activities, etc. Entrepreneurial social practice helps university students or groups acquire entrepreneurial practical skills and a personal sense of achievement, further improving their understanding of the entrepreneurial process, which will strengthen EI (Padilla-Meléndez et al., 2014). Based on the above analysis, the following hypothesis is proposed:

H1c. SPr has a significant positive impact on EI.

2) Entrepreneurial Attitude (EA)

In social psychology, attitude is defined as a representation of an individual's cognition, including subjective evaluations of oneself, others, affairs, activities, events, etc. It can have an impact on an individual's reactions and behaviour. EE is believed to stimulate individuals' entrepreneurial spirit and influence people's views and enthusiasm for entrepreneurship (Garavan and O′Cinneide, 1994). Si et al. (2015) argue that EE and training can influence people's attitudes and behavioural intentions towards entrepreneurship, and improve their management skills. The purpose of EE is to help people develop entrepreneurial abilities, which is a combination of knowledge, attitude, and multiple abilities (Fiet, 2001). It can be said that universities enhance their understanding of the entrepreneurial process through EE courses, extracurricular activities, and social practice, endowing university students with a positive and proactive attitude towards entrepreneurial activities (Liu et al., 2019b). Based on the above analysis, the following hypothesis is proposed:

H2. EE has a significant positive impact on EA.

According to the Theory of Planned Behaviour (TPB), an individual's attitude can influence their ultimate behavioural intention (Ajzen, 1991). Therefore, an individual's behavioural attitude is a predictor of their behavioural intention, and behavioural attitude can explain more than 50% of the differences in behavioural intention (Drnovšek, Wincent and Cardon, 2010). Secondly, EA is formed by individuals' subjective cognition and emotions towards entrepreneurship, and it has a significant impact on behavioural intentions (Liu et al., 2019; Amofah et al., 2020). In addition, educating students from both theoretical and practical

perspectives to support their understanding of possibilities, problem-solving, and creating EA is a breakthrough in EE (Kuratko and Morris, 2018). A more positive EA leads people to have a more positive view of entrepreneurship (Ayalew and Zeleke, 2018; Esfandiar et al., 2019). Meanwhile, there is a close relationship between EA and the intention to take entrepreneurial action (Vamvaka et al., 2020; Sampene et al., 2023). Based on the above analysis, the following hypothesis is proposed:

H3. EA positively affects EI.

In the Theory of Planned Behaviour (TPB), attitude is considered a key variable in explaining behavioural intention (Sampene et al., 2023). The basic beliefs about behaviour and the assessment of its possible consequences are antecedents of behavioural attitudes (Ajzen and Fishbein, 1980; Ajzen, 1991). Yousaf et al. (2020) argue that entrepreneurial attitudes play a mediating role. EE is believed to encourage individuals' entrepreneurial spirit and further influence their EA. Adu et al. (2020) examine the mediating factors between EE and EI among Ghanaian university students. In addition, Davidsson (1995) suggests that EA serves as a mediator between personal background and entrepreneurial beliefs, to investigate how they influence EI. Personal background includes an individual's educational status and related entrepreneurial experiences. In other words, EE reflects an individual's entrepreneurial background. Based on the above analysis, the following hypothesis is proposed:

H4. EA plays a mediating role between EE and EI.

3) Subjective Norm (SN)

SN is seen as a social behaviour that can change an individual's intention to engage in certain behaviours. It can be said that SN can predict individual behaviour (Ajzen, 1991). EE plays a crucial role in the process of personal socialisation, promoting the formation of individual behaviour and the transformation of attitudes towards social norms (Nițu-Antonie and Feder, 2015). Secondly, SN expresses an individual's perception of external stress. TPB believes that when individuals feel highly recognised by others, they will intentionally take certain actions. When students choose entrepreneurship as their career choice, it is not isolated. On the contrary,

their decisions are often made after consultation with important figures in social networks and trusted advisors (such as family members, friends, teachers, etc.) (Lu et al., 2021). Therefore, the attitudes and expectations of university teachers, classmates, friends, etc. towards student entrepreneurship may affect their decision to choose self-employment. Based on the above analysis, the following hypothesis is proposed:

H5. EE has a significant positive impact on SN.

Like EA, individual EI is also influenced by SN. As mentioned earlier, SN represents the social environmental pressure perceived by individuals. For university students, the pressure of norms may come from society, university, family, and peers, especially those who are important to them. Asimakopoulos et al. (2019) argue that SN influences people's ideology and perception of important things in life, especially during entrepreneurship. Majeed et al. (2021) indicate that appropriate SN can improve students' EI. Similar studies have also shown that SN is an important factor affecting student EI (Oftedal et al., 2018; Gultom et al., 2020; Lu et al., 2021). Based on the above analysis, the following hypothesis is proposed:

H6. SN positive impact EI.

SN can have a positive impact on individual EI (Majeed et al., 2021). In addition, EE plays a crucial role in the process of personal socialisation, promoting the formation of individual behaviour and the transformation of attitudes towards social norms (Niţu-Antonie and Feder, 2015). In addition, students are more likely to try entrepreneurship with the support of friends, parents, government, and universities (Phan et al., 2002). Based on the above analysis, the following hypothesis is proposed:

H7. SN play a mediating role between EE and EI.

4) Perceived Behavioural Control (PBC)

PBC is a person's perception of the level of difficulty in a certain behaviour (Krueger et al., 2000). A person usually engages in behaviours they believe can be controlled and mastered (Krueger, 1993). As far as this study is concerned, the knowledge provided by EE helps to

cultivate students' entrepreneurial awareness and ability, thereby enhancing their confidence in successful entrepreneurship and enabling them to implement entrepreneurial behaviour (Elina et al., 2015). Extracurricular activities and social practice help students gain direct entrepreneurial experiences through simulation exercises (Kuratko and Morris, 2018). For example, inviting entrepreneurs to give face-to-face lectures not only allows students to feel the power of role models but also helps them to imitate and learn from them. In addition, persuasion or encouragement from teachers, classmates, and family or friends can help students generate positive incentives for entrepreneurship, thus forming a PBC for entrepreneurship (Otache et al., 2021). Based on the above analysis, the following hypothesis is proposed:

H8. EE has a significant positive impact on PBC.

According to social cognitive theory, confidence in successfully implementing behaviour helps determine whether an individual will participate in a specific behaviour (Bandura, 1986). PBC can predict an individual's EI (Fayolle and Gailly, 2015; Mwiya et al., 2019). Therefore, when a person has strong confidence in their skills and abilities, they may plan to start a business (Lu et al., 2021). In addition, people who have a positive attitude towards their abilities view difficulties in the entrepreneurial process as opportunities rather than risks and have a stronger EI than negative individuals (Wilson et al., 2007). In addition, Entrialgo and Iglesias (2017) argue that parental role models may also influence the PBC of future entrepreneurs, whereby individuals learn certain skills and behaviours required for entrepreneurship by observing role models, especially through informal teaching of business knowledge and methods (Zellweger et al., 2011). This human capital enhances the belief of future generations to successfully execute entrepreneurial-related tasks, thereby improving their PBC. Based on the above analysis, the following hypothesis is proposed:

H9. PBC has a positive impact on EI.

The classroom teaching of EE can enhance students' confidence and make them more capable of completing entrepreneurial tasks (Elina et al., 2015). In addition, extracurricular activities and entrepreneurial social practices can help students gain direct entrepreneurial experience

through simulation exercises (Kuratko and Morris, 2018). The above theoretical and practical activities contribute to promoting student PBC (Lu et al., 2021). In addition, empirical studies have shown that PBC can predict an individual's EI (Fayolle and Gailly, 2015; Mwiya et al., 2019). people who have a positive attitude towards their abilities view difficulties in the entrepreneurial process as opportunities rather than risks and have stronger EI than negative individuals (Wilson et al., 2007). Based on the above analysis, the following hypothesis is proposed:

H10. PBC plays a mediating role between EE and EI.

5) Stakeholders

Previous studies show that stakeholders in EE (public institutions, students, teachers and parents) have a significant impact on EE and EI or behaviours (Matlay and Hussain, 2012; Fayolle and Gailly, 2015). Therefore, these stakeholders view their participation in EE as an "investment" in the development of the new generation of entrepreneurs. Karimi et al. (2010) point out that the development of EE is influenced by internal and external factors. Only by fully utilising resources, maintaining high standards for stakeholders, and creating new and diverse learning processes for students, can they cope with new challenges. Based on the above analysis, the following hypothesis is proposed:

H11. Stakeholders have a significant impact on EE.

Previous studies have shown that the abilities, roles, or skills of teachers in EE have a significant impact on EE (Huang et al., 2020; Pech et al., 2021). Teachers are motivated, guided, and driven by their interests, knowledge, and experience in EE and related activities (Matlay and Hussain, 2012). The entrepreneurial behaviour of the lecturer may also affect EE, while teaching entrepreneurship may affect the lecturer's participation (Nabi et al., 2016). lecturers in EE are sometimes widely regarded as role models by students, and some students aspire to become their teachers (Otache, 2019). Therefore, the faculty and curriculum of EE play an important role in the entrepreneurial practice of students (Long et al., 2021). Based on the above analysis, the following hypothesis is proposed:

H11a. SF have a significant positive impact on EE.

Students view EE as a necessary preparation for their future entrepreneurial careers, and entrepreneurship is seen as a viable and profitable alternative to employment or unemployment (Matlay and Hussain, 2012). In addition, student feedback will provide constructive assistance for teachers to enhance their professional competence, while also guiding course design, development, delivery platforms, implementation, and evaluation models (Von Graevenitz et al., 2010). It can be seen that from design to evaluation, successful EE needs to be student-centred. For example, students participating in entrepreneurship courses such as market research are direct participants and practitioners of EE (Nabi et al., 2016). In most cases, students also face pressure from university supervisors, curriculum policies, or scholarships to start businesses during their academic years to showcase the results of their EE (Prince and Chinonye, 2010). Based on the above analysis, the following hypothesis is proposed:

H11b. SS have a significant positive impact on EE.

According to Chinese cultural values, parents play a decisive role in their children's future choices, and factors that influence their entrepreneurial interests may come from family background factors (Muofhe and Du Toit, 2011). For example, parents' role models have a significant impact on their children's future career choices (Otache, 2019). Meanwhile, these entrepreneurial role models have a positive guiding effect on EE (Hafiz and John, 2014). Studies have confirmed a positive correlation between parents serving as entrepreneurial role models and their children's self-employment preferences. Parents' entrepreneurial experiences enhance students' motivation and interest in learning entrepreneurial skills (Criaco et al., 2017). This helps guide them to participate in entrepreneurial behaviour (Ferreira et al., 2017). For example, growing up in entrepreneurial families, students have the opportunity to accumulate practical business experience by working in their parents' companies, which can affect their learning level in EE (Hahn et al., 2020). Secondly, influenced by Chinese cultural values, Chinese parents hope that their children can find a decent and stable job after graduating from university to meet their expectations. However, adventure and unknown entrepreneurial

behaviour go against this idea, which to some extent is not conducive to the implementation of EE in universities (Sun, 2019). With the continuous progress and updating of Chinese social and cultural concepts, parents' attitudes towards their children's entrepreneurship may also change. Based on the above analysis, the following hypothesis is proposed:

H11c. SP have a significant positive impact on EE.

6) Cultural Values (CVs)

Previous studies have shown that CVs influence entrepreneurial behaviour and career decision-making and can also promote or hinder the development of business (Thornton et al., 2011; Kalitanyi and Bbenkele, 2018). The differences in CVs between different societies may lead to varying degrees of EI and activities (Siu and Lo, 2013a). The cultural differences of different ethnic backgrounds have an impact on EI, and the determining factors are also concentrated in the influence of CVs on EI (Liñán and Chen, 2009; Schlaegel and Koenig, 2014). Based on the above analysis, the following hypothesis is proposed:

H12. CVs have a significant impact on EI.

Uncertainty avoidance (UA) refers to the degree to which members of society feel uncomfortable or threatened by uncertain, ambiguous, or unorganised situations. In short, risk preference (Pruett et al., 2009). In this study, entrepreneurship is a profession with high risk and uncertainty. For most people, entrepreneurship is "high-risk" behaviour. Therefore, families who pursue a stable life and have a low-risk preference will reduce their investment in entrepreneurship, indicating that university students have a relatively high level of uncertainty avoidance in entrepreneurial investment (Arrindell, 2003). Based on the above analysis, the following hypothesis is proposed:

H12a. UA has a significant impact on EI.

Masculinity emphasises self-goals, achievement, confidence, career development, and material wealth, mainly related to gender-based social roles. In male culture, men are considered "breadwinners" who are resilient and focused on economic success, while women are

responsible for taking care of their families and are considered humble, gentle, and caring for relationships (Mueller, 2004). Masculinity reflects a society's level of achievement orientation and is positively correlated with entrepreneurial activities (Gupta et al., 2009; Stedham and Wieland, 2017). However, femininity emphasises social goals and values related to quality of life and cultivating relationships between men and women. In addition, studies have shown that women have a low intention to become female entrepreneurs, mainly due to a lack of confidence in their ability to become entrepreneurs, facing higher barriers and less investment (Shinnar et al., 2012; Calza et al., 2020). Based on the above analysis, the following hypothesis is proposed:

H12b. MF have a significant impact on EI.

The attitude of parents to a certain extent affects the formation of students' EI (Meng and Liu, 2019). In China, parents actively participate in their children's education, especially in their children's educational choices and future career decisions, which have a significant impact (Lee and Morrish, 2012; Rengiah and Sentosa, 2014). Firstly, parents place greater emphasis on the work environment, stability, and dignity when it comes to their children's career choices, which goes against the adventurous spirit of entrepreneurship (Sun, 2019; Zhang, 2019). Secondly, many graduates lack autonomy, creativity, and a spirit of hard work (Renzulli et al., 2000). Thirdly, Chinese parents are concerned that their children may not be able to bear the failure of entrepreneurship and hope to make every effort to help their children lead a stable life (Wu et al., 2008). Based on the above analysis, the following hypothesis is proposed:

H12c. PAT has a significant impact on EI.

In China's business network, " Guanxi " is the key to entrepreneurship (Brandstätter, 2011). A good network of " guanxi " is necessary to ensure the reliable operation of business activities (Wah, 2001). Chinese people who are good at utilising " guanxi " have potential advantages in business, indicating that they play a crucial role in the success or failure of entrepreneurship (Hansen, 2020; Chen and Tseng, 2021). In addition, " Guanxi " are the key to the success of Chinese entrepreneurs in entrepreneurship and small businesses, representing the internal

institutional framework of China's economic transactions (Li and Matlay, 2006; Gibb and Li, 2003). Redding (1990) believes that in China, people can obtain scarce social resources through " guanxi " or take shortcuts to solve problems or difficulties. Besides, " guanxi " is a cultural product that allows businesses and their owners to create and survive social capital for businesses, which is also an important means of seeking legitimacy to address the temporary socio-economic status of private entrepreneurs (Carlisle and Flynn, 2005). Based on the above analysis, the following hypothesis is proposed:

H12d. GX has a significant impact on EI.

4.5 Chapter Summary

This chapter first highlights the research objectives and questions, guiding the theoretical framework of this study. Afterwards, a conceptual framework is presented that illustrates research variables and hypotheses and the relationship between them. Research hypotheses and their links to the research questions are shown in Table 16. The conceptual framework developed for this research provides a comprehensive understanding of the impact of EE on EI in China.

Table 16: Research questions and hypotheses

Research questions	**Hypotheses**	**Research gaps**
RQ1: How does EE affect the EI of final-year university students in China?	H1. EE has a significant positive impact on the EI. H1a. CT has a significant positive impact on EI. H1b. EAc has a significant positive impact on EI. H1c. SPr has a significant positive impact on EI. H4. EA plays a mediating role between EE and EI. H7. SN play a mediating role between EE and EI. H10. PBC plays a mediating role between EE and EI.	There is a dearth of research on the subject area and past studies remain inconclusive (Zhang et al., 2014; Lavelle, 2019).
RQ2: What are the factors that affect EE at	This research question has no research hypotheses and will be answered through focus groups and interviews.	The development of EE is relatively young in China, lacking sufficient research

Jiujiang University?		guidance and practice (Bell and Liu, 2019).
RQ3: How do stakeholders influence EE at Jiujiang University?	H11. Stakeholders have a significant impact on EE. H11a. SF have a significant positive impact on EE. H11b. SS have a significant positive impact on EE. H11c. SP have a significant positive impact on EE.	There is a lack of empirical research on stakeholders in EE at Chinese universities (Bischoff et al., 2018; Song and Xu, 2019; Luo and Liu, 2020).
RQ4: What are the factors that affect the EIs of final-year university students?	H3. EA positively influences EI. H6. SN positively influence EI. H9. PBC positively influences EI.	There is a lack of comprehensive research conclusions on the factors affecting EI in the Chinese context (Pruett *et al.*, 2009).
RQ5: How do cultural values affect the EIs of final-year university students?	H12. CVs have a significant impact on EI. H12a. UA has a significant impact on EI. H12b. MF have a significant impact on EI. H12c. PAT has a significant impact on EI. H12d. GX has a significant impact on EI.	Cultural values may have limited relevance in "non-western" cultures (McGrath et al., 1992; Ratsimanetrimanana, 2015).

Source: the author.

CHAPTER 5 RESEARCH METHODOLOGY

5.1 Introduction

This chapter first presents the research philosophy adopted in this study. Afterwards, it elaborates on the research approach and design of this study. In the first stage of quantitative research, quantitative sampling techniques, questionnaire design, quantitative data collection, and quantitative data analysis are elaborated. In the second stage of qualitative research, qualitative sampling techniques, interview design, qualitative data collection, and qualitative data analysis are presented. Finally, ethical considerations are explained and the content of this chapter is summarised.

5.2 Research Philosophy

Research philosophy refers to scientific practice based on assumptions about the nature of the world and knowledge (Holden and Lynch, 2004). Therefore, it is the foundation of research, influencing the selection of research approaches and methods, formulation of questions, and collection and analysis of data. To understand different research philosophies, ontology, epistemology, and research approach, this section will discuss them.

5.2.1 Ontology

Ontology refers to the study of the nature of social entities and the structure of social reality (Crotty et al., 2020). It is a study of social "existence" (Holden and Lynch, 2004). Therefore, ontology focuses on the nature of reality (Saunders et al., 2019). It shows researchers' perspectives on real things and how they perceive the world. In social science, ontology includes two main opposite branches, subjectivism and objectivism.

Subjectivism believes that social reality is generated by the perception and subsequent actions of social actors who care about their existence. This shows that the truth is determined by social actors (individuals) who attach their meanings to social reality. Objectivism believes that social reality exists outside the social actors concerned about its existence (Saunders et al., 2019). In

other words, facts and truth exist independently of social actors. It can be seen that subjectivism and objectivism are two different ontological positions used to debate whether existence is subjectivism or objectivism. Although there are differences in the study of philosophy, researchers should not believe that one philosophy is better than another because they are "better at doing different things" (Saunders et al., 2019). Jonassen (1991) believes that according to objectivism, the essence of existence is objective, and researchers have reflected and analysed these entities, which act as mirrors.

The ontological position of this study is a combination of objectivism and subjectivism, aiming to comprehensively understand the truth of social phenomena. On the one hand, the adoption of objectivism implies that social phenomena objectively exist, and there are two reasons for choosing this position. Firstly, this position enables the author to study objectively existing social phenomena and investigate the underlying reasons behind these social phenomena in an independent manner from the will of social researchers. In this study, university students' entrepreneurship is an objective social reality, and although the factors that affect Chinese university students' entrepreneurship may be modified, deleted, or added, university student entrepreneurship remains unchanged. Therefore, this study takes objectivism as the ontological position to address the research questions. Secondly, this position has had a significant impact on the subsequent decision-making of epistemology, research approaches, methods, and data collection and analysis methods. Due to objectivism, quantitative data collection and analysis are often required, and quantitative research methods (questionnaire surveys) are used to analyse with solid evidence to achieve this. On the other hand, in addition to objectivism, subjectivism is also adopted to understand human thoughts, emotions, and experiences, and to explain the subjective nature of human behaviour. The reason for adopting subjectivism is that it helps to comprehensively construct an understanding of social reality, excavate parts that are overlooked or even not yet investigated by objectivism, and thus construct a more complete explanation of social phenomena. Secondly, adopting a subjectivism position will also have a significant impact on the subsequent research decisions of epistemology, research approaches, methods, and data collection and analysis methods. Due to subjectivism, qualitative data

collection and analysis are often required, and qualitative research methods (focus groups and interviews) are used to explain this social phenomenon. Therefore, this study establishes the ontological position of combining objectivism and subjectivism.

5.2.2 Epistemology

Epistemology refers to "what constitutes acceptable knowledge in the field of research". It focuses on understanding the essence of knowledge and the methods used to study the physical and social aspects of the world (Easterby-Smith et al., 2015). Grix (2002) states that the definition of epistemology is one of the most important branches of philosophy, which is related to exploring social reality through research methods, hypothesis testing, or other methods. McDonald (2020) believes that epistemology focuses on how individuals understand social reality and collaborate with it, involving research on different knowledge theories and how researchers obtain and validate information. Therefore, epistemology involves the knowledge accepted by social researchers. Social science is divided into two main epistemological assumptions: positivism and interpretivism (Saunders et al., 2019).

Positivism refers to "working in an observable social reality, and the final result of this kind of research can be a generalisation similar to the laws made by natural science researchers" (Saunders et al., 2019). For positivism, reality is objective, independent of social objects, and can be measured objectively, rather than through subjective methods such as feeling. Under the guidance of positivism, researchers conduct theoretical tests to gain or enhance their understanding of this phenomenon. Due to their use of quantitative methods, the results are unlikely to be biased, so they can be generalised. The purpose of positivism is to test the hypotheses made in previous studies.

Interpretivism advocates the study of social context, believing that social context shapes knowledge. Only social construction can generate knowledge (Quinn and Patton, 2005). Explanators believe that truth is socially constructed. In addition, interpretivism focuses on generating new theories rather than testing existing ones, usually by explaining the basic

process of social phenomenon. It focuses on issues that cannot be measured or quantified (Saunders et al., 2019).

However, pragmatism is inconsistent with either positivist or interpretive approaches. pragmatism believes that the world is fuzzy and complex. Both the material and social worlds are important and worth testing. Therefore, they accept the methods of natural and social sciences. Pragmatism mostly adopts mixed research methods, which are mainly used to investigate the "what" and "how" of research questions (Creswell and Clark, 2011). Because it acknowledges the complexity of the world, researchers must use mixed research methods rather than adopting a way of looking at the world that is inconsistent with the research question to investigate and explain the problems (Creswell and Creswell, 2018).

This study will follow pragmatism to conduct research. Firstly, in this study, the social phenomenon of university students' entrepreneurship objectively exists and is not subject to human will. It can be objectively measured, rather than involving subjective methods of sensation or perception. Therefore, explore the impact of EE on EI and identify the influencing factors of EIs. Quantitative methods (questionnaire survey) are needed to test the hypotheses proposed during the research process. Furthermore, considering the unpredictability and complexity of human behaviour, it can only be understood through mutual communication with them. For example, in this study, the ideas, emotions and experiences of stakeholders closely related to university students' entrepreneurship have problems that cannot be quantified. This is the part of the questionnaire that has been ignored or cannot be measured before. It needs to be realised through qualitative research methods (such as focus groups and interviews). Based on these two aspects of analysis, the social phenomenon of university students' entrepreneurship is vague and complex. A mixed research method will be used to conduct a comprehensive investigation and explanation of the research questions.

5.2.3 Research Approach

The research approach is the way to answer research questions. The aim of the research will

also affect the approach adopted to address the research questions. Deductive, inductive and abductive approaches are the three main approaches used in business research (Saunders et al., 2019).

The deductive approach is a common research approach that requires developing hypotheses based on existing theoretical frameworks and then testing hypotheses through empirical research (Saunders et al., 2019). The advantage of this research approach is that it is highly scientific and sets the parameters and scope of analysis at the beginning of the study (Zikmund et al., 2010). Therefore, the deductive approach enables researchers to focus on testing hypotheses and theories. In addition, due to the inclusion of existing theoretical frameworks, deductive methods can collect structured data from research based on positivism. The disadvantage is that researchers may not be able to freely explore other possibilities and issues that may arise during the data collection and analysis process (Anderson and Huesmann, 2003).

The inductive approach provides researchers with higher degrees of freedom as the scope of research becomes more flexible as research progresses. The inductive method is suitable for interpretivism, as initially irrelevant ideas and structures can be added to the research scope, resulting in deeper and larger research results. In addition, inductive research typically creates theoretical frameworks based on research results (Saunders et al., 2019). Qualitative techniques are used to collect data through an inductive approach (Lawson, 2005). In addition, the inductive approach enables researchers to analyse observational results and derive generalisable theories.

The abductive approach seeks to identify the underlying causes, explanations, and mechanisms behind the phenomenon. It starts from limited factual evidence and proposes the most reasonable hypothesis to explain these facts, providing an important pathway for the growth of scientific knowledge. It should be noted that the abductive approach provides hypotheses, and the correctness of these specific hypotheses still needs to be demonstrated through data collection and analysis. The purpose of using the abductive approach is to develop theory and

logical reasoning. It is considered a combination of deductive and inductive approaches (Saunders et al., 2019).

Given that the research philosophy chosen for this study is pragmatism, the abductive approach is considered the most suitable approach for this study. Due to the limited support provided by the existing theoretical framework for the impact of EE on EI and the factors influencing EI, research on the motivations and reasons for the formation of EIs among university students, as well as the current development status of EE in China, is not in-depth. Therefore, it indicates that combining deductive and inductive approaches can better solve research questions. The research framework of the theory of planned behaviour and social cognitive theory can identify some factors that may affect EI. Therefore, this study can use the existing theoretical framework and adopt a deductive approach, while using an inductive approach to determine factors that may not be included in the existing theoretical framework, as well as factors that affect the formation of university students' EIs. The abductive approach is considered to combine deductive and inductive approaches, as using only one approach cannot fully solve the research questions (Saunders et al., 2019). The abductive approach is considered to provide an important pathway for the growth of scientific knowledge.

5.3 Research Design

Research design is the overall plan for answering research questions (Saunders et al., 2019). The research design addresses the following issues: the selected philosophy, mixed methodologies and mixed methods used in this study, and the benefits and limitations of this design.

5.3.1 Selected Research Philosophy

Research paradigms provide definitions and structural frameworks for the data required for research. Positivism and interpretivism are the two main paradigms available to researchers (Byrne et al., 2008). These two paradigms are completely different. Positivism is adapted from natural sciences, while interpretivism is based on the belief that the social world is complex

and cannot be understood solely through the principles of natural sciences (Collis and Hussey, 2021). Saunders et al. (2019) believe that it is possible to combine positivism and interpretivism. The ontology, epistemology and typical methods of Pragmatism in Saunders et al. (2019) are summarised in Table 17 below.

Table 17: Research Philosophy of Pragmatism

Ontology (Nature of reality or being)	**Epistemology (what constitutes acceptable knowledge)**	**Typical methods**
Complex, rich, external 'Reality' is the practical consequence of ideas Flux of processes, experiences and practices	The practical meaning of knowledge in specific contexts, 'True' theories and knowledge are those that enable successful action, focus on problems, practices and relevant problem-solving and inform future practice as a contribution	Following the research problem and research question, the Range of methods: mixed, multiple, qualitative, quantitative, and action research, with Emphasis on practical solutions and outcomes

Source: generated from Saunders et al. (2019).

The research questions here are not explicitly applicable to the philosophy of positivism or interpretivism. Therefore, this confirms the philosophy of pragmatism that the material and social worlds are complex, and to understand them, the most appropriate methods must be used to study this issue. Pragmatism focuses on the specific environment in which one operates, unaffected by dogma or ideology (Morgan, 2007). Pragmatism holds that there are many different ways to explain the world and conduct research. A single viewpoint cannot provide a complete picture, there may be many realities. Therefore, pragmatism uses one or more methods to collect credible, informed, reliable, and relevant data to facilitate research (Morgan, 2014). Therefore, pragmatism is often chosen as the philosophical background for mixed-method research, as it can include both objective and subjective ontological positions. In the philosophy of social research, pragmatism is linked to flexibility. This reflects that a mixed research method of qualitative and quantitative methods may be very advantageous in a study (Teddlie and Tashakkori, 2009; Ormerod, 2021). For this study, it is not only necessary to investigate and verify the impact of EE on EI, but also to explore the factors that affect EI. Therefore, this study chose the philosophy of pragmatism that conforms to the ontological positions of subjectivism and objectivism.

5.3.2 Mixed Methodology Adopted in this Study

As mentioned in the previous section, the research philosophy adopted in this study is the philosophy of pragmatism that conforms to the ontological positions of subjectivism and objectivism. It emphasised pragmatism (the combination of positivism and interpretivism) and abductive approach (the combination of deductive and inductive approaches). Therefore, this study uses a mixed methodology, a comprehensive methodological framework, which combines quantitative and qualitative methods to obtain more comprehensive research results. The advantage of this mixed research methodology lies in leveraging the strengths of each method and avoiding its weaknesses, thereby providing deeper insights to help researchers understand and explain complex social phenomena (Maruna, 2010; Creswell and Creswell, 2018). Meanwhile, mixed methodology is particularly useful for research that has both inductive and deductive approaches (Mitchell, 2018). Therefore, this study adopts a mixed methodology to explore the impact of EE on EI, by using quantitative data to test the relationship between the various structures of the conceptual framework and then using qualitative data to explore the doubts or unanswered aspects of quantitative data.

5.3.3 Research Methods Adopted in this Study

According to the pragmatic philosophy mentioned in the previous section, the mixed research method applies to the methodology of this study, as it diversifies data collection, analysis, and how to interpret research results. The use of a mixed research method combining quantitative and qualitative methods is expected to achieve more comprehensive and in-depth research results. This section elaborates on three parts of mixed research methods: method combination, triangulation, and data analysis.

1) Method combination

The core of mixed-method research is to achieve the maximisation of research objectives. These two methods each have their advantages and disadvantages. Quantitative methods focus on large-scale data collection and statistical analysis to reveal causal relationships between things. Qualitative methods, on the other hand, focus on gaining a deeper understanding of the

research object and obtaining more detailed information through interviews, observations, and other methods (Johnson and Onwuegbuzie, 2004). Therefore, combining these two methods in mixed research methods can not only broaden the research scope but also obtain more comprehensive research results (Teddlie and Tashakkori, 2009). Meanwhile, it also reflects the advantages of mixed research methods, that is, the complementary advantages of each method help to offset the weaknesses of other methods, or the drawbacks of using only one method (Blenker et al., 2014).

Creswell and Creswell (2018) believe that the explanatory sequential mixed research method is considered the most suitable. The reason is that by prioritising large samples of quantitative data to meet the scientific requirements of high reliability, replicability, and effectiveness, sequence qualitative data can meet the needs for broader and deeper information. Therefore, this study also follows the principle of first quantitative and then qualitative, and the third step is to add the research results of qualitative data to the quantitative data results for research. In this research process, the results of quantitative research are also supported by qualitative validity.

2) Triangulation

Triangle validation is an important technique in mixed research methods, aimed at verifying the consistency and effectiveness of research results through multiple methods. This method can provide more reliable research conclusions, as different methods may reveal the same or different information, thereby mutually validating the research results (Bryman, 2006). Through triangulation, researchers can be more confident in their research conclusions and improve the credibility of their research results. According to Noble and Heale (2019), triangulation involves comparing multiple sources of evidence to confirm or refute findings related to a single research question.

3) Data analysis

Data analysis is the final step of mixed research methods and a crucial step in drawing research conclusions. At this stage, researchers need to use appropriate quantitative or qualitative

analysis methods to process and interpret data. The purpose of data analysis is to extract meaningful information from the data to support or refute research hypotheses, and ultimately form research conclusions (Baškarada and Koronios, 2018). During this process, researchers need to maintain an objective and neutral position to ensure the accuracy and reliability of the data.

For this study, the use of mixed research methods helps conduct a more comprehensive and systematic investigation into the impact of EE on EI in China and explore the factors influencing EI. In terms of the formation of EIs among Chinese university students, research on this topic is limited in China. Qualitative research can be used as a supplement to quantitative research, obtaining the thoughts and perspectives of Chinese university students, faculty and parents, to perceive the formation of EIs.

5.3.4 Benefits and Limitations of this Design

The following is an analysis of the benefits and limitations of research design.

Benefits

1) Complementarity: The mixed research method combines quantitative and qualitative research methods, which can complement each other and provide more comprehensive research results (Heale and Forbes, 2013). By integrating different research methods, researchers can better understand and explain complex social phenomena, and obtain more accurate conclusions (Almalki, 2016). Secondly, mixed methods help overcome the limitations of these two research methods (Saunders et al., 2019).
2) In-depth understanding: Using mixed research methods can help researchers gain a more comprehensive understanding of the characteristics, behaviours, and thoughts of the research subjects, thereby better explaining the research results (Saunders et al., 2019).

Limitations

1) Implementation difficulty: Saunders et al. (2019) state that researchers must be aware of the limitations of implementing mixed methods. Firstly, conducting mixed research

methods is time-consuming, as researchers not only need to spend time familiarising themselves with and mastering more than one research design, data collection, and analysis technique but may also need to spend money on training. Secondly, in terms of data collection, one of the drawbacks is the need for sufficient preparation before distribution to ensure that participants can fully understand the problem. It is difficult to ask open-ended questions in the questionnaire to obtain deeper answers, and an interview design is needed. In addition, due to the anonymity of data collection, additional data such as body language or work environment cannot be collected. Thirdly, data analysis and interpretation of results may also face challenges, especially when conflicting results arise. Fourthly, the uncertainty of the questionnaire response rate is influenced by multiple factors (Adams et al., 2007). Fifthly, longitudinal data reflects the dynamic situation over some time, but it is time-consuming and costly. Compared to others, cross-sectional data only collects data at a certain point in time, thus having lower costs and less time consumption (Petzer and Berndt, 2011). Based on the above reasons, cross-sectional data is more in line with the needs of this study. In addition, the probability of finding participants in a cross-sectional design is higher because participants only need to voluntarily participate in answering the questionnaire once (Bryman, 2006).

2) Subjectivity: Qualitative research in mixed research methods has a certain degree of subjectivity (Baškarada and Koronios, 2018). Because qualitative research relies on the researcher's subjective feelings and understanding of the research object, the results may be influenced by the researcher's personal subjective biases and background.

5.4 Sampling

Sampling is a technique (program or device) in which researchers systematically select a relatively small number of representative items or individuals (subsets) from a predefined population as subjects (data sources) for observation or experimentation based on their research objectives (Sharma, 2017). It is an important component of the research process, as it allows researchers to infer populations based on data collected from smaller samples while investigating the entire population of interest is often impractical or impossible.

5.4.1 Quantitative Sampling Technique

There are two types of sampling techniques: probability and non-probability sampling techniques. Probability sampling is any sampling scheme in which the probability of selecting each individual is the same. It is also known as random sampling, which can provide a better representation of the population (Sharma, 2017). Its advantage lies in minimising errors to the greatest extent possible, while its disadvantage is that it is difficult to implement, time-consuming, and costly. The non-probability sampling technique is entirely based on the researcher's subjective selection of the respondents (Berndt, 2020). Its advantage is that researchers can find a large number of respondents to participate in the survey in a relatively short time and with limited resources, thereby saving time and money costs. However, its disadvantage is that it may reduce the objective reflection of the population in the selected sample (Taherdoost, 2016).

This study aims to explore the impact of EE on EI in China, which requires measuring the relationships between the various constructs of the conceptual framework created in this study. In addition, it is necessary to determine the sampling university and student samples before conducting quantitative surveys.

In the quantitative part of this study, non-probability sampling techniques, namely convenience sampling are used. Its advantage is that, firstly, convenience sampling is useful when randomisation is not possible, such as when the population is very large (McDaniel and Gates, 2018). In this study, it is necessary to define a sample that represents a subset of the target population, as it is impractical or impossible to conduct a complete population survey of final-year students in all Chinese universities. Secondly, convenience sampling is practical when researchers have limited resources, time, and labour. Meanwhile, compared to other sampling methods, it is cheaper (Taherdoost, 2016). Thirdly, when conducting exploratory research, convenience sampling is the most effective as it helps to collect a large number of responses very quickly (Seth, 2020). Fourthly, convenience samples refer to target populations and units that meet certain practical criteria, such as researcher accessibility, geographic proximity,

availability or intention to participate at a given time (Fusch and Ness, 2015; Etikan et al., 2016). This study selected final-year university students from the Business School of Jiujiang University to participate in a questionnaire survey, and these research subjects happened to be easily accessible to the author. Therefore, it not only meets the needs of research, but also facilitates the author to carry out research work while saving time, space, and financial costs. However, its drawback is that it limits the generalisability of the results, but relatively large samples may reduce the possibility of some bias (Saunders et al., 2019). Additionally, researchers' biases can lead them to only approach participants who are more likely to respond.

● The Sample University

A case study is an in-depth investigation into a topic or phenomenon in real life (Yin, 2014). The term "case" in case studies may refer to different types of case themes such as individuals, teams, organisations, and events. Dubois and Gadde (2002) point out that the interaction between a phenomenon and its background is best understood through an in-depth case study. Moreover, a case study strategy can provide opportunities to use mixed methods to study design, thereby achieving in-depth investigation and rich and detailed analysis of data streams (Ridder, 2014).

In previous studies, purposeful selection of a single case was not uncommon because it was typical or because it provided researchers with the opportunity to observe and analyse phenomena that were rarely considered before (Daymon and Holloway, 2004; Saunders et al., 2019). According to Seawright et al. (2008), the selected cases should be typical, diverse, extreme, biased, and influential. In this study, the selection of a single case also provided an opportunity for an in-depth exploration of the research topic, with a focus on a reasonable "holistic analysis" (Yin, 2014). The main purpose of this study is to explore the impact of EE on the EI of final-year university students in China. Therefore, Jiujiang University, with EE as its characteristic, was selected as a typical case sample for research.

The reason for choosing Jiujiang University is because it has typicality and representativeness

in the higher education system in China. Although this sample university may not represent the current situation of EE in Chinese universities, paying attention to Jiujiang University will be quite insightful in understanding the impact of EE on EIs. There are three reasons for this. Firstly, as a comprehensive university, Jiujiang University covers almost all undergraduate majors, with over 30000 full-time students enrolled. Therefore, its educational scale and influence are representative of universities. Secondly, Jiujiang University is a university with EE as its distinctive feature, cultivating many renowned entrepreneurial alumni in China. For many years, Jiujiang University has been committed to the development of entrepreneurship education and has achieved a series of inspiring achievements. For example, achieving good results in multiple first prizes in China's national and provincial innovation and entrepreneurship competitions (Innovation and Entrepreneurship College, 2022). Thirdly, the author works at Jiujiang University, which provides convenience to access and collect data. Based on the above analysis, Jiujiang University is a suitable case for studying the impact of EE on EIs.

● Student participants

This study focuses on final-year business students from Jiujiang University. There are two main reasons for choosing them as research subjects. Firstly, final-year students are about to face career choices, so it is necessary to investigate the impact of EE on EI and its influencing factors and understand their career choices and entrepreneurial ideas. Secondly, business schools have always been committed to cultivating entrepreneurs with complete management thinking and theoretical frameworks. Compared to younger students, researching the opinions and ideas of final-year university students is of great benefit to improving the overall EIs of business school students (China Education Daily, 2015). Based on the above two reasons, final-year university students are selected as the target samples in this study.

In addition, sample size is often a topic of debate in social research. The sample size is determined based on the size of the study population and the expected error range of the researchers (Saunders et al., 2019). Hill (1998) believes that there is no universally recognised

method to determine the necessary sample size. Hair et al. (2009) suggest that a sample size of 384 is a condition for conducting statistical analysis in the study. According to Fowler and Floyd (2013), the sample size is ultimately determined by the data analysis that the researchers intend to use. Besides, according to Saunders et al. (2019), the minimum sample size calculation formula, n = p%×q%× $(\frac{Z}{e\%})^2$, the minimum sample size for this study is 288. Specifically, because the target sample for this study is final-year university students, there are a total of four grades according to the distribution of Chinese university students. In an ideal state, the sample size for final-year students would be 25% of the total sample size. According to the formula, n = p%×q%× $(\frac{Z}{e\%})^2$=25%×75%× $(\frac{1.96}{5\%})^2$=288. Therefore, the minimum sample size for this study is 288. In this study, there are a total of 497 final-year business students from Jiujiang University. It can be seen that the sample size of final-year students at Jiujiang University is sufficient to meet the needs of this study.

5.4.2 Qualitative Sampling Technique

Qualitative methods, as data collection methods, supplement and support quantitative survey results. The purpose of using qualitative methods is to compare the results of questionnaire surveys with those of focus groups or interviews, to gain further insights and understanding of the questionnaire survey results (Collis and Hussey, 2021). As shown in Table 18 below, these are all non-probability sampling techniques that involve selecting the most easily and conveniently obtained population samples from a specific target population (Burnard et al., 2008).

Table 18: Qualitative sampling techniques

Method	Characteristics
Convenience	Conveniently located persons or organisations.
Criterion	Selected on key criterion e.g. Age-group
Homogeneous	Deliberately homogeneous group e.g. University-educated male cyclists aged 20-30
Opportunistic	Taking advantage of opportunities as they arise e.g. A major sporting event taking place locally.

Maximum Variation	Deliberately studying contrasting cases. Opposite of 'Homogeneous'
Purposeful	Similar to 'Criterion' but may involve other considerations, such as 'maximum variation', and typicality.
Snowball	Interviewees source of suggestions for contacts.
Stratified Purposeful	A range of cases based on set criteria, e.g. representatives of a range of age groups or nationalities.

Source: adapted from Veal and Darcy (2014).

The qualitative part of this study also uses non-probability sampling techniques, more specifically, purposive sampling. Purposive sampling, also known as judgmental, selective, or subjective sampling, refers to researchers deciding what they need to know and starting to search for people who can and are willing to provide information based on their knowledge or experience (Tongco, 2007). Therefore, purposive sampling relies on the judgment of researchers when selecting the units to be studied (such as personnel, cases/organisations, events, and data fragments). When selecting individuals to test potential issues in research, purposive sampling is used as this sampling method is often used for evaluation (Goje, 2017). Its disadvantage is that it is prone to subjective bias among researchers, which makes it difficult to defend the representativeness of the sample due to its subjectivity and non-probability (Sharma, 2017). In addition, similar to quantitative sample selection, only participants who voluntarily agree to participate in the interview will be considered, which may lead to selection bias, and these biases increase the systematic error of the analysis (Collier and Mahoney, 1996). Based on the classification of key stakeholders in EE in the previous literature review section, purposive sampling is used to screen students, faculty, and parents according to certain criteria.

- **Student Participants**

Student respondents are recruited through purposive sampling. Based on the preliminary analysis of the survey results, three groups are formed among the final-year business major students:

Group 1: Students come from the entrepreneur's family and have entrepreneurial experience or intention.

Group 2: Students come from entrepreneurs' families and have no intention of starting a business.

Group 3: Students who are not from the entrepreneur's family but have entrepreneurial experience or intention.

- **Faculty Participants**

Purposive sampling is used in recruiting the faculty participants. The faculty group consisted of 6 members who teach EE as a compulsory course at Jiujiang University.

- **Parent Participants**

Purposive sampling is used in selecting parental participants. The recruited parents are selected through contact information from final-year students who voluntarily participate in interviews (including both entrepreneurial and non-entrepreneurial).

According to the above classification, several issues need to be considered for student and faculty focus groups and semi-structured interviews with parents. For example, sample size, interview frequency, and the duration.

1) Sample size

Regarding sample size, according to Warren (2002), although there is no ideal number of respondents, numbers between four and ten are usually very effective. Due to fewer than four participants, it is often difficult to come up with valuable conclusions and it is also unlikely to be convincing. Krueger and Casey (2000) argue that although it is generally believed that six to eight participants are sufficient. A potential drawback of focus group discussions is that it is not guaranteed that all recruited individuals will be able to participate in the discussion. To overcome this, Rabiee (2004) suggests that researchers may overrecruit by 10-25% (Nyumba et al., 2018).

2) Interview frequency

The number of interviews depends on the information and purpose obtained from the interviews. If you want to conduct in-depth research on a specific topic, multiple interviews may be needed to obtain more and more in-depth information. On the contrary, if only a general understanding of a certain aspect is needed, only one interview may be needed. Generally speaking, a complete focus group discussion requires 3 to 4 meetings, but the specific number of meetings needs to be adjusted based on the professionalism of the discussion topic (Nyumba et al., 2018). The principle of theoretical saturation is that focus group discussions continue until clear patterns emerge, and subsequent groups do not generate new information (Rabiee, 2004).

3) Duration

Regardless of the number of focus group discussion meetings, it is important to consider the duration of the meetings. When the discussion lasts for a long time, participants may feel fatigued. The interview time of the focus group is generally controlled within 1-2 hours. This length of time ensures that participants have sufficient time to engage in in-depth communication on the topic being discussed, while also avoiding prolonged periods of fatigue or distraction (Nyumba et al., 2018). The duration of semi-structured interviews is usually limited to 1.5-2 hours. This duration ensures both the depth of data mining and research efficiency. In practical operation, the duration of the interview may be adjusted according to the different interviewees, content, and purpose to ensure that the interview can be conducted fully and effectively.

For this study, student focus groups are divided into three groups of six people each, based on the principle of theoretical saturation. The faculty focus group is composed of six lecturers in EE. As suggested by Collis and Hussey (2021), having more interview participants is redundant, and the collected interview samples already provide rich evidence for the study. Therefore, the parent interviewees were selected to conduct one-on-one semi-structured interviews with six parents. Besides, for the sake of confidentiality, each respondent's information was anonymised, so each respondent had a pseudonym (Lyu et al., 2021).

5.5 Questionnaire Design

A structured questionnaire survey is designed based on the theoretical framework included in the literature review and the conceptual framework developed for the study. In addition, quantitative research can confirm the proposed hypothesis (Saunders et al., 2019).

5.5.1 Questionnaire Layout

To achieve the research objectives, a structured questionnaire is developed based on the conceptual framework. At the beginning of the questionnaire, a brief introduction is given to explain the reasons for surveying to ensure the confidentiality of the information obtained and encourage participants to complete a questionnaire survey (Brace, 2004). The types of questions set in the questionnaire are diverse. Composed of single-choice questions, multiple-choice questions, scale questions, and fill-in-the-blank questions. Meanwhile, the questionnaire is divided into three parts. The first part is demographic information (including grade, gender, major, parents' education level occupation and family income), the second part is about students' perspectives on career choices and entrepreneurship, and the third part is variable measurement based on the theory of planned behaviour. The questionnaire survey contains 18 questions. The questionnaire (English version) can be found in Appendix 1, while the questionnaire (Chinese version) can be found in Appendix 2.

5.5.2 Measure of Variables

To ensure the validity of the questionnaire, mature scales (i.e. scales that have been validated by researchers) are used to measure variables and modifications to certain questions based on the content of this study. Besides, measurement items are listed in the questionnaire survey in Table 19-27 below. In the main part of the study, the five-point Likert scale is used to evaluate participants' statements. The rating has risen from strongly disagree '1' to strongly agree '5'. '3' represents a neutral state.

In this study, the measurement scale proposed by Liñán and Chen (2009) is adopted as it is believed to be reliable. There are two reasons for using this scale. Firstly, this scale has

undergone a rigorous process of development and validation, ensuring its reliability (Ding and Ng, 2008). Secondly, this scale can not only measure and evaluate but also be used for theoretical construction and validation (Revelle and Garner, 2023). In this study, some items are derived from maturity scales, while others are added after extensive discussions with supervisory teams.

Table 19: Measure for demographic information

Constructs	Measurement items	
Demographic Information	Gender	Q1. What is your gender?
	Major	Q2. What's your major?
	Parents' education level	Q3a. Father's education level Q3b. Mother's education level
	Parents' occupation	Q4a. Father's occupation Q4b. Mother's occupation
	Annual household income	Q5. What is your average annual household income?

Source: the author.

Table 20: Measure for career plan and ideas for entrepreneurship

Constructs	Measurement items	
Career Plan and ideas for entrepreneurship	Career plan after graduation	Q6. What do you want to do on completion of your current degree?
	The main reason for entrepreneurship	Q7. The main reason why you choose to start a business.
	Entrepreneurship experience	Q8. Have you ever had experience in entrepreneurship?
	Influenced by parents' occupation	Q9. Has your parents' occupation affected your career choice?
	Family business background	Q10. Does anyone in your family (including family members or relatives) own a business?
	Family business background as an influence on career choice	Q11. Does your family or relatives' experience of starting a company give you the idea of owning your own business?
	Importance of extracurricular activities or social practice	Q12. What extracurricular entrepreneurial activities OR social practices do you like most?

	Advantages of entrepreneurship education courses	Q13. Please indicate how compulsory courses for entrepreneurship education have contributed to your knowledge and understanding.

Source: the author

Table 21: Measure for EA

Constructs	Measurement items		References
Entrepreneurial Attitude (EA)	EA1	Being an entrepreneur implies more advantages than disadvantages to me.	(Liñán and Chen, 2009)
	EA2	A career as an entrepreneur is attractive to me.	
	EA3	If I had the opportunity and resources, I would like to start a business.	
	EA4	Being an entrepreneur would entail great satisfaction for me.	
	EA5	Among various options, I would rather be an entrepreneur.	

Source: the author.

Table 22: Measure for SN

Constructs	Measurement items		References
Subjective Norm (SN)	SN1	My parents would support my decision to start a business.	SN1 and SN3 came from Liñán and Chen (2009), while SN2, SN4 created by the author.
	SN2	My relatives will support my decision to start a business.	
	SN3	My friends will support my decision to start a business.	
	SN4	My teachers support my decision to start a business.	

Source: the author.

Table 23: Measure for PBC

Constructs	Measurement items		References
Perceived Behavioural Control (PBC)	PBC1	I believe I possess the knowledge and skills required for entrepreneurship.	The original scale was derived from Liñán and Chen (2009), while PBC 1-5 were adapted by the author.
	PBC2	I know the actual details required to start a company.	
	PBC3	I know how to develop entrepreneurial projects	
	PBC4	If I am willing, I can easily start and run a company.	
	PBC5	If I am determined to start a business, my chances of success are high.	

Source: the author.

Table 24: Measure for EI

Constructs	Measurement items		References
Entrepreneurial Intention (EI)	EI1	I have very seriously thought of starting a business.	(Liñán and Chen, 2009)
	EI2	My professional goal is to become an entrepreneur.	
	EI3	I will make every effort to start and run my own business.	
	EI4	I am determined to create a firm in the future.	

Source: the author.

Table 25: Measure for EE

Constructs	Measurement items		References
Entrepreneurship Education (EE)	CT1	Through studying EE courses, I have gained a better understanding of the important role played by entrepreneurs in society.	CT1-4 came from Liñán et al. (2011).
	CT2	The EE courses have enhanced the awareness and skills required for becoming an entrepreneur.	
	CT3	Through EE courses, I aspire to become an entrepreneur.	
	CT4	After studying EE courses, I will seriously consider becoming an entrepreneur as a possible career choice.	
	EAc1	Entrepreneurship lectures have a positive impact on EI.	EAc1-5 and SPr1-4 were created by the author.
	EAc2	Entrepreneurship role models (such as successful alumni) have a positive impact on EI.	
	EAc3	Innovation and entrepreneurship competitions (such as the Challenge Cup) positively impact EI.	
	EAc4	The activities of entrepreneurial associations have a positive impact on EI.	
	EAc5	The entrepreneurial spirit and values transmitted by a university have a positive impact on EI.	
	SPr1	Company visits have a positive impact on EI.	
	SPr2	Company internships have a positive impact on EI.	
	SPr3	A university's entrepreneurship incubation program has a positive impact on EI.	
	SPr4	Off-campus entrepreneurship practice bases have a positive impact on EI.	

Source: the author.

Table 26: Measure for Stakeholders

Constructs	Measurement items		References
Stakeholders	SF1	The theoretical knowledge of the lecturer has a significant impact on EE.	SF1-4, SS1-4 and SP1-4 were created by the author.
	SF2	The business experience of the lecturer has a significant impact on EE.	
	SF3	Good teaching methods used by lecturers have a significant impact on EE.	
	SF4	Entrepreneurship training received by lecturers has a significant impact on EE.	
	SS1	Students' participation has a significant impact on EE.	
	SS2	Successful EE should place students at the centre from design to evaluation.	
	SS3	It is important to engage students in the design and delivery of EE.	
	SS4	The career ambition of students has a significant impact on EE.	
	SP1	Parents' influence on students' major choices has an impact on EE.	
	SP2	Parents' influence on students' career choices has an impact on EE.	
	SP3	Parents' expectation of students has a significant impact on EE.	
	SP4	Parents as a role model have a significant impact on EE.	

Source: the author.

Table 27: Measure for CVs

Constructs	Measurement items		References
Cultural Values (CVs)	UA1	A secure job is a key factor in choosing a career.	The original scale was derived from Yoo et al. (2011); Ratsimanetrimanana (2015), while UA1-4 were adapted by the author.
	UA2	Compared to other career path, being an entrepreneur carries higher risk.	
	UA3	When choosing a job, I will seek advice from parents and friends to avoid making mistakes.	
	UA4	It is important to closely follow social norms and expectations when choosing a career path.	

	MF1	It is more important for men to have a professional career than it is for women.	MF1-3 came from Yoo et al. (2011) and Ratsimanetrimanana (2015), while MF4 was created by the author.
	MF2	Men usually solve problems with logical analysis, women usually solve problems with intuition.	
	MF3	There are some jobs that a man can always do better than a woman.	
	MF4	Men are more willing to pursue an adventurous career.	
	PAT1	My parents have a decisive say in my choice of major.	PAT1-4 were created by the author.
	PAT2	My parents provide me with financial support for my employment.	
	PAT3	My parents hope that I will have a stable job after graduation (such as becoming a civil servant).	
	PAT4	I will follow my parent's advice when choosing a career.	
	GX1	"Guanxi" is the key to the success of entrepreneurs, providing access to vital resources and eliminating obstacles.	GX1-4 were created by the author.
	GX2	Having "guanxi" helps a new business to survive.	
	GX3	A good "guanxi" network is a necessary condition to ensure the reliable operation of business activities.	
	GX4	With a "guanxi" network, I will be more willing to start my own business.	

Source: the author.

5.5.3 Translation of the Questionnaire

The questionnaire survey was initially written in English and has been revised multiple times based on feedback from the supervisors. Due to differences in English proficiency among final-year students at Jiujiang University, it is decided that the survey should be conducted in Chinese to get the best possible returns. The author completed the translation of the English version into Chinese. After the content of the questionnaire is finalised, the next step is to have the Chinese version of the questionnaire translated back into English, which is to identify any subtle differences in wording between the Chinese and English versions and also to make it easier for participants to understand the original questions the author wanted to express. As a result, the questionnaire in Chinese used in the survey would accurately convey the meaning

of the original questions written in English. The author was grateful for the kind help from her colleague Wang Yeting, who, with a master's degree in translation, completes the back translation task. Both English and Chinese versions of the questionnaire can be found in Appendix 1 and 2 respectively. There may be a limitation between different versions of the questionnaire, but the author has done everything possible to limit this problem.

5.6 Interview Design

To complement the survey, focus groups and interviews are used as the second stage in data collection. The purpose of qualitative study is to compare findings from the survey and interviews and to gain further insights and understanding of the survey results. In addition, it provides space for participants to express other truths beyond the questionnaire.

The last question in the questionnaire survey is to recruit student respondents. Students who have EIs or experiences will be invited to participate in interview activities. Afterwards, 59 students replied that they were willing to participate and provided contact information. After conducting a preliminary analysis of the data filled out in the questionnaire survey, the student participants are interestingly divided into three groups. Before the focus group and interview began, an interview outline was sent to each interviewee, ensuring that they had no further questions about the topic and process, and requiring them to sign an informed consent form. In addition, to ensure confidentiality, the information of all participants is anonymous when the research results are published (Chapleo and Simms, 2014). The design of interviews is usually open-ended and much more flexible than quantitative design, which is why there is no standard design structure (Roulston, 2018). Through interview outlines, it is possible to ensure that all important topics that need to be discussed are covered while maintaining flexibility, allowing participants to steer the discussion towards the areas they deem most relevant and interesting (Edwards and Holland, 2013).

The focus group and interview were scheduled to take place at Jiujiang University from June 15th to 27th, 2023. The student interviewees were negotiated to avoid scheduling conflicts. In

the end, 18 students (6 in each group) participated in the focus group in person. On-site participation can create a more relaxed atmosphere of interpersonal understanding and flexibility, making participants feel more comfortable and friendly, and willing to provide detailed explanations (Saunders et al., 2019). In addition, in order not to lose meaning due to translation, focus groups and interviews were conducted in the respondent's native Chinese language. The recording was also collected using electronic devices with the knowledge of the participants, so it can be transcribed for later analysis, which is crucial for the accuracy of interview analysis (Adler et al., 1995).

The interviews from the faculty were conducted in the Entrepreneurship Education Teaching and Research Office of Jiujiang University. Based on their schedule, a group of six full-time lecturers from the teaching and research office were convened to form a face-to-face focus group. The parent interviewees were recruited based on the student interviewees. Due to geographical limitations, the interviews were conducted online through video calling software. The duration of the student and faculty focus group is 1 to 1.5 hours, and the interview duration is 1 to 1.5 hours. Recording and video are conducted with the knowledge of the interviewees, which is crucial for the accuracy of interview analysis. The English version of the open-ended questionnaire for focus groups and interviews is listed in Appendix 3, and the Chinese version is listed in Appendix 4.

5.7 Data Collection Procedure

5.7.1 Quantitative Data Collection

In this study, the steps for collecting quantitative data followed four steps. The first step is questionnaire preparation, the second step is sampling and pilot study, the third step is questionnaire distribution, and the fourth step is questionnaire data download and storage.

- **Step 1: Questionnaire Preparation**

A mature scale is used as a reference to create the questionnaire survey for this study. Through repeated discussions with the supervisory team, the questionnaire structure and questions are

modified to fit the research. Moreover, the questionnaire has a variety of question types, including single-choice questions, multiple-choice questions, scale questions, and fill-in-the-blank questions. The questions are brief and easy to understand, allowing participants to complete their answers in a relaxed and pleasant atmosphere.

- **Step 2: Sample Selection and Pilot Study**

In this study, the quantitative questionnaire survey sampling is conducted through convenience sampling of final-year students from Jiujiang University. In the pilot study, 50 final-year students from the Business School of Jiujiang University are selected for an on-site questionnaire survey. Through the pilot study, the answer settings for certain questions need to be adjusted. In addition, participants generally stated that the questionnaire's question setting is easy to understand, and the response time is usually around 7 minutes. The experience of filling out the questionnaire is good and there is no discomfort.

- **Step 3: Distribute Questionnaires to Conduct the Main Study**

Based on the pilot study, corresponding modifications are made. Subsequently, the questionnaire is officially released on the "问卷星“ (WJX) platform, which is the earliest and largest national online survey platform in China. The reason for using this online platform instead of Qualtrics is that Qualtrics may experience network latency when used in China. When the respondents click on the link, there will be an increase in loading time, resulting in a decrease in the user experience of the respondents. Secondly, Chinese respondents are not familiar with the Qualtrics software, and the data collected in this way will increase their concerns and unease. Taking these factors into consideration, the largest online data collection platform in China, "问卷星“ (WJX), has been used.

The main study was conducted in June 2023, with an estimated collection time of 2 weeks. A total of 497 questionnaires are distributed, and the collection of questionnaires is closely monitored. The collection of questionnaires reached 450, with a response rate of 90.5%. Afterwards, the questionnaire data no longer grew and the online link to the questionnaire was terminated.

- **Step 4: Download and Save Data**

The data is collected from the online questionnaire platform and downloaded to the author's encrypted laptop. Meanwhile, the data is stored in a password-protected cloud disk as an alternative storage method for the data. In the next chapter, the reliability and validity of the data are analysed and tested (Burns and Burns, 2008).

5.7.2 Qualitative Data Collection

In this study, the collection of qualitative data is divided into four steps. The first step is interview preparation, the second step is sampling and pilot interviews, the third step is conducting formal interviews, and the fourth step is recording and transcription.

- **Step 1: Interview Preparation**

Before conducting an interview, respondents need to be informed, the interview needs to be recorded, and all contacted respondents need to sign an informed consent form. After the respondents agree to participate in the interview, the author needs to discuss with them a convenient date, time, and location to arrange the interview. The author must consider the comfort of the respondents, the opportunity to enter the venue, and the level of distraction. Respondents should be in a normal and familiar environment with sufficient space to engage in focus group discussions, and there must also be sufficient seating so that respondents can see each other and the facilitator (Smithson, 2000). Besides, a series of preparatory work is arranged before the interview. The first is to send the interview outline to the participants in advance, allowing them enough time to think about what they will say during the interview process (Turner, 2010). Secondly, respondents have a clear understanding of what they need to do during the interview and how the information they share will be processed, which is the basis for determining the tone of the interview (Fletcher, 1992).

- **Step 2: Sample Selection and Pilot Interviews**

The respondents to the qualitative study identified key stakeholders of EE based on previous literature reviews, namely final-year university students, faculty, and parents. These samples are selected through purposive sampling. The pilot interview was conducted in June 2023 to

evaluate the quality of interview questions and simulate interview scenarios to predict potential unexpected situations.

- **Step 3: Conduct Formal Interviews**

Before conducting formal interviews, eligible interviewees will be notified one by one, and those who do not agree to be recorded will be considered as rejecting the interview invitation. Considering that both the student and faculty groups directly participate in EE and conveniently gather at universities to discuss research issues, students and faculty are designated as on-site focus groups for face-to-face discussions, while the opinions of student parents on their children's career choices are more related to personal affairs related to their own families. Therefore, online video, voice calls, and other devices will be used to conduct one-on-one online interviews with parents. Focus groups and semi-structured interviews were conducted in June 2023, each lasting 1-1.5 hours.

- **Step 4: Record and Transcript**

The audio and video recordings of the focus group and interviews are transmitted to Apple iCloud storage, and scripts are uploaded to Apple iCloud and a password-protected external device to ensure data storage security.

5.8 Data Analysis Process

5.8.1 Quantitative Data Analysis

To analyse quantitative data, SPSS is used for statistical analysis of quantitative data. Each data is recorded, each corresponding to a specific value. SPSS software uses statistical and econometric techniques to discover differences and relationships in data (Cramer, 2003). In this study, the analysis process of quantitative data includes four main parts. The first part is descriptive analysis, which is mainly used to count demographic variables to understand the composition and distribution of samples. The second part is to measure the reliability and validity of the scale. Therefore, reliability testing is mainly performed by testing Cronbach's alpha coefficient (as shown in Table 28). Validity analysis measures the structure of the scale through exploratory factor analysis.

Table 28: Rules of thumb on Cronbach's Alpha

Cronbach's alpha	Degree of Reliability
a≥0.9	Excellent
0.9 > a≥0.8	Good
0.8 > a≥0.7	Acceptable
0.7 > a≥0.6	Questionable
0.6 > a≥0.5	Poor
0.5 > a	Unacceptable

Source: adapted from Brown (2002).

The third part is to conduct a correlation analysis on the data related to the research variables within the conceptual framework to determine whether the correlation of these variables is as described in the research literature. In the fourth section, regression analysis will help evaluate the comprehensive impact of variables to determine the impact of EE on EI and which factors will affect the formation of EI in university students (McDonald, 2020).

5.8.2 Qualitative Data Analysis

Qualitative data analysis is often primarily an inductive process of organising data into categories and identifying patterns and relationships between categories (Luster et al., 1992). Table 29 below provides a brief explanation of the different methods used in qualitative data analysis.

Table 29: Methods of qualitative data analysis

Content analysis	It is a method for subjective interpretation of the content of a test through the systematic classification process of coding and identifying themes or patterns
Narrative analysis	These approaches typically focus on the lives of individuals as told through their own stories.
Discourse analysis	It involves analysing a naturally occurring language use and types of written texts.
Grounded theory	It is an approach for theory construction through the analysis of data. It is usually inductive in nature.

Thematic analysis	It is a method for identifying and analysing patterns (themes) in the data means of thematic codes.
NVivo software	Software used to organise and analyse interviews, field notes, and textual sources, including image, audio and video files.

Source: adapted from Trainor and Graue (2013).

In qualitative data analysis, researchers must segment the large amount of inconsistent data collected through the encoding and classification process into similar analytical themes. This process can transform data into smaller, more manageable sizes to facilitate understanding and analysis (Saunders et al., 2019). Thematic analysis requires researchers to apply the coding process to their data to identify recurring themes for further investigation. The determined theme must be relevant to the research question being studied to prevent irrelevant data from having a negative impact on the analysis. Thematic analysis can be applied to data of different sizes (large or small), thereby promoting rich interpretation, description, and inference. It can be seen that thematic analysis technology is a method of identifying, analysing, and reporting patterns and themes in data (Burnard et al., 2008). It provides a rich and detailed organisation and description of the dataset and explains different aspects of the research questions (Thorne, 2000).

Specifically, data preparation before conducting qualitative analysis includes three steps. The first step is transcription, the second step is data management and the third step is coding for qualitative analysis. In the transcription step, interview records will be transcribed. Transcription is the basis for subsequent qualitative analysis. Therefore, both focus group interviews and semi-structured interviews will be transcribed word for word and sentence for sentence. This is the most common transcription method in qualitative interviews, referring to the precise written replication of participant expressions (McLellan et al., 2003). Although this process may be time-consuming, it is helpful as interesting ideas and patterns are initially formed after several interviews, and the questions and answers during the interview process will also be transcribed into text files. Subsequently, Thematic analysis is used to extract the meaning of transcripts to reflect research questions (Zikmund et al., 2010). Using code, the

theme can be determined based on the opinions and general viewpoints of the interview participants (Basit, 2003; Saldaña, 2009; Williams and Moser, 2019). Thematic coding is used to label all relevant interview data and organise it in a hierarchical encoding structure, creating themes and basic categories based on repetitive patterns. However, encoding techniques also segment data and often separate it from context (Skjott and Korsgaard, 2019). It is the most effective and mature method for analysing qualitative data, which is why this analysis method was chosen (Saunders et al., 2016). In addition, in the process of focus groups and semi-structured interviews, the author will directly quote the meaning of the themes (Bryman, 2006; Clark et al., 2010). Finally, the results of quantitative surveys and qualitative interviews are combined for analysis to address research questions.

5.9 Ethical Considerations

Research ethics is a key factor in the success of any research. Research ethics are standards that guide research conduct and relate to the rights of respondents who are the subject of or affected by research. Research ethics includes seeking engagement with organisations and researchers, respondents, and research ethics issues involved in data collection, analysis, custody, and use (Saunders et al., 2019). Therefore, researchers must ethically conduct their research. Ethical conduct protects the rights of all individuals involved in the research process, and an ethical framework can be described around the following four ethical principles (Bryman and Bell, 2014). They are:

- Ensure that the participants in the process are not harmed
- Ensuring informed consent
- Ensuring participant privacy
- Ensure that there is no deception in the research process

For this study, first of all, participants are informed of the research purpose, voluntary participation, data privacy and confidentiality before data collection. Secondly, researchers focus on protecting the privacy of respondents in the process of data collection, analysis, management and use, especially since all information involving organisations or individuals is

anonymous. In addition, the survey report should accurately describe the opinions and choices of participants and should not be distorted. All recordings of the interviewees are stored in a safe place and cannot be released for third-party use. The computer storing data is password protected, and paper records are kept in a locked cabinet. Only researchers can access this data. Finally, each step of this research is conducted under the guidance and advice of the UWTSD Ethics Committee. The UWTSD Ethics Committee approved the ethical approval application for this study in January 2021.

5.10 Chapter Summary

This study is based on the philosophy of pragmatism, using convenience sampling methods for quantitative data collection, and purposive sampling methods for qualitative data collection. During the data collection process, the author used WJX for questionnaire distribution and collection. In the data analysis section, descriptive, correlation, and regression analyses are conducted on the quantitative data while for qualitative data, thematic analysis is used according to the analysis steps. Finally, the ethical considerations followed were elaborated in detail, all of which were well prepared for subsequent analysis and discussion.

CHAPTER 6 DATA ANALYSIS

6.1 Introduction

This chapter presents the result analysis of both quantitative and qualitative data and contains four sections. Section 6.1 provides an overview of this chapter, while Section 6.2 focuses on the analysis process of quantitative data, including demographic characteristics of participants, descriptive analysis of data, reliability and validity analysis of data, correlation analysis of the data, multicollinearity analysis of the data, regression analysis, and testing of mediating effects. Section 6.3 focuses on the analysis process of qualitative data, which includes demographic information of qualitative respondents, thematic analysis of the results of qualitative interviews, and Section 6.4 summarises this chapter.

6.2 Quantitative Analysis Results

This section introduces the process and results of quantitative data analysis. In this section, the reliability and validity of the data should be prioritised for testing to ensure that the collected data is valid for this study. Secondly, the Pearson's test is used to verify the correlation between research hypotheses. During this process, the multicollinearity of the data was also tested, and the significance of the variables was tested through multiple linear regression analysis. In addition, the method of sequentially testing regression coefficients was used to test the mediating effect.

6.2.1 Data Preparation

The process of collecting quantitative data occurred from June 1st to 14th, 2023, and lasted for two weeks. Because the survey targets final-year university students from the Business School of Jiujiang University, a lot of preparation work was done in the early stage, such as contacting teachers from each class to inform their students to conduct a questionnaire survey, to maximise the response rate of the sample. Finally, a total of 497 questionnaires were distributed and 450 valid responses were collected, with a response rate of 90.5%. Invalid questionnaires refer to the following situations: firstly, incomplete questionnaires that cannot be submitted normally.

The second is a questionnaire where there is no change in the answer, for example, in the scale items, regardless of whether the view is positive or negative, the answer is the same. The third is the questionnaire submitted after the deadline. The fourth issue is that there are inconsistencies or errors in filling out questionnaires. Any response that meets these criteria will be deleted, leaving 450 valid responses for analysis.

The recommended sample size was calculated as 288 (see section 5.4.1 for details), and the results of the questionnaire survey far exceeded the required sample size, which is considered satisfactory. Subsequently, the data was imported into SPSS software for data statistics. To calculate the scores of multi-dimensional variables, the method is to add up the scores of each measurement item and divide them by the number of items, ensuring that all values are within the range of 1 to 5 (Zijlmans et al., 2018).

6.2.2 Descriptive Statistics

Among 450 samples, male students accounted for 42.9%, while female students accounted for 57.1%. In terms of the majors surveyed, 24.9% of students are mainly concentrated in business administration. In terms of parents' education level, the fathers' education mainly focuses on high school and below, accounting for 79.3%. The education level of mothers' is mainly concentrated in high school and below, accounting for 87.3%. In terms of parents' occupations, the top three fathers' occupations are self-employed (31.3%), farmers (23.8%), and private enterprise workers (18.2%). The top three occupations for mothers are self-employed (25.1%), farmers (23.3%), and private enterprise workers (20%). In terms of average annual income, nearly half of households have an annual income below 50000 yuan (47.1%), nearly one-third of households have an annual average income between 50000 yuan and 100000 yuan (27.1%), 14.7% of households have an annual income between 100000 yuan and 150000 yuan, and 11.1% of households have an annual average income above 150000 yuan. As shown in Table 30 below.

Table 30: Participants demographic characteristics

		Valid Percent	Cumulative Percent
Gender	Male	42.9	42.9
	Female	57.1	100
Major	International Economy and Trade	21.8	21.8
	International Business	8.4	30.2
	Finance	14.9	45.1
	Financial Engineering	11.8	56.9
	Logistics management	6.7	63.6
	Digital Economy	11.5	75.1
	Business Administration	24.9	100
Father's educational level	High school and below	79.3	79.3
	College degree	9.1	88.4
	bachelor degree	6.9	95.3
	Master's degree and above	4.7	100
Mother's educational level	High school and below	87.3	87.3
	College degree	4.2	91.6
	bachelor degree	3.1	94.7
	Master's degree and above	5.4	100
Father's occupation	Work in a private firm	18.2	18.2
	Work in a public sector	9.3	27.6
	Self-employed	31.3	58.9
	Entrepreneur	4.2	63.1
	Farmers	23.8	86.9
	Unemployed	13.1	100
Mother's occupation	Work in a private firm	20.0	20.0
	Work in a public sector	6.4	26.4
	Self-employed	25.1	51.6
	Entrepreneur	6.1	57.5
	Farmers	23.3	80.8
	Unemployed	19.2	100
The average annual income of households	Less than ¥ 50,000	47.1	47.1
	¥ 50001- ¥ 100,000	27.1	74.2
	¥ 100,001- ¥ 150,000	14.7	88.9
	Over ¥ 150,000	11.1	100

Source: generated from SPSS.

In the second part of the questionnaire survey, students' career choices and their views on entrepreneurship were investigated. As shown in Figure 5, in terms of the plan after completing the undergraduate research degree, the top three are those who choose to work in the public sector (30%), continue the study of a master's degree (26.7%), and have not decided yet (22.4%).

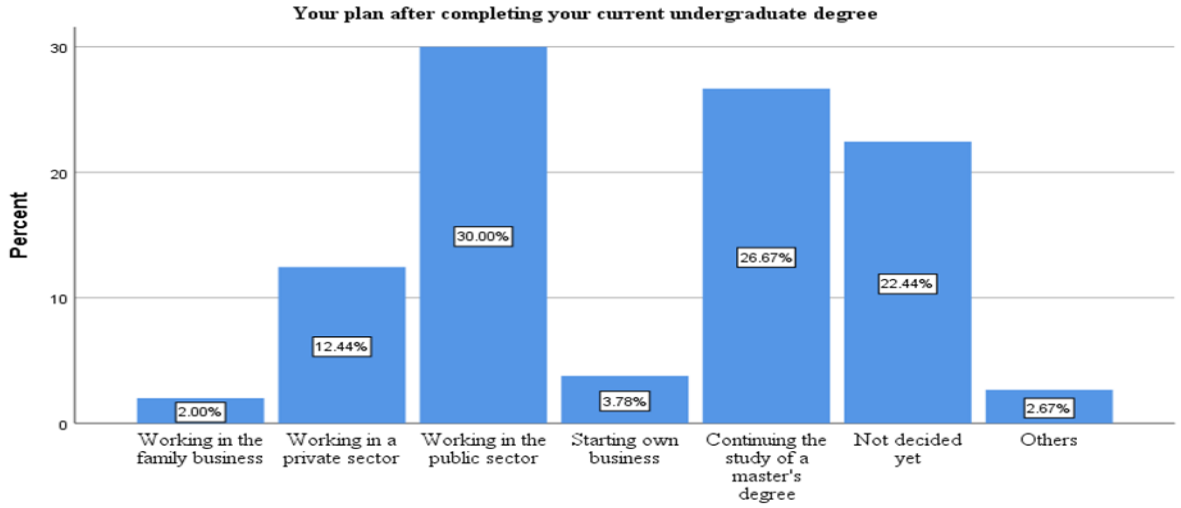


Figure 5: Plan bar chart
Source: generated from SPSS.

In terms of investigating the main reasons for entrepreneurship, the top three were financial success (36.2%), independence (27.6%), and self-achievement (19.6%). As shown in Figure 6 below.

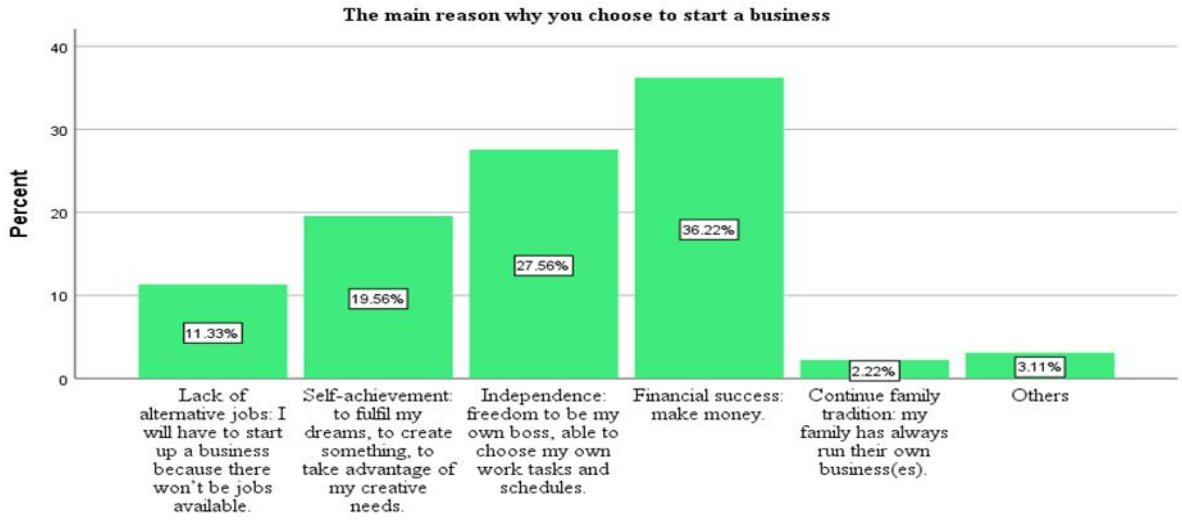


Figure 6: The main reason for the entrepreneurship bar chart
Source: generated from SPSS.

In the survey, it was found that only 8.2% of students had previous entrepreneurial experience. Regarding the impact of parents' careers on students' career choices, the proportion of choosing "no impact" was the highest at 20.7%.

In terms of investigating the entrepreneurial situation of family members or relatives, 44.9% of respondents said that someone started a business at home, and 55.1% of respondents said that no one started a business from home. In addition, in terms of investigating the impact of entrepreneurship on students in families, a neutral attitude accounted for the highest proportion, reaching 24.4%.

Besides, in the survey of university students' favourite entrepreneurial activities or social practices (multiple choice questions), the top three were company internships (60.4%), company visits (37.3%), and alumni associations (30.7%).

Furthermore, in terms of investigating the contribution of EE courses to knowledge and understanding (multiple choice questions), the top three options were that it improved the respondents' understanding of the attributes, values, and motivations of entrepreneurs (67.8%), enhanced their practical skills to start a business (60.9%), and enhanced their ability to identify opportunities (38.7%).

6.2.2.1 Normality Test

Normality is a fundamental assumption in conducting multivariate analysis (Field, 2013). It can be evaluated by obtaining skewness and kurtosis values (Kotulski and Sobczyk, 1981). Therefore, before starting a detailed analysis of the survey data, skewness and kurtosis tests were conducted to check to what extent the variables of interest conform to a normal distribution. In theory, if skewness and kurtosis are both equal to zero, then the data is perfectly distributed; However, this result is rarely observed in social studies (Pallant, 2013). The normality test rule of Kline (2011) indicates that the absolute values of skewness and kurtosis must not exceed 3 and 10, respectively. The results show that the data follows a normal distribution (see Table 31).

Table 31: Normality table for EI

	N	Mean	Std Deviation	Skewness	Kurtosis
Entrepreneurship Education (EE)	450	3.3894	.67215	-.768	2.393
Entrepreneurial Attitude (EA)	450	3.2956	.77983	-.393	1.124
Subjective Norm (SN)	450	3.4489	.72989	-.527	1.648
Perceived Behaviour Control (PBC)	450	2.7011	.83098	.123	.225
Cultural Values (CVs)	450	3.3411	.58618	-.679	3.321

Source: generated from SPSS.

6.2.3 Reliability and Validity of the Scale

The internal consistency of all items in the reliability testing scale, while effectiveness refers to the specific examination of whether each item has played a significant role in the scale (Burns and Burns, 2008). In this study, not only mature scales were used, but also some items were self-designed and adapted (see Table 19 to Table 27 in Chapter 5). Specifically, EAc1-5, SPr1-4, SF1-4, SS1-4, SP1-4, MF4, PAT1-4, GX1-4 were designed by the author based on literature, while UA1-4 was adapted from mature scales. Therefore, it is necessary to conduct reliability and validity tests of the scale. In this study, Cronbach's alpha was used to measure reliability, validity tests construct validity because although some scales used to measure the studied structure are sourced from literature, some of them were developed by the authors. Therefore, exploratory factor analysis (EFA) can be used to adjust the scale used for construct measurement, and it can also be used to reduce the number of items of a certain scale. It can be said that the reliability and validity testing of the scale is the foundation for the author's subsequent analysis and testing.

6.2.3.1 Item Total Reliability

Cronbach's alpha is an important statistical data used to measure reliability. If Cronbach’s alpha is above 0.7 the value is significant, while the values below 0.7 indicate unsatisfactory internal consistency in the scale (Cronbach, 1951). Therefore, If the value of Cronbach’s alpha is greater than 0.7, it means that the question items are considered reliable. In this study, all scales included in the model calculated the value of Cronbach’s alpha, and all scales had values above

0.7. The value of Cronbach's alpha for all items is 0.976. It can be seen that the scale used has reliable internal consistency, therefore, the data is suitable for further analysis. As shown in Table 32.

Table 32: Reliability analysis results

Variable	Question number	Cronbach's alpha	Total number of items
Entrepreneurial Attitude	Q14a_EA1-EA5	0.917	5
Subjective Norm	Q14b_SN1-SN5	0.891	4
Perceived Behavioural Control	Q14c_PBC1-PBC5	0.941	5
Entrepreneurial Intention	Q14d_EI1-EI5	0.911	4
Classroom Teaching	Q15_CT1-CT4	0.892	4
Extracurricular Activities	Q15_EAc1-EAc5	0.937	5
Social Practice	Q15_SPr1-SPr4	0.941	4
Stakeholder Faculty	Q16_SF1-SF4	0.954	4
Stakeholder Students	Q16_SS1-SS4	0.951	4
Stakeholder Parents	Q16_SP1-SP4	0.956	4
Uncertainty Avoidance	Q17_UA1-UA4	0.874	4
Masculinity and Femininity	Q17_MF1-MF4	0.906	4
Paternalism	Q17_PAT1-PAT4	0.765	4
Guanxi	Q17_GX1-GX4	0.930	4
Item total reliability	Q14a_EA1-Q17_GX4	0.976	59

Source: generated from SPSS.

Subsequently, the reliability of each project was analysed and found that once the four items (Q14c_PBC5, Q15_CT3, Q17_PAT3, Q17_GX4) were deleted, the setting of each item in the questionnaire was more reasonable. This shows that the scale used in this study has strong internal consistency (See Appendix 5 for details).

6.2.3.2 Exploratory Factor Analysis

Factor analysis is a commonly used analytical program by researchers to identify, and reduce

the number of questionnaire items, and arrange them into factors corresponding to different structures under the dependent variables in the study (Reise et al., 2000). It can be reduced from the questionnaire to a smaller set to understand potential concepts and facilitate interpretation (Yong and Pearce, 2013). The item loading confirms which factors the item belongs to, thereby confirming the expectations before analysis. According to Ford et al.(1986), if an item has a factor loading of at least 0.4, the item is considered to have been successfully loaded under a factor. To evaluate the validity of the questionnaire scale, the author needs to check the validity of each item and scientifically verify the scale's dimensions. This not only helps to validate the dimensionality of mature scales used in research but also provides a reference for dimensionality partitioning of scales with unknown dimensions. Therefore, exploratory factor analysis (EFA) is of great significance for this study, as it includes both mature scales and scale items designed and adapted by the author.

Most importantly, by identifying the factor scores represented by the values of each variable involved in the study, that is, the factor scores of four to five items in each factor. These factor scores can be used for in-depth analysis in subsequent correlation analysis and regression analysis. In addition, the premise for conducting EFA is whether the raw data can pass KMO and Bartlett's sphericity tests (Seth, 2020). Field (2013) believes that a value of KMO greater than 0.5 and a significance level of Bartlett's spherical test less than 0.05 are sufficient for factor analysis. In this study, KMO and Bartlett's sphericity tests were shown on all 55 items in the questionnaire (as shown in Table 33 below). Among them, KMO=0.960, sig.=0.000 ($p<0.05$), indicating that the original data is very suitable for factor analysis (Aydoğdu et al., 2017).

Table 33: KMO and Bartlett's Test of all items

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.960
Bartlett's Test of Sphericity	Approx. Chi-Square	26711.068
	df	1485
	Sig.	.000

Source: generated from SPSS.

After passing KMO and Bartlett's sphericity test, the author immediately explored and verified the consistency of the scale dimension by extracting principal components from variables. In sections 5.2.1 to 5.2.7 of Appendix 5, the principal components of each variable were extracted and the rotation factors were analysed to obtain the division of single or multi-dimensional variables. The method of extracting principal components can be compared with variables previously divided by the author through literature or multi-dimensional variables to determine whether the division of variables or dimensions is consistent (Field, 2013).

1) Entrepreneurial Attitude Scale

As shown in Appendix 5.2.1, one component can be extracted from the five questions of entrepreneurial attitude, and the factor loadings of each item are greater than 0.8, indicating that the entrepreneurial attitude scale has a stable one-dimensional structure and can only extract one variable, namely entrepreneurial attitude.

2) Subjective Norm Scale

As shown in Appendix 5.2.2, one component can be extracted from the four questions of the subjective norm, and the factor loadings of each item are greater than 0.8, indicating that the subjective norm scale has a stable one-dimensional structure and can only extract one variable, namely the subjective norm.

3) Perceived Behavioural Control Scale

As shown in Appendix 5.2.3, a component can be extracted from the four questions of perceived behavioural control, and the factor loadings of each item are greater than 0.8, demonstrating perceived behavioural control scale has a stable single-dimensional structure. It can only extract one variable, namely perceived behavioural control.

4) Entrepreneurial Intention Scale

As shown in Appendix 5.2.4, a component can be extracted from the four questions of entrepreneurial intention, and the factor loadings of each item are greater than 0.8, demonstrating entrepreneurial intention scale has a stable single-dimensional structure. It can only extract one variable, namely entrepreneurial intention.

5) Entrepreneurship Education Scale

As shown in Appendix 5.2.5, rotated component matrix analysis is performed on the entrepreneurship education scale. Q15_ CT1-CT2-CT4 is a type of component after rotation, Q15_ EAc2-EAc5 is a type of component after rotation, and Q15_ SPr1-SPr4 is a type of component after rotation. Q15_ CT3 and Q15_ EAc1 did not pass the validity test, and the factor loading on both dimensions was higher than 0.5, which is considered an invalid item and therefore deleted. The remaining items have a factor loading higher than 0.5 on a single dimension, which is considered a valid item and has passed the reliability test. Therefore, they are retained.

6) Stakeholders Scale

As shown in Appendix 5.2.6, rotated component matrix analysis is performed on the stakeholders' scale. Q16_SF1-SF4 is a type of component after rotation, Q16_SS1-SS4 is a type of component after rotation, and Q16_SP1-SP4 is a type of component after rotation. The division results of the three components are the same as the previous dimension division of stakeholders, which also verifies the author's previous dimension division.

7) Cultural Values Scale

As shown in Appendix 5.2.7, rotated component matrix analysis is performed on the cultural values scale. Q17_UA1-UA4 is a type of component after rotation, Q17_MF1-MF4 is a type of component after rotation, Q17_PAT1-PAT4 is a type of component after rotation, Q17_GX1-GX3 is a type of component after rotation. The four component division results are the same as the previous dimensional division of the cultural values scale, and the factor loadings of each item are greater than 0.6, demonstrating the component division is very reasonable. Q17_ PAT3 and Q17_ GX4 didn't pass the validity test, and the factor loading on both dimensions was lower than 0.5, which is considered an invalid item and therefore deleted. The remaining items have a factor loading higher than 0.5 on a single dimension, which is considered a valid item and has passed the reliability test. Therefore, they are retained.

Through the above analysis, it can be seen that in the reliability analysis, Cronbach's alpha

coefficients of the scale items used in this study are all greater than 0.7, indicating that the scale has good internal consistency. In the validity analysis, the author uses KMO and Bartlett's spherical test (KMO>0.6 and p<0.05) to prioritise whether the data is suitable for factor analysis, and then infer the validity of the scale (Reise et al., 2000; Field, 2013; Aydoğdu et al., 2017). Subsequently, the author conducted principal component extraction and rotated component matrix analysis on the variables in the scale through factor analysis, thus obtaining the dimensional division of the variables (Field, 2013; Yong and Pearce, 2013). From above, the items in the scale used in this study not only have high overall validity but also have good internal consistency.

6.2.4 Correlation Analysis

To test the impact of EE on EI in this study, it is necessary to evaluate whether there is a linear correlation between the research variables included in the conceptual model to conduct further research. Pearson's test is considered the most suitable method for testing the correlation between variables. Specifically, it is used to measure whether there is a linear relationship between two variables and the degree of linear relationship. The Pearson correlation coefficient is between -1 and 1. If the Pearson correlation coefficient is a positive number and sig.< 0.05 (p<0.05) indicates a positive correlation between variables. If the value is negative and sig.< 0.05 (p<0.05) indicates a negative correlation between variables, and a value of 0 indicates no relationship between the two variables (Field, 2018).

Table 34 summarises the results of Pearson's test between variables in the conceptual model. It can be observed that there is a significant positive correlation between all variables (r > 0 and p<0.001). This indicates that there is a linear relationship between the relevant variables in the conceptual model, which also lay an important foundation for further verifying hypotheses in regression analysis.

Table 34: The results of Pearson correlation analysis

		Stakeholders	EE	EA	SN	PBC	CVs	EI
Stakeholders	Pearson Correlation	1						
EE	Pearson Correlation	.829**	1					
EA	Pearson Correlation	.513**	.569**	1				
SN	Pearson Correlation	.595**	.635**	.611**	1			
PBC	Pearson Correlation	.215**	.373**	.469**	.390**	1		
CVs	Pearson Correlation	.733**	.656**	.479**	.547**	.321**	1	
EI	Pearson Correlation	.332**	.490**	.674**	.436**	.707**	.366**	1

**. Correlation is significant at the 0.01 level (2-tailed).
Source: generated from SPSS.

From Pearson's test above, it can be seen that there is a linear relationship between all variables in the conceptual framework, which provides a basis and prerequisite for multiple regression analysis to verify hypotheses.

6.2.5 Regression Analysis

Regression analysis is a statistical technique used to estimate the relationship between variables with causal relationships (Uyanık and Güler, 2013). A regression model with one dependent variable and multiple independent variables is called multiple regression analysis (Cohen et al., 2013). It aims to determine the correlation between two or more variables with causal relationships and use these relationships to predict themes (Preacher et al., 2006). Field (2018) pointed out that multiple linear regression analysis is used to predict result values based on several predictive factors.

In this study, the author believes that although correlation analysis indicates a significant correlation between the research variables based on the theoretical framework used in the study, it is necessary to further evaluate this relationship and determine the impact of the research

variables on each other. The significant impact will determine the exact reasons for the change in EI as the dependent variable, as well as the change in the independent variable, and help evaluate whether the significant impact aligns with the suggested research framework (Cohen et al., 2013). Regression analysis can be used to determine significant impacts and identify research variables that lead to changes in EIs among Chinese university students. For research data, multiple regression analysis is used to test the association between multiple independent variables in the model and the formation of EI among university students.

The ordinary least squares (OLS) method is used to study the estimators of linear probability models (Field, 2018). Generally speaking, if exploring the relationship between variables, it is necessary to establish a linear regression model (Uyanık and Güler, 2013). For multiple independent variables, when establishing a multiple linear regression model, refer to the following formula: $Y_i = \beta_0 + \beta_1 X_1 + \ldots \beta_{p-1} X_{i,p-1} + \varepsilon_i$.

Among them, ε_i is the interference term (a factor that may have an impact on the dependent variable Y and cannot be observed), which is the residual. Using the ordinary least squares (OLS) method, the coefficient estimators of each independent variable, namely the parameters in this multiple linear regression model, can be obtained to explore the relationship between the independent and dependent variables (Preacher et al., 2006). Table 35 shows the results of multiple linear regression analysis for multiple independent variables (EE, EA, SN, PBC, CVs) and one dependent variable (EI) involved in this study.

Table 35: Multiple linear regression analysis of all variables

Model	Unstandardised coefficients		Standardised Coefficients	t-value	Sig.	R^2	Adjusted R^2	F	p-value
	B	Standard error	Beta						
(Constant)	-.054	.146		-.372	.710	.661	.657	172.966	< .001
EE	.184	.053	.147	3.507	.000				
EA	.472	.041	.436	11.399	.000				
SN	-.105	.046	-.091	-2.286	.023				
PBC	.507	.032	.499	15.684	.000				
CVs	-.071	.054	-.049	-1.307	.192				

a. Dependent Variable: EI.

By analysing Table 35 above, it can be seen that the R^2 of the model is equal to 0.661 (adjusted R^2=0.657), indicating that the above multiple independent variables can explain about 65.7% of the variance of EI. According to McCormick and Salcedo (2020), if the model measures human behaviour, then 25% of the R^2 value is considered high. In this study, the multiple linear regression equation included five independent variables (EE, EA, SN, PBC, CVs) to explain the practical problem of university students' EI. Therefore, the R^2 of the model increased. It also reflects that these independent variables have a good explanatory effect on the dependent variable. Secondly, the larger the data sample, the larger the value of R^2 (Field, 2013). Therefore, the model in this study has relatively high explanatory power.

Moreover, due to the statistically significant linear relationship between the above independent variables and EI, in the analysis of variance, F=172.966, sig.=0.000 ($p< .001$). It can be seen that these multiple independent variables have significant significance in predicting the dependent variable of EI. Upon careful observation of the data, it can be seen that among the five independent variables, four predictive factors (EE, EA, SN, PBC) have a significant impact on the dependent variable of EI, while the independent variable of cultural values (CVs), sig.= 0.192 ($p>0.05$) means that CVs, as a predictive factor, have no significant impact on EI. Therefore, except for CVs, the other four independent variables are all related to the model. Therefore, the prediction equation for EI is expressed as:

EI=-0.054 + 0.184*EE + 0.472*EA -0.105*SN + 0.507*PBC + εi.

Considering the hypothesis that involves the relationship between the dimensions of variables and the dependent variable, the dimensions of each variable and the dependent variable were added together to the equation for regression analysis to obtain the results of the causal relationship between the dimensions and the dependent variable.

Table 36: Multiple linear regression analysis of all variables and dimensions

Model	Unstandardised coefficients		Standardised Coefficients	t-value	Sig.	R^2	Adjusted R^2	F	p-value
	B	Standard error	Beta						
(Constant)	.015	.149		.099	.921	.675	.667	91.129	< .001
CT	.203	.049	.185	4.167	.000				
EAc	-.065	.063	-.056	-1.019	.309				
SPr	.127	.063	.108	2.015	.044				
EA	.447	.042	.413	10.734	.000				
SN	-.087	.046	-.075	-1.883	.040				
PBC	.463	.037	.456	12.546	.000				
UA	-.163	.054	-.134	-3.013	.003				
MF	.021	.032	.021	.639	.523				
PAT	-.006	.041	-.005	-.142	.887				
GX	.032	.045	.028	.708	.479				

a. Dependent Variable: EI.

By analysing Table 36 above, it can be seen that the R^2 of the model is equal to 0.675 (adjusted R^2=0.667), indicating that the multiple independent variables and their dimensions can explain about 66.7% of the EI variance.

In addition, due to the statistically significant linear relationship between the above independent variables and EI, in the analysis of variance, F=91.129, sig=0.000 (p<0.001). It can be seen that these multiple independent variables and dimensions have significant significance in predicting the dependent variable of EI. Careful observation of the data shows that six predictive factors (CT, SPr, EA, SN, PBC, UA) have a significant impact on the dependent variable of EI, while EAc, MF, PAT, GX (p>0.05), these four dimensions have no significant impact on EI. Therefore, the prediction equation for EI is expressed as:

$$EI=0.015 + 0.203*CT + 0.127*SPr + 0.447*EA-0.087*SN + 0.463*PBC-0.163*UA + \varepsilon_i.$$

Observing the above prediction equation, it can be seen that the author has added ε_i in the equation, ε_i indicates that all other variables not included in the model are considered, but the content explaining the dependent variable has been added. This is in line with the ontological position of this study.

6.2.5.1 Testing for Multicollinearity

To examine multicollinearity between predictor variables, the correlation matrix should be checked and tolerance and variance inflation factor (VIF) should be applied to evaluate multicollinearity issues. Pallant (2013) defined Tolerance as " how much variability the specified independent variable is not explained by other independent variables in the model ', and defined the Variance Inflation Factor (VIF) as "only the reciprocal of the Tolerance value". According to Kline (2011), multicollinearity may cause problems if the VIF value is greater than 10 and the tolerance value is less than 0.1. The results of this study showed that the variance inflation factor (VIF) values were all less than 10, and the tolerance values were all greater than 0.1. Therefore, there is no issue of multicollinearity between variables, and the variables in the study can become good predictive variables for the model (as shown in Table 37 below).

Table 37: Multicollinearity test for each variable

Factors	Collinearity Statistics	
	Tolerance	VIF
EA	.523	1.912
SN	.486	2.058
PBC	.755	1.324
EE	.436	2.291
CVs	.536	1.867

a. Dependent Variable: EI
Source: generated from SPSS.

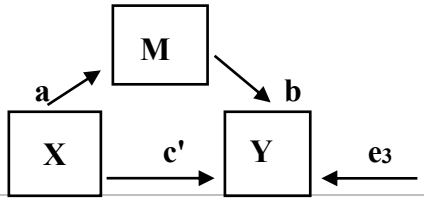
6.2.5.2 Testing the Mediating Effects

To verify the mediating effect, this study adopted the traditional approach of sequentially testing regression coefficients (Pardo and Román, 2013; Wen and Ye, 2014; Kenny and Judd, 2014; Memon et al., 2018).

The specific method is as follows: Model 1 doesn’t introduce mediating variables and directly tests the influence of independent variables on dependent variables. Model 2 tests the influence

of independent variables on mediating variables. Model 3 adds mediating variables to Model 2, which tests the influence of independent variables and mediating variables on the dependent variable (See Table 38 below). If the significance of the independent variable decreases, the mediating variable will play a partial mediating role. If significance does not exist, the mediating variable plays a completely mediating role in the model. If both direct and mediating effects exist, that is, a portion of X directly affects Y (coefficient c' is significant), and another portion affects Y through the mediating variable M (coefficient ab is also significant). This is known as a partial mediating effect. However, if X cannot directly affect Y, it must be conducted through M, where the coefficient c' is 0 and c=ab. This is called the complete mediating effect. This study will test the mediating effects of EA, SN, and PBC in sections 6.2.6.4, 6.2.6.5, and 6.2.6.6.

Table 38: Step model for mediating variable testing

Model 1:		**$Y=cX+e_1$**
Model 2:		**$M=aX+e_2$**
Model 3:		**$Y=c'X+bM+e_3$**

(X is the independent variable, Y is the dependent variable, M is the mediating variable, and c, c ', a, and b are the coefficients of the regression test).

6.2.6 Hypothesis Testing

6.2.6.1 Hypothesis Testing of the Impact of Entrepreneurship Education on Entrepreneurial Intention

To verify the impact of EE on EI, the three dimensions of EE were tested for their impact on EI, as shown in the multiple regression analysis in Table 36. The t-value of the CT dimension was 4.167, $p<0.001$, indicating that classroom teaching (CT) significantly affects EI. The t-value of the EAc dimension is -1.019, with $p>0.001$, indicating that extracurricular activities

have no significant impact on EI. The t-value of the SPr dimension is 2.015, with $p<0.001$, indicating that social practice significantly affects EI. The above results indicate that classroom teaching and social practice have a significant impact on EI, while extracurricular activities have no significant impact on EI. As can be seen from the above, EE has a significant impact on EI. Thus, H1, H1a, and H1c are supported, while H1b is rejected.

6.2.6.2 Hypotheses Testing of the Impact of Stakeholders on Entrepreneurship Education

To verify the impact of stakeholders on EE, the impact of three dimensions of stakeholders on EE was tested. As shown in Appendix 6.2, the t-value of the SF dimension is 9.291, with $p<0.001$, indicating a significant impact of faculty on EE. The t-value of the SS dimension is 3.766, p<001, indicating that students have a significant impact on EE. The t-value of the SP dimension is 5.039, with $p<0.001$, indicating that parents have a significant impact on EE. The above results indicate that faculty, students, and parents all have a significant impact on EE. As can be seen from the above, stakeholders have a significant impact on EE. Thus, H11, H11a, H11b, and H11c are supported.

6.2.6.3 Hypotheses Testing of the Impact of Cultural Values on Entrepreneurial Intention

To verify the impact of CVs on EI, the four dimensions of CVs were tested for their impact on EI. As shown in the multiple linear regression analysis in Table 36**,** the t-value of the UA dimension is -3.013, $p<0.05$, indicating that uncertainty avoidance significantly affects EI. The t-value of the MF dimension is 0.039, with $p>0.001$, indicating that MF has no significant impact on EI. The t-value of the PAT dimension is -0.142, with $p>0.001$, indicating that PAT has no significant impact on EI. The t-value of the GX dimension is 0.708, with $p>0.001$, indicating that GX has no significant impact on EI. The above results indicate that uncertainty avoidance has a significant impact on EI, while Masculinity and Femininity， Paternalism and Guanxi have no significant impact on EI. As can be seen from the above, cultural values have a significant impact on EI. Therefore, H12 and H12a are supported, while H12b, H12c, and H12d are rejected.

6.2.6.4 The Mediating Effect of Entrepreneurial Attitude

According to the method of sequentially testing the regression coefficients mentioned in section 6.2.5.2, it can be seen from Appendix 6.3 that EE has a significant impact on EI, that is, EE has a direct effect on EI. Standardised Coefficients Beta=0.490, sig.= 0.000. Therefore, according to Model 1, Y=0.49*X + e_1. In Model 2, through regression analysis of EE on EA, it was found that EE has a significant impact on EA (see Appendix 6.4 for details). Standardised Coefficients Beta=0.569, sig.=0.000. Therefore, according to Model 2, M=0.569 * X+e_2. In Model 3, the mediator variable was added to the model and EE and EA were regressed to EI (see Appendix 6.5 for details). According to the analysis results, EE and EA have a significant impact on EI. Therefore, according to Model 3, Y=0.158 * X+0.584 * M+e_3.

From above, EE has a direct effect on EI (coefficient C is significant). When regressing EI, EE and EA found that some of EE directly has a significant impact on EE (coefficient c' is significant), while the other part has an impact on EI through EA (coefficients a and b are also significant). Therefore, EA plays a partial mediating effect, as both direct and mediating effects exist. The above research results indicate that H2, H3, and H4 are supported.

6.2.6.5 The Mediating Effect of Subjective Norm

According to Appendix 6.3, it can be seen that EE has a significant impact on EI, that is, EE has a direct effect on EI. According to R^2=0.241 and sig.= 0.000 ($p<0.05$). Standardised Coefficients Beta=0.490, sig.= 0.000. Therefore, according to Model 1, Y=0.490 * X+e_1. In Model 2, through regression analysis of EE on SN, it was found that EE has a significant impact on SN (see Appendix 6.6 for details). R^2=0.403 and sig.= 0.000 ($p<0.05$). Standardised Coefficients Beta=0.635, sig.= 0.000. Therefore, Model 2 shows that M=0.635 * X+e_2. In Model 3, the mediator variable was added to the model and EE and SN were regressed to EI (See Appendix 6.7 for details). According to the analysis results, EE and SN have a significant impact on EI. Therefore, according to Model 3, Y=0.358 * X+0.209 * M+e_3.

From above, EE has a direct effect on EI (coefficient C is significant). When regressing EI, EE and SN found that some of EE directly has a significant impact on EE (coefficient c 'is significant), while the other part has an impact on EI through SN (coefficients a and b are also significant). Therefore, SN plays a partial mediating effect, as both direct and mediating effects exist. The above research results indicate that H5, H6, and H7 are supported.

6.2.6.6 The Mediating Effect of Perceived Behavioural Control

According to previous analysis, EE has a significant impact on EI, meaning that EE has a direct effect on EI. According to R^2=0.241 and sig.= 0.000 (p<0.05). Standardised Coefficients Beta=0.490, sig.=.000. Therefore, according to Model 1, Y=0.490 * X+e_1. In Model 2, through regression analysis of EE on PBC, it was found that EE has a significant impact on PBC (See Appendix 6.8 for details). R^2=0.139 and sig= 0.000 (p<0.05). Standardised Coefficients Beta=0.373 and sig.= 0.000. Therefore, according to Model 2, M=0.373 * X+e_2. In Model 3, the mediating variable was added to the model and regressed EE and PBC to EI (See Appendix 6.9 for details). According to the analysis results, EE and PBC have a significant impact on EI. Therefore, according to Model 3, Y=0.264 * X+0.609 * M+e_3.

From above, EE has a direct effect on EI (coefficient C is significant). When regressing EI, EE and PBC found that some of EE directly has a significant impact on EE (coefficient c ' is significant), while the other part has an impact on EI through PBC (coefficients a and b are also significant). Therefore, PBC plays a partial mediating effect, as both direct and mediating effects exist. The above research results indicate that H8, H9, and H10 are supported.

6.2.6.7 Summary of Hypothesis Testing Results

The results of hypotheses testing are summarised in Table 39 and explained in this section

Table 39: Summary of hypothesis testing results

Antecedent factors	**Hypothesis**	**Testing Result**
EE→EI		
EE has a significant positive impact on the EI.	H1	Supported
CT has a significant positive impact on EI.	H1a	Supported
EAc has a significant positive impact on EI.	H1b	Rejected

SPr has a significant positive impact on EI.	H1c	Supported
Mediating variable testing (EE→EA/SN/PBC→EI)		
EE has a significant positive impact on EA.	H2	Supported
EA positively influences EI.	H3	Supported
EA plays a mediating role between EE and EI.	H4	Supported
EE has a significant positive impact on SN.	H5	Supported
SN positively influences EI.	H6	Supported
SN plays a mediating role between EE and EI.	H7	Supported
EE has a significant positive impact on PBC.	H8	Supported
PBC positively influences EI.	H9	Supported
PBC plays a mediating role between EE and EI.	H10	Supported
Stakeholders →EE		
Stakeholders have a significant impact on EE.	H11	Supported
SF have a significant positive impact on EE.	H11a	Supported
SS have a significant positive impact on EE.	H11b	Supported
SP have a significant positive impact on EE.	H11c	Supported
CVs →EI		
CVs have a significant impact on EI.	H12	Supported
UA has a significant impact on EI.	H12a	Supported
MF have a significant impact on EI.	H12b	Rejected
PAT has a significant impact on EI.	H12c	Rejected
GX has a significant impact on EI.	H12d	Rejected

Source: the author.

The impact of EE on EI is explored from three dimensions: classroom teaching (CT), extracurricular activities (EAc), and social practice (SPr). The survey findings show that CT and SPr have a significant impact on EI, while EAc has no significant impact on EI. That is to say, H1, H1a, H1c are supported, and H1b is rejected. In the interview, the final-year students once again confirmed that their participation and attention to EAc are generally low, and their focus is on employment and job seeking. Therefore, this also reminds universities that it is worth considering how to better organise EAc that satisfies students and is highly accepted. Concerning testing the mediating role of entrepreneurial attitude (EA), subjective norm (SN), and perceived behavioural control (PBC) in EE and EI, the survey findings show that H2, H3, H4, H5, H6, H7, H8, H9, H10 are all supported.

Concerning exploring the impact of stakeholders on EE, the impact of stakeholders on EE was tested in terms of three stakeholder groups: faculty, students, and parents. The survey findings show that H11, H11a, H11b, and H11c are all supported.

Concerning exploring the impact of CVs on EI, the impact of CVs and its four dimensions were tested on EI. The survey findings show that H12b, H12c, and H12d are rejected, while H12, H12a are supported. In the following Chapter 7 discussion, previous research findings will be combined to discuss and analyse these research findings.

6.3 Qualitative Analysis Results

Interview results are presented in three parts. The first section briefly introduces the interviewees, the second section introduces the main themes and ideas, and the third section summarises this chapter.

To corroborate the results obtained from quantitative data analysis and expand and extend some of the questions not yet investigated in the questionnaire, the author conducted a series of focus groups and interviews to gain a deeper understanding of the impact of EE on EIs of final-year students in China. The author added the research results of qualitative data to the results of quantitative data analysis, thereby gaining a more comprehensive understanding of the research questions. Specifically, focus groups and interviews were used to collect qualitative data to better understand:

- Subjective description of the impact of different family backgrounds on students' EIs.
- Subjective description of students from different family backgrounds' opinions on EE in universities.
- The opinions of students from different family backgrounds on career choices.
- Subjective description of the development and implementation of EE in the university from the perspective of EE lecturers.
- Subjective description of students' EIs expressed from the perspective of EE lecturers.
- Subjective description of opinions on improving EE from the perspective of EE lecturers.

• Subjective description of parents' expectations for their children's career choices.

• Subjective description of the role played by parents in their children's career choices.

• Parents express their opinions on their children's entrepreneurship based on their own life experiences.

6.3.1 Participant Demographics

The respondents in the qualitative study included three groups of student focus groups (each consisting of six people), one group of faculty focus groups (consisting of six people), and six parents who participated in one-on-one semi-structured interviews (See Section 5.4.2 of Chapter 5 for details). The characteristics of the respondents are summarised in Table 40.

Table 40: Sample groups and participants' key characteristics

Group 1: Students come from the entrepreneur's family and have entrepreneurial experience or intention				
Respondent ID	Gender	Entrepreneurial family (Y/N)	Entrepreneurship experience (Y/N)	Entrepreneurial intention （Y/N）
G1_1	M	Y	N	Y
G1_2	F	Y	N	Y
G1_3	F	Y	N	Y
G1_4	F	Y	N	Y
G1_5	M	Y	Y	Y
G1_6	F	Y	N	Y
Group 2: Students come from entrepreneurs' families and have no intention of starting a business				
Respondent ID	Gender	Entrepreneurial family (Y/N)	Entrepreneurship experience (Y/N)	Entrepreneurial intention （Y/N）
G2_1	M	Y	N	N
G2_2	M	Y	N	N
G2_3	F	Y	N	N
G2_4	F	Y	N	N
G2_5	F	Y	N	N
G2_6	F	Y	N	N
Group 3: Students who are not from the entrepreneur's family but have entrepreneurial experience or intention				
Respondent ID	Gender	Entrepreneurial family (Y/N)	Entrepreneurship experience (Y/N)	Entrepreneurial intention （Y/N）
G3_1	M	N	Y	Y
G3_2	M	N	Y	Y
G3_3	F	N	Y	Y

G3_4	M	N	N	Y
G3_5	M	N	N	Y
G3_6	M	N	Y	Y
Group 4: Faculty Group				
Respondent ID	Gender	Working years	Entrepreneurship experience (Y/N)	
G4_1	M	20	N	
G4_2	M	18	N	
G4_3	M	22	N	
G4_4	M	19	Y	
G4_5	F	16	Y	
G4_6	F	18	Y	
Group 5: Parent Respondents				
Respondent ID	Gender	Occupation	Educational level	Entrepreneurship experience (Y/N)
G5_1	F	Entrepreneurs	High school	Y
G5_2	M	Entrepreneurs	Junior college	Y
G5_3	F	Entrepreneurs	High school	Y
G5_4	F	Civil servant	Undergraduate degree	N
G5_5	M	Farmer	Junior high school	N
G5_6	F	Teacher	Undergraduate degree	N

Source: the author.

From above, there are a total of 30 respondents (including 15 males and 15 females) in the focus groups and semi-structured interviews. Afterwards, the interview records are transcribed into textual information and encoded.

6.3.2 Interview Findings

NVivo 11 Plus software is a coding based qualitative tool used to process interview data. Before conducting research, personal tendencies and past ideas need to be set aside. It is not about establishing theoretical hypotheses in advance, but rather summarising concepts and propositions from existing data, constructing theories, and abstracting and summarising theories based on empirical facts (Chen, 2000). Based on this, the author imported the final transcription text of student focus groups, faculty focus groups, and one-on-one interviews with parents into NVivo11 plus software. The results showed that a total of 386 codes were generated from student focus groups, faculty focus groups, and parent interviews, with 7 themes and

several categories appearing. According to the interview outline, the first theme is' Impact of Entrepreneurial Family Background'. It contains two sub-themes: positive impact and negative impact. The second theme is 'Students' perspective on Entrepreneurship intention'. It includes four sub-themes: main reasons for entrepreneurship, obstacles to entrepreneurship, enlightenment from entrepreneurial experience and entrepreneurship field. The third theme is 'Students' Opinions on Entrepreneurship Education'. It includes three sub-themes: gains from course learning, improvement suggestions and favourite entrepreneurial activities or practices. The fourth theme highlights 'Students' Opinions on Career Choice', the fifth theme is 'Teachers' Views on Entrepreneurship Education', the sixth theme is 'Teachers' Opinions on Students' Entrepreneurial Intentions', and the seventh theme is 'Parents' Expectations for Their Children's Career Choice'. The following sections will summarise the research results of each theme.

6.3.2.1 Theme 1 – Impact of Entrepreneurial Family Background

Based on students' different thoughts on entrepreneurship, it can be seen that although they also come from families with entrepreneurial backgrounds, students have different reactions to entrepreneurship. Through discussion, the different impacts of student entrepreneurial background on their entrepreneurship have been revealed. This theme has generated two categories, positive and negative impacts, with a total of 37 codes, as shown in Table 41.

Table 41: Relevant nodes of the theme of "Impact of Entrepreneurship Family Background"

Sub-theme	**Files**	**References**
Positive impact	**2**	**21**
A career choice	2	7
Examination of the comprehensive abilities of entrepreneurs	2	4
Cultivate excellent quality	1	4
Improve interpersonal skills	1	1
Partial understanding of business management knowledge	1	5
Sub-theme	**Files**	**References**
Negative impact	**1**	**16**
Not a stable job	1	3
Uninterested	1	4
Unwilling to engage in such difficult work	1	9

Source: edited through NVivo 11 plus encoding.

By comparing student groups 1 and 2 for focus group analysis, it was found that students from the same entrepreneurial family background had completely different ideas about entrepreneurship. Student group 1 who wanted to actively start their own business, mentioned the most about the positive impact of entrepreneurship felt by family members, which was divided into four sub-themes: a career choice, examination of the comprehensive abilities of entrepreneurs, cultivating excellent quality, and improved interpersonal skills. For students in Student Group 2, growing up in entrepreneurial backgrounds and families, they were more likely to experience the negative impact of entrepreneurship, which can be divided into three sub-themes: not having a stable job, being uninterested, and being unwilling to engage in such difficult work. It can be seen that if the entrepreneurial family background has a positive impact on student entrepreneurship, it can help improve their EI. On the contrary, if it is negative, it can also lead to students refusing to start a business.

6.3.2.2 Theme 2 – Students' Perspective on Entrepreneurial Intention

The second theme is students' perspective on EI. When discussing a series of issues related to EI, the author summarised the views of three groups of students on EI and compared some of the issues between different groups. This theme generated a total of 131 codes, revealing four sub-themes: "Main reasons for entrepreneurial intention", "Obstacles to entrepreneurial intention", "Enlightenment from entrepreneurial experience", and "Entrepreneurship field", as shown in Table 42.

Table 42: Relevant nodes of the theme of "Students' Perspective on EI"

Sub-theme	Files	References
Main reasons for entrepreneurial intention	**2**	**17**
Difficulty in employment	1	2
Pursuing freedom in life	1	2
Pursuing Wealth freedom	2	7
Realising life ideals	2	6
Sub-theme	**Files**	**References**
Obstacles to Entrepreneurial Intention	**3**	**93**
High risk	1	3
Inner resistance	2	5
Insufficient market research	2	9
Lack of entrepreneurial experience	2	13

Lack of professional knowledge	2	12
Lack of social relations	2	20
Not familiar with business processes	2	3
Shortage of funds	2	17
Select suitable team members	2	5
Sub-theme	**Files**	**References**
Enlightenment from entrepreneurial experience	**2**	**10**
Identifying entrepreneurial opportunities	1	3
Personal interests	1	3
A rigorous entrepreneurial process	2	4
Sub-theme	**Files**	**References**
Entrepreneurship field	**2**	**11**
Unmanned Supermarket	1	1
Low-cost entrepreneurship	1	1
Entrepreneurship in the self-media industry	1	1
E-commerce Entrepreneurship	2	6
Driving training	1	1
” Interest + major + entrepreneurship “	1	1

Source: edited through NVivo 11 plus encoding.

Through discussions on EI-related issues, it was found that when discussing the main reasons for EI, three groups of students showed the results were consistent with the results of quantitative research. Concerning discussing obstacles to EI, student groups 1 and 3, who are interested in entrepreneurship, mentioned the most about the conditions that should be beneficially met for successful entrepreneurship (e.g. Insufficient market research, lack of introductory experience, lack of professional knowledge, lack of social relationships, not familiar with business processes, shortage of funds, select suitable team members). The students in Student Group 2, who are not interested in entrepreneurship, mentioned the negative aspects of entrepreneurship. Concerning discussing EI barriers, which is also the reason why they do not want to engage in entrepreneurship (e.g. High risk and inner resistance). It can be seen that students with EI tend to think more about how to consider entrepreneurship comprehensively and enhance their abilities in various aspects when facing obstacles to entrepreneurship. Students without EI talked about obstacles to entrepreneurship, the most thought about are the risks, high intensity, and lack of interest in learning. Concerning

discussing the inspirations of entrepreneurial experiences, only students in student groups 1 and 3 had entrepreneurial experiences. Therefore, the author divides the enlightenment they mentioned into three categories. They are “Identifying entrepreneurial opportunities, personal interests, a rigorous entrepreneurial process”. Concerning discussing future entrepreneurial fields, students in groups 1 and 3 who had entrepreneurial experience still chose to continue working in related entrepreneurial fields after graduation. Student group 2, on the other hand, had never considered the future entrepreneurial field because they were not interested in entrepreneurship. It can be seen that past entrepreneurial experiences have a significant impact on students' EI.

6.3.2.3 Theme 3– Students’ Opinions on Entrepreneurship Education

The third theme is students' opinions on EE, which is related to the third theme of the interview guide. A total of 60 codes were generated for this theme, as shown in Table 43.

Table 43: Relevant nodes of the theme of "Students’ Opinions on EE"

Sub-theme	**Files**	**References**
Gains from course learning	**3**	**22**
High requirements for entrepreneurs	2	6
Practical experience	2	3
Theoretical knowledge	3	13
Sub-theme	**Files**	**References**
Improvement suggestions	**3**	**22**
Add business contract and solution courses	1	1
Increase cooperation between universities and enterprises	1	2
Integration of theory and practice	3	13
Play the role of alumni associations	1	1
Simulate entrepreneurial scenarios	1	1
Teacher Entrepreneurship Practice Experience Sharing	3	4
Sub-theme	**Files**	**References**
Favourite entrepreneurial activities or practices	**3**	**16**
College recruitment fair	1	1
Enterprise Internship	3	11
Entrepreneurship Competition	3	3
Entrepreneurship Symposium	1	1

Source: edited through NVivo 11 plus encoding.

Concerning discussing the gains from course learning, all three groups of students mentioned

that they had learned a lot of theoretical knowledge in classroom teaching. Meanwhile, through sharing examples with teachers, the students also learned about the excellent qualities that entrepreneurs possess and the importance of practical experience. This means that classroom teaching remains the main channel for students to access entrepreneurial knowledge. Under the influence of classroom teaching, students are also increasingly aware of the importance of entrepreneurial practice. Therefore, when discussing the improvement suggestions for the current EE, the combination of theoretical knowledge and practice was the most mentioned by the three groups of students. This viewpoint is also consistent with Bell and Bell's (2020) viewpoint.

Some students also proposed that, based on their practical experience, adding business plan courses and business contract courses, increasing cooperation between universities and enterprises, leveraging the role of alumni associations, simulating entrepreneurial scenarios, and sharing practical experience with teachers can improve the effectiveness of EE. Concerning discussing students' favourite entrepreneurial activities or practices, the most frequently mentioned entrepreneurial social practice is still corporate internships, which is consistent with the analysis results of the questionnaire survey. From three student focus groups, it can be seen that students have an urgent desire for entrepreneurial practical activities and have fully realised the importance of practical experience. Combining theoretical knowledge in the classroom with practical activities outside of class can better stimulate students' entrepreneurial enthusiasm and enhance their EI.

6.3.2.4 Theme 4– Students' Opinions on Career Choice

The fourth theme is students' opinions on career choices. This theme not only explores the factors that students consider when making career choices but also explores the related aspects of paternalism. A total of 70 codes were generated for this theme, as shown in Table 44.

Table 44: Relevant nodes of the theme of "Students' Opinions on Career Choice "

Sub-theme	Files	References
Factors to consider	**3**	**70**
Major studied	2	4
Market demand	2	3

One's personality	2	2
Opinions of peers and relatives	2	3
Own interests	3	27
Salary benefits	1	2
Work stability	1	2
Parental willingness	3	27
Category 1 Reasons for Parents' Entrepreneurship	2	5
Category 2 Parents' expectations for their children	3	4
Category 3 Respect children's thoughts and wishes	1	6

Source: edited through NVivo 11 plus encoding.

Concerning discussing students' considerations for career choices, many students discussed their interests and the wishes of their parents. Students nowadays have their own views on their future choices, which is to make judgments based on their actual situation. At this point, it once again confirms a question in the questionnaire survey, which surveyed students' attitudes towards parents' significant life choices for their children. The results show that paternalism has no significant impact on EI. In the discussion of the student focus groups, it can be seen that in the eyes of children, the wishes of parents still influence their life decisions. After listening to explanations from different students, these reasons were classified into three categories. The first category is caused by the entrepreneurial reasons of parents, the second category is caused by the expectations of parents towards their children, and the third category is where parents fully respect their children's ideas and wishes.

From these three categories, it can be seen that regardless of whether parents have engaged in entrepreneurship or not, they don’t expect their children to experience the hardships of entrepreneurship like themselves. Secondly, parents hope that their children can engage in jobs that they are interested in and love. Thirdly, most parents respect their children's thoughts and wishes. From the interview results above, it can be seen that the relationship between children and parents is no longer about parental orders and demands for children to follow their own opinions, but more about mutual respect between children and parents. Children are no longer completely obedient to their parents. On the contrary, once they make significant life decisions, they also consider their parents' wishes and thoughts, which makes the parent-child relationship more democratic and conducive to their development.

Furthermore, by analysing the texts of three student focus groups, the word cloud of the student groups was used to quickly present complex information and data and to visually summarise and evaluate the above data information (as shown in Figure 7). The definition of the word cloud is a visual representation of information, data, or knowledge that presents complex information quickly and intuitively (DePaolo and Wilkinson, 2014). Therefore, From the figure, it can be seen that the student respondents are more concerned about the students, entrepreneurship, business, experience, etc.

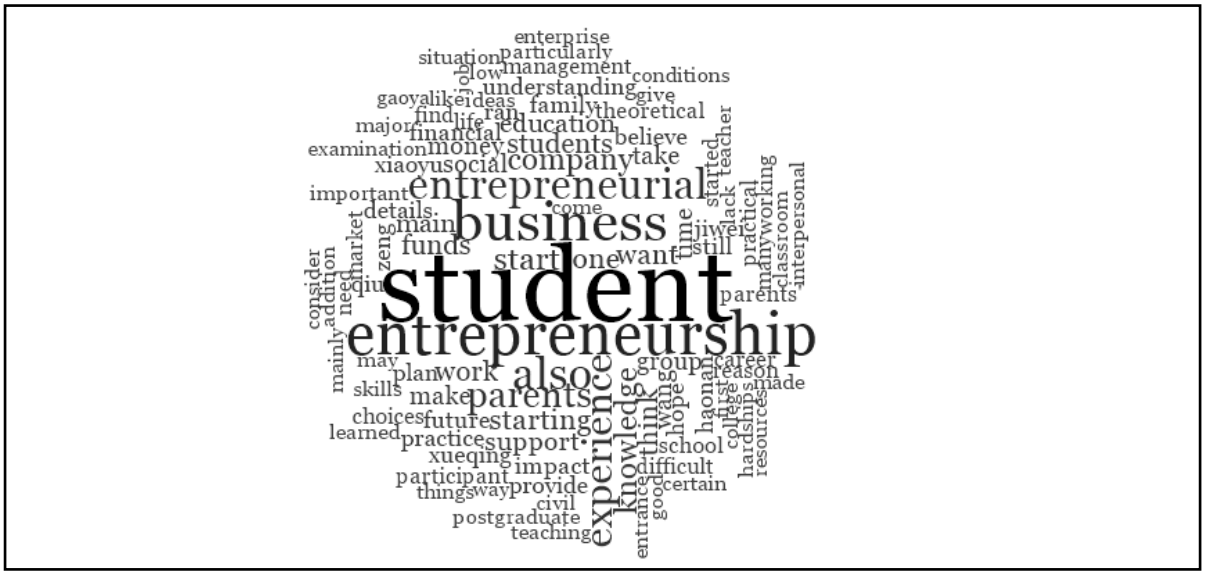


Figure 7: Word clouds from all sources in student focus groups
Source: generated from NVivo 11 plus.

6.3.2.5 Theme 5 – Teachers' Views on Entrepreneurship Education

The fifth and sixth themes are both from the faculty group. EE teachers, as participants in classroom teaching, have different opinions on the problems that arise and the suggestions for improvement in carrying out EE. Therefore, the fifth theme is the views of faculty on EE. This theme includes discussing the problems and improvement suggestions of EE from the perspective of teachers. This theme generates a total of 43 codes, as shown in Table 45.

Table 45: Relevant nodes of the theme of "Teachers' Views on EE"

Sub-theme	Files	References
Existing problems	**1**	**17**
Imbalance and inconsistency of entrepreneurial education resources	1	1
Incomplete curriculum evaluation system	1	1
Insufficient exertion of students' subject status	1	4
Insufficient integration of curriculum and teaching	1	4
The limitations of reality	1	4
The teaching quality and efficiency of teachers are not high	1	3
Sub-theme	**Files**	**References**
Improvement measures	1	26
Carry out online teaching	1	2
Combining entrepreneurship education with career planning	1	1
Constructing a multidisciplinary curriculum system for innovation and entrepreneurship	1	2
Creating an atmosphere of innovation and entrepreneurship	1	2
Expanding the practical platform for cultivating innovative talents	1	1
Strengthen cooperation between universities, government, and enterprises	1	1
Strengthen the construction of the teaching staff for entrepreneurship education	1	6
Optimise the course evaluation system	1	1
Reconstructing teaching content	1	2
Requirements for entrepreneurship education teachers	1	8
Category 1 Enhance service awareness	1	1
Category 2 Familiar with domestic and foreign policies and regulations	1	1
Category 3 Possess the ability to develop courses	1	1
Category 4 Requirements for Interdisciplinary Knowledge	1	2
Category 5 Rich knowledge of entrepreneurship and innovation	1	3

Source: edited through NVivo 11 plus encoding.

Concerning discussing the problems in EE, the faculty group discussed a series of problems that currently exist in the education and teaching process from their perspective. Six aspects were summarised through induction, including imbalance and inconsistency of EE resources, incomplete curriculum evaluation system, insufficient exertion of students' subject status, insufficient integration of curriculum and teaching, the limitations of reality and the teaching quality and efficiency of teachers are not high.

After mentioning the current problems, the faculty group immediately proposed corresponding improvement suggestions. Especially in terms of the requirements for EE teachers, in addition to strengthening the construction of the teaching staff, higher requirements have also been put forward for EE teachers. It can be seen that the faculty's views on EE are significantly different from those of the student group, but they are completely consistent in strengthening the combination of theory and practice. From the discussion of the faculty group, it can be seen that to carry out EE well at Jiujiang University, there are still many aspects that need to be strengthened and optimised. In addition, it can be seen that the faculty group discussed EE from the perspective of classroom teaching, which also indicates that classroom teaching at Jiujiang University is still the main channel for students to receive EE.

6.3.2.6 Theme 6 – Teachers' Opinions on Students' Entrepreneurial Intention

The sixth theme is teachers' opinions on students' EIs. This theme mainly includes discussions among the faculty on the influencing factors of students' EI, as well as teachers' opinions on improving students' EI from their perspective. This theme generates a total of 26 codes, as shown in Table 46.

Table 46: Relevant nodes of the theme of "Teachers' Opinions on Students' EI"

Sub-theme	Files	References
Influence factors	**1**	**20**
Entrepreneurial Education Factors	1	3
Family factors	1	3
National policy factors	1	3
Self-factors (personality traits)	1	6
Social environmental factors (employment situation, entrepreneurial environment)	1	5
Sub-theme	**Files**	**References**
Suggestions for improving entrepreneurial intentions	**1**	**6**
Fully understand the preferential policies for entrepreneurship	1	1
Improve entrepreneurship practice bases in universities	1	1
Improving Students' Entrepreneurship Quality	1	1
Parental support for entrepreneurship	1	1
Strengthening entrepreneurship education in all aspects of universities	1	2

Source: edited through NVivo 11 plus encoding.

In terms of factors affecting student entrepreneurship, the faculty group analysed the influencing factors of students' entrepreneurship. From the discussion of the faculty group, the influencing factors presented multiple aspects, including EE factors, family factors, national policy factors, self-factors (personality traits) and social environmental factors (employment situation, entrepreneurial environment).

Concerning discussing opinions on improving students' EI, students' EIs were influenced by multiple factors. Therefore, the faculty group discussed opinions and suggestions for improving students' EI from multiple dimensions. From the perspective of enhancing students' EI, the teacher group summarised five aspects, including fully understanding the preferential policies for entrepreneurship, improving entrepreneurship practice bases in universities, improving students' entrepreneurship quality, parental support for entrepreneurship and strengthening EE in all aspects in universities. It can be seen that the teacher group has put forward their views on the improvement of students' EIs, including specific requirements and measures for students themselves, parents, universities, and the country to enhance EIs. Compared to the more detailed views expressed by the student groups on enhancing their EIs, the teacher group mainly discusses opinions and suggestions on enhancing EIs from a macro perspective.

In addition, through text analysis of the faulty group, the word cloud of the faculty group is used to quickly present responsible text information and data (as shown in Figure 8). From the figure, the teacher respondents are more focused on entrepreneurship, teaching, innovation, education, and students. Compared with the word cloud of the student group (as shown in Figure 7), the faulty group's attention to student entrepreneurship is more comprehensive and multi-level. They not only pay attention to the entrepreneurial aspects that students are concerned about but also pay special attention to EE and teaching. Besides, they are also extremely concerned about the external environment of entrepreneurship.

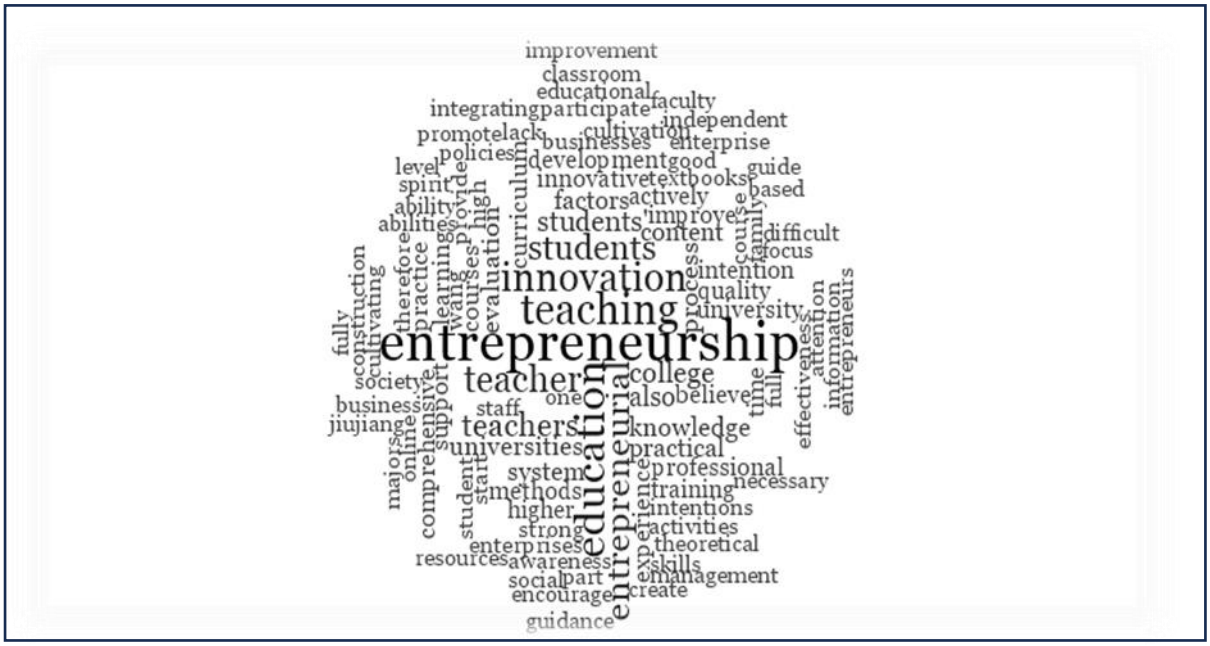


Figure 8: Word clouds from all sources in a faculty focus group
Source: generated from NVivo 11 plus.

6.3.2.7 Theme 7 – Parents' Expectations for Their Children's Career Choices

The seventh theme comes from the parent interviews. The seventh theme is parents' expectations for their children's career choices, and the author surveyed the current parent-child situation, verifying some of the doubts about paternalism mentioned in the cultural values in the previous questionnaire survey. A total of 19 codes were generated for this topic, as shown in Table 47.

Table 47: Relevant nodes of the theme of "Parents' Expectations for Their Children's Career Choices"

Sub-theme	**Files**	**References**
Parents view their children's ideal job	**1**	**7**
A job that children love	1	3
A steady job	1	4
Sub-theme	**Files**	**References**
The role of parents in their children's career choices	**1**	**6**
Like a friend	1	5
Like a superior	1	1
Sub-theme	**Files**	**References**
Parents' attitude towards their children's entrepreneurial intention	**1**	**6**
Neutral	1	1
Prevent	1	5

Source: edited through NVivo 11 plus encoding.

Concerning discussing their children's ideal careers, parents expressed their views on their children's ideal jobs. Many parents mentioned that stable work is their ideal job, while others mentioned that the job their children love is their ideal job. Some parents also mentioned that if the two are combined, it is their ideal job. From the parents' statements, it can be seen that in their understanding, a job similar to a civil servant is the ideal stable job, and the desire for stability is the fervent expectation of Chinese parents for their children.

Concerning the role that parents play in their children's future career choices, it can be seen that most parents respect their children's life choices and play the role of friends. However, some parents play a role similar to that of superiors in their children's career development, hoping that their children can listen to their parents' choices regarding their career plans. Therefore, from the interview results, it can be seen that the parent-child relationship has undergone significant differences from the traditional Chinese culture of parent-child values in paternalism, and has moved towards a friendly relationship of mutual respect.

Regardless of whether parents have entrepreneurial experience or not, the vast majority of parents express a neutral attitude or reject their children's entrepreneurial ideas when discussing their views on their children's entrepreneurship. From this perspective, parents are not very supportive of their children's entrepreneurial choices. If their children had entrepreneurial ideas and were determined to implement them through practical measures, parents would provide a certain degree of financial support. However, from the perspective of the hardships and high risks of entrepreneurship, most parents showed a refusal attitude towards their children's entrepreneurship.

6.4 Chapter Summary

This chapter reports findings from quantitative and qualitative analysis. During the process of quantitative analysis, SPSS software is used to analyse the collected data and draw conclusions for quantitative research. Except for H1b, H12b, H12c, and H12d, all other hypotheses have

been supported. i.e. EE (classroom teaching and social practice), EA, SN, PBC, and CVs have a significant impact on EI, while the dimension of EE (extracurricular activities) and the dimensions of CVs (masculinity and femininity, paternalism, and guanxi have no significant impact on EI. In addition, stakeholders (students, faculty, and parents) have a significant impact on EE. The qualitative analysis includes seven thematic analyses. The above results will be discussed and explained in the next chapter.

CHAPTER 7 DISCUSSION

7.1 Introduction

This chapter offers further discussion of research findings in Chapter 6 and is organised as follows. Firstly, it focuses on discussing research findings and the links to the literature. Secondly, the conceptual framework is reviewed in light of the findings. The final part concludes the chapter.

7.2 Discussion of Findings

This section is organised along with five research questions, each of which corresponds to the research objective. The results of quantitative data are first summarised (see Section 6.2.6.7 in Chapter 6), and then the results of qualitative data analysis are presented and discussed. This not only verifies the effectiveness of priority data but also enriches research conclusions. Subsequently, the research findings will be further discussed, along with other explanations and comparisons with the previous literature review in Chapter 3. All results are implemented based on pragmatism. Therefore, the results are considered true, but may not fully understand social phenomena due to the uncertainty and suddenness of reality.

7.2.1 Impact of Entrepreneurship Education on Entrepreneurial Intention

The first research objective is to examine the relationship between EE and EI. To achieve this research objective, the first research question is proposed, which is how EE affects the EI of final-year university students in China.

In exploring the relationship between these two variables, this study proposes seven hypotheses (H1, H1a, H1b, H1c, H4, H7, and H10) and lists examples of similar items and results used in previous studies (See Table 48 for details). Through questionnaire survey and SPSS analysis, it is found that EE significantly affects EI. In addition, the dimensions of EE (classroom teaching and social practice) have a significant impact on EI, while the dimension of EE (extracurricular activities) has no significant impact on EI. The mediating variables

(entrepreneurial attitude, subjective norms, perceived behavioural control) play a partial mediating role in EE and EI.

Table 48: Summary of significant quantitative results for research questions 1

Study results Priority QUAN results	Previous studies
H1 is supported. EE has a significant positive impact on the EI.	Bae et al., 2014; Liñán et al., 2011; Fayolle and Gailly, 2015; Karimi et al., 2016; Nowiński et al., 2019.
H1a is supported. CT has a significant positive impact on EI.	Piperopoulos and Dimov, 2015; Elina et al., 2015; Swarupa and Goyal, 2020; Qazi et al., 2020; Nunfam et al., 2022.
H1b is rejected. EAc has no significant positive impact on EI.	Arranz, 2015; Arranz et al., 2019; Pinto Borges et al., 2021; Cavalcante et al., 2022; Ferreira et al., 2022.
H1c is supported. SPr has a significant positive impact on EI.	Padilla-Meléndez et al., 2014; Zhang and Zhang, 2018; Chen et al., 2022.
H4 is supported. EA plays a mediating role between EE and EI.	Krueger et al., 2000; Lüthje and Franke, 2003; Liñán et al., 2011; Roy et al., 2017.
H7 is supported. SN plays a mediating role between EE and EI.	Phan et al., 2002; Niţu-Antonie and Feder, 2015; Prabandari and Sholihah, 2015.
H10 is supported. PBC plays a mediating role between EE and EI.	Alvarez et al., 2006; Ajzen, 2011; Fayolle and Gailly, 2015; Mwiya et al., 2019.

Source: the author.

The results of the study show that H1 is supported, i.e. EE significantly affects EI. This finding suggests that the formation of EI among university students is closely related to EE, which plays an important role in enhancing their entrepreneurial awareness, abilities, and EI (Mahendra et al., 2017). These findings align with Bae et al.'s (2014) research, which demonstrates that EE is positively correlated with EI. Participating in EE plays an important role in influencing individual EI, and students who receive EE exhibit higher EI than those who do not participate in EE (Liñán et al., 2011; Rideout and Gray, 2013; Fayolle and Gailly, 2015). This finding suggests that EE has a positive impact on EI, employability, and role in society and the economy of young people (Liñán et al., 2011; European Commission, 2012). This result

has been repeatedly empirically studied among university students in developed countries. Moreover, research has also expanded to developing countries and non-Western countries (Karimi et al., 2016; Nowiński et al., 2019). Previous studies have examined the impact of EE on EI. However, those studies have not yet investigated how EE affects students' intention to participate in entrepreneurship and how it causes such an impact. For example, Oosterbeek et al. (2010) find that it is not yet clear how EE affects students' intention to participate in entrepreneurial activities. The results of this study investigate the impact of three attributes of EE, as well as EA, SN, and PBC, on students' EIs to answer this confusion. In addition, in line with Sampene et al. (2023), this finding suggests that EE helps university students with EI or potential to realise their career choices and helps improve the success rate of entrepreneurship.

This finding suggests that H1a is supported, i.e. CT has a significant positive impact on EI. This result implies that participating in EE courses has a positive impact on entrepreneurial decision-making (Mei et al., 2020). Besides, EE courses and teaching methods are of great significance in shaping students' EI in the process of EE and training (Qazi et al., 2020; Nunfam et al., 2022). This finding is consistent with the conclusion made by Bandura (2018) that from the perspectives of human capital and social cognitive theory, the networks, knowledge, skills, and attitudes that are evident in any entrepreneurship curriculum may determine students' entrepreneurial behaviour intentions. i.e. the exposure of students to entrepreneurship courses will inevitably affect their EI to a certain extent (Atkinson, 2019). It will help students have greater abilities, higher self-efficacy, and a more positive EA. Most importantly, a good interpersonal network can help them obtain the resources needed for entrepreneurship (Swarupa and Goyal, 2020). The study has found that compared to theoretical and passive teaching methods and content, practical and interactive teaching methods in EE courses are more likely to actively encourage students' entrepreneurial prospects (Elina et al., 2015). In line with Jing (2022), this finding suggests that EE exposes students to business opportunities and ways to achieve them, which is consistent with the information mentioned by students in the questionnaire survey regarding their favourite entrepreneurial activities and in the student focus group. Previous studies have also mentioned ideas for the future development of EE. For

example, Mamun et al. (2017) argue that the government collaborates with universities and other higher education institutions to provide high-quality EE courses to young people, stimulate their interest in pursuing entrepreneurial careers and reduce unemployment.

Furthermore, this finding is not surprising, as currently at Jiujiang University, the lecturer's classroom teaching of EE is still the main channel for students to receive EE knowledge, and cultivate entrepreneurial awareness and thinking. From this research results, it can be seen that students also have a significant impact on their EI through classroom teaching. Meanwhile, this also reflects that EE, as a public compulsory course, has wide coverage and great influence among students at Jiujiang University, and is also the main way to enhance students' EI.

The results show that H1b is rejected, i.e. extracurricular activities (EAc) have no significant impact on EI. This finding suggests that the EAc carried out by Jiujiang University does not affect the EI of university students. However, this result is inconsistent with previous studies, as many scholars have pointed out the important role of EAc in enhancing students' EI. In terms of the benefits of extracurricular activities for entrepreneurship, for example, Hua et al. (2022) point out that extracurricular entrepreneurial activities are positively correlated with entrepreneurship. Arranz (2015) points out that curriculum activities based on content and teaching enable students to seek business opportunities and translate intentions into projects. EAc in universities can address the main obstacles students encounter when implementing business projects (Arranz et al., 2019). Combining corporate visits, internships, and extracurricular activities can provide students with entrepreneurial experience and constructive ideas, which is consistent with the recommendations made by the student focus group in this study (Nabi et al., 2018; Cavalcante et al., 2022). Entrepreneurship competitions, teaching with entrepreneurial experts, and organising entrepreneurship seminars with consultants or teachers are beneficial for researching, identifying, and developing opportunities to transform entrepreneurial spirit into the program (Borges et al., 2021). In addition, In line with Cui et al. (2021), this finding suggests that curriculum teaching and extracurricular activities are the two basic sources of learning experience for the EE program. In the discussion of the student focus

groups in this study, multiple students raised this viewpoint, hoping that Jiujiang University can strengthen and improve on this point. Overall, H1b is rejected can be explained by the fact that firstly, the respondents to this study may all be graduating students, and their focus at this time may be on job-seeking and employment issues. Therefore, their attention and participation in extracurricular activities carried out by universities are relatively low. Secondly, there are issues with the organisation of EAc at Jiujiang University, as students don't see the benefits of participating in such EAc. Thirdly, it is possible that the teaching of EE courses does not match the content of EAc. The above reasons may lead to inconsistencies between the test results of this hypothesis and previous research findings.

This finding suggests that H1c is supported. i.e. social practice (SPr) significantly affects EI. This result implies that as a part of EE practical teaching, social practice aims to enhance the business experience of university students, promote the combination of textbook knowledge and practical experience, and stimulate their entrepreneurial enthusiasm and intention (Zhang and Zhang, 2018). These findings align with Chen et al.'s (2022) research, which demonstrates that through social practice, i.e. writing entrepreneurial plans, participating in entrepreneurial competitions, participating in corporate visits and internships, etc., EE can enhance the entrepreneurial practical skills and personal sense of achievement of university students or groups, further promote their recognition of the entrepreneurial process, and then clarify and strengthen their own EI again. Besides, entrepreneurial social practice helps students acquire entrepreneurial practical skills and a personal sense of achievement, further enhancing their understanding of the entrepreneurial process, which will strengthen EI (Padilla-Meléndez et al., 2014; Li et al., 2022).In this study, H1c is supported can be explained by the fact that final-year university students are about to graduate and seek employment. If their future career direction is entrepreneurship, they will seize every opportunity to engage in entrepreneurial-related activities. Meanwhile, it also reflects the extensive development of entrepreneurial social practice activities at Jiujiang University, which has had a significant influence on students. In addition, it also indicates that students at Jiujiang University have a high level of attention to social practice.

The results show that H4 is supported, indicating that entrepreneurial attitude (EA) plays a mediating role between EE and EI. This means that concerning exploring the impact of EE on university students' EI, EA is an important mediating variable (Mahendra et al., 2017). These findings are consistent with the study by Yousaf et al. (2020), which suggests that EA plays a mediating role as it is believed to encourage individual entrepreneurial spirit and further influence EA, but at the same time, EA can promote EI. It can be seen that EE and attitudes are important predictive factors for students' EI, attitude to some extent moderates the relationship between EE and EI (Kisub et al., 2020). In line with Adu et al. (2020), this finding also suggests that EA and behaviour obtained by students through EE increase their willingness to devote themselves to entrepreneurship, which has a positive impact on their intention to create new businesses (Izquierdo and Buelens, 2011). Moreover, this study draws on Liñán and Chen's (2009) EI model and validates that EA, SN, and PBC play mediating variables between EE and EI. Lavelle (2021) also reached the same conclusion. In this study, H4 is supported can be explained by the fact that EE at Jiujiang University has achieved certain educational effects. Students' EI has been significantly influenced by EE, and education has also cultivated students' attitudes towards entrepreneurial behaviour, which has a positive impact. In addition, EA has also become an important predictive factor for predicting students' EI.

The study shows that H7 is supported, indicating that subjective norm (SN) plays a mediating role between EE and EI. These findings align with Niţu-Antonie and Feder's (2015) research, which demonstrates that EE plays a crucial role in the process of personal socialisation, promoting the formation of individual behaviour and the transformation of attitudes towards social norms, and SN can have a positive impact on an individual's EI, especially with the support of friends, parents, government, and university policies, individuals are more likely to try entrepreneurship (Phan et al., 2002). Therefore, SN is both influenced by EE and regarded as a social behaviour that can change an individual's intention to engage in certain behaviours (Prabandari and Sholihah, 2015). In short, SN plays a mediating role in EE and EI. In this study, H7 can be explained by the fact that although final-year students at Jiujiang University have

received EE and formed their ideas for their future lives, they are still inevitably influenced by social norms and those around them in their career choices.

This finding suggests that H10 is supported, indicating that perceived behavioural control (PBC) plays a mediating role between EE and EI. This result implies that on the one hand, by developing complex cognitive, social, language, or physical skills, individuals can gradually acquire PBC, which can be learned through the curriculum content and practical activities of EE (Boyd and Vozikis, 1994). On the other hand, PBC can predict individual EI. People who have a positive attitude towards their abilities view difficulties in the entrepreneurial process as opportunities rather than risks and have stronger EI than negative individuals (Fayolle and Gailly, 2015; Mwiya et al., 2019). This result is consistent with previous research results. For example, Fu et al.(2022) point out that PBC and EA play a mediating role in the association between EI and EE. Ajzen (2011) finds that high levels of PBC can enhance an individual's behavioural intention and enhance their perceived feasibility of putting entrepreneurial behaviour into practice. In addition, in entrepreneurial activities, PBC is based on an individual's assessment of the controllability of the development of a new company (Kolvereid, 1996). In this study, H10 is supported can be explained by the fact that final-year students at Jiujiang University no longer blindly engage in entrepreneurial activities before starting their businesses. On the contrary, they assess the likelihood of entrepreneurial success. This reflects that EE at Jiujiang University has enabled students to have a certain understanding of the risks of entrepreneurship. They no longer rely solely on passion to engage in entrepreneurial adventure work but rather conduct more rational and controllable evaluations of entrepreneurship.

7.2.2 Influencing Factors of Entrepreneurship Education

The second research objective of this study is to review the current situation of EE in China. To achieve this research objective, the second research question is proposed to explore the factors that influence EE in China. Concerning exploring the influencing factors of Jiujiang University, quantitative questionnaire surveys are conducted and combined previous literature

to test the independent variable of EE from three attributes: classroom teaching, extracurricular activities, and social practice (General Office of the Ministry of Education, 2012; Ministry of Education, 2015). The above three attributes of EE are important indicators for evaluating the effectiveness of EE implementation. This is consistent with the research results of previous literature. For example, Béchard and Grégoire (2005) point out that evaluating EE or evaluating the effectiveness of its implementation cannot be completely separated from the classroom teaching of EE. In China, EE, as a discipline in higher education institutions, is mainly carried out through classroom teaching (CT), extracurricular activities (EAc), and social practice (SPr). These measures to encourage or support university students' entrepreneurship can help to test the correlation between subsequent testing and EI (Wilson et al., 2007; Souitaris et al., 2007; Trivedi, 2016; Mahmood et al., 2017). In addition, key stakeholders are identified that affect EE based on stakeholder theory. A series of research results are obtained through qualitative interviews with direct participants and organisers (students and faculty) of EE. This is also consistent with previous research results. Matlay (2005) points out that the evaluation of EE is receiving increasing attention from stakeholders. In the qualitative study of this study, student focus groups discuss the shortcomings and weaknesses of EE in the process of carrying out EE. Meanwhile, the student focus groups put forward suggestions that emphasise the combination of theoretical knowledge and practical knowledge, including some specific course suggestions and measures. Moreover, students have also put forward requirements for strong professional knowledge and a certain background of entrepreneurial experience of teachers.

In the interviews with lecturers who teach EE, they explore six aspects that affect the current development process of EE from the perspectives of the organisers and guides of classroom teaching. From the discussion of the faculty group, it can be seen that EE needs to be strengthened and optimised in many aspects, especially from the perspective of how to teach EE courses well and improve students' EI. Furthermore, most of the previous studies have summarised the factors that affect EE from a macro perspective. The driving factors include economic development, government policies, employment pressure and the functions of universities (Rideout and Gray, 2013; Lyons et al., 2015). The obstacles can be summarised

into two aspects: obstacles to teaching resources and lack of entrepreneurial support (Shambare, 2013). The obstacles to teaching resources mentioned include improper teaching methods, insufficient human resources for EE, and unreasonable curriculum settings. By comparing the interview content with the EE faculty group, it can be found that the content of the obstacles mentioned is consistent with the issues mentioned in the faculty focus group. This study has identified classroom teaching and social practice as the two most important factors that affect the effectiveness of EE programs. In addition, other factors include the curriculum content and teaching methods of EE, the degree of cooperation between universities and enterprises, alumni associations, the teaching level and personal qualities of teachers, etc. that affect the development of EE.

7.2.3 Impact of Stakeholders on Entrepreneurship Education

The third research objective of this study is to explore the impact of key stakeholders on EE. To achieve this research objective, the third research question is proposed, which is how stakeholders influence EE at Jiujiang University. Concerning exploring the impact of stakeholders on the two variables of EE, this study proposes four hypotheses (H11, H111a, H11b, H11c) and lists examples of similar items and results used in previous studies (See Table 49 for details). Through questionnaire survey and SPSS analysis, the findings show that H11, H11a, H11b, and H11c are supported, and stakeholders, faculty, students, and parents all significantly influenced EE. Meanwhile, based on quantitative research, focus groups and semi-structured interviews are conducted with students, faculty, and parents to discuss their views on EE from different perspectives.

Table 49: Summary of significant quantitative results for research questions 3

Study results Priority QUAN results	Previous studies
H11 is supported. Stakeholders have a significant impact on EE.	Fayolle and Gailly, 2015; Matlay and Hussain, 2012; Karimi et al., 2010; Ellikkal and Rajamohan, 2023.
H11a is supported. SF have a significant positive impact on EE.	Matlay and Hussain, 2012; Fayolle, 2013; Duval-Couetil, 2013； Nabi et al., 2016; Otache, 2019.
H11b is supported. SS have a significant positive impact on EE.	Prince and Chinonye, 2010; Matlay and Hussain, 2012; Von Graevenitz et al., 2010; Nabi et al., 2016.

H11c is supported. SP have a significant positive impact on EE.	Hafiz and John, 2014; Räty et al., 2016; Criaco et a 2017; Ferreira et al., 2017; Hahn et al., 2020.

Source: the author.

Table 50: Summary of significant qualitative results for research questions 3

Sequential QUAL results
Theme3: Students' Opinions on EE Findings: Students have gained a lot through EE courses. Meanwhile, many suggestions for improving EE have also been put forward, with the most mentioned being the combination of theoretical knowledge and practical knowledge. In addition, enterprise internships are the favourite practical activities for students. **Theme5: Faculty's views on EE** Findings: The insufficient exertion of students' subject status, insufficient integration of curriculum and teaching, and the limitations of reality are the problems that exist in EE. For this reason, the faculty group has proposed a series of improvement measures, among which improving the teaching requirements of EE teachers is the most mentioned. **Theme7: Parents' Expectations for Their Children's Career Choices** Findings: The ideal job in the eyes of parents is for their children to have a loving and stable job. Meanwhile, parents no longer make arbitrary decisions about their children's future career development direction, but instead, consider their children's preferences and guide them, paying more attention to their thoughts and feelings about their future career path.

Source: the author.

This finding suggests that H11 is supported, which means stakeholders have a significant impact on EE. This finding aligns with Matlay and Hussain's (2012) research, which demonstrates that students, faculty, and parents have a significant impact on EE. These stakeholders view their participation in EE as an "investment" in the development of the new generation of entrepreneurs. Moreover, stakeholders in EE have a significant impact on EIs or behaviours (Fayolle and Gailly, 2015). Besides, in line with Ellikkal and Rajamohan (2023), this finding suggests that teaching and content delivery are key aspects of EE programs. Individuals responsible for delivering the plan, whether they are qualified teachers, professional trainers, or entrepreneurial practitioners, are key inputs to the program. Besides, this result implies that the development of EE is influenced by internal and external factors.

Only by fully utilising resources, maintaining high standards for stakeholders, and creating new and diverse learning processes for oneself, can interested student entrepreneurs cope with new challenges. In addition, in-depth exploration is conducted on the stakeholder issues involved based on the questionnaire survey. In this study, H11 is supported can be explained by the fact that the development of EE is influenced by multiple factors. From the perspective of stakeholders, many of them play an important role, and this study focuses on answering the impact of key stakeholders (students, faculty and parents) on EE.

This finding suggests that H11a is supported. i.e. faculty significantly affects EE. This finding implies that teachers are also motivated, guided, and driven by their interest, knowledge, and experience in EE and related activities. They hope to have a positive impact on student's future careers, whether it is employment (internal entrepreneurship), self-employment (entrepreneurship), or small business ownership (management) (Matlay and Hussain, 2012). This finding is also consistent with Nabi et al. (2016), which indicate that the entrepreneurial behaviour of employees and lecturers may affect EE, and teaching entrepreneurship may affect the participation of scholars in it (whether it is studying commercialisation or non-research entrepreneurial activities in academic work). In addition, lecturers are widely regarded as role models by students, and some students aspire to become their teachers. The lecturer's words and deeds will unconsciously influence students. Once entrepreneurial teachers have rich knowledge and experience, they will unconsciously be admired by students who are interested in entrepreneurship. Therefore, this will increase the impact of EE on students' EI and behaviour (Otache, 2019). In line with Huang et al. (2020), this finding suggests that the ability of EE lecturers has a significant impact on EE. It is necessary to scientifically plan the career of teachers engaged in EE, improve their evaluation mechanism, and give teachers the time and intention to devote themselves to EE. Emphasising the role and skills of teachers has a significant impact on effective EE and teachers need to understand and use various teaching methods to support and develop their business (Pech et al., 2021). Besides, the faculty of EE plays an important role in entrepreneurial practice, especially the lecturers who teach EE, with their teaching style, and rich teaching experience.

The results show that H11b is supported. i.e. Students have a significant impact on EE. This finding suggests that successful EE should always place students at the centre from design to evaluation. This finding aligns with Matlay and Hussain's (2012) research, which demonstrates that students expect EE to promote their entrepreneurial careers as a feasible and profitable alternative to employment or unemployment. Moreover, students believe that their feedback will provide constructive criticism to faculty and provide guidance for course design, development, delivery platforms, and evaluation models. Besides, successful EE should always place students at the centre from design to evaluation. Students have gained a first-hand understanding of their business in the classroom (Nabi et al., 2016). Meanwhile, in classroom teaching, students often practice the application of business planning concepts and develop their business plans (Von Graevenitz et al., 2010). In addition, in most cases, students are under pressure from university supervisors or course policies or scholarships (emphasising students' registration of their businesses) to start a business during their school years to demonstrate their EI (Prince and Chinonye, 2010). In this study, H11b is supported and consistent with previous research, indicating the important role of students in EE.

This finding shows that H11c is supported. I. e. parents have a significant impact on EE. This finding suggests that parents who are entrepreneurs themselves, become role models to students, having an important impact on EE (Hafiz and John, 2014). Generally speaking, parents play an important role in their children's decision to choose entrepreneurial careers (Muofhe and Du Toit, 2011; Otache, 2019). Successful entrepreneurial parents are likely to make their children entrepreneurs because they are seen as role models by their children (Fayolle et al., 2006). Previous studies have confirmed a positive correlation between parental role models and self-employment preferences (Farrington et al., 2012). Parents play an important role in their children's future. The factors that affect entrepreneurial interest may come from family factors because children tend to imitate their parents' habits. Meanwhile, family economic status is also a factor in entrepreneurship (Räty et al., 2016). Regarding parents' attitudes towards EE, their evaluations remain inconclusive, with most parents believing that this is unlikely or uncertain whether their children will become entrepreneurs. The attitude of parents is closely

related to the current development status of EE in society, indicating issues such as social acceptance and recognition of EE. Previous studies have also shown the importance of parents towards EE. For example, parents typically contribute financially and/or in various other ways to their children's education, but this is not unique to EE (Matlay and Hussain, 2012). Moreover, by working in their parents' companies, students have the opportunity to accumulate practical business experience, which can affect their level of learning from EE (Ferreira et al., 2017; Hahn et al., 2020). This first-hand entrepreneurial experience can help them better absorb, process, and utilise the information provided in the classroom, further developing their entrepreneurial skills (Lyons and Zhang, 2018). The research results indicate that only students who have a better understanding of their parents' entrepreneurial activities can receive better learning from EE. On the one hand, parents' entrepreneurial experiences enhance students' motivation to learn entrepreneurial skills (Fayolle and Gailly, 2015). On the other hand, entrepreneurial parents as role models increase students' interest in entrepreneurship (Criaco et al., 2017). In this study, H11c is supported and consistent with previous studies, further confirming the important role of parents in EE.

After quantitative research, qualitative research was conducted using focus groups and semi-structured interviews to collect data from students, parents and faculty members (See Table 50 for details). Firstly, the discussion results of the faculty focus group on EE are consistent with the research findings of Wang (2019), supplementing the opinions and suggestions of stakeholders on EE. In the field of EE, it is particularly important to reach a consensus on learning outcomes at the curriculum and project levels, as in EE, curriculum-level goals ensure that the sequence of courses and experiential learning plans meet the needs of students, employers, departments, universities, and other stakeholder (Duval- Couetil, 2013). Secondly, the Benefits of taking the EE course and suggestions for improvement are the two results of the student focus group discussions. The combination of theoretical knowledge and social practice is the most mentioned in the three student focus groups. This indicates that students have an urgent desire for entrepreneurial practice activities and are fully aware of the importance of practical experience. In addition, corporate internships are considered the most

popular practical activity by students, which is consistent with previous literature research results. For example, according to Aldianto et al. (2018), corporate internships are important in enhancing students' ability to identify business opportunities and utilise intuition to create higher-level new businesses. Finally, in the interview with parents about their expectations for their children's future career choices, two reflections emerged that they would have an impact on the development of EE. Firstly, in the eyes of Chinese parents, their children's ideal job refers to a job they love and are stable in, while entrepreneurship in their eyes means adventure and unknown challenges. Secondly, through interviews, it can be felt that Chinese parents are no longer arbitrary in deciding their children's future career development direction, but more consider their children's preferences and provide correct guidance, while also respecting their children's thoughts and feelings about future career choices. The reasons for this phenomenon not only reflect the progress of Chinese social civilisation and the development of parent-child relationships towards mutual respect and harmonious progress, but also reflect that children's future career choices are not made by chance, but are the result of careful consideration.

From above, regarding the exploration of the impact of stakeholders on EE, the survey results show that faculty, students, and parents all have a significant impact on EE. In addition to the questionnaire survey, the interview results also identified the shortcomings and improvement suggestions for the current development of EE, parents' attitudes towards their children's career choices, and their children's EIs. These not only enrich the research results of quantitative research but also expand the depth and breadth of stakeholder research on EE, which has important practical and theoretical significance.

7.2.4 Influencing Factors of Entrepreneurial Intentions

The fourth research objective of this study is to identify and examine the key factors affecting the formation of EIs. To achieve this research objective, the fourth research question is proposed, which is to explore the factors that affect the EI of final-year university students. Concerning exploring the influencing factors of EI, 9 hypotheses are proposed (H1, H3, H6, H9, H12, H12a, H12b, H12c, H12d) and list examples of similar items and results used in

previous studies (See Table 51 for details). Through questionnaire survey and SPSS analysis, it is found that H1 is supported, indicating that EE significantly affects EI.

In the first research objective, the research results of H1 are discussed (See section 7.2.1 for details). In addition, H3, H6, and H9 are supported, indicating that EA, SN and PBC all significantly affect EI. Meanwhile, based on quantitative research, three student groups and a faculty group conducted discussions on students' EI at both the student and lecturer levels.

Table 51: Summary of significant quantitative results for research questions 4

Study results Priority QUAN results	Previous studies
H1 is supported. EE has a significant positive impact on the EI.	Bae et al., 2014; Zhang et al., 2015; Fayolle and Gailly, 2015; Karimi et al., 2016; Lavelle, 2019.
H3 is supported. EA positively influences EI.	Krueger et al., 2000; Lüthje and Franke, 2003; Liñán et al., 2011; Roy et al., 2017.
H6 is supported. SN positively influences EI.	Krueger and Brazeal, 1994; Niţu-Antonie and Feder, 2015; Phan et al., 2002; Souitaris et al., 2007.
H9 is supported. PBC positively influences EI.	Alvarez et al., 2006; Icek Ajzen, 2011; Fayolle and Gailly, 2015; Mwiya et al., 2019.
H12 is supported. CVs have a significant impact on EI.	Liñan and Chen, 2009; Thornton et al., 2011; Schlaegel and Koenig, 2014; Ratsimanetrimanana, 2015; Kalitanyi and Bbenkele, 2018.
H12a is supported. UA has a significant impact on EI.	Arrindell, 2003; House et al., 2004; Pruett et al., 2009.
H12b is rejected. MF have no significant impact on EI.	Shinnar et al., 2012; Stedham and Wieland, 2017; Yordanova and Tarrazon, 2010; Calza et al., 2020.
H12c is rejected. PAT has no significant impact on EI.	Lee and Morrish, 2012; Rengiah and Sentosa, 2014; Rucai, 2019; Shengjie, 2019; Xiaoyuan and Jidong, 2019.
H12d is rejected. GX has no significant impact on EI.	Pun et al., 2000; Gibb and Li, 2003; Brandstätter, 2011; Wang, 2012.

Source: the author.

Table 52: Summary of significant qualitative results for research questions 4

Sequential QUAL results
Theme 2: Students' Perspective on EIs

Findings: Difficulties in employment, the pursuit of freedom, freedom of wealth and realization of life ideals are the four reasons why students develop EIs. Among them, most students believe that achieving freedom of wealth through entrepreneurship is the main reason for their EIs.

Theme 6: Teachers' Opinions on Students' EIs

Findings: EE factors, family factors, national policy factors, self-factors (personality traits), and social environment factors (employment difficulties, entrepreneurial environment) are the factors that influence the formation of students' EIs.

Theme 4: Students' Opinions on Career Choice

Findings: Major studies, market demand, one's personality, opinions of peers and relatives, own interests, salary benefits, work stability and parental intention are all factors that affect students' career choices.

Theme7: Parents' Expectations for Their Children's Careers

Findings: The vast majority of Chinese parents hold opposition to their children's entrepreneurship.

Theme 1: Impact of Entrepreneurial Family Background

Findings: Entrepreneurial family background is not the determining factor for whether a child will start a business. Concerning the children feeling the positive impact conveyed by entrepreneurial parents, it can help generate EI. On the contrary, when negative impacts are transmitted, children will not develop EI.

Source: the author.

The findings indicate that H3 is supported, indicating that entrepreneurial attitude (EA) significantly affects EI. This result implies that an individual's perception of entrepreneurial value, interests and preferences greatly influence their intentions to start a new business (Phan, Wong and Wang, 2002). EA is positively correlated with EIs, and EA significantly affects EI (Liñán et al., 2011; Roy et al., 2017). people with EA are more likely to start their businesses than those without EA (Nybakk and Hansen, 2008).

However, previous studies have come to the opposite conclusion (Kolvereid and Moen, 1997; Liu et al., 2022). For example, Siu and Lo (2013) believe that EA is not an important reason for individuals' EI. In this study, H3 is supported indicating that the entrepreneurial awareness gained by students at Jiujiang University from family factors, university classroom teaching,

and social practice played a significant role in EI.

The analysis results of H6 indicate that SN has a significant impact on EI. This research result is consistent with previous research results. Previous research findings have shown that SN is seen as a social behaviour that can alter an individual's intention to engage in certain behaviours (Ajzen, 1991). It can be said that SN can predict individual behaviour. SN can have a positive impact on individual EIs (Nayak et al., 2024; Martins et al., 2023). For example, EE plays a crucial role in the process of individual socialisation, promoting the formation of individual behaviour and changing attitudes towards social norms (Krueger and Brazeal, 1994), or with the support of friends, parents, government, and university policies, are more likely to try entrepreneurship (Phan et al., 2002). The research conducted by (Mo, 2009) is also based on the Chinese cultural background and also selects university students as the research sample. The results indicate that the impact of SN on the EI of university students is significant. In this study, H6 is supported indicating that even after receiving higher education, final-year university students at Jiujiang University will still follow social norms and the influence of their parents or friends on their career choices. The reason for this phenomenon is that university students, as independent individuals, have developed ideas about their career choices through education, which is understandable. However, it cannot be ignored that Chinese people have been influenced by traditional cultural values for a long time, and may unconsciously be influenced by social norms and pressure from people around them, which can have an impact on their behaviours.

The analysis results of H9 indicate that perceived behavioural control (PBC) significantly affects EI. This research result is consistent with previous research results. For example, in entrepreneurial activities, PBC is based on an individual's assessment of the controllability of the development of a new company (Kolvereid, 1996). High levels of perceived behavioural control can enhance an individual's behavioural intention and enhance their perceived feasibility of putting entrepreneurial behaviour into practice (Alvarez et al., 2006; Ajzen, 2011). In previous studies, researchers have also drawn some important conclusions. For example,

PBC can predict an individual's EI (Fayolle and Gailly, 2015; Mwiya et al., 2019). People who have a positive attitude towards their abilities view difficulties in the entrepreneurial process as opportunities rather than risks and have a stronger EI than negative individuals (Wilson et al., 2007). In addition, Boyd and Vozikis (1994) argue that by developing complex cognitive, social, linguistic, or physical skills, people can gradually gain PBC, including educational level and type, as well as role models. Entrialgo and Iglesias (2017) believe that parents' role models may also affect the PBC of future generations in entrepreneurship. Individuals can learn certain skills and behaviours necessary for entrepreneurship through observing role models. Children receive informal transfers of business knowledge and methods from entrepreneurial parents (Zellweger et al., 2011). This human capital enhances the belief of future generations to successfully execute entrepreneurial-related tasks, leading to higher PBC. In this study, H9 is supported indicating that current final-year university students no longer blindly engage in entrepreneurial activities before starting their businesses, but instead evaluate the likelihood of successful entrepreneurship. In addition, EE at Jiujiang University has been highly effective in recent years. Students can objectively evaluate the risks of entrepreneurship, as well as their abilities and levels, and are no longer engaged in the adventurous work of entrepreneurship solely based on their passion. Moreover, the analysis and discussion of H12 (a, b, c, d) are detailed in section 7.2.5.

Furthermore, after conducting a questionnaire survey, the factors influencing university students' EI among three student groups, faculty group, and parent interviews are discussed, to explore the issues that have not yet been explored in depth in the questionnaire survey and enrich the research results (See Table 52 for details). The interview results show that from the student level, there are four reasons to summarise, namely employment difficulties, pursuit of freedom, desire for wealth freedom, and realisation of life ideals. From the perspective of faculty, there are mainly five reasons to summarise, namely entrepreneurial education factors, family factors, national policy factors, self-factors, and social environment factors.

The interview findings are consistent with previous literature research, but there are also differences. For example, Saeed et al. (2015) point out that personal and organisational factors are factors that affect university students' EI. Vuong et al. (2020) point out that environmental factors and personal characteristics of EE are factors that affect EE for university students. Malebana (2021) point out that entrepreneurial motivation, EA, SN, and PBC have a significant positive impact on EI. NGO et al. (2022) believe that funding sources, PBC, corporate development support, EA, and educational support are factors that affect EI. However, personality traits and conceptual development support have no impact on students' EI. Ray et al. (2020) argue that most students' career choices are influenced by peers, parents, or society. Specifically, family background, social status, family income, and parental pressure are factors affecting career choices. Therefore, the thematic analysis of the student focus groups shows that when discussing their future career choices, they summarise eight main reasons, including major studies, market demand, one's personality, opinions of peers and relationships, own interests, salary benefits, work stability, and parental willingness. This research result is consistent with previous research findings.

In addition, according to the results of the questionnaire survey, this factor is not significant when considering whether the entrepreneurial family background is a factor affecting the EI of university students. Therefore, the impact of family entrepreneurial background on the EI of university students through student group interviews is further explored (see section 6.3.2.1 of Chapter 6). The results show that students from the same entrepreneurial family background have completely different attitudes towards EI. If students themselves feel that the positive impact conveyed by the parents of entrepreneurs is on entrepreneurship, then this will enhance their EI. On the contrary, if it is negative, they will refuse to start a business. From this, it can be seen that the background of entrepreneurial families is not the determining factor for the formation of EI among university students. However, the attitude conveyed by entrepreneurial parents towards entrepreneurship can greatly affect the formation of their children's EI.

Concerning the parent respondents discuss parents' views on their children's EI, the vast majority of parents, whether they are self-entrepreneurial or not, expressed opposition to their children's entrepreneurship. The findings from the extant literature remain inconclusive. For example, previous studies have shown that parents with entrepreneurial backgrounds tend to have a positive attitude towards their children's self-employment (Mungai and Velamuri, 2011). Some studies have found that having entrepreneurial parents doesn't support or even oppose the entrepreneurial career intentions or behaviours of future generations (Wang et al., 2018; Georgescu and Herman, 2020). In addition, children from entrepreneurial families usually don't plan to take over their parents' businesses (Zellweger et al., 2011). The research results reflected in the literature indicate that there are significant differences in the impact of parental entrepreneurship on children's intention to engage in entrepreneurial careers. In the interview of this study, both parents with and without entrepreneurial backgrounds held opposing attitudes towards their children's entrepreneurship. The reason may be that the number of parents interviewed in the study is relatively small, which may not represent the thoughts of all Chinese parents. Secondly, parents evaluate the difficulty and risk of their children's entrepreneurship based on their own life experience and current situation and therefore hold opposing views. They hope their children can live a relatively stable life, which is also the voice of most Chinese parents at present.

From above, the quantitative results of this study indicate that the factors that affect university students' EI include EE, EA, SN, PBC and CVs, which have a significant impact on EI. The results of qualitative interviews show employment difficulties, the pursuit of freedom, the desire for wealth and freedom, the realisation of life ideals, family factors, national policies, personal factors, and social-environmental factors can affect the formation of EIs.

7.2.5 Impact of Cultural Values on Entrepreneurial Intentions

The fifth research objective of this study is to examine the impact of CVs on EIs. To achieve this research objective, the fifth research question is proposed, which is how CVs affect EIs of final-year university students. Concerning exploring the relationship between CVs and EI, this

study proposes five hypotheses (H12, H112a, H12b, H12c, H12d) and lists examples of similar items and results used in previous studies (See Table 53 for details). Through questionnaire survey and SPSS analysis, the results show that H12 and H12a are supported, while H12b, H12c, and H12d are rejected. Meanwhile, based on quantitative research, focus groups and semi-structured interviews are conducted with students and parents through qualitative research, discussing the views of CVs on EI from different perspectives.

Table 53: Summary of significant quantitative results for research questions 5

Study results Priority QUAN results	Previous studies
H12 is supported. CVs have a significant impact on EI.	Liñan and Chen, 2009; Thornton et al., 2011; Schlaegel and Koenig, 2014; Ratsimanetrimanana, 2015; Kalitanyi and Bbenkele, 2018.
H12a is supported. UA has a significant impact on EI.	Arrindell, 2003; House et al., 2004; Pruett et al., 2009.
H12b is rejected. MF have no significant impact on EI.	Shinnar et al., 2012; Stedham and Wieland, 2017; Yordanova and Tarrazon, 2010; Calza et al., 2020.
H12c is rejected. PAT has no significant impact on EI.	Lee and Morrish, 2012; Rengiah and Sentosa, 2014; Zhang, 2019; Sun, 2019; Meng and Liu, 2019.
H12d is rejected. GX has no significant impact on EI.	Pun et al., 2000; Gibb and Li, 2003; Brandstätter, 2011; Wang, 2012; Hansen, 2020; Chen and Tseng, 2021.

Source: the author.

Table 54: Summary of significant qualitative results for research questions 5

Sequential QUAL results
Theme 4：Students' Opinions on Career Choice Findings: Students will consider various factors when making their career choices. Among them, one's interests and parental intention are the factors that students consider the most. When further exploring the parental intention, the reasons for their entrepreneurship, their expectations of their children, and their respect for their thoughts and wishes have become internal factors. **Theme7: Parents' Expectations for Their Children's Career Choice**

Findings: The role played by parents in their children's career choices is no longer a serious hierarchical relationship, but a harmonious parent-child relationship like a friend. The parent-child relationship has undergone significant changes compared to before.

Source: the author.

The findings show that H12 is supported, indicating that CVs have a significant impact on EI. These results suggest that CVs have a direct impact on entrepreneurship and its behaviour (Liñan and Chen, 2009; Urbano, et al., 2011; Thornton et al., 2011; Kayed et al., 2022). Cultural differences in different national contexts have an impact on EI, and the determining factors are also concentrated in the impact of CVs on EI (Schlaegel and Koenig, 2014; Ratsimanetrimanana, 2015; Gunathunge, 2020). Meanwhile, cultural factors can also influence career choice decisions (Iakovleva and Solesvik, 2014; Shi et al., 2020). In this study, H12 can be explained by the fact that firstly, the sample size of Jiujiang University may be sufficient to fully verify the impact of CVs on EI. Secondly, With China continuously strengthening the ideological and moral construction of the whole society, traditional culture is also silently influencing the younger generation (Zeng and Greenfield, 2015; Sun and Ryder, 2016). Thirdly, the current final-year university students, mostly born in the 2000s, are the most vibrant and potential group in this era. They have multiple channels to receive information, however, they may still be unconsciously influenced by social norms and those around them. Fourthly, CVs have different impacts on students from the north and south, as well as urban and rural areas. In this study, Jiujiang University is located in the southern region of China, and different geographical regions may also lead to differences in the impact of CVs on people.

The analysis results of H12a indicate that uncertainty avoidance (UA) has a significant impact on EI. This research result is consistent with previous research results. UA is the degree to which members of an organisation or society strive to avoid uncertainty by relying on established social norms, rituals, and practices (House et al., 2004). In such a culture, risk is considered dangerous. In previous studies, UA has been associated with high standardisation within organisations (Rodrigues and Kaplan, 1998). Considering the numerous risks associated with entrepreneurship, such as personal and financial risks, the level of entrepreneurial interest and activity among Chinese people is not high (Pruett et al., 2009). For most Chinese university

students and families, entrepreneurship is a "high-risk" behaviour. For families who pursue a stable life and are afraid of risks, families with low-risk preferences will reduce their investment in entrepreneurship, indicating that university students have a relatively high degree of uncertainty avoidance in entrepreneurial investment. However, if some families believe that 'only high risk can bring high returns', this investment philosophy determines that families with high-risk preferences will increase their investment in children's entrepreneurship to obtain higher returns (such as students successful entrepreneurship and starting self-employment), which indicates that some university students also have relatively low levels of UA in entrepreneurial investment (Arrindell, 2003).

In this study, H12a is supported because final-year students at Jiujiang University consider job stability as a key factor in their career stability when choosing a career. Secondly, the high risk inherent in entrepreneurship remains an important factor for students to consider. Thirdly, in the process of choosing a career, university students not only follow social norms but also refer to their parents' expectations for their careers. This finding can be explained by the fact that current university students, when choosing a career path that suits them, not only consider their characteristics but also their practical needs. Meanwhile, they also follow social norms and the opinions and suggestions of family and friends. They are no longer blindly starting their career development path, but are increasingly rational in employment and entrepreneurship.

The analysis results of H12b indicate that Masculinity and femininity (MF) have no significant impact on EI. This research result is inconsistent with previous research results. For example, masculinity is positively correlated with entrepreneurial activities (Shinnar et al., 2012; Stedham and Wieland, 2017). Previous literature on female entrepreneurship has pointed out that due to a lack of skills, funding, and cultural challenges, female entrepreneurs may face more obstacles (Zeidan and Bahrami, 2011). Therefore, their EIs are low, which stems from women's lack of confidence in their ability to become entrepreneurs (Yordanova and Tarrazon, 2010). Secondly, especially in some developing countries, the social role of women is defined as mothers and housewives (Shinnar et al., 2012; Calza et al., 2020). In this study, H12b is

rejected, indicating a significant difference in attitudes towards male and female entrepreneurship among students at Jiujiang University compared to previous research results. The reason for this is that gender equality is more common among college students, and women usually do not believe that men have a sense of gender superiority over them. With the impact of equal entrepreneurial opportunities for men and women in modern society on entrepreneurial intentions, and through higher education, female college students realise that their feminine consciousness is not significantly different from that of men in terms of their abilities. This may also lead to them being more confident than men in completing their entrepreneurship. It can be seen that the advancement of women in entrepreneurship is an important symbol of the progress of gender equality in entrepreneurship (Deng and Wang, 2023). From the perspectives of diversity, equality, and inclusiveness, entrepreneurship can be seen as a potential means of economic inclusion for women and other marginalised groups (Vracheva and Stoyneva, 2020).

The analysis results of H12c indicate that Paternalism (PAT) has no significant impact on EI. This research result is inconsistent with previous research results. Previous research results have shown that Chinese parents actively participate in their children's education, and have a significant impact on their children's employment and career choices, especially in terms of educational choices and future career decisions (Rengiah and Sentosa, 2014), and often use persuasive strategies to obtain their children's obedience (Lee and Morrish, 2012). Firstly, parents have high expectations in helping their children choose careers. They place greater emphasis on a work environment, stability, and dignity, which goes against the adventurous spirit of entrepreneurship (Zhang, 2019; Sun, 2019). Secondly, many graduates lack autonomy, creativity, and a spirit of hard work (Renzulli et al., 2000; Wu et al., 2008). Even today, parents of Chinese families are still afraid of their children facing failure and hope to do their best to let their children live a stable life. Therefore, parents' attitudes also to some extent hinder the formation of students' EI (Meng and Liu, 2019). In this study, H12c is rejected, indicating that the parent-child relationship between students and parents at Jiujiang University has quietly changed. The strict hierarchical relationship between parents and children is becoming a thing of the past, and parents are no longer dictators who determine the future fate and development

of their children. In the interviews of this study, it can be seen that parent-child relationships are more harmonious and democratic, and parents play more of the role of friends rather than superiors. The ideal job for a child in the eyes of parents is a job that the child loves and is stable. Secondly, parents still demonstrate that their love for their children has not changed in protecting them from harm. Entrepreneurship is a high-risk and unstable career choice, and parents hope to help their children avoid this risk and live a stable life. Thirdly, as final-year university students and have received higher education, their sense of autonomy becomes stronger, and they have their standards for considering career choices and employment.

The result shows that H12d is rejected. i.e. Guanxi (GX) has no significant impact on EI. In previous studies, a good “guanxi” is a necessary condition to ensure the reliable operation of commercial activities (Wah, 2001). Because it provides access to important resources and eliminates obstacles, it is crucial for the success of entrepreneurs (Brandstätter, 2011). On the other hand, Chinese people who are good at utilising "guanxi" often have potential business advantages, and they are eager to find "guanxi" as a shortcut to success, rather than working hard (Wang, 2012). Therefore, establishing and maintaining personal relationships can be said to be a survival strategy, which is a necessary condition to ensure the reliable operation of business activities. Secondly, although the living conditions of Chinese people have greatly improved, they are still accustomed to using "guanxi" to solve daily difficulties and challenges. Finally, a Chinese culture based on "guanxi" is the key to entrepreneurship and small business success (Pun et al., 2000; Gibb and Li, 2003). Usually, a relationship-oriented approach allows businesses and their owners to create social capital for their survival, seeking legitimacy to cope with favourable conditions for business survival. It can be seen that in Chinese business, "guanxi" is highly valued. However, in this study, H12d is rejected indicating that firstly, many final-year university students have not yet been exposed to society and do not have a particular understanding of some of its operating rules. Secondly, after years of reform and opening up and the influence of foreign cultures, the value orientation of Chinese people has changed in today's China. The rule of law in society has been continuously improved, and the use of “guanxi” as a means of solving problems has been somewhat curbed.

In qualitative interviews, CVs of interest involved in the questionnaire survey are further explored, especially in UA and PAT (See Table 54 for details). Therefore, to explore the issue of UA, the student groups conduct extensive and in-depth discussions on issues such as job stability, whether career selection follows social norms, and whether to listen to parents' opinions. Concerning students mention their career choices, they not only consider their characteristics, but also consider practical needs, social norms, and parents' expectations. Nowadays university students, influenced by higher education, are more rational in their employment or entrepreneurship and are no longer blind choices. In addition, the attitudes of parents towards their children's significant career choices are also discussed.

In the discussion of the student focus group, in the eyes of children was found, that parents' career expectations are an important factor affecting their own life decisions. After listening to the explanations of different students, the factors are roughly divided that parents influence their children's career choices into three categories. The first type is the reason why parents start businesses, the second type is the parents' expectations for their children, and the third type is that parents respect their children's ideas and wishes. From these three classifications, it can be seen from the perspective of students that regardless of whether their parents have engaged in entrepreneurship or not, they do not want their children to experience the hardships of entrepreneurship like themselves. Secondly, parents hope that their children can engage in jobs that they are interested in and love. Thirdly, most parents respect their children's thoughts and wishes. The results of the qualitative interview once again confirm the conclusion of the quantitative survey, which is that paternalism has no significant impact on EI.

Finally, the parent respondents discuss the current role of parents in their child's career, and the result is "like a friend". During the interview, the parent-child relationship caught the author's attention. Through the interview results, it can be seen that the current parent-child relationship has undergone significant changes, with the vast majority of parents and children having a relationship of mutual respect and common progress rather than a patriarchal, authoritarian, and authoritarian parent-child relationship. Meanwhile, when children need to make career

choices and plans in their lives, they will instinctively consider their parents' wishes and ideas. It can be seen that the current parent-child relationship is more democratic, more conducive to the healthy development of students, and also conducive to the formation of a harmonious family atmosphere. The reason for this is that with the continuous improvement of China's economic and social development level, parent-child relationships have also developed towards a more democratic and harmonious atmosphere, which is consistent with the research in Branje's (2018) literature.

7.3 Revised Conceptual Framework

The original conceptual framework shown in Figure 4 illustrates the impact of EE on EIs and the relationships between the variables. In light of the research findings, the research model is revisited, and the following changes are made. The revised conceptual framework is shown in Figure 9, with newly added variables highlighted in italics and without established relationships highlighted with deleted lines.

As shown in Figure 9, the changes made by the new conceptual framework include two aspects. Firstly, one dimension of EE is extracurricular activities, and three dimensions of CVs are masculinity and femininity, as well as paternalism and Guanxi, which are highlighted with deleted lines. Secondly, gender equality and harmonious parent-child relationship have been added to the revised conceptual framework and highlighted in italics. According to the survey results, extracurricular activities, masculinity and femininity, paternalism and Guanxi have no significant impact on EI. Upon investigation, the results of questionnaire surveys and student focus groups indicate that college students no longer consider gender differences to be a factor affecting entrepreneurship, and the concept of gender equality is deeply ingrained in their minds. Gender equality provides opportunities for both men and women, reducing the initial capital constraints that women often face. At the same time, it is pointed out that equal economic participation has narrowed the gender gap in entrepreneurship. Equal opportunities are a necessary condition for narrowing the gender gap in entrepreneurship (Vracheva and Stoyneva, 2020; Deng and Wang, 2023). In addition, through three student focus groups and

interviews with parents, it can be seen that the parent-child relationship in Chinese families is quietly changing, and harmonious parent-child relationships have become the norm in real life.

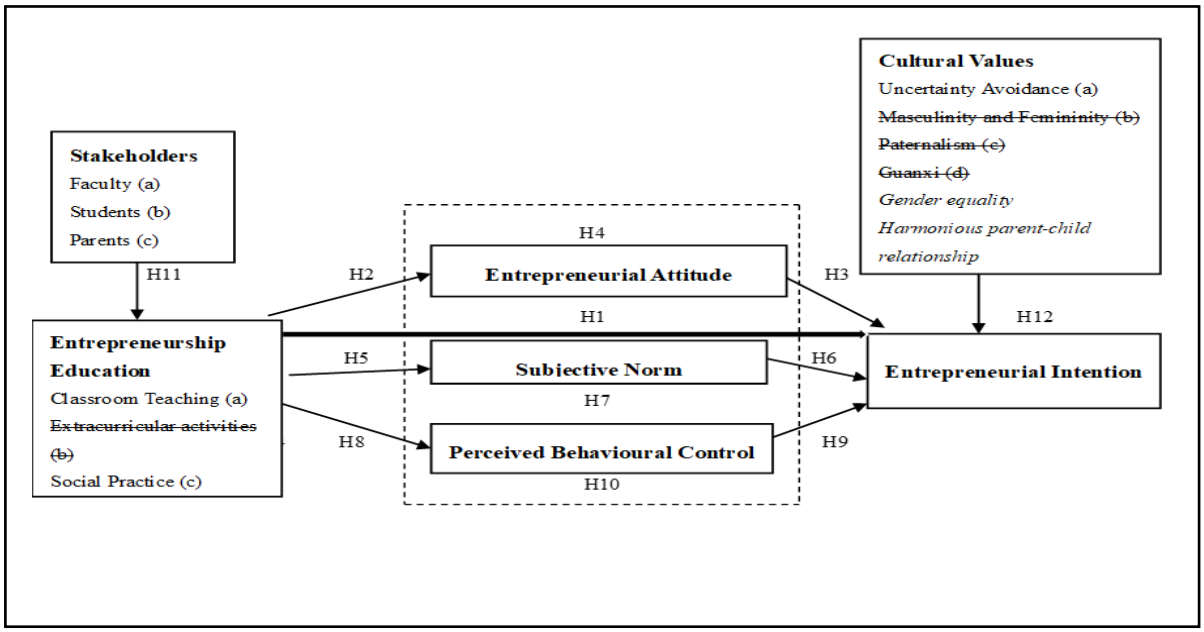


Figure 9: A revised conceptual framework

Source: the author.

7.4 Chapter Summary

This chapter provides a comprehensive discussion of the results of the quantitative and qualitative sections. The results of hypothesis testing have also been discussed in detail in conjunction with previous literature, to explain the reasons for the consistency or inconsistency between the research results and previous literature research results. The overall organisation and layout in this chapter are based on research questions, and each question is designed to answer the corresponding research objectives. During this process, five research questions are discussed in detail. Firstly, the impact of EE on EIs. Secondly, influencing factors of EE. Thirdly, the impact of stakeholders on EE. Fourthly, the influencing factors of EI. Fifthly, the impact of CVs on EIs. Each research question is discussed in detail to gain a deeper understanding of the relationships between these variables.

CHAPTER 8 CONCLUSIONS

8.1 Introduction

This chapter presents a summary of key research findings and contributions based on the research objectives and questions. It evaluates the significance of the research findings and their contributions to the existing literature and provides recommendations for improving EE and enhancing EIs. In addition, it also covers the limitations of this study and offers suggestions for future research in the field.

8.2 Research Objectives and Research Findings

This section will outline the key findings of the study, and review the research objectives and research questions.

8.2.1 Summary of Key Findings

This study aims to explore the impact of EE on the EIs of final-year university students in China. As a result of an extensive literature review, a conceptual framework is developed to examine the impact of EE on EI and investigate key influencing factors. Mixed methods are adopted in collecting empirical data. Key findings from the study are summarised as follows.

The first finding of this study is that EE has a significant positive impact on EI. This finding suggests that participation in EE plays an important role in influencing individual EI, with students who receive EE exhibiting higher EI. By receiving EE, university students can enhance their entrepreneurial awareness and abilities, and improve the success rate of entrepreneurship for young people with entrepreneurial interests or potential. In addition, this also indicates that EE has a positive impact on EI and employability.

The second finding of this study is that EE is not a single abstract construct, it has three components. Among the three components of EE, classroom teaching and social practice have a significant impact on EIs, but extracurricular activities have no effect on EIs. This finding

not only makes it more targeted for students to discuss and improve EE but also has important guiding significance for the specific work of improving EE in universities.

The Third important finding is that stakeholders have a significant positive impact on EE. Concerning studying the influencing factors of EE, the impact of faculty, students, and parents on EE is explored based on stakeholder theory. The results show that all three have a significant positive impact on EE. Among them, faculty has the greatest impact on EE, as they are both implementers and organisers of EE classroom teaching and activities, and are often used by university students as role models for learning. This is because teachers set an example for students through their thoughts, knowledge, talents, and emotions during the teaching process. Lecturers with entrepreneurial experience use their professional knowledge and social practice to educate and guide students in learning entrepreneurial knowledge and skills. On the other hand, teachers use their valuable entrepreneurial experience to motivate students and cultivate valuable entrepreneurial spirit. Students are unconsciously influenced, and it is easy to compare teachers to role models for entrepreneurship. Therefore, they may want to become people like entrepreneurial lecturers.

The fourth finding is that EA, SN, and PBC have a significant positive impact on EI. This finding showed that EA, SN, and PBC are predictive factors of EI, and they all have a close relationship with EI. Secondly, the theory of planned behaviour (TPB) has been further validated and practised in the context of this study. Meanwhile, EA, SN, and PBC play a partial mediating role between EE and EIs.

The fifth important finding is that CVs have a significant impact on EI. Among the four CVs, UA has a significant impact on EI, while the other three cultural values (masculinity and femininity, paternalism and guanxi) have no significant impact on EI. This finding also suggests that gender does not have a significant impact on students' EI at Jiujiang University. Secondly, the relationship between students and parents at Jiujiang University has changed. In addition, the rule of law in society is constantly improving, and the phenomenon of using

"guanxi" to solve problems may also be constantly curbed.

8.2.2 Addressing Research Objectives and Research Questions

This study aims to explore the impact of EE on EIs of final-year university students in China, all five research objectives set in Chapter 4 have been satisfactorily achieved. Research questions have been addressed. Table 55 summarises how research objectives and research questions have been achieved.

Table 55: Addressing Research Questions

	Research Objective	**Research Question**	**How RQ is addressed**
1	To examine the relationship between EE and EI.	How does EE affect EI of final-year university students in China?	A comprehensive review of the subject field, statistical analysis of empirical data and critical discussion concerning the literature. Addressed in Sections: 3.8.1, 6.2.6.1 and 7.2.1.
2	To review the current situation of EE in China.	What are the factors that affect EE at Jiujiang University?	Archived through a review of EE-related content and discussion of research findings: see 2.4, 2.5, 3.3, 6.3.2.3,6.3.2.5 and 7.2.2.
3	To explore the impact of key stakeholders on EE.	How do stakeholders influence EE at Jiujiang University?	Through relevant statistical analysis, and a critical evaluation of the research model. See 3.5, 3.8.5, 6.2.6.2, 7.2.3 and 7.3.
4	To identify and examine the key factors affecting the formation of EIs.	What are the factors that affect the EIs of final-year university students?	Addressed in Sections: 3.4.2, 3.8, 6.2.6, 6.3.2.2, 6.3.2.6 and 7.2.4.
5	To examine the impact of cultural values on EIs.	How do cultural values affect the EIs of final-year university students?	Discussed in Sections 3.6, 3.8.4, 6.2.6.3, 6.3.2.4, 6.3.2.7 and 7.2.5.

Source: the author.

8.3 Research Contributions and Implications

This study has positive theoretical significance and practical implications, especially in alleviating the unemployment crisis in Chinese society, promoting the development of EE in Chinese universities, and guiding and encouraging university students to consider entrepreneurship as a career choice.

8.3.1 Theoretical Contributions

This study has made the following contributions to the literature. The first theoretical contribution of this study is to investigate how EE affects EIs, thereby expanding the analytical framework of the theory of planned behaviour and adding stakeholders and cultural values to test the impact on EE and EIs. It extends the application of the theory of planned behaviour to developing countries such as China (Lu et al., 2021). In addition, this study responds to Fayolle and Liñán (2014) call to further investigate the role of China's background and social environment in EIs. Therefore, this makes up for the lack of research in this field in China.

The second contribution is to no longer view EE as an abstract unified whole, but to divide it into three dimensions based on China's national conditions, and test the impact of these dimensions on EIs separately. It can be said that combining insights into the internal dimensions of EE can lead to more detailed and accurate research on the improvement and enhancement of EE. Meanwhile, it also helps to more accurately enhance the EIs of university students through EE.

The third contribution of this study is to comprehensively examine the impact of EE on EIs based on a questionnaire survey. After quantitative research, qualitative research is conducted using focus groups and semi-structured interviews to collect data from students, parents and faculty members. It can be said that on the one hand, the current development status of EE in China is being reviewed from the perspective of key stakeholders. On the other hand, targeted opinions and suggestions have been put forward by key stakeholders from their perspectives to improve EE and enhance the EIs of university students.

The fourth contribution is that this study broadens the application field of the theory of planned behaviour, indicating that it is also applicable in the field of entrepreneurship.

The fifth contribution is that one cultural value was found to significantly impact EIs. i.e. Uncertainty avoidance (UA) has a significant positive impact on EIs. This indicates that the influence of culture on EI may vary in different national cultures (Bae et al., 2014).

8.3.2 Practical Implications

Considering that stakeholders have a significant positive impact on EE, the results of this study provide targeted and valuable information for key stakeholders of EE, which helps to meet the needs of stakeholders and work together to enhance the EI of university students (Mei and Symaco, 2022). Therefore, this section provides targeted practical implications for different stakeholders. From the perspective of EE lecturers, firstly, they should have strong professional knowledge and experience in the field of entrepreneurship, constantly improving their teaching skills and level. Secondly, in the classroom, EE lecturers can develop contextualised teaching methods for EE, emphasising the combination of theoretical and practical teaching to enrich teaching forms (Meng and Liu, 2019). In addition, lecturers can make full use of new media to create a mixed EE model of "online + offline" to meet the personalised learning needs of different students. Thirdly, lecturers should encourage students to develop business plans and actively interact with entrepreneurs (Oo et al., 2018). Fourthly, lecturers should contribute to university enterprise cooperation by establishing university enterprise cooperation entrepreneurship bases and demonstration centres to promote the rapid transformation of scientific research achievements.

From the perspectives of students, firstly, especially those who have EIs or interests, students should not only focus on learning theoretical knowledge in their daily studies but also participate more in entrepreneurial practical activities. They should pay attention to the cultivation of their entrepreneurial awareness and abilities in multiple aspects. Through learning, watching, and participating, they can turn their entrepreneurial dreams into reality.

Secondly, students should also clarify their social mission, starting by paying attention to the actual needs of society, while pursuing economic value, they should also pay attention to their social value. Thirdly, students should participate more in alumni associations and other organisations, use social networks to identify and pursue entrepreneurial opportunities, and thus practice entrepreneurial concepts. From the perspective of parents, they should guide their children towards positive life choices and encourage them to stay grounded while pursuing their dreams. Meanwhile, parents should be good at observing their children's interests and preferences in daily life, respecting their personal choices, and giving more positive and constructive feedback.

Secondly, considering that EA, SN, and PBC play a partial mediating role between EE and EIs. Among these three, the mediating role played by PBC is the most important. Therefore, in terms of EA, universities can guide students to participate more in extracurricular activities and social practices, reducing their aversion to the negative consequences (entrepreneurial failure) that may arise from entrepreneurial activities. Meanwhile, by setting entrepreneurial examples, students can increase their expectations for positive outcomes in successful entrepreneurship. In terms of SN, on the one hand, it is recommended that universities strive to create a campus entrepreneurial culture atmosphere. On the other hand, increasing the understanding and support of teachers, classmates, and peers around them for student entrepreneurship (Meng and Liu, 2019). To cultivate students' entrepreneurial PBC, universities can use alumni as entrepreneurial role models to make students believe that they have sufficient abilities to carry out entrepreneurial activities (Lu et al., 2021). Besides, the research finding shows that the government's entrepreneurship policy support not only provides entrepreneurs with social services and policy support but also enhances their confidence, helping them achieve success in entrepreneurial activities (Wei, 2022).

Thirdly, considering that there is only one cultural value in this study, namely uncertainty avoidance (UA) has a significant impact on EI. In the future, more cultural values will be explored and tested for their impact on EIs, to better understand the impact of CVs on EIs.

8.4 Limitations and Further Research

All studies have limitations, this study is no exception. The main limitations are discussed below.

8.4.1 Limitations of the Study

The main limitation of this study is related to sampling methods. With the use of non-probability sampling in data collection, the majority of the participants are either from or related to a single university in Jiangxi Province, which means that the results of this study may not apply to the higher education sector in China.

The second limitation of this study is related to the conceptual framework design issue. In this model, the impact of EE on EIs was examined by several variables, namely stakeholders, EA, SN, PBC, and CVs. However, there may be other variables that could also impact the formation of EIs (Neneh, 2022). For example, other social characteristics of individuals and other potential mediating and moderating variables.

The third limitation of this study is related to the issue of cultural values. In this study, Cultural values are measured directly to provide more useful guidance on how culture influences behaviour (Siu and Lo, 2013). However, considering the length and time constraints of this study, only four CVs are studied (two from Hofstede's Values Survey Module and two from Fan (2000)). Therefore, it would be fruitful for future research to include other CVs in the study of their impact on EIs.

The final limitation is that this study did not observe how the EIs formed by final-year university students would change over time as they were measured only at the time of the survey. It would be interesting to track graduates to see if EIs translate into entrepreneurial behaviour after they leave the university.

8.4.2 Suggestions for Further Research

Given the limitations identified in the study, it will be recommended that future research should involve the following areas. Firstly, future research can conduct large-scale quantitative and qualitative studies. Using larger and more diverse data samples as support, conducting further surveys and in-depth interviews with a larger population to obtain more universal results (Virginia and Carlos, 2018). Secondly, future research can further explore the correctness and applicability of sampling methods and data collection issues. As a long-term study, applying dynamic longitudinal data to track university student entrepreneurship can help improve the generalisability of research results (Gunathunge, 2020; Cui et al., 2021). Thirdly, future research can attempt to incorporate other possibilities into the EIs model in the design of the conceptual framework for more in-depth research. For example, other social characteristics of individuals (such as growth environment), as well as potential mediating and moderating variables that may exist, such as teacher enthusiasm or emotional attributes (Bae et al., 2014). Finally, future research can use longitudinal methods to determine whether the EIs formed by participants remain stable over time and whether they ultimately affect student entrepreneurial behaviour (Siu and Lo, 2013; Karimi et al., 2016).

8.5 Chapter Summary

This chapter concludes this study by summarising the research objectives, key findings, contributions, implications, limitations, and suggestions for further research. These key findings are valuable assets of this study, enriching the depth and breadth of understanding of the impact of EE on EIs. This study enriches theoretical contributions by expanding and validating the theory of planned behaviour and social cognitive theory. In addition, practical implications provide targeted guidance and improvement suggestions for stakeholders (faculty, students, parents), enabling them to collaborate and work together to promote the development of EE, ultimately achieving the goal of making entrepreneurship a career choice for university students.

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Appendix

Appendix 1–Questionnaire (English Version)

Questionnaire on the impact of entrepreneurship education on entrepreneurial intentions of final-year university students in China

Survey Invitation Letter

Dear respondent,

First of all, thank you for your patience in reading. I am a doctoral student at the University of Wales Trinity Saint David in the UK. I would like to invite you to participate in this survey, which aims to explore the impact of entrepreneurship education on entrepreneurial intentions of final-year university students in China. I would greatly appreciate it if you could spare approximately 10 minutes to complete this online questionnaire. Collecting data requires your permission and your participation in this survey is entirely voluntary. At any time during the investigation process, you have the right to withdraw without reason and decide not to participate in this study without any consequences. Please fill in according to your actual situation. Your true thoughts and valuable suggestions will be very helpful for this research. There is no right or wrong answer to the questionnaire, and it is conducted anonymously. All research results are only for academic research.

If you have any questions, please contact me directly:

1903488@student.uwtsd.ac.uk

Thank you very much for your participation!

Part I Demographic Information [Single-choice question] *

(Please tick "√" in the corresponding option according to the actual situation).

Q1. Gender

☐ Male ☐ Female

Q2. Major

☐ International Economy and Trade

☐ International Business

☐ Finance

☐ Financial Engineering

☐ Logistics management

☐ Digital Economy

☐ Accounting

☐ Business Administration

☐ Others (please specify):_____

Q3. Parental education level

Q3a: Fathers' education level

☐ High school and below

☐ College degree

☐ Bachelor’s degree

☐ Master degree

☐ Doctoral degree

☐ Others (please specify):_____

Q3b: Mother's education level

☐ High school and below

☐ College degree

☐ Bachelor’s degree

☐ Master degree

☐ Doctoral degree

☐ Others (please specify):_____

Q4. Parental occupation

Q4a: Father's occupation

☐ Work in a private firm

☐ Work in a public sector

☐ Self-employed

☐ Entrepreneur

☐ Farmers

☐ Retired

☐ Unemployed

☐ Others (please specify):_____

Q4b: Mother's occupation

☐ Work in a private firm

☐ Work in a public sector

☐ Self-employed

☐ Entrepreneur

☐ Farmers

☐ Retired

☐ Unemployed

☐ Others (please specify):_____

Q5. The average annual income of households (after tax)?

☐ Less than ¥ 50,000

☐ ¥ 50001- ¥ 100,000

☐ ¥ 100,001- ¥ 150,000

☐ Over ¥ 150,000

Part II Career Choices and Perspectives on Entrepreneurship

(Please tick "√" in the corresponding option according to the actual situation).

Q6. What do you want to do on completion of your current degree? (Tick one only)

☐ Working in the family business

☐ Working in a private sector

☐ Working in the public sector

☐ Starting own business

☐ Continuing the study of a master's degree

☐ Not decided yet

☐ Others (please specify):_____

Q7. The main reason why you choose to start a business. (Tick one only)

☐ Lack of alternative jobs: I will have to start up a business because there won't be jobs available.

☐ Self-achievement: to fulfil my dreams, to create something, to take advantage of my creative needs.

☐ Independence: freedom to be my boss, able to choose my work tasks and schedules.

☐ Financial success: make money.

☐ Continue family tradition: my family has always run their own business(es).

☐ Others (please specify):_____

Q8. Have you ever had experience in entrepreneurship (such as E-commerce or live streaming, etc)?

☐ No

☐ Yes (please specify):_____

Q9. Has your parents' occupation affected my career choice?

1	2	3	4	5	6	7	8	9	10
No Impact									Great Impact

Q10. Does anyone in your family (including family members or relatives) own a business?

☐ Yes

☐ No

Q11. Does your family or relatives' experience of starting a company give you the idea of owning your own business?

1	2	3	4	5	6	7	8	9	10
No Impact									Great Impact

Q12. Please select your favourite entrepreneurial activity or social practice. (Tick 1-3 options)

☐ Entrepreneurship association

☐ Innovation and entrepreneurship competition (for example, Challenge Cup, Internet+, etc)

☐ Entrepreneurship alumni lectures

☐ Company visit

☐ Company internship

☐ Establish entrepreneurial resources or networking activities (e.g., Join the Alumni Association)

☐ A university's entrepreneurship incubation program

☐ Other (please specify) _____

Q13. The contribution of entrepreneurship compulsory courses offered in universities to your knowledge and understanding. (Tick 1-3 options)

☐ Increased my understanding of the attitudes, values and motivations of entrepreneurs

☐ Enhanced my practical skills to start a business

☐ Enhanced my ability to develop networks

☐ Enhanced my ability to identify an opportunity

☐ Other (please specify) _____

Part III Main Part of the Questionnaire

Q14. Theory of Planned Behaviour (TPB)

Select the level score you agree with and tick the corresponding position. [Matrix scale question] *

Q14a. Entrepreneurial Attitude (EA) (5)		
	Measure Items	**Strongly disagree ←→Strongly agree**
EA1	Being an entrepreneur implies more advantages than disadvantages to me.	☐1 ☐2 ☐3 ☐4 ☐5
EA2	A career as an entrepreneur is attractive to me.	☐1 ☐2 ☐3 ☐4 ☐5

EA3	If I had the opportunity and resources, I would like to start a business.	☐1 ☐2 ☐3 ☐4 ☐5
EA4	Being an entrepreneur would entail great satisfaction for me.	☐1 ☐2 ☐3 ☐4 ☐5
EA5	Among various career options, I would rather be an entrepreneur.	☐1 ☐2 ☐3 ☐4 ☐5
Q14b. Subjective Norm (SN) (4)		
	Measure Items	**Strongly disagree ←→Strongly agree**
SN1	If I am determined to start a business, my parents will support my decision.	☐1 ☐2 ☐3 ☐4 ☐5
SN2	If I am determined to start a business, my relatives will support my decision.	☐1 ☐2 ☐3 ☐4 ☐5
SN3	If I am determined to start a business, my friends will support my decision.	☐1 ☐2 ☐3 ☐4 ☐5
SN4	If I am determined to start a business, my teacher will support my decision.	☐1 ☐2 ☐3 ☐4 ☐5
Q14c. Perceived Behavioural Control (PBC) (5)		
	Measure Items	**Strongly disagree ←→Strongly agree**
PBC1	I believe I possess the knowledge and skills required for entrepreneurship.	☐1 ☐2 ☐3 ☐4 ☐5
PBC2	I know the actual details required to start a company.	☐1 ☐2 ☐3 ☐4 ☐5
PBC3	I know how to develop entrepreneurial projects.	☐1 ☐2 ☐3 ☐4 ☐5
PBC4	If I am willing, I can easily start and run a company.	☐1 ☐2 ☐3 ☐4 ☐5
PBC5	If I am determined to start a business, my chances of success are high.	☐1 ☐2 ☐3 ☐4 ☐5
Q14d. Entrepreneurial Intention (EI) (4)		
	Measure Items	**Strongly disagree ←→Strongly agree**

EI1	I have very seriously thought of starting a business.	☐1	☐2	☐3	☐4	☐5
EI2	My professional goal is to become an entrepreneur.	☐1	☐2	☐3	☐4	☐5
EI3	I will make every effort to start my own business.	☐1	☐2	☐3	☐4	☐5
EI4	I am determined to create my own business in the future.	☐1	☐2	☐3	☐4	☐5

Q15. Entrepreneurship Education (EE)

Select the level score you agree with and tick the corresponding position. [Matrix scale question]

*

Entrepreneurship Education (EE) (13)						
	Measure Items	**Strongly disagree ←→Strongly agree**				
CT1	Through studying EE courses, I have gained a better understanding of the important role played by entrepreneurs in society.	□1	□2	□3	□4	□5
CT2	The EE courses have enhanced the awareness and skills required for becoming an entrepreneur.	□1	□2	□3	□4	□5
CT3	Through EE courses, I aspire to become an entrepreneur.	□1	□2	□3	□4	□5
CT4	After studying EE courses, I will seriously consider becoming an entrepreneur as a possible career choice.	□1	□2	□3	□4	□5
EAc1	Entrepreneurship lectures have a positive impact on EI.	□1	□2	□3	□4	□5
EAc2	Entrepreneurship role models (such as successful alumni) have a positive impact on EI.	□1	□2	□3	□4	□5
EAc3	Innovation and entrepreneurship competitions (such as the Challenge Cup) have a positive impact on EI.	□1	□2	□3	□4	□5

EAc4	The activities of entrepreneurial associations have a positive impact on EI.	☐1	☐2	☐3	☐4	☐5
EAc5	The entrepreneurial spirit and values transmitted by a university have a positive impact on EI.	☐1	☐2	☐3	☐4	☐5
SPr1	Company visits have a positive impact on EI.	☐1	☐2	☐3	☐4	☐5
SPr2	Company internships have a positive impact on EI.	☐1	☐2	☐3	☐4	☐5
SPr3	A university's entrepreneurship incubation program has a positive impact on EI.	☐1	☐2	☐3	☐4	☐5
SPr4	Off-campus entrepreneurship practice bases have a positive impact on EI.	☐1	☐2	☐3	☐4	☐5

Q16. Stakeholders (Ss)

Select the level score you agree with and tick the corresponding position. [Matrix scale question]

*

Stakeholders (12)						
	Measure Items	**Strongly disagree ←→Strongly agree**				
SF1	The theoretical knowledge of the lecturer has a significant impact on EE.	☐1	☐2	☐3	☐4	☐5
SF2	The business experience of the lecturer has a significant impact on EE.	☐1	☐2	☐3	☐4	☐5
SF3	Good teaching methods used by lecturers have a significant impact on EE.	☐1	☐2	☐3	☐4	☐5
SF4	Entrepreneurship training received by lecturers has a significant impact on EE.	☐1	☐2	☐3	☐4	☐5
SS1	Students' participation has a significant impact on EE.	☐1	☐2	☐3	☐4	☐5

SS2	Successful EE should place students at the centre from design to evaluation.	☐1 ☐2 ☐3 ☐4 ☐5
SS3	It is important to engage students in the design and delivery of EE.	☐1 ☐2 ☐3 ☐4 ☐5
SS4	The career ambition of students has a significant impact on EE.	☐1 ☐2 ☐3 ☐4 ☐5
SP1	Parents' influence on students' major choices has an impact on EE.	☐1 ☐2 ☐3 ☐4 ☐5
SP2	Parents' influence on students' career choices has an impact on EE.	☐1 ☐2 ☐3 ☐4 ☐5
SP3	Parents' expectation of students has a significant impact on EE.	☐1 ☐2 ☐3 ☐4 ☐5
SP4	Parents as a role model have a significant impact on EE.	☐1 ☐2 ☐3 ☐4 ☐5

Q17. Cultural Values (CVs)

Select the level score you agree with and tick the corresponding position. [Matrix scale question]

*

Cultural Values (CVs) (16)		
	Measure Items	**Strongly disagree ←→Strongly agree**
UA1	A secure job is a key factor in choosing a career.	☐1 ☐2 ☐3 ☐4 ☐5
UA2	Compared to other career paths, being an entrepreneur carries a higher risk.	☐1 ☐2 ☐3 ☐4 ☐5
UA3	When choosing a job, I will seek advice from parents and friends to avoid making mistakes.	☐1 ☐2 ☐3 ☐4 ☐5
UA4	It is important to closely follow social norms and expectations when choosing a career path.	☐1 ☐2 ☐3 ☐4 ☐5

MF1	It is more important for men to have a professional career than it is for women.	☐1 ☐2 ☐3 ☐4 ☐5
MF2	Men usually solve problems with logical analysis, women usually solve problems with intuition.	☐1 ☐2 ☐3 ☐4 ☐5
MF3	There are some jobs that a man can always do better than a woman.	☐1 ☐2 ☐3 ☐4 ☐5
MF4	Men are more willing to pursue an adventurous career.	☐1 ☐2 ☐3 ☐4 ☐5
PAT1	My parents have a decisive say in my choice of major.	☐1 ☐2 ☐3 ☐4 ☐5
PAT2	My parents provide me with financial support for my employment.	☐1 ☐2 ☐3 ☐4 ☐5
PAT3	My parents hope that I will have a stable job after graduation (such as becoming a civil servant).	☐1 ☐2 ☐3 ☐4 ☐5
PAT4	I will follow my parent's advice when choosing a career.	☐1 ☐2 ☐3 ☐4 ☐5
GX1	“Guanxi” is the key to the success of entrepreneurs, providing access to vital resources and eliminating obstacles.	☐1 ☐2 ☐3 ☐4 ☐5
GX2	Having “guanxi” helps a new business to survive.	☐1 ☐2 ☐3 ☐4 ☐5
GX3	A good “guanxi” network is a necessary condition to ensure the reliable operation of business activities.	☐1 ☐2 ☐3 ☐4 ☐5
GX4	With a “guanxi” network, I will be more willing to start my own business.	☐1 ☐2 ☐3 ☐4 ☐5

Q18. Thank you for answering! We will invite some students with entrepreneurial intentions or experiences to participate in the interview activity in the near future. Would you be willing to participate?

□ Yes, your phone number is_____

□ I'm not sure yet. Your phone number is_____

□ Not participating

Thank you for your participation and support!

Appendix 2–Questionnaire (Chinese version)

创业教育对中国大学四年级学生创业意向的影响研究调查问卷

亲爱的同学:

你好！首先感谢你的耐心阅读。我是英国威尔士三一圣大卫大学的博士研究生，我想邀请你参与这项调查，该调查旨在探究创业教育对中国大学四年级学生创业意向的影响。如果您能抽出大约 10 分钟的时间来完成此在线问卷，我将不胜感激。收集数据需要您的许可且您参与本次调查完全是自愿的。在调查过程中的任何时候，您都有权无故退出，并决定不参加本研究，而不会产生任何后果。请你根据你的实际情况填写，您的真实想法和宝贵建议将对这项研究非常有帮助。问卷答案没有对错之分，完全采用匿名的方式进行，所有研究结果仅用于学术研究，请放心作答。非常感谢您的参与！

如您有任何问题，请通过以下方式与我联系：

1903488@student.uwtsd.ac.uk

第一部分 基本信息部分[单选题]*

1. 性别

☐ 男 ☐ 女

2. 专业

☐ 国际经济与贸易
☐ 国际商务
☐ 金融学
☐ 金融工程
☐ 物流管理
☐ 数字经济
☐ 会计学
☐ 工商管理
☐ 其他（请说明）_____

3. 父母的受教育程度

3a：父亲学历

☐高中及以下
☐专科
☐本科
☐硕士
☐博士
☐其他: _____

3b：母亲学历

☐高中及以下
☐专科
☐本科
☐硕士
☐博士
☐其他（请说明） _____

4. 父母职业

4a：父亲职业

☐ 在私营企业工作
☐ 在国家机关、事业单位工作
☐ 自雇者
☐ 创业者
☐ 农民
☐ 退休人员
☐ 失业人员
☐ 其他（请说明）_____

4b：母亲职业

☐ 在私营企业工作
☐ 在国家机关、事业单位工作
☐ 自雇者
☐ 创业者
☐ 农民
☐ 退休人员
☐ 失业人员
☐ 其他（请说明）_____

5. 家庭年均收入（税后）

☐ 50000 元以下

☐ 50001- 100,000 元

☐ 100,001- 150,000 元

☐ 150000 元以上

第二部分 职业选择和对创业的看法

6. 你打算在完成本科学位后做什么? (单选)

☐ 在家族企业工作

☐ 在私营企业工作

☐ 在国家机关、事业单位工作

☐ 创业

☐ 继续攻读硕士学位

☐ 尚未决定

☐ 其他（请说明）_____

7. 你如果“创业“，最主要的原因是哪一项。(单选)

☐ 缺乏合适的工作：我选择自主创业或自雇，因为没有适合我的工作

☐ 自我实现：实现我的梦想，充分利用我的创意，创造新的价值

☐ 独立：追求自由，做我自己的老板，选择我自己的工作任务，自主安排时间

☐ 财务成功：赚钱

☐ 发展家族企业：家族企业的传承和发展

☐ 其他（请说明）_____

8. 你是否有过创业的经历（如从事电商、直播或实体等）?

☐ 否

☐ 是 (请说明）_____

9. 父母的职业是否会影响你的职业选择?

1 2 3 4 5 6 7 8 9 10

无影响 影响巨大

10. 你的家庭中（包括家庭成员或亲戚）是否有人创办了公司?

☐ 是

☐ 否

11. 若你的家人或亲戚创办了公司是否会让你萌生创业的想法?

1 2 3 4 5 6 7 8 9 10

无影响 影响巨大

12. 请选出你最喜欢的创业活动或社会实践。(勾选 1-3 个选项)
☐ 创业协会
☐ 创新创业大赛（例如，挑战杯、互联网 + 等）
☐ 创业校友讲座
☐ 企业参观
☐ 企业实习
☐ 建立创业资源或社交网络的活动（例如，加入校友会）
☐ 大学的创业孵化项目
☐ 其他（请说明）_____

13. 大学开设的创新创业基础必修课对你的知识和理解的贡献。(勾选 1-3 个选项)
☐ 提高了对创业者的态度、价值观和动机的理解
☐ 提高了的创业理论知识和实践技能
☐ 增强了开发人际网络的能力
☐ 增强了识别机会的能力
☐ 其他（请说明）_____

第三部分 问卷主体部分

14. 计划行为理论 [矩阵量表问题]*

14a. 创业态度 (5)		
	题项描述	**非常不同意←→ 非常同意**
1	对我来说，成为一名创业者意味着利大于弊。	☐1 ☐2 ☐3 ☐4 ☐5
2	创业对我来说很有吸引力。	☐1 ☐2 ☐3 ☐4 ☐5
3	如果我有机会和资源，我想创业。	☐1 ☐2 ☐3 ☐4 ☐5
4	成为一名创业者对我来说会带来极大的满足感。	☐1 ☐2 ☐3 ☐4 ☐5
5	在各种职业选择中，我更愿意成为一名创业者。	☐1 ☐2 ☐3 ☐4 ☐5
14b. 主观规范 (4)		

	题项描述	非常不同意←→ 非常同意
1	如果我决心创业，我父母会支持我的决定。	□1 □2 □3 □4 □5
2	如果我决心创业，我的亲戚会支持我的决定。	□1 □2 □3 □4 □5
3	如果我决心创业，我的朋友们会支持我的决定。	□1 □2 □3 □4 □5
4	如果我决心创业，我的老师会支持我的决定。	□1 □2 □3 □4 □5
14c. 感知行为控制 (5)		
	题项描述	**非常不同意←→ 非常同意**
1	我相信我具备创业所需的知识和技能。	□1 □2 □3 □4 □5
2	我知道开办一家公司所需的实际细节。	□1 □2 □3 □4 □5
3	我知道如何开发创业项目。	□1 □2 □3 □4 □5
4	如果我愿意，我可以很容易地创办和经营一家公司。	□1 □2 □3 □4 □5
5	如果我决心创业，我成功的可能性很大。	□1 □2 □3 □4 □5
14d. 创业意向 (4)		
	题项描述	**非常不同意←→ 非常同意**
1	我非常认真地考虑过创业。	□1 □2 □3 □4 □5
2	我的职业目标是成为一名企业家。	□1 □2 □3 □4 □5
3	我会尽一切努力创办和经营自己的公司。	□1 □2 □3 □4 □5
4	我决心在未来创办自己的公司。	□1 □2 □3 □4 □5

15. 创业教育

选择您同意的等级分数，并勾选相应的位置。[矩阵量表问题]*

创业教育 (13)		
	题项描述	**非常不同意←→ 非常同意**
1	通过学习创新创业课程，我更好地理解了创业者在社会中发挥的重要作用。	□1 □2 □3 □4 □5
2	创新创业课程提高了我成为创业者所需的意识和技能。	□1 □2 □3 □4 □5
3	通过创新创业课程，我立志成为一名企业家。	□1 □2 □3 □4 □5
4	在学习了创新创业课程后，我会认真考虑创业者作为一种可能的职业选择。	□1 □2 □3 □4 □5
5	创业讲座对创业教育有积极影响。	□1 □2 □3 □4 □5
6	创业榜样（如成功的校友）对创业意向有积极影响。	□1 □2 □3 □4 □5
7	创新创业大赛（如挑战杯）对创业意向有积极影响。	□1 □2 □3 □4 □5
8	创业协会的活动对创业意向产生了积极影响。	□1 □2 □3 □4 □5
9	大学传递的创业精神和价值观对创业意向有积极影响。	□1 □2 □3 □4 □5
10	公司参观对创业意向有积极影响。	□1 □2 □3 □4 □5
11	公司实习对创业意向有积极影响。	□1 □2 □3 □4 □5
12	大学的创业孵化项目对创业意向有积极的影响。	□1 □2 □3 □4 □5
13	校外创业实践基地对创业意向有积极影响。	□1 □2 □3 □4 □5

16. 利益相关者

选择您同意的等级分数，并勾选相应的位置。[矩阵量表问题]*

利益相关者 (12)		
	题项描述	**非常不同意←→ 非常同意**
1	老师的理论知识对创业教育有重要的影响。	□1 □2 □3 □4 □5
2	老师的企业经验对创业教育有重要的影响。	□1 □2 □3 □4 □5
3	老师使用的良好教学方法对创业教育有重要的影响。	□1 □2 □3 □4 □5
4	老师接受的创业培训对创业教育有重要的影响。	□1 □2 □3 □4 □5
5	学生的参与对创业教育有重要的影响。	□1 □2 □3 □4 □5
6	成功的创业教育,从设计到评估,应该把学生放在的中心。	□1 □2 □3 □4 □5
7	让学生参与创业教育的设计和实施非常重要。	□1 □2 □3 □4 □5
8	学生的职业抱负对创业教育有重要的影响。	□1 □2 □3 □4 □5
9	父母对学生专业选择的影响对创业教育也有影响。	□1 □2 □3 □4 □5
10	父母对学生职业选择的影响对创业教育也有影响。	□1 □2 □3 □4 □5
11	父母对学生的期望对创业教育有重要的影响。	□1 □2 □3 □4 □5
12	父母作为创业榜样对创业教育有重要的影响。	□1 □2 □3 □4 □5

17. 文化价值观

选择您同意的等级分数，并勾选相应的位置。[矩阵量表问题]*

文化价值观(16)		
	题项描述	**非常不同意←→ 非常同意**
1	一份稳定的工作是选择职业的关键因素。	□1 □2 □3 □4 □5
2	与其他职业途径相比，成为创业者的风险更高。	□1 □2 □3 □4 □5
3	在选择工作时，我会向父母和朋友寻求建议，以避免犯错误。	□1 □2 □3 □4 □5
4	在选择职业途径时，严格遵循社会规范和期望是很重要的。	□1 □2 □3 □4 □5
5	对男性来说，拥有职业生涯比对女性来说更重要。	□1 □2 □3 □4 □5
6	男性通常用逻辑分析来解决问题，女性通常用直觉来解决问题。	□1 □2 □3 □4 □5
7	有些工作男性总是比女性做得更好。	□1 □2 □3 □4 □5
8	男性更乐于从事冒险的工作。	□1 □2 □3 □4 □5
9	父母对我的专业选择有决定性的发言权。	□1 □2 □3 □4 □5
10	父母为我的就业提供经济支持。	□1 □2 □3 □4 □5
11	父母希望我毕业后能有一份稳定的工作（如公务员、教师等）。	□1 □2 □3 □4 □5
12	在选择职业时，我会听从父母的建议。	□1 □2 □3 □4 □5
13	“关系”是创业者成功的关键，它提供了获得重要资源和消除障碍的途径。	□1 □2 □3 □4 □5
14	拥有“关系”有助于新企业的生存。	□1 □2 □3 □4 □5

15	良好的“关系”网是保证商业活动可靠运行的必要条件。	□1 □2 □3 □4 □5
16	有了“关系”网，我会更愿意创业。	□1 □2 □3 □4 □5

18. 感谢你的作答！我们将在近期邀请部分有创业意向或创业经历的同学参加访谈活动。请问你是否愿意参加？

□ 愿意，你的手机号码是_____

□ 可以联系，到时候再看，你的手机号码是_____

□ 不愿意

感谢你的参与和支持！

Appendix 3-Interview Questions (English Version)

Opening Statement

Dear participants,

Thank you very much for taking time out of your busy schedule to accept my focus groups and interview. This questionnaire is an important research material for my doctoral thesis at the University of Wales Trinity Saint David. The purpose of focus groups and interviews is to explore the impact of entrepreneurship education on the entrepreneurial intention of final-year students in a Chinese university. Your participation is voluntary and will contribute to the survey's success and it is appreciated. The Focus group and interview will take approximately 1 to 1.5 hours. The information you provide will be confidential and used only for academic research. Please answer the following questions as detailed as possible and sincerely thank you for your help.

If you have any concerns, please do not hesitate to contact me:
1903488 @student.uwtsd.ac.uk.

Part I Demographic Information

- **Student participant details**

Name:	
Gender:	Interview number:
Age:	Date and time:
Major:	Interview duration:
The name of the entrepreneurship course:	
Entrepreneurship experience (yes/no):	
If yes, entrepreneurship field:	

- **Faculty participant details**

Name:	
Gender:	Interview number:
Working years:	Date and time:
Working department:	Interview duration:
Name of EE course taught:	
Entrepreneurship experience (yes/no):	
If yes, entrepreneurship field:	

- **Parent interviewee details**

Name:	
Gender:	Interview number:
Occupation:	Date and time:
Education level:	Interview duration:
Entrepreneurship experience (yes/no):	
If yes, entrepreneurship field:	

Part II Focus Group and Interview Outline

To reflect the objectivity of research and academic standardisation, the following instructions are made.

1. The final research report on you, as the research material of my doctoral thesis, aims to explore the impact of entrepreneurship education on entrepreneurial intentions of final-year students in a Chinese university, to verify the correctness, accuracy, and practicality of the construction of the conceptual framework scale and provide a useful reference for university entrepreneurship guidance.
2. The generated interview text will be confirmed by you before being used for research.
3. Your real identity will be hidden in the paper text analysis and research and the final article, and only anonymous will be used. Other information you do not want to disclose will be kept strictly confidential.
4. You can make other requests.

The following is the outline of the focus group (students, faculty) and the interview (parents).

1) Student Focus Group

The student focus group is divided into 3 groups, each with 6 participants based on purposive sampling.

Group 1: Students come from the entrepreneur's family and have entrepreneurial experience or intention.

Group 2: Students come from entrepreneurs' families and have no intention of starting a business.

Group 3: Students who are not from the entrepreneur's family but have entrepreneurial experience or intention.

Theme 1: The Impact of Entrepreneurial Family Background on Student Entrepreneurship

1. How did your parents' entrepreneurial experiences affect you?
2. How would it affect you if someone in your family already started a business?
3. Share your previous entrepreneurial experience. What lessons have you learned from your business experience?
4. Name just ONE reason why you wanted to start a business. What is the alternative?
5. What are the motivators and barriers to starting a new business?

(Note: The first, second, fourth and fifth questions are answered by Group 1, the first, second and fifth questions are answered by Group 2, while the third, fourth and fifth questions are answered by Group 3).

Theme 2: Opinions on Carrying out Entrepreneurship Education

1. What are your favourite entrepreneurial activities or social practices? Why?
2. What have you learned from entrepreneurship education (including entrepreneurship education courses, activities, or social practices)?

3. Do you have any suggestions to improve entrepreneurship education in terms of content, teaching methods, assessment etc.?

Theme 3: Talking about Opinions on Career Choices

1. What factors do you consider when making career choices?
2. Who has a significant impact on your career choices (your parents, teachers, or others)? Why? What has the biggest impact?
3. If you are determined to start a business, will your parents provide financial support? If not, will you give up on starting a business?
4. What conditions (eg. personal circumstances, economic situation or government policy) do you think are necessary before starting a business?
5. If you have entrepreneurial ideas or have started a business before, what is your future entrepreneurial direction? Why did you choose this field?
6. What knowledge or skills do you hope to possess when starting a business?

(Note: the first, second, third, fourth, fifth, and sixth are answered by Groups 1 and 3. The first and second questions are answered by Group 2).

2) Faculty Focus Group

The faculty focus group is composed of six full-time teachers who teach basic compulsory courses in entrepreneurship education, based on purposive sampling.

Theme 1: Opinions on the Development and Implementation of Entrepreneurship Education

1. What is the current implementation status of entrepreneurship education at the university?
2. What are the factors that affect the effectiveness of entrepreneurship education courses?
3. Can you name just one thing that will help improve entrepreneurship education at the university?

Theme 2: Discuss Opinions on Students' Entrepreneurial Intentions

1. What do you think entrepreneurship education teachers should do to encourage students to start businesses?

2. From the perspective of entrepreneurship education teachers, what opinions and suggestions do you have on improving students' entrepreneurial intentions?

Theme 3: Talking about Demands and Needs from the Perspective of Entrepreneurship Education Teachers

1. What are the urgent demands of entrepreneurship education teachers for taking this course well (such as training or business experience, etc.)?

2. What measures can be taken at the university level to enhance the professionalism of entrepreneurship education teachers?

3. How can entrepreneurship education teachers gain more recognition and trust from students?

4. What is the professional promotion of entrepreneurship education teachers?

3) Parents Interviewees

Parent interviewers will use a purposive sampling to select 6 parents for semi-structured interviews.

1. What is the “ideal first job” for your child?

2. Where do you want to see your child be in 5-10 years?

3. As a parent, what role do you play in your child's career decision-making, and how? (Provide details with examples).

4. What factors do you think are important in encouraging or discouraging your child from becoming an entrepreneur?

5. If you are a self-employed or entrepreneur, please share your entrepreneurial experience.

6. From your own experience as an entrepreneur, name ONE thing that would discourage your child from starting their own business.

That is the end of the interview. Thank you for your time and assistance!

Appendix 4-Interview Questions (Chinese Version)

调研参与者知悉

尊敬的参与者，

非常感谢你在百忙之中抽出时间接受我的采访。这次采访是我在英国威尔士三一圣大卫大学博士论文的重要研究材料。旨在探讨创业教育对中国大学四年级学生创业意向的影响。你的参与是自愿的，将有助于调查的成功，我对此表示感谢。这次焦点小组和访谈将花费你大约 1 到 1.5 个小时的宝贵时间，并且所提供的信息将是保密的，仅用于学术研究。请你尽可能详细地回答以下问题，并衷心感谢你的帮助。如果你有任何疑问，请随时与我联系：1903488@student.uwtsd.ac.uk.

第一部分 人口统计信息

- **学生参与者详细信息**

姓名：	
性别：	面试次数：
年龄：	日期和时间：
专业：	面试时间：
参加的创业教育的课程名称:	
创业经历（是/否）：	
如果是，创业领域：	

- **教职工参与者详细信息**

姓名：	
性别：	面试次数：
工作年限：	日期和时间：
工作部门：	面试时间：
讲授的创业教育的课程名称：	
创业经历（是/否）：	
如果是，创业领域：	

•家长受访者详细信息

姓名：	
性别：	面试次数：
职业：	日期和时间：
受教育程度：	面试时间：
创业经历（是/否）：	
如果是，创业领域：	

第二部分 焦点小组和访谈提纲

为了体现研究的客观性和学术规范性，现作出如下说明。

1.关于最终研究报告将作为博士论文的研究材料，旨在了解创业教育对中国大学四年级学生创业意向的影响，以验证概念框架量表构建的正确性、准确性和实用性，为高校创业指导提供了有益的参考。

2.生成的面试文本将在用于研究之前得到受访者的确认。

3.受访者的真实身份将隐藏在论文文本分析研究和最终文章中，只使用匿名。如不想透露的其他信息将严格保密。

4.受访者可以提出其他要求。

以下是焦点小组(学生、教职工)和访谈(家长)的提纲。

1） 学生焦点小组

学生焦点小组分为 3 组，每组基于目的性抽样有 6 名参与者。

第一组：学生来自创业者家庭，有创业经验或创业意向。

第二组：学生来自企业家家庭，无意创业。

第三组：非创业者家庭出身，但有创业经验或创业意向的学生。

主题 1 创业家庭背景对学生创业的影响

1.你父母的创业经历对你有何影响？

2.如果你家里有人已经开始创业，这会对你产生什么影响？

3.分享你以前的创业经历？你从商业经验中学到了什么？

4.说出你想创业的一个原因。还有什么其他选择？

5.创业的动力和障碍是什么？

（注：第 1、2、4、5 题由第 1 组回答，第 1、2、5 题由第 2 组回答，第 3、4、5 题由第 3 组回答）。

主题 2 关于开展创业教育的意见

1.你最喜欢的创业活动或社会实践是什么？为什么？

2.你从创业教育（包括创业教育课程、活动或社会实践）中学到了什么？

3、您对创业教育的内容、教学方法、考核等方面有何改进建议？

主题 3 谈谈对职业选择的看法

1.你在做出职业选择时，会考虑哪些因素？

2.谁对你的职业选择有重大影响(你的父母、老师或其他人)？为什么？谁的影响最大？

3.如果你决心创业，你的父母会提供经济支持吗？如果没有，你会放弃创业吗？

4.在创业之前，你认为具备什么条件（如个人情况、经济状况或政府政策）是必须的。

5.如果你有创业想法或以前创业过，那你未来的创业方向是什么？你为什么选择这个领域？

6.创业时，你希望拥有哪些知识或技能？

（注：第 1、2、3、4、5、6 由第 1 组、第 3 组回答。第 1、2 个问题由第 2 组回答。

2） 教职工焦点小组

教职工焦点小组由 6 名教授创业教育基础必修课的专职教师组成，这 6 名教师是基于目的抽样形成的。

主题 1 关于发展和实施创业教育的意见

1.目前我校创业教育的实施情况如何？

2.影响创业教育课程有效性的因素是什么？

3.你能说出一件有助于改善大学创业教育的事情吗？

主题 2 讨论对学生创业意向的看法

1.你认为创业教育老师应该如何鼓励学生创业？

2.从创业教育老师的角度，你对提高学生的创业意向有什么意见和建议。

主题 3 从创业教育教师的角度谈需求

1.创业教育教师对学好这门课程的迫切需求是什么（如培训或商业经验等）？

2.在大学层面可以采取哪些措施来提高创业教育教师的专业性？

3.创业教育教师如何获得学生更多的认可和信任？

4.创业教育教师的专业晋升渠道是怎样的？

3） 家长受访者

家长受访者基于目的抽样选择了 6 位家长开展半结构化访谈。

1.对孩子来说，什么是“理想的第一份工作”？

2.你希望在 5-10 年后看到你的孩子发展的怎么样？

3.作为父母，你在孩子的职业选择中扮演什么角色，以及如何扮演？（请举例说明细节）。

4.你认为哪些因素对鼓励或阻止你的孩子成为创业者很重要？

5.如果您是个体经营者或创业者，请分享您的创业经验。

6. 根据你作为一名企业家的亲身经历，说出一件会阻碍你的孩子创业的事情。

采访到此结束。感谢您的时间和帮助！

Appendix 5 -Analysis of the Reliability and Validity of the Scale

5.1 Item-Total Statistics

Item-Total Statistics

		Cronbach's alpha	Cronbach's alpha if the item deleted
Entrepreneurial Attitude	Q14a_EA1	0.917	0.913
	Q14a_EA2		0.886
	Q14a_EA3		0.909
	Q14a_EA4		0.887
	Q14a_EA5		0.897
Subjective Norm	Q14b_SN1	0.891	0.864
	Q14b_SN2		0.854
	Q14b_SN3		0.862
	Q14b_SN4		0.858
Perceived Behavioural Control	Q14c_PBC1	0.941	0.934
	Q14c_PBC2		0.921
	Q14c_PBC3		0.919
	Q14c_PBC4		0.921
	Q14c_PBC5		0.942
Entrepreneurial Intention	Q14d_EI1	0.911	0.890
	Q14d_EI2		0.878
	Q14d_EI3		0.903
	Q14d_EI4		0.868
Classroom Teaching	Q15_CT1	0.892	0.846
	Q15_CT2		0.844
	Q15_CT3		0.903
	Q15_CT4		0.850
Extracurricular Activities	Q15_EAc1	0.937	0.923
	Q15_EAc2		0.917
	Q15_EAc3		0.925
	Q15_EAc4		0.916
	Q15_EAc5		0.928
Social Practice	Q15_SPr1	0.941	0.919
	Q15_SPr2		0.928
	Q15_SPr3		0.930
	Q15_SPr4		0.914
Stakeholder Faculty	Q16_SF1	0.954	0.944
	Q16_SF2		0.939
	Q16_SF3		0.938
	Q16_SF4		0.934
Stakeholder Students	Q16_SS1		0.938

	Q16_SS2	0.951	0.947
	Q16_SS3		0.931
	Q16_SS4		0.928
Stakeholder Parents	Q16_SP1	0.956	0.936
	Q16_SP2		0.943
	Q16_SP3		0.943
	Q16_SP4		0.945
Uncertainty Avoidance	Q17_UA1	0.874	0.843
	Q17_UA2		0.842
	Q17_UA3		0.838
	Q17_UA4		0.833
Masculinity and Femininity	Q17_MF1	0.906	0.899
	Q17_MF2		0.861
	Q17_MF3		0.877
	Q17_MF4		0.874
Paternalism	Q17_PAT1		0.743
	Q17_PAT2		0.711
	Q17_PAT3	0.765	0.782
	Q17_PAT4		0.702
Guanxi	Q17_GX1	0.930	0.909
	Q17_GX2		0.895
	Q17_GX3		0.894
	Q17_GX4		0.935
Item total reliability	Q14a_EA1- Q17_GX3	0.974	55 items

Source: generated from SPSS.

5.2 Exploratory Factor Analysis

5.2.1 Component Matrix of Entrepreneurial Attitude Scale

	Component 1
Q14a_EA1	0.811
Q14a_EA2	0.909
Q14a_EA3	0.830
Q14a_EA4	0.907
Q14a_EA5	0.875

Extraction Method: Principal Component Analysis.
1 component was extracted.

5.2.2 Component Matrix of Subjective Norm Scale

	Component 1
Q14b_SN1	0.861
Q14b_SN2	0.875
Q14b_SN3	0.865
Q14b_SN4	0.873

Extraction Method: Principal Component Analysis.
1 component was extracted.

5.2.3 Component Matrix of Perceived Behavioural Control Scale

	Component 1
Q14c_PBC1	0.874
Q14c_PBC2	0.943
Q14c_PBC3	0.952
Q14c_PBC4	0.924

Extraction Method: Principal Component Analysis.
1 component was extracted.

5.2.4 Component Matrix of Entrepreneurial Intention Scale

	Component 1
Q14d_EI1	0.880
Q14d_EI2	0.904
Q14d_EI3	0.855
Q14d_EI4	0.919

Extraction Method: Principal Component Analysis.
1 component was extracted.

5.2.5 Rotated Component Matrix of Entrepreneurship Education Scale

	Component		
	1	2	3
Q15_CT1	0.845		
Q15_CT2	0.864		
Q15_CT4	0.824		
Q15_EAc2		0.737	

Q15_EAc3		0.673	
Q15_EAc4		0.742	
Q15_EAc5		0.765	
Q15_SPr1			0.841
Q15_SPr2			0.847
Q15_SPr3			0.820
Q15_SPr4			0.879

Source: generated from SPSS.

5.2.6 Rotated Component Matrix of Stakeholders Scale

	Component		
	1	2	3
Q16_SF1	0.854		
Q16_SF2	0.864		
Q16_SF3	0.880		
Q16_SF4	0.874		
Q16_SS1		0.896	
Q16_SS2		0.848	
Q16_SS3		0.879	
Q16_SS4		0.890	
Q16_SP1			0.881
Q16_SP2			0.857
Q16_SP3			0.887
Q16_SP4			0.888

Source: generated from SPSS.

5.2.7 Rotated Component Matrix of Cultural Values Scale

	Component			
	1	2	3	4
Q17_UA1	0.619			
Q17_UA2	0.804			
Q17_UA3	0.610			
Q17_UA4	0.688			
Q17_MF1		0.773		
Q17_MF2		0.881		
Q17_MF3		0.870		
Q17_MF4		0.844		

Q17_PAT1			0.741	
Q17_PAT2			0.679	
Q17_PAT4			0.822	
Q17_GX1				0.850
Q17_GX2				0.858
Q17_GX3				0.866

Source: generated from SPSS.

Appendix 6-Regression Analysis

6.1 Regression Analysis of Stakeholders and EE

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	5.155	1.152		4.475	.000	.687	.687	984.324	.000
Stakeholders	.834	.027	.829	31.374	.000				

a. Dependent Variable: EE.

6.2 Regression Analysis of Dimensions of Stakeholders and EE

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	5.090	1.142		4.458		.694	.692	337.634	.000
SF	5.013	.540	.442	9.291	.000				
SS	2.188	.581	.195	3.766	.000				
SP	2.840	.564	.253	5.039	.000				

a. Dependent Variable: EE.

6.3 Regression Analysis of EE and EI

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	.807	.179		4.515	.000	.241	.239	141.885	.000
EE	.051	.004	.490	11.912	.000				

a. Dependent Variable: EI.

6.4 Regression Analysis of EE and EA

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	1.059	.156		6.799	.000	.323	.322	214.124	.000
EE	.055	.004	.569	14.633	.000				

a. Dependent Variable: EA.

6.5 Regression Analysis of EE, EA and EI

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	.137	.157		.872	.000	.472	.469	199.455	.000
EE	.017	.004	.158	3.783	.000				
EA	.633	.045	.584	13.980	.000				

a. Dependent Variable: EI.

6.6 Regression Analysis of EE and SN

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	1.113	.137		8.125	.000	.403	.401	302.077	.000
EE	.057	.003	.635	17.380	.000				

a. Dependent Variable: SN.

6.7 Regression Analysis of EE, SN and EI

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	.538	.188		2.855	.005	.267	.263	81.271	.000
EE	.037	.005	.358	6.825	.000				
SN	.242	.061	.209	3.991	.000				

a. Dependent Variable: EI.

6.8 Regression Analysis of EE and PBC

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	1.140	.187		6.087	.000	.139	.137	72.184	.000
EE	.038	.005	.373	8.496	.000				

a. Dependent Variable: PBC.

6.9 Regression Analysis of EE, PBC and EI

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig.	R^2	Adjusted R^2	F	sig.
	B	Standard error	Beta						
(Constant)	.102	.142		.718	.473	.560	.558		.000

EE	.028	.004	.264	7.797	.000			283.9	
PBC	.619	.034	.609	17.995	.000			84	

a. Dependent Variable: EI.