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The Drive of Third-Year Student's Intention and Behavior of Entrepreneurship in Collages of Chengdu, China

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Abstract

Purpose: This study aims to explore the factors influencing the entrepreneurial intention and behavior of university students in Chengdu, China. The research model is built upon perceived entrepreneurial motivation, perceived controllability, entrepreneurial self-efficacy, attitude, subjective norm, perceived behavioral control, intention, and behavior. **Research design, data, and methodology:** 500 sample data was collected using a quantitative method and a questionnaire as a tool. Item-objective congruence and pilot tests were adopted to test the content validity and reliability of the questionnaire before distribution. Data was analyzed by utilizing Confirmatory Factor Analysis and Structural Equation Modeling to validate the model's goodness of fit and confirm the causal relationship among variables for hypothesis testing. **Results:** All hypotheses in this study are proven. Perceived entrepreneurial motivation significantly influences attitude. Perceived controllability and entrepreneurial self-efficacy significantly influence perceived behavioral control. In addition, attitude, subjective norm, and perceived behavioral control significantly influence intention towards behavior. **Conclusions:** This study suggests that developers of entrepreneurship courses, administrators of colleges and universities, and teachers of entrepreneurship education should pay attention to factors that improve students' cognition of entrepreneurial intention so that students can feel the usefulness of entrepreneurship education and practice in universities.

Keywords: Attitude, Subjective Norm, Perceived Behavioral Control, Entrepreneurial Intention, Behavior

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Entrepreneurship has been a hot topic in China since the 1980s. Entering the era of the knowledge economy, many high-tech enterprises represented by Microsoft have developed vigorously, creating huge wealth that has shocked the world. The development of entrepreneurial enterprises plays an important role in solving the problem of unemployment and stimulating economic growth. Therefore, the governments of European and American countries have always attached great importance to entrepreneurship and introduced a series of policies to support entrepreneurship.

Zeng et al. (2015) mentioned that research staff's research on the definition and understanding of entrepreneurship, development process, and influencing factors has also become a hot spot in the academic circle. Entrepreneurship in China also has more functions and meanings. On the one hand, with China's reform and opening up, the employment mode of package distribution in the planned economy era has ended, coupled with the large-scale expansion of college enrollment, the structural imbalance of the job market has become increasingly serious, and college graduates are facing huge employment pressure. "Chinese American Dream" is a film based on "New Oriental," reflecting many college students under heavy employment pressure through

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the self-employment of the yearning and pursuit of personal value. On the other hand, China is currently facing the strategic task of economic structural transformation and upgrading, and the development of high-tech industry and tertiary industry, as the leaders of transformation, needs to rely on the continuous emergence of several dynamic entrepreneurial enterprises and entrepreneurs.

Under the background of the knowledge economy, China advocates building an innovation-oriented country, and training innovative talents has become an important task of national construction. The development of the country needs innovative ideas and innovative talents. At the same time, we also face the problem of difficult employment, a social phenomenon. Problems such as the expansion of the enrollment scale of ordinary schools, unbalanced economic growth, and unbalanced forms of personnel training have become increasingly prominent. Therefore, contemporary college students should establish a correct view of career choice, cultivate innovation and entrepreneurship awareness, improve innovation and entrepreneurship, and ensure stable employment. The combination of employment and entrepreneurship will be conducive to better implementing an innovative talent training plan (The State Council of The People's Republic of China, 2006).

The research gap in this study lies in the need to comprehensively investigate the determinants of entrepreneurial intentions and behaviors among university students in Chengdu, China, considering the regional specificity and implications for entrepreneurship education and policy development. This study seeks to address this gap by providing valuable insights into the factors that influence entrepreneurial aspirations and actions in this particular context.

This paper studies the relationship between college students' employment and entrepreneurship and holds that entrepreneurship should become the main form of college students' future employment. Entrepreneurs' motivation, attitude, perception, and behavior control are the main factors affecting entrepreneurs' willingness to start businesses, which means that the future employment trend of college students is to start businesses and create more employment opportunities. This is a practical and effective way to solve the problem of difficult employment of college students.

2. Literature Review

2.1 Perceived Entrepreneurial Motivation

On a national scale, beliefs associated with perceived high entrepreneurial motivation may promote individual attitudes toward entrepreneurship. Beliefs related to the role of formal and informal institutional environments (Veciana et al., 2005) and cognitive and normative dimensions (Busenitz et al., 2000) may influence individuals' attitudes toward entrepreneurship. People with high entrepreneurial motivation are likelier to become entrepreneurs (Shane et al., 2003). Meta-analysis of 41 articles (Collins et al., 2004). Carsrud and Brännback (2011) proposed that entrepreneurship motivation was specific to a country. Hessels et al. (2008), concerning evidence from 36 Countries, suggest entrepreneurship, a certain part of entrepreneurship ideas and motivations, different countries have different results.

H1: Perceived entrepreneurial motivation has a significant influence on attitude.

2.2 Perceived Controllability

Perceived self-efficacy refers to a person's ability to engage in a certain behavior in a certain situation and achieve a set expected result. To a large extent, it refers to the individual's feelings about their abilities. Perceived controllability can be expressed as the degree to which a person feels that implementing a certain action is usually influenced by these factors when he thinks he has something to do with himself. Perceived controllability is a generalization of various resources (e.g., money, time, money) and is often measured based on location (Rotter, 1966). Perceived controllability is the subjective perception of an individual's control and is a mental state based on actual control (Czepiel, 1990). Ajzen (1988) argues that perceived controllability is more important than actual controllability for will and behavior.

People's perception of the importance of controlling future events (Heider, 1958). This insight is also important for formulas. The importance of controllability is recognized in other work as well. Perceptual control must also predict motor behavior beyond that predicted by behavioral intent (Kerner et al., 2001). In the learned helplessness model, the most immediate determinant of helplessness is uncontrollable expectations about the future (Abramson et al., 1978).

H2: Perceived controllability has a significant influence on perceived behavioral control.

2.3 Entrepreneurial Self-Efficacy

Self-efficacy is the core mechanism that determines the degree of students' belief in achieving learning goals (Cobb, 2003). The term is also defined as a judgment of an individual's ability to complete a specific learning task with a specific goal (Fokides, 2018). Self-efficacy reflects students' belief that they can perform learning tasks and achieve achievements (Huang & Liaw, 2018). Self-efficacy

is the power or capacity to produce a desired effect. It is one of the key factors of entrepreneurial intention. Phonthanukitithaworn et al. (2016) stated that self-efficacy was an important determinant of successful entrepreneurial behaviors.

H3: Entrepreneurial self-efficacy has a significant influence on perceived behavioral control.

2.4 Attitude

Attitude was an important predictor of behaviors (Rezai et al., 2010). It was a stable psychological tendency of an individual towards a specific object (Ajzen, 1991). It shows the individual's feelings, whether she accepts the behavior, and explains their preference for an action or a product (Al-Debei et al., 2013; Ozgen & Kurt, 2013). Studies have shown a positive connection between attitude and purchase intention (Amos et al., 2008). Reed et al. (2012) believed that evaluating the influence of attitudes on consumers' purchase intention was worthwhile. This would directly affect people's purchase behavior in the future. Khan and Azam (2016) thought that attitude was the most convincing predictor of purchase desire. Afendi et al. (2014) noted that consumers' attitudes towards products were directly related to their willingness to consume.

H4: Attitude has a significant influence on intention.

2.5 Subjective Norm

Subjective Norm (SN) is the perceived social pressure to do something with or without external demands. Social pressure comes from everywhere, like when discussing starting a business. SN is based on beliefs about the importance of indicators, such as whether an individual or group approves or disapproves of an individual's entrepreneurship and whether and to what extent external influences affect the individual (Ajzen, 1991). It is a subjective specification, an activity supported by those close to it, based on (Ajzen, 1991). Subjective norm was related to the perceived social influences/pressures to indulge or not to indulge in a given behavior (Ajzen, 1991; O'Neal, 2007). The power of every belief with a sense of rules will be followed, which will be respected because the rules move. So, researchers tend to think that the opinion or personal event of a particular referential group is more inspiring to the individual. That kind of positive thing is more encouraging to the group. The more one tries to work in this direction, the more he is willing to start his own business (Cialdini & Trost, 1998). They believed that social norm is the most important and that many influences are not conditional. Pruett et al. (2009) operationalized social norms as a family experience and support for people who have started a business to understand the business.

H5: Subjective norm has a significant influence on intention.

2.6 Perceived Behavioral Control

Perceived Behavioral Control (PBC) refers to the perceived ease or difficulty of performing the behavior. It is based on beliefs regarding the presence or absence of requisite resources and opportunities for performing a given behavior (Bandura et al., 1980). Generally, the greater the PBC, the stronger the individual's intention to start a business should be. According to (Ajzen, 1991), this is most compatible with Bandura et al. (1980)'s concept of perceived self-efficacy. Perceived behavior control is a powerful predictor of entrepreneurial behavior (Shook et al., 2003). Generally speaking, the richer an individual's asset capacity, the stronger his or her willingness to start a business. Ajzen (1991) argued that this approach is most consistent with that of (Bandura et al., 1980). Another element of the TPB, PBC, acknowledges that one's positive attitudes or intentions do not necessarily lead to action (Ajzen, 1991, 2006, 2008). Scientifically, PBC indicates people's perceptions of their abilities to perform a given behavior (Ajzen, 2006).

H6: Perceived behavioral control has a significant influence on intention.

2.7 Intention

The intention is the measure of the possibility of using technology (Venkatesh et al., 2003). Intention, as discussed earlier, is the extent to which a person plans to perform or not perform a function in the future (Venkatesh et al., 2003). Intention is defined as the willingness and intention of an individual to perform certain behaviours (Keong et al., 2012). Intention is defined as the planned likelihood that a person will use technology (Ukut & Krairit, 2019). The results showed that with the increase in mobile experience. However, the impact of perceived ease of use on the behavioral intention of using U-learning will decrease, and the impact of perceived ease of use on perceived usefulness will increase (Lin, 2013). The direct influence of social influence on behavioral intentions is justified because the opinions of others may influence people, so even if they participate in certain behaviors, they will not want to participate in them (Venkatesh et al., 2003). The opinions of others can affect someone's intention to use an information system (Zhou, 2011).

H7: Intention has a significant influence on behavior.

2.8 Behavior

Tinbergen (1951) defined behavior as "the total of movements made by the intact animal" (p. 2). Behavior is the occurrence of an organism's action or reaction. This is often

called response in behavioral studies. It is something an organism emits or performs at particular moments and places. Behavior is a well-known theoretical model that originates in social psychology (Ajzen, 1991)—the influence of perceived behavioral control on intentions to visit a destination. The majority of the reviewed studies convincingly concluded that PBC over a range of relevant factors largely predicted intentions of traveling to a particular destination (Hsu & Huang, 2012).

3. Research Methods and Materials

3.1 Research Framework

The framework of this study is developed based on existing theories and previous empirical research because the purpose of this study is to study the behavioral willingness of students to start businesses. The conceptual framework shows all the variables used in this study. The researchers applied four main research frameworks that were needed to support and develop the conceptual framework of this study. These three main theories provide evidence for studying behavioral intention, perceived ease of use, perceived usefulness, social influence, convenience, and attitude. It is a previous research framework, the first of which was conducted by (Thakur & Srivastava, 2014). It provides a relationship between perceived entrepreneurship and student attitudes. Before the second research framework (Phonthanukitithaworn et al., 2016) correlated with perceived controllability, entrepreneurial self-efficacy, and perceived behavioral control. The third research framework is the relationship between attitudes, subjective norms, and perceived behavioral control. These three research frameworks provide a framework for research (Yang et al., 2015). It provides an alternative to the perceived risk of this study, the fourth framework of our study. The research conceptual framework is proposed as follows in Figure 1.

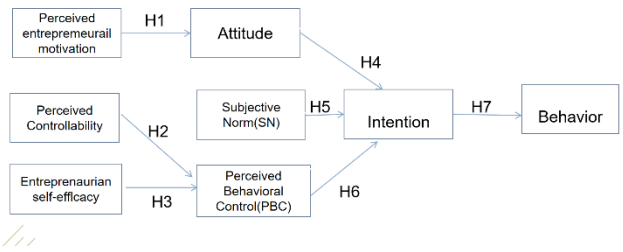

Figure 1: Conceptual Framework

H1: Perceived entrepreneurial motivation has a significant influence on attitude.
H2: Perceived controllability has a significant influence on perceived behavioral control
H3: Entrepreneurial self-efficacy has a significant influence on perceived behavioral control.
H4: Attitude has a significant influence on intention.
H5: Subjective norm has a significant influence on intention.
H6: Perceived behavioral control has a significant influence on intention.
H7: Intention has a significant influence on behavior.

3.2 Research Methodology

This study adopts the method of combining empirical analysis with quantitative analysis. A questionnaire survey is used to collect sample data from the target population. The project-objective consistency (IOC) test and Cronbach's Alpha pilot test were used to verify the questionnaire's data collection scale, content validity, and reliability. After the reliability test, the questionnaire was sent online to junior and senior graduating students in three higher vocational colleges in Chengdu, China. The interviewees are all college students, and their schools offer relevant professional courses on innovation and entrepreneurship education.

Anderson and Gerbing (1988) proposed two steps of the Structural Equation Model (SEM) method, which were adopted in this study to analyze the sample data. The first step was using SPSS and AMOS for the Confirmatory Factor.

Analysis (CFA) was used to examine convergent validity, and the second step was to conduct SEM to explore causal relationships between all constructs in the conceptual model to test the significance of influences and proposed hypotheses. SEM can explore a range of dependencies synchronously, especially when the model consists of direct and indirect influences between structures (Hair et al., 2010).

3.3 Population and Sample Size

From three higher vocational colleges in Chengdu, China, the school needs to offer innovation and entrepreneurship education courses. This is to ensure that participants have some awareness and understanding of entrepreneurship. Based on Soper (n.d.), A-priori Sample Size Calculator for SEM, at the probability level of 0.05, the recommended minimum sample size for the parameters of 8 potential variables and 30 observed variables is 444. Therefore, questionnaires were distributed to junior college students, and 500 valid responses were screened.

3.4 Sampling Technique

The sampling techniques of judgmental sampling, stratified random sampling, and convenience sampling carried out the range and selection of samples. The judgmental sampling method was adopted to select third-year students of three higher vocational colleges in Chengdu, and stratified random sampling was adopted to determine the sample size of each institution or sample stratum, as shown in Table 1. For convenience sampling, this study achieved the data collection through online survey.

Table 1: Sample Units and Sample Size

Enrollment Year College	Population Size	Proportional Sample Size
Chengdu Polytechnic	4008	150
Chengdu Polytechnic of Industry and Trade	5750	200
Chengdu Vocational College of Agricultural Science and Technology	4227	150
Total	**13985**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Demographic information of respondents was collected through the survey. Respondents were asked about their gender, grade, school, and monthly cost of living. There were 500 respondents. Among the respondents, 171 (34.2%) were female and 329 (65.8%) were male. Of the 500 respondents, 266 (53,2%) were in the lower grades, and 234 (46.8%) were in the upper grades. The monthly living expenses of the respondents are divided into five levels: 8 respondents (1.6%) with less than 500 yuan, 145 respondents (29%) with 500-1000 yuan, 237 respondents (47.4%) with 1000-1500 yuan, 93 respondents (18.6%) with 1500-2000 yuan. There were 17 respondents (3.4%) with more than 2000 yuan.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	329	65.8%
	Female	171	34.2%
Grade	Junior grade	266	53.2%
	Senior class	234	46.8%
Monthly living expenses	Less than 500 RMB	8	1.6%
	500-1000 RMB	145	29%
	1000-1500 RMB	237	47.4%
	1500-2000 RMB	93	18.6%
	Over 2000 RMB	17	3.4%

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is a key starting in the SEM (Hair et al., 2010). Both variables' reliability and validity can be measured with CFA (Byrne, 2010). Convergent validity can be statistically measured by Cronbach's Alpha reliability, factor loading, average variance extracted (AVE), and composite reliability (CR) (Fornell & Larcker, 1981).

Factor load above 0.50 is significant (Hair et al., 1998). In this study, the load of each single factor was greater than 0.50, most of which were greater than 0.70, as shown in Table 3. The composite reliability (CR) is recommended to be 0.70 or above, and the mean-variance extraction (AVE) is recommended to be greater than or equal to 0.4 (Fornell & Larcker, 1981; Hair et al., 1998). In Table 3, all estimates are significant when CR values exceed 0.7 and AVE values exceed 0.5.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Perceived entrepreneurial motivation (PEM)	Gao and Bai (2014)	4	0.805	0.655-0.750	0.805	0.509
Perceived controllability (PC)	Gao and Bai (2014)	4	0.797	0.670-0.710	0.790	0.484
Entrepreneurial self-efficiency (ES)	Wang and Zhang (2012)	4	0.888	0.808-0.828	0.888	0.665
Attitude (A)	Lin (2019)	5	0.931	0.793-0.905	0.832	0.734
Subjective norm (SN)	Buabeng-Andoh (2018)	3	0.857	0.779-0.856	0.853	0.660
Perceptual behavioral control (PBC)	Oertzen and Odekerken-Schröder (2019)	4	0.777	0.661-0.705	0.777	0.466
Intention (I)	Gao and Bai (2014)	3	0.870	0.795-0.861	0.871	0.692
Behavior (B)	Gao and Bai (2014)	5	0.926	0.820-0.897	0.927	0.717

The indicators used for measurement are CMIN/DF, GFI, AGFI, NFI, CFI, TLI, and RMSEA, and the CFA statistical values of these indicators are all greater than the acceptable values, proving the measurement model's goodness of fit.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/df	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.930
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.891
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.868
NFI	≥ 0.80 (Wu & Wang, 2006)	0.911
CFI	≥ 0.80 (Bentler, 1990)	0.955
TLI	≥ 0.80 (Sharma et al., 2005)	0.949
RMSEA	< 0.08 (Pedroso et al., 2016)	0.043
Model Summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index and RMSEA = root mean square error of approximation

According to Fornell and Larcker (1981), the effectiveness of a decision is confirmed when the square root of Average Variance Extracted (AVE) is greater than the coefficient of any related structure. Table 5 presents the square roots of each structure on the diagonal, which are 0.8, 0.713, 0.695, 0.815, 0.856, 0.812, 0.682, 0.831 and 0.846, respectively. These values are higher than the inter-meter coefficient. Consequently, the effectiveness of discrimination is ensured.

Table 5: Discriminant Validity

	PEM	PC	ES	A	SN	PBC	I	B
PEM	**0.713**							
PC	0.286	**0.695**						
ES	0.334	0.272	**0.815**					
A	0.333	0.339	0.327	**0.856**				
SN	0.286	0.278	0.23	0.29	**0.812**			
PBC	0.142	0.196	0.135	0.158	0.229	**0.682**		
I	0.243	0.263	0.225	0.283	0.218	0.228	**0.831**	
B	0.16	0.21	0.11	0.236	0.11	0.185	0.353	**0.846**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

This study adopted a Structural Equation Model (SEM) to analyze the collected data. The strengths of SEM include various aspects. First, SEM could explore dependent relationships (Hair et al., 2010). Secondly, SEM examined the causal relationships among latent and observed variables. Third, random error in the observed variables was used to provide more accurate measurement results. Fourth, it used multiple indicators to measure latent variables. Lastly, it could test hypotheses at the construct level, not only at the item level (Hoyle, 2011).

The goodness of fit for the structural model was measured and demonstrated in a table 6. The statistical values were CMIN/DF = 2.403, GFI = 0.861, AGFI = 0.839, NFI=0.885, CFI = 0.929, TLI = 0.923, and RMSEA = 0.053. All values from fit indices were greater than the acceptable values, so they affirmed the model fitness.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/df	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.403
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.861
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.839
NFI	≥ 0.80 (Wu & Wang, 2006)	0.885
CFI	≥ 0.80 (Bentler, 1990)	0.929
TLI	≥ 0.80 (Sharma et al., 2005)	0.923
RMSEA	< 0.08 (Pedroso et al., 2016)	0.053
Model Summary		**In harmony with Empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index and RMSEA = root mean square error of approximation

4.4 Research Hypothesis Testing Result

The magnitude of correlation among the independent and dependent variables proposed in the hypothesis is measured by regression coefficients or standardized path coefficients.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: PEM →A	0.385	7.335*	Supported
H2: PC→PBC	0.231	3.989*	Supported
H3: ES→PBC	0.108	2.039*	Supported
H4: A→I	0.242	5.035*	Supported
H5: SN→I	0.130	2.625*	Supported
H6: PBC→I	0.235	4.369*	Supported
H7: I→B	0.398	8.092*	Supported

Note: * p<0.05
Source: Created by the author

It was confirmed that perceived entrepreneurial motivation (PEM) had A positive effect on attitude (A) (β=0.385, p < 0.05), and perceived controllability (PC) had a positive effect on perceived behavioral control (PBC) (β=0.231, p < 0.05). Entrepreneurs' self-efficacy (ES) perceived behavioral control (PBC) had A positive impact (β=0.108, p < 0.05), attitude (A) had a positive impact on students' intention (I) (β=0.242, p < 0.05), and subjective norms had a positive impact on intention (β=0.130, p < 0.05). Perceived behavioral control had a positive effect on

intention (β=0.235, $p < 0.05$), and intention (I) had a positive effect on behavior (B) (β=0.398, $p < 0.05$). Therefore, H1, H2, H3, H4, H5, H6, and H7 are supported. Further, based on the above empirical results, the direct and indirect influences between constructs are shown in Table 7.

Perceived entrepreneur motivation positively impacts attitude and the standardized path coefficient of 0.385 and t-value of 7.335. Perceived controllability also has a positive impact on perceived behavior control. With a standardized path coefficient of 0.231 and a t-value of 3.989, Entrepreneur effectiveness also positively impacts perceived controllability. Standardized path coefficient of 0.108 and t-value at 2.039; Subjective norms also affect intention. They standardized the path coefficient of 0.130 and the t-value at 2.625. Attitude also has a positive effect on intention. Standardized path coefficient of 0.242 and t-value at 5.035, Perceived behavioral control also impacted intentional students. The standardized path coefficient of 0.235 and t-value of 4.369 showed that students' willingness to start a business also positively impacted their behavior—a standardized path coefficient of 0.398 and t-value of 8.092. The whole framework is a forward study.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The objective of this study was to investigate the factors influencing the entrepreneurial intention and behavior of university students in Chengdu, China. The research model was based on several key constructs, including perceived entrepreneurial motivation, perceived controllability, entrepreneurial self-efficacy, attitude, subjective norm, perceived behavioral control, intention, and behavior. Here, we discuss the research design, methodology, and the implications of the study's findings.

The research revealed that perceived entrepreneurial motivation significantly influenced attitude. This implies that when university students perceive a strong motivation to become entrepreneurs, it positively affects their attitude toward entrepreneurship. This finding highlights the importance of fostering a sense of motivation among students to engage in entrepreneurial activities.

The study demonstrated that perceived controllability and entrepreneurial self-efficacy significantly influenced perceived behavioral control. This suggests that when students believe they have control over entrepreneurial outcomes and possess the self-confidence to execute entrepreneurial tasks, it enhances their perceived ability to engage in entrepreneurial behavior.

The study found that attitude, subjective norm, and perceived behavioral control significantly influenced intention toward entrepreneurial behavior. In other words, a positive attitude, social approval (subjective norm), and a sense of control over the behavior all contribute to students' intention to engage in entrepreneurial activities.

This study's results have important implications for entrepreneurship education and policy development in the context of university students in Chengdu, China. To encourage entrepreneurial behavior among university students, it is crucial for educators and policymakers to focus on enhancing students' perceived entrepreneurial motivation. This can be achieved through motivational programs, inspirational speakers, and exposure to successful entrepreneurial role models. Efforts should be directed toward building students' entrepreneurial self-efficacy. Entrepreneurship courses and experiential learning opportunities can help students develop the skills and self-confidence required to navigate the challenges of entrepreneurship.

Universities and colleges should create a supportive environment that fosters a positive attitude toward entrepreneurship. Encouraging peer support and mentorship programs can help students feel more confident and supported in their entrepreneurial endeavors. Developers of entrepreneurship courses should incorporate elements that enhance subjective norms and perceived behavioral control. This can include group projects, networking opportunities, and practical experiences that expose students to the entrepreneurial ecosystem.

In conclusion, this study provides valuable insights into the factors influencing entrepreneurial intention and behavior among university students in Chengdu, China. The findings underscore the importance of fostering motivation, self-efficacy, a positive attitude, and a supportive environment to promote entrepreneurship among students. It is recommended that universities, educators, and policymakers take proactive steps to incorporate these insights into their entrepreneurship education programs and initiatives, ultimately nurturing a new generation of entrepreneurial talent in the region.

5.2 Recommendation

The recommendations in this section include recommendations for future research and for university leaders and educators.

This study aims to discover the factors that affect college students' entrepreneurial intention and behavior and make corresponding suggestions to university leaders and educators. The researchers investigated six factors:

perceived entrepreneurial motivation, perceived controllability, entrepreneurial self-efficacy, subjective norms, attitudes, and perceived behavioral control. The results show that all of the above factors directly or indirectly impact students' willingness and behavior to start businesses. Therefore, university leaders and educators should emphasize and develop the above factors so that college students can improve their willingness to start businesses by improving their subjective attitudes and norms. The research results show that for higher vocational students, perceived controllability and entrepreneurial self-efficacy are the most important predictors of students' entrepreneurial willingness. Therefore, school leaders and educators should provide students with a full set of innovation and entrepreneurship education textbooks, systematic entrepreneurial self-efficacy assessments, and entrepreneurial practice exercises to make students more entrepreneurial willingness and behavior.

5.3 Limitation and Further Study

Through this study, the research is standardized, the method is proper, the technology is reasonable, the survey and measurement are accurate, and the results are positive. However, there are several limitations to the process. Due to the limitations of this study, the research object is limited to students in higher vocational colleges, and undergraduate and graduate students are not considered more comprehensively. Although entrepreneurship education is not a required course for undergraduate students, they can also learn entrepreneurship education to meet their interests or other needs, such as providing more employment outlets and channels to improve the employment rate of colleges and universities. In addition, the researchers only used perceived entrepreneurial motivation, perceived controllability, entrepreneurial self-efficacy, subjective norms, attitudes, and perceived behavioral control to test students' entrepreneurial intentions. Based on previous research and behavioral intent theory, some other variables should be considered in further research and incorporated into a conceptual framework to predict the user's intention to adopt a certain technology.

First, our research objects are only students in higher vocational colleges, only junior college students, ignoring undergraduate and graduate students, and professors' opinions are not the object of analysis. Second, the study was conducted in Chengdu, China, and did not consider the study's acceptance and the willingness and behavior of students in other cities, so the results cannot be generalized. In addition, when respondents give answers due to the environment at the time, personal emotions, and other influencing factors, possible biases may lead to wrong conclusions. Future research will focus on analyzing and researching professors' attitudes when implementing online teaching. The researchers intend to conduct a subdivision analysis (by gender, family situation, year of study, etc.) to develop specific strategies for each subdivision. In addition, future studies are planned to include additional variables in the model and examine their impact on the outcome factors.

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