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Aspects Impacting Entrepreneurship Education Intention of Vocational College Alumni in Hunan, China

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Abstract

Purpose: This study aims to investigate the factors that influence vocational college alumni students from a public college in Hunan, China, to pursue entrepreneurship education. Human capital, personal attitude, self-efficacy, need for achievement, and family background are the independent variables in this study. Entrepreneurial education intention is the mediator, and entrepreneurial intention is the dependent variable. **Research design, data, and methodology:** Questionnaires were given to alum students at three Hunan Technical College of Railway High-Speed faculties, using a quantitative approach (n = 500), who ought to be finished in a year at maximum, and are more likely to hold steady employment, which may impact their intention to engage in entrepreneurship. The data analysis comprised model fit, construct validity, and reliability, and the Structural Equation Model (SEM) and Confirmatory Factor Analysis (CFA) were used. **Results:** Important information on the impact of many factors on the intention to pursue entrepreneurship education and entrepreneurial intention has emerged for alumni students. Self-efficacy, need for achievement, family background, human capital, and personal attitude all significantly influenced entrepreneurship education intention. **Conclusions:** With implications for further extensive research, the study indicates that among vocational alum students at Hunan Vocational College in China, entrepreneurial education intention favorably promotes confidence and intention.

Keywords: Entrepreneurial Intention, Entrepreneurship Education Intention, Vocational College, Current Students

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The study backdrop and issue description are included in this chapter, along with an overview of vocational education, its history in China, its accomplishments, and its relationship to entrepreneurial education.

China's first modern vocational school, the Fujian Shipment School, opened in 1860. In the latter part of the Qing Dynasty, vocational schools were established, emphasizing Western technology and practical skills. In 1902, the Renyin Schooling System introduced industry-focused education. In 1917, the Zhonghua Vocational Education Society brought together industry and education.

The People's Republic of China started significantly expanding vocational education in 1949. Vocational education had grown greatly by 1965. Reform and opening-up strategies revolutionized vocational education in 1978. The strategic significance of vocational education was highlighted in the 1991 Decisions on Vigorously Promoting the Development of Vocational and Technical Education (Ajzen, 1991).

The Vocational Education Legislation of 1996 governed the role and status of vocational education. The 1999 Decisions on Implementing Comprehensive Education Reform and Advancing Quality-oriented Education aimed to improve the quality of secondary and tertiary vocational education (Eichhorst et al., 2015).

China prioritized the development of specialized talent, skilled labor, and the advancement of vocational education to advance society in the twenty-first century. China's revitalization through science and education was underlined during the 2002 National Vocational Education Conference.

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The Ministry of Education aggressively extended vocational education to promote employment prospects and national growth. With 11,700 institutions in 2018, China has the biggest vocational education system in the world. There were 26.8554 million registered students and 9.2824 million fresh students enrolled (Yuan & Wang, 2021)

The Vocational Education and Training Innovation Project. Subsequently, in 2004, the Ministry of Education and affiliated State Council departments hosted another National Vocational Education Conference. During this conference, they formulated guidelines titled "Several Opinions Concerning Further Enhancing Vocational Education." (Ministry of Education of the People's Republic of China, 2018). In this publication, the Chinese government provided additional details about the policies and measures to be employed for the growth and transformation of vocational education in the Chinese system in the present and the future.

The government still fully supports education and has just issued the Vocational Education Law to secure educational education (Béné, 2022). Because of the persistent efforts made over a significant period, China's vocational education is continuously expanding thanks to various reforms. The foundations of a contemporary vocational education system infused with Chinese features have been laid. As China's economic system transitions and the country's economy and society continue to flourish, this can help fulfill the demand for skilled and knowledgeable personnel.

2. Literature Review

2.1 Entrepreneurial Intention

According to Ajzen (2012) theory, intention originates from a desire that prompts people to act in particular ways or carry out actions. In his analysis of planned behavior, the critic advances the claim that people exhibit the behaviors they do because of their intentions. According to Meoli et al. (2020), entrepreneurial intention is the behavior of engaging in business operations to sell and purchase goods and services. The researchers contend that people who want to conduct business are observed for their behaviors well before doing so.

Although entrepreneurial intention (EI) has been extensively studied (Anwar & Shukur, 2015), more study findings are still needed, particularly in developing nations, according to some scholars. These results should tackle entrepreneurship methods' unclear concerns (Anwar & Abdullah, 2021; Anwar & Surarchith, 2015;). Anwar and Abdullah (2021) define entrepreneurial intention as human attitudes regarding the outcomes of important actions, including the willingness to believe, self-efficacy, and the propensity to act on possibilities. This encompasses the desire for independence, ambition, and steadfast dedication to a cause.

In the realm of competitive advantage, Tumasjan et al. (2013) highlight significant advantages in entrepreneurship, attracting many individuals to enter the venture and fostering intense competition among existing enterprises. Broomé and Ohlsson (2017) support the idea that robust competition is beneficial as it enhances the quantity and quality of ions produced, ultimately maximizing revenues. Donaldson (2019) notes that entrepreneurs are driven to be distinctive, particularly in saturated markets, pushing for high-quality manufacturing.

2.2 Self-Efficacy

According to Gielnik et al. (2020), prospective entrepreneurs differ not just in terms of their total level of self-efficacy as entrepreneurs but also in the degree of variability they exhibit when they attempt to start their firms. The propensity to show oscillations between periods of comparatively greater and phases of relatively lower self-efficacy is referred to in this context as variability in self-efficacy. While some people exhibit little fluctuation from their mean level, others exhibit notable oscillations between their performance peaks and troughs. Understanding the intrinsic relationship between the average degree of self-efficacy and the variable elements is critical. As the average degree of self-efficacy approaches either the high or low end of the self-efficacy continuum, variability declines and may even approach zero (Gielnik et al., 2020).

Self-efficacy fosters the drive to stay distinctive in the market by being innovative and successful in what one offers to the public. Self-efficacy is a crucial component of entrepreneurship as it allows a firm to persevere in difficulties since the owner has faith in their ability to achieve even in the face of fierce competition. According to Shinnar et al. (2018), there is intense rivalry in the business sector as more people start their businesses due to unemployment. Therefore, the ability to maintain self-efficacy amid fierce competition is a trait shared by business people. Shinnar et al. (2018) contend that students choosing entrepreneurship are influenced by entrepreneurial self-efficacy. They recognize that being forced into entrepreneurship without genuine interest leads to failure, wasting both time and resources. This can be shown by the hypothesis that follows:

H1: Self-efficacy has a significant impact on entrepreneurship education intention.

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2.3 Need for Achievement

According to Akhtar et al. (2020), an optimistic outlook, enthusiasm for one's job, and an impromptu approach to one's organization are associated with the demand for achievement. Numerous research studies have found a dynamic, substantial correlation or link between the intent to increase business operations in entrepreneurial company settings and the desire for accomplishment (Akhtar et al., 2020). The results of an earlier study indicate that learners' and students' aspirations for success are among the main factors they consider when making career decisions. Studies on free enterprise indicate that students studying management with a very high achievement need are likelier to go into entrepreneurship and start their own enterprises.

The desire to achieve plays a central role in shaping one's entrepreneurial intentions. Abuzhuri and Hashim (2017) assert that achieving brings about a sense of satisfaction, particularly when goals are met through individual efforts. The goals themselves vary, encompassing profit generation, job creation, meeting societal expectations, fulfilling family needs, or simply finding personal satisfaction after achieving financial success. Individuals driven by the need for achievement seek to satisfy themselves or others within their social class. Additionally, some employees may pursue achievement by aligning their behavior with the expectations of their employers. These individuals may opt for lighter tasks to ensure goal attainment while avoiding more challenging endeavors. Thus, the following hypothesis is formed:

H2: Need for achievement has a significant impact on entrepreneurship education intention.

2.4 Family Background

One important aspect of the intergenerational transfer of entrepreneurial ambitions is children's exposure to their parents' and grandparents' experiences as business owners and operators within the framework of the family enterprise during their childhood (Nguyen, 2018). Remarkably, Drennan et al. (2005) found that those who felt positively about their family's business history believed that starting their own company was desirable and realistic (Nguyen, 2018). If a family business is actively supported and promoted, rates of entrepreneurial engagement among family members may grow. Chaudhary (2017) did a study that shows a favorable correlation between the desire to start a business and having a family history of self-employment (Nguyen, 2018).

When parents are business owners, they wield considerable influence over their children's way of life, guiding them towards entrepreneurial choices as leaders from the front. Through their businesses, associates, and interactions, parents provide children with human capital, valuable for running businesses handed over to them or for starting their ventures. Parents also share preferences with their children, fostering a common entrepreneurial mindset. Thus, the following hypothesis is formed:

H3: Family Background has a significant impact on entrepreneurship education intention.

2.5 Human Capital

An organization's personnel may be both a potential source of innovation and a critical asset in assisting businesses in navigating the complexity and unpredictability of their operational environments, according to the notion of human capital. This is a cornerstone of the idea of human capital. The human capital perspective is a frequently used theoretical framework in higher education to anticipate different types of entrepreneurial activity. These actions include being a budding entrepreneur, working for yourself, and taking part in the founding and management of new businesses. Passaro et al. (2018) also point out that these actions are connected to starting new businesses, becoming self-employed, and doing better.

Human capital is often theorized as an experience that will prompt people to develop entrepreneurial intentions. This is based on the belief that a person can run a business or that the people they employ have the capabilities to incorporate all their acquired entrepreneurial skills, which help bring about success in the business. Human capital has little to do with the inability of people. Rather, it concentrates on the ability of people to achieve a certain goal. In this regard, entrepreneurial intention is enhanced through human capital, which leads to a business venture's success. When human capital is positively utilized, this brings about some positive associations between people, leading to the enhancement of entrepreneurial intentions; human capital conceptualized as experience may reveal only little about knowledge and skills. The possession of human capital is a key step to the portal of desire for developing entrepreneurial intention. Thus, a hypothesis is suggested:

H4: Human capital has a significant impact on entrepreneurial intention.

2.6 Entrepreneurship Education Intention

According to Drost (2010), entrepreneurship arose and gained recognition as a paradigm for business education in the 20th century. According to Drost (2010), entrepreneurial education aims to increase the business abilities of aspiring or alumni businesspeople by providing them with business-related information. According to the critic, entrepreneurial education plays a crucial role in the development of business-minded individuals by assisting them in identifying

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gaps in the market and establishing long-term, sustainable businesses (Raffiee & Feng, 2014). It is wise to note that students of all specializations will acquire abilities that will enable them to launch and run businesses in addition to their other professional aspirations in society if this type of education is included in the educational system. Their educational background greatly influences an entrepreneur's ability to progress. Drost (2010) suggests including entrepreneurial education in the curriculum to help kids understand the value of entrepreneurship in society, even at a young age. They may start their businesses due to the grooming they receive. According to Bazzy et al. (2018), graduates should leave school with the ability to start their own business since this will help them when they search for opportunities to enter their field of professional training.

Donaldson (2019) emphasizes the critical role of professional learning in schools for imparting essential entrepreneurship skills to students. This step is crucial in unlocking dreams for students who might otherwise struggle to achieve their goals due to a lack of knowledge. Through structured learning, students acquire the necessary business knowledge to realize their entrepreneurial aspirations. Academic institutions play a pivotal role in instilling the right skills in learners and fostering entrepreneurial intentions by providing them with the knowledge to run businesses successfully. Therefore, this study hypothesizes that:

H5: Entrepreneurship education intention has a significant impact on entrepreneurial intention.

2.7 Personal Attitude

These elements may be categorized into three groups: those that influence entrepreneurial behavior on an individual, societal, and environmental level. Research exists on the many models and techniques applied in this field (Devi et al., 2019). The elements that influence an individual's entrepreneurial behavior—often called the "trait model of entrepreneurship"—emphasize the importance of personality traits (Devi et al., 2019).

According to planned behavior, which social sciences and psychology experts have supported, an individual's attitude significantly influences their behavior. According to Ajzen's theory of planned behavior, an individual's attitude plays a crucial role in shaping and directing behavior. It is said that attitude is a multifaceted, emotive, and cognitive factor. Business success is determined by an individual's ability to react appropriately when presented with hazards, mostly dependent on their attitude. When people do not need the proper attitude toward entrepreneurship, they are more likely to push for improvements and stay steadfast when facing difficulties. Thus, a below hypothesis is proposed:

H6: Personal attitude has a significant impact on entrepreneurial intention.

3. Research Methods and Materials

3.1 Research Framework

The literature reviewed emphasizes that certain aspects crucial for entrepreneurship can be taught. This study challenges the notion that one must come from a specific background to succeed in entrepreneurship. Instead, it underscores that education is the fundamental prerequisite for entrepreneurship. Contrary to arguments suggesting that entrepreneurial skills are innate, this study, supported by Tumasjan et al. (2013), demonstrates that these skills can be taught, enabling individuals without innate abilities to become successful entrepreneurs. Existing literature further illustrates that entrepreneurship education can alter attitudes and behaviors, aligning them with entrepreneurial ideologies. Consequently, entrepreneurial intention can be cultivated through diverse aspects, highlighting the importance of ongoing research to encourage the embrace of entrepreneurship education. Figure 1 suggests the conceptual foundation for this investigation.

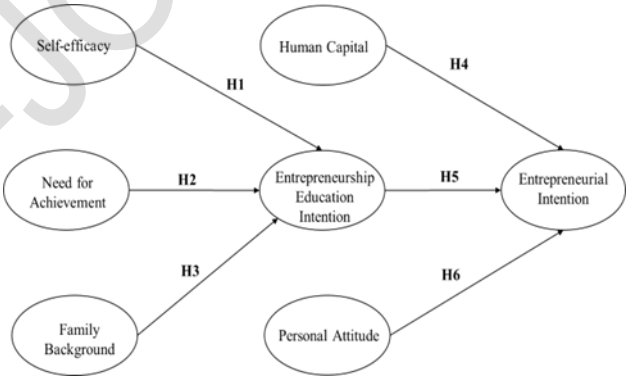

Figure 1: Conceptual Framework

H1: Self-efficacy has a significant impact on entrepreneurship education intention.
H2: Need for achievement has a significant impact on entrepreneurship education intention.
H3: Family background has a significant impact on entrepreneurship education intention.
H4: Human capital has a significant impact on entrepreneurial intention.
H5: Entrepreneurship education intention has a significant impact on entrepreneurial intention.
H6: Personal attitude has a significant impact on entrepreneurial intention.

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3.2 Research Methodology

The methodology used in this study was quantitative, with statistical data being analyzed. This methodology entails using computer tools to modify pre-existing statistical data or to get objective measurements and numerical analysis of data obtained through surveys, questionnaires, and polls (Ussher & Earl, 2010). The main focus of quantitative research is gathering numerical data to generalize across groups or explain a particular occurrence.

The foundation of logic, statistics, and an impartial point of view define quantitative research (Ussher & Earl, 2010). It uses comprehensive, convergent reasoning rather than diverse thinking and is predicated on measurable and immutable facts. Generally, organized research instruments are used to gather data, and in this study, a questionnaire with closed-ended questions was used.

Before embarking on data collection, the researchers confirmed its reliability using methods such as Item-Objective Congruence (IOC) and Cronbach's Alpha. A panel of three experts assessed the IOC, ensuring that all items exceeded the acceptable threshold of 0.6. In the initial pilot test with 50 participants, Cronbach's alpha reliability was applied. As per the standards outlined by Tavakol and Dennick (2011), a measurement tool is deemed suitable for use when the Alpha coefficient attains 0.70 or higher, indicating satisfactory structural soundness. Following this validation phase, the study will progress to data analysis, employing techniques such as confirmatory factor analysis (CFA) and structural equation modeling (SEM).

3.3 Population and Sample Size

The target population is the set of persons from whom the intervention intends to conduct research and obtain its conclusions (Barnsbee et al., 2018). The researcher selected alumni from three faculties. The research focuses on alumni who have graduated from Hunan Technical College of Railway High-speed, China. These individuals have transitioned beyond academic life and are likely to face practical challenges related to employment and entrepreneurship. The study explores how real-world experiences and post-graduation factors influence their entrepreneurial intentions. The survey was given to 500 respondents.

3.4 Sampling Technique

Based on this, the researcher completed the sampling procedure in three steps. The first step is to use purposive Sampling to select three representative faculties in Hunan Technical College of Railway High-speed, China. Then, quota sampling will be used to set specific quotas for choosing a proportional sample size of alumni students in 500. The last step is to use convenience sampling to select individuals who are easily accessible and readily available to participate in the study. Afterward, the researcher employed convenience sampling to distribute the questionnaire online and offline.

This study used the quantitative method to collect and analyze data. Based on the sample size calculation, 500 vocational alumni students would be included in this study. All respondents would be required to fill out the questionnaire containing all variables' items. The questionnaire will be distributed to them from April to August 2023 and analyzed by running confirmatory factor analysis and structural equation modeling.

Table 1: Sample Units and Sample Size

Three Main Faculties	Population Size	Proportional Sample Size
Railway Engineering	759	188
Railway Transportation	849	210
Railway Telecommunication	415	102
Total	**2023**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Of alum students, 47.8 percent (239) of respondents were male, and the remaining 52.2 percent (261) were female. Respondents were the majority at the age below 18 years old at 0 percent (0), 18-19 years old at 0 percent (0), 20-21 years old at 0 percent (0), 22-23 years old at 2.4 percent (12), 24 years old and above at 97.6 percent (488). The spending per month of respondents, 3000 RMB and below at 14 percent (70), 3001 RMB -5000 RMB at 18.8 percent (94), 5001 RMB–7000 RMB at 30 percent (150), 7001 RMB - 9000 RMB at 23.2 percent (116), 9001 RMB and above at 14 percent (70). And the personality of respondents in alum students, extraversion at 43.4 percent (217), conscientiousness at 9.4 percent (47), agreeableness at 27.2 percent (136), openness at 9.4 percent (47), neuroticism at 10.6 percent (53).

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	239	47.8%
	Female	261	52.2%
Age	Below18 years old	0	0%
	18-19 years old	0	0%
	20-21 years old	0	0%
	22-23years old	12	2.4%

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Demographic and General Data (N=500)		Frequency	Percentage
	24 years old and above	488	97.6%
Spending/Month	3000 RMB and below	70	14%
	3001 RMB -5000 RMB	94	18.8%
	5001 RMB - 7000RMB	150	30%
	7001 RMB - 9000RMB	116	23.2%

4.2 Confirmatory Factor Analysis (CFA)

In contrast, CFA grants researchers the ability not only to determine the necessary factors but also to establish the specific connections between measurable and latent variables. The figure's validity was confirmed through factor loading values meeting acceptable criteria, with coefficients exceeding 0.30 and exhibiting p-values below 0.05. Additionally, Table 3 demonstrated construct reliability exceeding 0.7 and average variance extracted surpassing 0.5, as prescribed by Fornell and Larcker (1981). Notably, all estimates were statistically significant, further validating the study's findings.

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
Entrepreneurial Intention (EI)	Ajzen (2012)	5	0.867	0.709-0.865	0.870	0.575
Entrepreneurship Education Intention (EEI)	Vaidya et al. (2014)	5	0.870	0.737-0.869	0.873	0.580
Human Capital (HC)	Urban (2012)	5	0.872	0.727-0.861	0.874	0.583
Personal Attitude (PA)	Devi et al. (2019)	5	0.854	0.735-0.860	0.857	0.546
Self-Efficacy (SE)	Rauch and Hulsink (2015)	5	0.873	0.673-0.886	0.876	0.588
Need of Achievement (NOA)	Karpova et al. (2013)	5	0.878	0.683-0.854	0.880	0.579
Family Background (FB)	Ajzen (1991)	5	0.875	0.710-0.836	0.877	0.588

As of Table 4, the square root of the average variance retrieved indicates that all correlations are bigger than the corresponding correlation values for that variable. In CFA testing, additional metrics for model fit include GFI, AGFI, NFI, CFI, TLI, and RMSEA.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.618
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.913
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.898
NFI	≥ 0.80 (Wu & Wang, 2006)	0.909
CFI	≥ 0.80 (Bentler, 1990)	0.963
TLI	≥ 0.80 (Sharma et al., 2005)	0.959
RMSEA	< 0.08 (Pedroso et al., 2016)	0.035
Model Summary		**Acceptable Model Fit**

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

The study's convergent and discriminant validity were confirmed since the results, as indicated in Table 5, exceeded acceptable limits. As a result, both discriminant and convergent validity are guaranteed. Additionally, these model measurement findings supported the validity of validation to gauge the validity of following structural model estimates and discriminant validity.

Table 5: Discriminant Validity

	EI	EEI	HC	PA	SE	NFA	FB
EI	**0.758**						
EEI	0.354	**0.762**					
HC	0.479	0.255	**0.764**				
PA	0.461	0.262	0.376	**0.739**			
SE	0.244	0.419	0.193	0.241	**0.767**		
NFA	0.345	0.423	0.235	0.272	0.344	**0.773**	
FB	0.259	0.445	0.272	0.221	0.365	0.309	**0.767**

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

4.3 Structural Equation Model (SEM)

A strong and thorough method used in scientific research to analyze and assess multivariate causal links is structural equation modeling or SEM. SEM sets itself apart from other modeling tools by looking at assumptions about the nature of causal linkages' direct and indirect effects. With this method, researchers may look at the complex interactions between different factors and the subtle ways in which they affect one another. The goodness of fit indices for the Structural Equation Model (SEM) is measured as demonstrated in Table 6. The model fit measurement should not be over 3 for the Chi-square/degrees-of-freedom (CMIN/DF) ratio, and GFI and CFI should be higher than 0.8, as Greenspoon and Saklofske (1998) recommended. The statistical values from the indices were as follows, according to Table 6: CMIN/DF

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= 2.322, GFI = 0.856, AGFI = 0.836, NFI = 0.866, CFI = 0.919, TLI = 0.913, and RMSEA = 0.051. Thus, until the fitness can be confirmed, the structural model was modified to enhance the goodness-of-fit index results.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/ DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.322
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.856
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.836
NFI	≥ 0.80 (Wu & Wang, 2006)	0.866
CFI	≥ 0.80 (Bentler, 1990)	0.919
TLI	≥ 0.80 (Sharma et al., 2005)	0.913
RMSEA	< 0.08 (Pedroso et al., 2016)	0.051
Model Summary		**Acceptable Model Fit**

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

For alumni students, significant insights have surfaced regarding the influence of various factors on entrepreneurship education intention and entrepreneurial intention. Self-efficacy, need for achievement, and family background emerged as noteworthy contributors to entrepreneurship education intention, with standardized path coefficients (all P<0.05). These findings underscore the pivotal roles played by these factors in nurturing a positive orientation toward entrepreneurial education.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: SE→EEI	0.259	5.376*	Supported
H2: NFA→EEI	0.283	5.831*	Supported
H3: FB→EEI	0.313	6.326*	Supported
H4: HC→EI	0.103	2.230*	Supported
H5: EEI→EI	0.093	1.993*	Supported
H6: PA→EI	0.259	5.376*	Supported

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

The result from Table 7 can be refined that:

The study proposes several hypotheses: H1 asserts that confidence in acquiring and applying entrepreneurial knowledge enhances the likelihood of pursuing entrepreneurship education, emphasizing the pivotal role of self-efficacy (Kautonen et al., 2015). H2 suggests that varied approaches to achievement impact entrepreneurship education intention, recognizing individual differences (Abuzhuri & Hashim, 2017). H3 explores how students from entrepreneurial families excel due to abundant resources, shaping essential entrepreneurial skills during their early years (Tornikoski & Maalaoui, 2019). H4 highlights the impact of work experience, industry-specific skills, and exposure to business environments on entrepreneurial intentions for alumni (Keat et al., 2011). H5 emphasizes the significant influence of educational experiences on entrepreneurial intention, contributing to an individual's readiness for entrepreneurship (Douglas et al., 2020). H6 underlines the directly proportional relationship between possessing the right attitude and the success of entrepreneurial ventures, acting as a mediator between entrepreneurial intentions and self-efficacy in various studies (Al-Jubari et al., 2017; Buli & Yesuf, 2015; Maes et al., 2015; Tsai et al., 2016; Utami, 2017; Zaremohzzabieh et al., 2016).

5. Conclusion and Recommendation

5.1 Conclusion

The research delves into the entrepreneurial intentions of alum students who graduated no longer than a year ago from Hunan Technical College of Railway High-speed, China, focusing on the factors above. The sampling criteria ensure representation from three selected faculties in the college. Notably, alumni students who have been out of school for more than a year may have a stable job, potentially affecting their intention to engage in entrepreneurial activities. The study involved a sample size of 500 alum students from three faculties. The findings suggest a strong intent to pursue entrepreneurship among alums students, making entrepreneurship education an acceptable and promising choice. The study underscores the significance of incorporating entrepreneurship education in vocational colleges to enhance students' knowledge and skills for successful entrepreneurship. While the study has limitations related to the target group's scope, future research could explore other majors, vocational colleges, provinces, or geographic areas to broaden understanding and improve entrepreneurship education practices. Additionally, considering additional mediating variables like age, gender, and location in future studies can provide more nuanced insights and recommendations.

5.2 Recommendation

The researcher identified key factors, including Human Capital (HC), Personal Attitude (PA), Self-Efficacy (SE), Need for Achievement (NOA), and Family Background (FB), impacting Entrepreneurship Education Intention (EEI) among alumni students across three faculties in a vocational

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college in Hunan, China.

First, Emphasize the Role of Entrepreneurship Education Intention:

Recognize the pivotal role of entrepreneurship education intention in shaping entrepreneurial intentions among alumni vocational college students. Direct efforts towards fostering a strong entrepreneurship education intention mediate between various factors such as human capital, personal attitude, self-efficacy, need for achievement, and family background.

Second, Expand Target Groups and Research Scope:

Extend research beyond the alumni of three faculties in Hunan, China, to include a more diverse range of majors, vocational colleges, and geographic areas for alumni students. Conduct longitudinal studies to deepen the understanding of the long-term impact of entrepreneurship education on alum students. Incorporate additional mediating variables, such as age, gender, and location, in future research for a more nuanced perspective on the interplay between these factors and the entrepreneurial intentions of alumni students.

Lastly, Encourage Cross-Disciplinary Collaboration:

Promote collaboration between different disciplines within vocational colleges for alumni students. Foster a holistic approach to entrepreneurship education through interdisciplinary cooperation. Explore inner realizations and personal growth among alums vocational college students to understand psychological and self-discovery elements that may trigger entrepreneurial intentions.

5.3 Limitation and Further Study

Building upon the findings of other studies, entrepreneurship education research suggests further exploration into areas relevant to alumni vocational college students. The impact of entrepreneurship education may vary based on the profiles of the participants, and there is a call for more attention to target-specific entrepreneurship education for alumni students. Future research should investigate what kind of entrepreneurship education intention programs would suit alumni students, considering their different needs and experiences. Defining clear objectives for alumni students, considering major variations, is crucial. After establishing these objectives, researchers should explore the optimal content, design, and delivery methods for entrepreneurship education programs tailored to the needs of alumni vocational college students. Additionally, examining triggers of entrepreneurial intention and their impact, particularly in combination with aspects of entrepreneurship education intention, presents promising avenues for research in the context of alumni students.

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