Assessing Influencers of Entrepreneurial Intentions and Behavioral of Undergraduate Students in Xuzhou, China

Liu Ying*

Abstract

Purpose: This study aims to examine the factors that influence entrepreneurial behavior and entrepreneurial intention among undergraduate students in Xuzhou higher education. The conceptual framework proposed a causal relationship among attitude, subjective norms, perceived behavioral control, entrepreneurship education, perceived feasibility, perceived desirability, prior entrepreneurial exposure, entrepreneurial intention, entrepreneurial behavior. **Research design, data, and methodology:** In this study, sophomore to junior students at an undergraduate school in Xuzhou City, Jiangsu Province, were given questionnaires using a quantitative method (n=500). Convenience sampling was utilized to gather information and disperse questionnaires online and offline. In contrast, quota sampling assessed the university's three primary majors—engineering, business, humanities, and social sciences. Confirmatory factor analysis (CFA) and structural equation modeling (SEM) were utilized to assess the data for construct validity, model fit, and reliability. **Results:** First, undergraduate students' entrepreneurial intentions to be entrepreneurs significantly impact their willingness to act as entrepreneurs. Second, attitude, subjective norms, perceived behavioral control, entrepreneurial education, perceived feasibility, and prior entrepreneurial experience all play a role in entrepreneurial behavior. **Conclusions:** Out of the eight hypotheses developed for this study, seven were effective in boosting college students' intentions to start their own businesses and encouraging their behavior.

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

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Under the background of mass entrepreneurship and innovation, the employment of college students has always been a hot issue of social concern. In 2020, a new coronavirus epidemic swept across the world, seriously threatening people's health and lives. The impact of the new coronavirus epidemic is complex and volatile; the global economy is unstable, and the number of jobs has decreased; structural contradictions are still prominent, and employment and recruitment difficulties coexist; the overall improvement of the people's material living standards and other realities, which has brought unprecedented challenges to the employment work of colleges and universities (Xue et al., 2021). The overall employment situation in China remains stable and is gradually returning to the level before the epidemic outbreak. However, with the increasing number of college students, the competition in the job market may become more intense. In 2024, college graduates will reach 11.79 million, an increase of 210,000 year-on-year, a historic high point.

In November 2013, General Secretary Xi Jinping emphasized in his congratulatory letter to the Global Entrepreneurship Week China, "Youth is the future of the country and the nation, and entrepreneurship is an important way to promote economic and social development and improve people's livelihood. Young students actively launch entrepreneurial activities to contribute to realizing the Chinese dream of the great rejuvenation of the Chinese nation." General Secretary Xi called on the whole society to attach great importance to and fully support the innovation and entrepreneurship of Youth. The state has given deep

1*Liu Ying, Ph.D. Candidate in Technology, Education and Management, Graduate School of Business and Advance Technology Management, Assumption University, Thailand. Email: 1909951610@qq.com

concern and strong support to the entrepreneurial activities of college students. As an integral part of the younger generation, taking the initiative to engage in entrepreneurship not only helps to promote innovation and progress in science and technology but also increases employment possibilities, activates social vitality, and provides strong support for the implementation of the strategy of an innovative country.

2. Literature Review

2.1 Attitude

Yuan and Cai (2019) say one of the important elements determining entrepreneurial ambitions is an entrepreneurial attitude, defined as an individual's opinion and view of entrepreneurship. Attitude is the proclivity to respond positively or negatively to entrepreneurship (Kusmintarti et al., 2014). The degree of subjective attitudes and preferences toward entrepreneurial activities, i.e., the degree of awareness of entrepreneurial activities, is referred to as the entrepreneurial attitude (Xue et al., 2021).

H1: Attitude has a significant impact on entrepreneurial intention.

2.2 Subjective Norms

Subjective norms, or "perceptions," refer to how the public views entrepreneurship and entrepreneurs. The general public's impression of entrepreneurship and entrepreneurs is particularly expressed by others who are close to the individual or influence his or her professional choices (Mo, 2009). According to Zhou and Hu (2015), subjective norms are the opinions of influential people in one's circle about a certain behavior (e.g., entrepreneurial behavior), and they are likely to impact people's intentions to engage in that behavior. Generally, subjective norms are formed through personal networks, including parents, close friends, significant others, role models, and behavioral mentors.

H2: Subjective norms have a significant impact on entrepreneurial intention.

2.3 Perceived Behavioral Control

Perceived behavioral control, in addition to reflecting a person's judgment of the simplicity with which they can perform a specific behavior, also includes external control variables like resources, possibilities, and potential stumbling blocks and reflects the fact that a person's execution of conduct is completely dependent on his or her perception (Ajzen, 2002; Schlaegel & Koenig, 2014). Mo

(2009) indicated that perceived behavioral control is a subjective estimate or assessment of the entrepreneurial feasibility of conduct and the chances of success, meaning a subjective perception of controllable factors.

H3: Perceived behavioral control has a significant impact on entrepreneurial intention.

2.4 Perceived Feasibility

Perceived feasibility refers to the degree to which people believe they can establish a business. This includes the extent to which they consider this prospect practicable. Views of self-efficiency are linked to perceptions of feasibility (Ajzen, 1987). Liñán (2005) described perceived feasibility as the degree to which people believe they are personally capable of carrying out specific behaviors. In addition, he believes that the presence of role models, mentors, or partners would be a critical factor in determining a person's entrepreneurial viability.

H4: Perceived feasibility has a significant impact on entrepreneurial intention.

2.5 Perceived Desirability

Based on empirical research, previous authors have found that environmental influences affect entrepreneurial ambition through another component known as perceived attractiveness (Nasurdin et al., 2009). According to Krueger (1993), the degree to which perceived attractiveness is appealing for beginning a new business reflects the individual's assessment of the business's utility. Desirability refers to entrepreneurial attitudes based on personal experience both directly and indirectly gained, that are based on direct and indirect personal experience, and the influence of role models and work experience can be used to gain entrepreneurial experience (AlHaj et al., 2011).

H5: Perceived desirability has a significant impact on entrepreneurial intention.

2.6 Prior Entrepreneurial Exposure

Compared to students without an entrepreneurial background, Bae et al. (2014) claim that students with entrepreneurial experience are more likely to access critical resources and social networks that would enable entrepreneurship. Individuals who gained prior entrepreneurial opportunities make already successful entrepreneurs the way forward for entrepreneurship (i.e., parents, siblings, or acquaintances who had launched a business) or personal business experiences (i.e., working knowledge in small/start-up businesses or prior entrepreneurial experiences), according to Krueger (1993).

H6: Prior entrepreneurial exposure has a significant impact on entrepreneurial intention.

2.7 Entrepreneurship Education

According to Souitaris et al. (2007), entrepreneurship education can provide three benefits to trainees: learning to acquire entrepreneurial knowledge, obtaining motivation, and thereby changing perspectives of entrepreneurship and exposure to various available entrepreneurial resources. Students can be taught to be sensitive to and grasp entrepreneurial opportunities, taught entrepreneurial knowledge and skills, motivated to be entrepreneurial, improve their innovation and entrepreneurial skills, and increase their confidence and desire to launch a business through various forms of entrepreneurship education.

H7: Entrepreneurship education has a significant impact on entrepreneurial intention.

2.8 Entrepreneurial Intention

Entrepreneurial intention is a mental representation of actions taken by someone to start a new firm (Kusmintarti et al., 2014). Fini et al. (2009) pointed out that entrepreneurial intention is a cognitive representation of actions to be taken by individuals to either start a new business or add value to an existing one. According to Bandura (2001), intentions are more important than mere expectations since they represent commitments to future behavior. Intentions Willingness is characterized by ideas about future behavior that compel people to engage activities to accomplish their objectives.

H8: Entrepreneurial intention has a significant impact on entrepreneurial behavior.
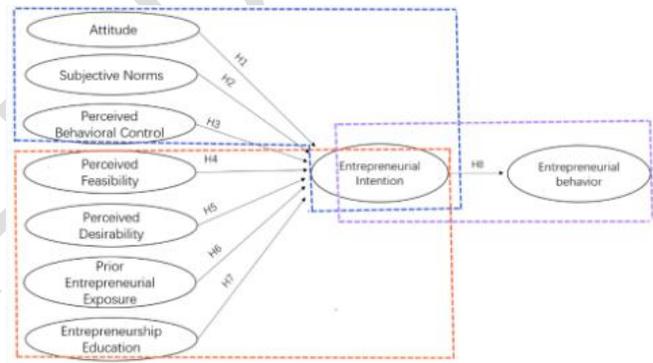
2.9 Entrepreneurial Behavior

An entrepreneur's or an entrepreneurial team's entrepreneurial behavior is an opportunity development activity or behavior relevant to a new firm's survival and growth (Bird, 1988). Carter et al. (1996) assert that entrepreneurial behavior is essentially the start-up of a new firm and comprises all the key events that occur during the transformation of a business plan into a functioning business. Entrepreneurial behavior, according to Sternberg and Wennekers (2005), has two levels: the first is defined in the traditional sense as "the act of owning and operating a business with its benefits and risks," and the second is defined in behavioral terms as "This means that the act of entrepreneurship is not the same as being the owner of a new business, but that any involvement in the process of creating a business is considered entrepreneurship."

3. Research Methods and Materials

3.1 Research Framework

The study's conceptual framework is predicated on earlier hypotheses. It is modified based on three theoretical frameworks. Maresch et al. (2016) created the first of the previous study frameworks, which comprises a summary of research on the following topics: attitude (AT), subjective norms (SN), perceived behavioral control (PBC), and entrepreneurial intention (EI). Zhang et al. (2014) concentrated on four aspects in their second study: perceived feasibility (PF), perceived desirability (PD), prior entrepreneurial exposure (PEE), and entrepreneurial intentions (EI). Rauch and Hulsink (2015) conducted a third study that looks at the connection between entrepreneurial behavior (EB) and entrepreneurial intention (EI).

Figure 1: Conceptual Framework

H1: Attitude has a significant impact on entrepreneurial intention.
H2: Subjective norms have a significant impact on entrepreneurial intention.
H3: Perceived behavioral control has a significant impact on entrepreneurial intention.
H4: Perceived feasibility has a significant impact on entrepreneurial intention.
H5: Perceived desirability has a significant impact on entrepreneurial intention.
H6: Prior entrepreneurial exposure has a significant impact on entrepreneurial intention.
H7: Entrepreneurship education has a significant impact on entrepreneurial intention.
H8: Entrepreneurial intention has a significant impact on entrepreneurial behavior.

3.2 Research Methodology

In order to gather data for this study, the researcher employed survey methods and quantitative research. The study employed data from sophomores to seniors at a university in Xuzhou, Jiangsu Province, China. The undergraduate students in three distinct majors (engineering, business, humanities, and social sciences) in Xuzhou, China, are the target demographic of this paper. Before gathering data, the researchers assessed the content's validity and reliability using Cronbach's alpha and Item Objective Congruence (IOC). The researchers distributed the questionnaire on paper to the intended audience and assessed the variables using a Likert scale.

Before distributing a larger questionnaire, this study collected data from 30 students in March 2022 as part of a pilot test to confirm the consistency and reliability of the scale questions. As to Soper's (2006) computation, a minimum of 460 samples must be included in the total sample size. This study uses non-probability sampling approaches to achieve the goal of 500 samples per subject. Confirmatory factor analysis (CFA) and structural equation modeling (SEM) were utilized to assess the data for construct validity, model fit, and reliability.

3.3 Population and Sample Size

Students in their sophomore and junior years at an institution of higher learning in Xuzhou City, Jiangsu Province, China, provided the data for this study. According to the sample size for structural equation modeling, the study should include at least 200 respondents (Kline, 2016). There were 500 respondents in the data set. We screened the data, selected 520 legitimate questionnaires, and used 505 in this investigation.

3.4 Sampling Technique

This study examined three major university disciplines—engineering, business, humanities, and social sciences—using the judgmental sampling and quota sampling approaches. Each discipline was found to be representative. Five hundred samples were assigned to each stratum to guarantee a representative sample using the proportionate quota sampling approach.

Table 1: Sample Units and Sample Size

Three Major Subjects	Population Size of Undergraduate Students	Proportional Sample Size
Engineering	16967	419
Business	2184	54
Humanities and Social Sciences	1100	27
Total	20251	500

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 outlines the demographic goals of the people who took part. 49.50% of those who answered were men, and 50.5% were women. All of them were older than 19 years old. Regarding the respondents' school background, 35.45% were in the second, 37.62% were in the third, and 26.93% were in the fourth.

Table 2: Demographic Profile

Demographic and General Data (N=505)		Frequency	Percentage
Gender	Male	250	49.50%
	Female	255	50.50%
Age	18 years old or und	0	0%
	19 years old and ab	505	100%
Year of study	Sophomore	179	35.45%
	Junior	190	37.62%
	Senior	139	26.93%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was used in this study to test construct validity (Brown, 2015). Allen et al. (2009) stated that measurement modeling or confirmatory factor analysis (CFA) is a procedure for determining variation and covariation among indicators. This is in line with Alkhadim et al. (2019), who referred to the study's findings as the same and argued that CFA is important for examining all latent variables prior to structural modeling.

Items are more reliable when their Cronbach's alpha values are higher. The value of Cronbach's alpha can be anywhere from 0 to 1, with 0.7 to 0.8 being good or acceptable. Based on Hair et al. (2003), a value between 0.8 and 0.9 is considered very good, and a value above 0.9 is

considered excellent. We sent similar surveys to 30 students as a pilot or reliability test. All of the constructs in Table 3 had Cronbach's alpha values greater than 0.7. This indicated the items' consistency and the questionnaire distribution's credibility.

"Factor loading" refers to the relationship between the question statements and the main latent variable (Hu & Li, 2020). Regarding convergent validity, the higher the factor loading, which ranges from 0 to 1, the better. Chen and Tsai (2007) say that a p-value of less than 0.05 and a 0.5 value are the cut-off points. This study's lowest factor loading value was 0.600, and the highest was 0.781. All of the variables that were looked at had a value above 0.500. This meant that the numbers for all of the factors were at the ideal level.

A scale from 0 to 1 shows how reliable a composite or construct is, with higher numbers showing higher dependability. The observed variable's composite reliability, which should be greater than 0.75 (Khan & Qudrat-Ullah, 2021), showed its reliability and consistency. Both Cronbach's alpha and the composite reliability were used to check the reliability (Killingsworth et al., 2016). The results showed that the CR for all items was higher than the limit, which is 0.7 or higher (Fornell & Larcker, 1981). The CR numbers in Table 3 ranged from 0.710 to 0.886. On top of that, the mean-variance extracted (AVE) values for Table 3 were higher than the 0.4 suggested by Fornell and Larcker (1981), running from 0.450 to 0.560.

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
Attitude (AT)	Yuan and Cai (2019)	3	0.704	0.600-0.712	0.710	0.450
Subjective norms (SN)	Zhou and Hu (2015)	3	0.706	0.614-0.702	0.711	0.451
Perceived Behavioral Control (PBC)	Ajzen (2002)	6	0.884	0.732-0.781	0.884	0.560
Perceived Feasibility (PF)	Ajzen (1987)	4	0.775	0.675-0.689	0.777	0.466
Perceived Desirability (PD)	Krueger (1993)	5	0.824	0.654-0.772	0.826	0.487
Prior Entrepreneurial Exposure (PEE)	Bae et al. (2014)	4	0.806	0.665-0.764	0.809	0.515
Entrepreneurship Education (EE)	Souitaris et al. (2007)	8	0.885	0.660-0.717	0.886	0.492
Entrepreneurial Intention (EI)	Fini et al. (2009)	5	0.820	0.631-0.742	0.821	0.479
Entrepreneurial Behavior (EB)	Carter et al. (1996)	5	0.820	0.655-0.722	0.822	0.480

Additionally, the key indicators typically used in conducting CFA for the measurement model and assessing the structural model include GFI, AGFI, NFI, CFI, TLI, and RMSEA. The CFA outcomes shown in Table 4 reveal that the indices exceeded the commonly accepted thresholds, suggesting that the model attained a high level of internal quality.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.845
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.890
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.876
NFI	≥ 0.80 (Wu & Wang, 2006)	0.893
CFI	≥ 0.80 (Bentler, 1990)	0.952
TLI	≥ 0.80 (Sharma et al., 2005)	0.946
RMSEA	< 0.08 (Pedroso et al., 2016)	0.038
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

Their study found that the value of discriminant validity exceeded all inter-construct/factor correlations, indicating strong support for discriminant validity. As a result, both convergent and discriminant validity were established, providing sufficient evidence for construct validity.

Table 5: Discriminant Validity

	AT	SN	PBC	PF	PD	PEE	EE	EI	EB
AT	**0.671**								
SN	0.325	**0.672**							
PBC	0.273	0.258	**0.748**						
PF	0.259	0.330	0.304	**0.683**					
PD	0.279	0.288	0.299	0.366	**0.698**				
PEE	0.339	0.302	0.300	0.402	0.330	**0.718**			
EE	0.318	0.186	0.250	0.249	0.298	0.290	**0.701**		
EI	0.255	0.279	0.317	0.268	0.224	0.292	0.270	**0.692**	
EB	0.362	0.312	0.396	0.354	0.315	0.401	0.341	0.329	**0.693**

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

4.3 Structural Equation Model (SEM)

In the social sciences and anthropology, structural equation modeling (SEM) has been defended as a means of detecting latent variables—variables that are thought to exist but are not directly observable through individuals (Kline,

2016). This is consistent with Wanichbancha (2014) findings, which suggested that SEM can be used to assess causal links between variables.

Following model adjustment using the SPSS AMOS version and SEM calculation, the fit indices revealed a good match. The data in Table 6, CMIN/DF =1.860, GFI = 0.841, AGFI = 0.823, NFI = 0.821, CFI = 0.908, TLI = 0.903, and RMSEA = 0.041, are consistent with the listed acceptable values.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1584.966/1.860
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.841
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.823
NFI	≥ 0.80 (Wu & Wang, 2006)	0.821
CFI	≥ 0.80 (Bentler, 1990)	0.908
TLI	≥ 0.80 (Sharma et al., 2005)	0.903
RMSEA	< 0.08 (Pedroso et al., 2016)	0.041
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, RMSEA = root mean square error of approximation, CFI = comparative fit index, NFI = normalized fit index and TLI = Tucker Lewis index

4.4 Research Hypothesis Testing Result

The research model is based on each variable's regression weights and R2 variance to determine its relevance.

Except for Perceived Desirability, which is not supported, all of the hypotheses are supported by the results of Table 7 for the data. With a score of 0.503, Entrepreneurial Intention support has the biggest impact on Entrepreneurial Behaviour, whereas Perceived Desirability has the least, at 0.017. SubjectiveNorms (β = 0.231), Attitude (β = 0.151), Entrepreneurial Education (β = 0.149), Perceived Feasibility (β = 0.108), Perceived Behavioural Control (β = 0.186), and Prior Entrepreneurial Exposure (β = 0.147).

As seen in Table 7, the model shows the variance of entrepreneurial behavior.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: AT→EI	0.151	2.386*	Supported
H2: SN→EI	0.231	3.588*	Supported
H3: PBC→EI	0.186	4.406*	Supported
H4: PF→EI	0.108	2.104*	Supported
H5: PD→EI	0.017	0.355	Not Supported
H6: PEE→EI	0.147	2.96*	Supported
H7: EE→EI	0.149	3.314*	Supported
H8: EI→EB	0.503	7.067*	Supported

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

The result from Table 7 can be refined that:

The H1 hypothesis is supported, with the standardized path coefficients of Attitude on Entrepreneurial Intention among college students being 0.151 and 0.151, respectively, at the 0.05 level of significance.

The standardized path coefficients of the Subjective Normson Entrepreneurial Intention are 0.231, respectively, at the 0.05 significance level, confirming the H2 hypothesis.

The standardized path coefficients of the Perceived Behavioral Control on Entrepreneurial Intention are 0.186, respectively, supporting hypothesis H3.

The standardized path coefficients of university students' Perceived Feasibility on Entrepreneurial Intention are 0.108 and 0.108, respectively, at the 0.05 significance level, confirming hypothesis H4.

The standardized path coefficient of Perceived Desirability on entrepreneurial intention in the data is 0.017, below the significance level of 0.05, and the H5 hypothesis is invalid.

The standardized path coefficient of Prior Entrepreneurial Experience on entrepreneurial intention is 0.147 at a 0.05 significance level, confirming the H6 hypothesis.

The standardized path coefficient of Entrepreneurial Education on entrepreneurial intention is 0.149 at the 0.05 level of significance, confirming hypothesis H7.

The standardized path coefficient of Entrepreneurial Intention on entrepreneurial behavior of college students is 0.503 at a 0.05 significance level, confirming hypothesis H8.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This paper concentrates on the variables that affect undergraduate college students' entrepreneurial intentions and behaviors. Hypotheses are proposed as a conceptual framework for examining attitudes, subjective norms, perceived behavioral control, perceived feasibility, perceived desirability, prior entrepreneurial exposure, entrepreneurial education, entrepreneurial intention, and entrepreneurial behavior. The questionnaire survey targeted sophomore to junior students in three majors, engineering, business, and humanities and social sciences, at a university in Xuzhou City, Jiangsu Province, China. The data analysis aimed to investigate the factors that influence entrepreneurial awareness and innovative behaviors of undergraduate college students. The study employed structural equation modeling (SEM) to analyze the factors that influence entrepreneurial awareness and behavior, and it measured and validated the validity and reliability of the conceptual model through confirmatory factor analysis (CFA).

The data analysis revealed that the most significant influence on entrepreneurial behavior comes from entrepreneurial intentions. Liu (2018) has pointed out that intentions strongly predict actual behavior. Intentions are the most effective predictors, especially for behaviors that are not intuitive and difficult to predict. Thus, entrepreneurial intentions are more effective at predicting entrepreneurial behavior than other variables. Secondly, subjective norms ranked second among undergraduate students' influences on entrepreneurial intentions. Mao (2019) found that the more a person cares about the opinion of an important reference group or individual, and the more they believe that these people support them in starting their own business, the stronger that person's intention to start a business should be. As a result, individuals form subjective norms based on their perceived expectations and beliefs about creating a startup from influential people and their willingness to conform to these normative beliefs. Third, perceived behavioral control has a significant effect on entrepreneurial intentions. Mao's (2019) study revealed that perceived behavioral control encompasses two layers of explanation: the first layer represents individuals' trust in their eventual entrepreneurial success, while the second layer pertains to the perceived ease or difficulty of starting a business. He discovered that the perceived behavioral control of starting and running a business leads to a stronger desire to become an entrepreneur.

The study found that the standardized path coefficients of perceived desirability on entrepreneurial intention were 0.017, below the significance level of 0.05, indicating a lack of support for hypothesis H5. This is consistent with the findings of Fitzsimmons and Douglas (2011), who found that entrepreneurial intentions did not differ significantly among three groups, the first being individuals with high perceived desirability and high perceived feasibility, the second being individuals with high perceived desirability and low perceived feasibility, and the third being no significant difference between individuals with low perceived feasibility and high perceived desirability. Significant differences.

This study found that attitude (AT), subjective norms (SN), perceived behavioral control (PBC), entrepreneurship education (EE), perceived feasibility (PF), and prior entrepreneurial experience (PEE) were the key factors influencing entrepreneurial intentions (EI) and entrepreneurial behaviors (EB) of undergraduate students.

5.2 Recommendation

The study's findings show that：

This study empirically found that developing students' personality traits is crucial. College students' willingness to start a business is a complex decision-making behavior, and entrepreneurship is more risky than other occupations. The study demonstrates that college students with positive attitudes toward entrepreneurship tend to have strong risk-taking abilities, believe in their control and mastery of destiny, and expect to satisfy their strong need for achievement through entrepreneurship. This positive personality quality helps college students cultivate a good entrepreneurial attitude and behavior. Secondly, cultivate students' entrepreneurial abilities. Schools offer elective courses on entrepreneurship, transforming them into project-based courses. Simultaneously, they can open entrepreneurship classes to select students who have an entrepreneurial intent, providing them with specialized knowledge transfer and skills training. Systematic and high-quality entrepreneurship education encourages college students to use their strengths to start their businesses and helps increase their employment competitiveness. Finally, improve the entrepreneurship practice base. Set up creative entrepreneurship parks for students and build business incubation bases. We set up special support funds and provide whole-process services like industrial and commercial registration, loan application, and enterprise training, enabling students to master business decision-making, operation, and management skills and gain practical entrepreneurial experience.

5.3 Limitation and Further Study

This study advances the understanding of entrepreneurial intentions and behaviors of undergraduate college students by providing a more in-depth exploration and analysis of the factors that influence them through quantitative research and by examining the relationship between entrepreneurial intentions and behaviors using entrepreneurial intentions as a mediating variable. However, there are some limitations to this study. First, other factors may also affect entrepreneurial behavior, and there is a need to continue exploring other variables. Many factors influence college students' entrepreneurial behavior, and the selection of too few variables in this paper does not cover more research variables, which may cause the results to be inaccurate and make the study somewhat limited. Secondly, the current group of college students also includes graduate students and doctoral students, who have different life backgrounds and mastered different knowledge systems, and the differences in entrepreneurial learning and identification of entrepreneurial opportunities are bound to be greater, so if further research on the mechanism of the influence of entrepreneurial willingness on entrepreneurial behavior should be carried out separately for different groups, different conclusions may be obtained to enrich the entrepreneurial behavior of the research. Finally, expanding the sample size and paying attention to the application of sampling methods in the follow-up study is necessary. Students from different

economic development regions may also have different ideas about entrepreneurial activities; therefore, future research should be conducted regionally.

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