pISSN: 1906 - 6406 The Scholar: Human Sciences
eISSN: 2586 - 9388 The Scholar: Human Sciences
http://www.assumptionjournal.au.edu/index.php/Scholar

A Quantitative Study on the Factors Impacting Entrepreneurial Intention of Social Sciences Students in Chengdu, China

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Received: May 17, 2023. Revised: October 9, 2023. Accepted: October 12, 2023.

Abstract

Purpose: Research on college students' entrepreneurial attitudes and intentions has received increasing attention in recent years. This paper aims to explore the factors influencing entrepreneurial attitudes and intentions of college students majoring in Social Science at public universities in Chengdu, China. A conceptual framework was established with seven potential variables, subjective norm, entrepreneurial attitude, desirability, educational support, self-efficacy, perceived behavioral control, and entrepreneurial intention. **Research design, data, and methodology:** The researcher distributed questionnaires to 500 undergraduates majoring in Social Science at the targeted public university. This sampling strategy is to collect data from the survey using judgmental, quota and convenience sampling. Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) were used to analyze the data. In addition, model goodness-of-fit, correlation validity, and reliability tests for each factor were utilized. **Results:** The result demonstrated a significant effect between each potential variable, thus proving all hypotheses valid. **Conclusions:** Ultimately, this quantitative study concludes that public university administrators and teaching staff should strengthen the process of shaping and nurturing entrepreneurial attitudes among college students, enhancing the entrepreneurial appeal and emphasizing entrepreneurship education to improve entrepreneurial success based on the significant influence relationships between the potential variables verified in this study.

Keywords : Social Science, Entrepreneurial Attitude, Educational Support, Perceived Behavioral Control, Entrepreneurial Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The "innovation theory," which regarded entrepreneurship as a significant economic factor in the process of economic and social development and as a turning point in the process of economic development, was introduced in the monograph from 1912 which determined "The Theory of Economic Development" by American economist Joseph Schumpeter. More workers can be hired through entrepreneurship, which promotes long-term socioeconomic growth (Sun et al., 2017). Under the strategy of upholding openness, China's economy has experienced fast growth and has risen to become the second-largest economy in the world. The peaceful economic development has prompted entrepreneurship to be paid attention to and important, and college students have a deeper and more comprehensive knowledge and understanding of entrepreneurship, and more and more of them choose to start their businesses after graduation.

A survey and research found that most college students think that entrepreneurship is not simply opening a company or running an individual but also includes innovation and creativity in their majors or participating in the process of entrepreneurial practice, which are all part of entrepreneurship (Li et al., 2020). With the accelerated development of the information age, the enthusiasm of

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contemporary young people for entrepreneurship has been rising, and college students are already important participants in the army of entrepreneurship. Self-employment can create great social wealth and provide many employment opportunities for various industries, which greatly alleviates the employment pressure and anxiety of college graduates (Chen et al., 2011). Relevant literature asserts that entrepreneurial attitudes and college students' willingness are important factors in promoting entrepreneurial development and enhancing entrepreneurial contributions. Targeted policies and measures can guide enhanced research on the factors influencing entrepreneurial attitudes and intentions.

In addition, according to the existing literature, many scholars have studied college students' entrepreneurship from policy, economic, and employment perspectives. Researchers reviewed the "China Youth Entrepreneurship Development Report" for 2020 and 2021 and found that first-tier cities, developed provincial capitals, and developed eastern prefecture-level cities ranked significantly higher in the entrepreneurship development index. Compared with major global economies, China's entrepreneurship level has more room for development regarding entrepreneurship quantity, entrepreneurship quality, entrepreneurial investment, and the status of entrepreneurial service providers. COVID-19 has made the impact on domestic entrepreneurial subjects such as small and medium-sized enterprises and self-employed people more obvious. There are varying development stages and low success rates of entrepreneurship among college students, so it is important to conduct quantitative research on entrepreneurship influencing factors in the target group as a reference. Research on college students' entrepreneurial attitudes and intentions has received increasing attention in recent years. This paper aims to explore the factors influencing entrepreneurial attitudes and intentions of college students majoring in Social Science at public universities in Chengdu, China.

2. Literature Review

2.1 Theory of Planned Behavior (TPB)

The TPB is regarded as a social conceptual framework that investigates rational choices related to weighing the advantages and disadvantages of predicted conduct before engaging in such action (Ajzen & Fishbein, 2005). In many other ways, the TPB applies to any behavior requiring a certain level of forethought. The TPB seems well used to investigate and forecast human behavior across various life areas (Gorgievski et al., 2018). Theoretically, behavioral intentions can then be used to explain why so many people act in a certain way and to identify their driving forces (Ajzen, 2020).

According to Krueger and Carsrud (1993), the TPB can help explain how entrepreneurial cognition works because "intention involves an assimilation and accommodation cognitive process that serves to channeling beliefs, perceptions, and other external elements further into an intent to perform, then to the actual action itself." The TPB is, in fact, especially pertinent to entrepreneurship for various reasons. (Dao et al., 2021; Waris et al., 2021; Zhang et al., 2019). First, business endeavors are typically scrutinized as intentional behaviors that do not occur naturally (Krueger et al., 2000). Second, including arbitrary standards in the TPB demonstrates the significance of unofficial institutions. Scholars argue that methods that look at a society's specific attitudes about a startup company differ from generic societal beliefs and are stronger predictors of entrepreneurial activity across the consequences of attitude toward the behavior of businesses attempting (Gomez & Spencer, 2004). Finally, empirical research has demonstrated the TPB's effectiveness across various behaviors (Krueger et al., 2000).

Numerous recent meta-analyses confirm the TPB's efficacy in predicting entrepreneurial goals and actions (Gorgievski et al., 2018). The TPB theory provided the basis for the conceptual framework established for this study. Thus, based on the support of this theory, the conceptual framework includes the components of the theory, perceived behavioral control, subjective norms as independent variables, and attitudes toward behavior as mediating variables.

2.2 Subjective Norm

A "subjective norm" is the perception that when someone decides to take a certain action, those behind him will either support or disapprove of that choice (Duong et al., 2022). It is the perceived social pressures that people feel to engage conduct, such as starting a new business or expanding an existing one, or the perceived social pressure that people feel to refrain from performing the behavior (Moraes et al., 2019). A conscious experience of whether or otherwise not others, including family members and friends, believe they should indulge in the behavior is described as this (Shah & Soomro, 2017). When people decide to act as planned, they respond to the social expectations they perceive in their environment. Some academics believe this is understanding social pressure to perform a particular behavior (Londono et al., 2020). Subjective norms significantly impact the establishment of achievement motivation, which dictates specific behavior and circumstances (Shah & Soomro, 2017). According to other research on subjective norms, those can determine intentions and behaviors. Subjective norms can determine

whether a person aims to conduct an action or not (Waris et al., 2021). It is based on opinions of the importance to the individual of whether prominent references, individuals, or organizations approve or disapprove of a person beginning a business (Varamäki et al., 2015).

The premise that normative views can be incorporated through communication from certain sources is supported by empirical evidence of a possible correlation between subjective norms and attitudes in a study on business (Sun et al., 2017). Some investigations have found that subjective norms can considerably explain entrepreneurial intention. It has been shown that there was a correlation between subjective norms and entrepreneurial intent, but there was also evidence that the magnitude of this correlation varied by gender (Villanueva-Flores et al., 2021). Based on the above points, we propose the hypothesis:

H1: Subjective norm has a significant impact on entrepreneurial attitude.

H2: Subjective norm has a significant impact on entrepreneurial intention.

2.3 Entrepreneurial Attitude

The level of one's support or opposition to starting up a business can sometimes be categorized as personal attitudes (Gieure et al., 2019). An entrepreneurial attitude is the most important element of a business aim since it considers how to value perceptions may affect that objective (Waris et al., 2021). An individual's attitude dictates whether they will respond favorably or unfavorably to action and is affected by their past expectations and observations throughout their life (Zhang et al., 2019). The entrepreneurial mindset is the sum of knowledge and propensities toward entrepreneurship (Yao et al., 2015). In the business world, certain behaviors are appealing, and others are not. One's entrepreneurial mentality is judged by how much one finds different company actions attractive or unpleasant (Politis et al., 2016).

When applied to entrepreneurship, it is widely acknowledged that entrepreneurial attitudes constitute one of the primary prerequisites for entrepreneurial intentions. According to TPB theorists, perceived behavioral control, subjective norms, and personal attitudes significantly predict personal intentions (Zollo et al., 2017). According to Farooq (2018), personal attitudes determine a person's likes and dislikes, which raises the possibility that they will engage in certain behavior. Entrepreneurial attitudes had the strongest predictive potential for entrepreneurial intentions. Based on this, we propose the hypothesis:

H3: Entrepreneurial attitude has a significant impact on entrepreneurial intention.

2.4 Desirability

The perceived desirability of entrepreneurship is the ratio of how desirably someone develops their own business when they first start their firm compared to exploring other options (Devonish et al., 2010). It is the degree to which one finds starting a business enticing; in actuality, it reflects one's entrepreneurial mindset (Tiwari et al., 2019). Net acceptability for self-employment is a measure of someone's motivation to work for themselves, their level of eagerness and desire to start their own business, though rather than working for someone else (Welsh et al., 2021). Student entrepreneurial personality qualities demonstrate a student's desirability for entrepreneurship in the research on student entrepreneurship; often, desirability is represented as the student's entrepreneurial mindset (Yousaf et al., 2015). When someone has the ambition to start a business or the motivation to follow through on that desire and succeed, that person has an entrepreneurial mindset (Henley et al., 2017).

According to Boukamcha (2015) research, there is a positive correlation between the desire to become an entrepreneur and the desire to be self-employed. People with high aspirations are more inclined to be enthusiastic about starting new businesses, and the desire to be self-employed is associated with personal values and career opportunities. It is claimed that perceived entrepreneurial desirability, feasibility, and an attitude toward sustainability shape sustainability-focused entrepreneurial intention considering the theoretical discussion and empirical data offered by earlier entrepreneurship research (Vuorio et al., 2017). Research concurs that students' ambitions to become entrepreneurs are significantly influenced by desirability (Aloulou, 2016; Devonish et al., 2010; Yousaf et al., 2015). The following hypothesis is developed derived from the results presented above:

H4: Desirability has a significant impact on entrepreneurial intention.

2.5 Educational Support

The primary objective of educational support is the formation of entrepreneurial knowledge, competence, skills, and entrepreneurial predictor of intention in line with the economic demands (Sun et al., 2017). The abilities required to assess entrepreneurial possibilities and grow an entrepreneurial mindset are emphasized in entrepreneurship education (Ferreira et al., 2012). It is characterized as a blend of contributions from many key functional specialties when carefully assessing the environment in which new ventures may develop. This is done by examining education services' role in affecting new company start-ups (Shrivastava & Acharya, 2020). Entrepreneurship education, which further provides entrepreneurs with the skills and knowledge

required to launch a business, is one of the major elements in aiding college students comprehend and promote entrepreneurship. This increases the likelihood of success and boosts the entrepreneur's efficiency (Hassan, 2020).

Some studies have found a positive association between educational support for entrepreneurialism and students' intention to pursue it (Sim et al., 2021). According to various research findings, entrepreneurship education and training can successfully promote crucial student outcomes (Aboobaker & Renjini, 2020). Additionally, it has been discovered that entrepreneurship education offers students the necessary information to advance their understanding, readiness, and entrepreneurial skills through theory and practice, and this not only inspires them to learn about entrepreneurialism but also shows up in entrepreneurial behavior (Wibowo et al., 2021). The underlying hypotheses are developed from the research findings:

H5: Educational support has a significant impact on entrepreneurial intention.

2.6 Self-efficacy

Self-efficacy is a crucial foundation and factor to emphasize in the entrepreneurship judgment paradigm because it explains why people create and run their enterprises intentionally rather than passively. Self-efficacy is a major determinant in situation judgment (Hassan, 2020). Numerous studies have also demonstrated that a person's self-efficacy is their level of self-assurance in their endeavors to achieve their intended behavioral goals (Chen & He, 2011). Many academics have offered similar definitions of self-efficacy, contending that it must be a person's assessment of which he or she performs on a project and is directly tied to the circumstances present and the environment confronted (Waris et al., 2021). Self-efficacy is one's views or convictions about their future talents and abilities. These worries are concurrently influenced by the work at hand and the surrounding environment, and they are quantifiable in the most widely used examples (Shrivastava & Acharya, 2020).

In the study of Alammari et al. (2019), it was discovered that self-efficacy and entrepreneurial intention were significantly correlated. Numerous more research, like Hassan (2020) and Cain et al. (2016), support the same conclusions, emphasizing the development of positive attitudes and self-efficacy as a practical guide to fostering entrepreneurial potential. The following theories about social influence are deduced from the numerous arguments made above:

H6: Self-efficacy has a significant impact on entrepreneurial intention.

2.7 Perceived Behavioral Control

Perceived behavioral control refers to how easy or difficult people find it to carry out a task or adopt habits (Varamäki et al., 2015). Individuals experience and evaluate challenges and stumbling blocks encountered throughout external tasks or acts, typically thought to have the biggest influence on someone else's perceived behavioral control, expressing an emotional and prejudiced evaluation (Zhang et al., 2019). According to certain research, people with a task aim, a plan of action, and a sense of their capacity to control their behavior when carrying out the task or the course of action are also seen as behavioral controllers (Politis et al., 2016). A person's impression of whether they currently possess the necessary resources (such as time, money, knowledge and experience, and opportunities) for the objectives that they wish to accomplish as well as the career options to be able to complete these work activities and behavioral shots on goal is widely recognized as perceived behavioral control, according to numerous studies (Tucker et al., 2019).

The intention to engage in entrepreneurship is impacted and positively influenced by this important motivating factor, according to previous research, which also suggests that the impact of perceived behavioral control on entrepreneurship intention is significantly greater and more significant in students who comprehend that the outcome of their behavior is within their control (Moraes et al., 2019). To put it another way, Trivedi (2016) shows that perceived behavioral control is directly correlated to entrepreneurial intent with the highest measurable effect and is a significant antecedent of entrepreneurial intention. These presumptions lead to the following hypotheses being developed:

H7: Perceived behavioral control has a significant impact on entrepreneurial intention.

2.8 Entrepreneurial Intention

Entrepreneurial intents are defined as a person's confidence in their abilities and desire to start their own business at some time in the future (Biswas & Verma, 2021). Entrepreneurial intention can be illustrated by conceptual frameworks such as the desire, drive, and expectations to convince others of one's business potential (Hassan, 2020). Some researchers have focused on the concept of entrepreneurial intention, which they characterized as the determination to start a business immediately after receiving a college education or later in professional life, as a gauge of whether entrepreneurial opportunities are genuinely developing (Varamäki et al., 2015).The conscious psychological readiness to pursue an entrepreneurial orientation, work for oneself, and improve one's circumstances after weighing the benefits and risks is known

as entrepreneurial orientation (Welsh et al., 2021). Coming to an inner understanding of oneself shortly means developing and establishing a commercial venture (Shrivastava & Acharya, 2020). The entrepreneurial intention has indeed been defined as an intentional mindset that comes before action and centers experiences (and then action and experience) on a particular aim (goal) or the method to achieve it (Aloulou, 2016; Shasha & Leelakasemsant, 2022).

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework was established by examining preceding academic investigation methodologies. Sun et al. (2017) and several other researchers identified an interrelationship between subjective norms, attitudes, and entrepreneurial intention. Boukamcha (2015) established the connection between desirability and entrepreneurial intention. Maheshwari (2021) analyzed the relationships between educational support, self-efficacy, perceived behavioral control, and entrepreneurial intentions. The conceptual framework was constructed based on these constructs, as shown in Figure 1.

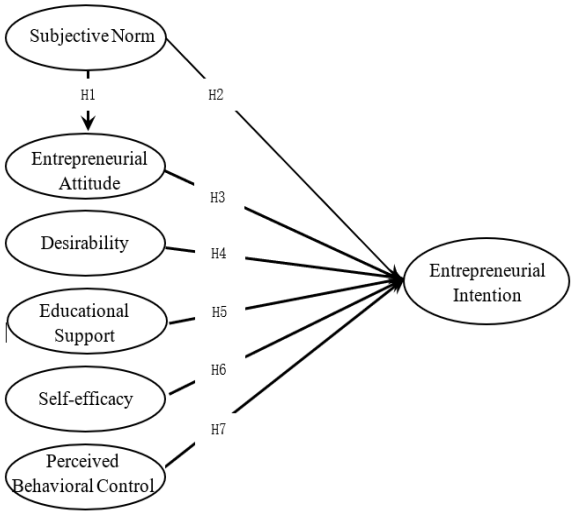

Figure 1: Conceptual Framework

H1: Subjective norm has a significant impact on entrepreneurial attitude.
H2: Subjective norm has a significant impact on entrepreneurial intention.
H3: Entrepreneurial attitude has a significant impact on entrepreneurial intention.
H4: Desirability has a significant impact on entrepreneurial intention.
H5: Educational support has a significant impact on entrepreneurial intention.
H6: Self-efficacy has a significant impact on entrepreneurial intention.
H7: Perceived behavioral control has a significant impact on entrepreneurial intention.

3.2 Research Methodology

The researcher used nonprobability sampling and personally administered questionnaires to students in two Social Science disciplines at public universities. The target demographic was the College of Law and Management at Xihua University (XHU). The collected data were aggregated and statistically analyzed to identify the basic characteristics that significantly impacted the participants' attitudes and intentions toward entrepreneurship. The questionnaire was divided into three components. Initially, validated screening items were used to classify and survey participants with specific characteristics (Alessandro et al., 1988). Next, demographic information questions were used to collect baseline information about respondents, such as gender, age, residence, and stage of study information (Ndetei et al., 2021). Finally, answers to the questions were rated using a five-point Likert scale, with 5 indicating significant agreement on positive items and 1 indicating extreme negativity (Salkind, 2017). Index of item objective congruence (IOC) and a pilot test (n=50) were applied to test the validity and reliability of the scale items and constructs. The results are that IOC passed at a score not less than 0.6, and Cronbach's Alpha coefficient value at equal or higher than 0.7 in the pilot test of 50 respondents (Gable & Wolf, 1993).

3.3 Population and Sample Size

The target population for this study was the actual 4240 College students in the College of Law and Management at XHUE. Israel (1992) recommended that the minimum sample size for a complex research framework in a Structural Equation Model should be 200-500 participants. After the researchers' conditional screening and quota selection, 500 students were identified as the final sample.

3.4 Sampling Technique

The researchers used a sampling strategy with a multistage sampling method that can be divided into three steps. First, the researchers used judgmental sampling to identify 4020 students with entrepreneurial experience or at least existing entrepreneurial intentions from 2 Social Science majors in selected target public universities. Then, using

quota selection, 500 respondents were identified from these students as the final sample for the survey. Table 2 shows the specific sample size. Finally, convenience sampling was implemented to distribute online questionnaire. After the data screening 496 valid questionnaires were collected as the final valid data for the quantitative analysis of this study.

Table 1: Sample Units and Sample Size

Discipline Category	Name of the College	Population	Proportional Sample Size
Social Science	College of Law	1790	223
	College of Management	2230	277
Total		**4020**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

According to Table 2, there are 496 respondents. Demographic information collected from respondents includes school name, grade, gender, and age. There was 38.7 percent of male and 61.3 percent of female. Most respondents are 44 percent, whereas the least group is 25-26 at 5.2 percent. 58.9 percent of respondents are from the village. Undergraduate group account for 89.7 percent.

Table 2: Demographic Profile

Demographic and General Data (N=496)		Frequency	Percentage
Gender	Male	192	38.7
	Female	304	61.3
Age	18-20	149	30.0
	21-22	218	44.0
	23-24	103	20.8
	25-26	26	5.2
Address	Town	204	41.1
	Village	292	58.9
Level	Undergraduate	445	89.7
	Postgraduate	51	10.3

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was used to determine whether the scale items' constituent and loading counts matched expectations based on theories or presumptions. In Table 3, The outcome of the factor loading and acceptable values for each observed variable illustrated the goodness of fit of the research matrix (Hair et al., 2010). Cronbach's Alpha coefficient value at equal or higher than 0.7 (Gable & Wolf, 1993). The absolute values of the average extracted variance (AVE) were greater than 0.50, the composite reliability (CR) was beyond 0.70, and the factor loading values were all over 0.50 (Bagozzi & Yi, 1988; Hulland, 1999).

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
Subjective Norm (SN)	Gieure et al. (2019)	6	0.897	0.736-0.796	0.897	0.592
Entrepreneurial Attitude (EA)	Shah and Soomro (2017)	5	0.908	0.791-0.856	0.909	0.666
Desirability (DES)	Gerba (2012)	4	0.850	0.691-0.814	0.852	0.590
Educational Support (ES)	Sun et al. (2017)	4	0.857	0.727-0.825	0.858	0.602
Self-efficacy (SE)	Latip et al. (2020)	4	0.877	0.737-0.842	0.878	0.644
Perceived Behavioral Control (PBC)	Farooq (2018)	4	0.871	0.769-0.821	0.871	0.629
Entrepreneurial Intention (EI)	Ilerisoy et al. (2021)	6	0.908	0.752-0.810	0.908	0.623

Additionally, as presented in Table 4, all the applicable thresholds for the absolute fit indicators, such as CMIN/DF, GFI, AGFI, and RMSEA, as well as the incremental fit measurements as CFI, NFI, and TLI, match the requirements. Consequently, all these measurements were appropriate for the goodness of fit employed in the CFA examination.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2010)	1.145
GFI	≥ 0.90 (Bagozzi & Yi, 1988)	0.940
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.929
RMSEA	< 0.05 (Pedroso et al., 2016)	0.017
CFI	≥ 0.90 (Bentler, 1990)	0.992
NFI	≥ 0.90 (Bentler & Bonett, 1980)	0.944
TLI	≥ 0.90 (Bentler & Bonett, 1980)	0.992
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, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, NFI = Normed fit index and TLI = Tucker–Lewis index.

The consequences of the investigation into and presentation of the discriminant validity are demonstrated in Table 6. The diagonally specified quantity is the AVE square

root of the variables, and all the coefficients connecting any two latent variables were lower than 0.80 (Schmitt & Stults, 1986; Yang et al., 2020), according to the discriminant validity results investigated. Therefore, the discriminant validity was ascertained based on these quantitative measurements.

Table 5: Discriminant Validity

	SN	EA	DES	ES	SE	PBC	EI
SN	**0.769**						
EA	0.362	**0.816**					
DES	0.254	0.327	**0.768**				
ES	0.241	0.382	0.253	**0.776**			
SE	0.280	0.310	0.221	0.282	**0.802**		
PBC	0.241	0.272	0.251	0.310	0.243	**0.793**	
EI	0.405	0.476	0.334	0.477	0.369	0.342	**0.789**

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

4.3 Structural Equation Model (SEM)

Following the CFA assessment, the Structural Equation Model (SEM) confirmation was carried out as intended in this study. The SEM analysis evaluates a linear equation sequence to determine whether the hypothesized causality model fits. SEM is typically considered an explanatory modeling method (Bollen, 1989; Kline, 2015). SEM examines the causal relationship between the characteristics in the specified matrix and accounts for assessment bias or dishonesty in the coefficient (Rattanaburi, 2021). Table 6 demonstrates that when adjusted by statistical tool, the combined values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA were all above acceptable limitations. Therefore, the SEM's goodness of fit was verified.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2010)	1.678
GFI	≥ 0.90 (Bagozzi & Yi, 1988)	0.901
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.884
RMSEA	< 0.05 (Pedroso et al., 2016)	0.037
CFI	≥ 0.90 (Bentler, 1990)	0.964
NFI	≥ 0.90 (Bentler & Bonett, 1980)	0.917
TLI	≥ 0.90 (Bentler & Bonett, 1980)	0.961
Model Summary		**an 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, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, NFI = Normed fit index and TLI = Tucker–Lewis index.

4.4 Research Hypothesis Testing Result

Referring to the measured conclusions in Table 8, SN had the strongest direct influence on EA, culminating in a standardized path coefficient (β) of 0.404 (t-value of 7.902***). ES's second largest interaction effect on EI with β was 0.337 (t-value at 7.133***). Additionally, EA significantly influenced EI with the β at 0.251 (t-value at 5.078***), followed by SN markedly impacted EI with the β at 0.218 (t-value at 4.399***), as well as SE, which significantly influenced EI with β at 0.167 (t-value at 3.770***). Moreover, PBC was also examined and determined to substantially impact EI with the β of 0.143 (t-value at 3.208***). Consequently, DES exhibited the least significant influence on EI in this quantifiable investigation, with β 0.119 (t-value at 2.677**).

Furthermore, for the interaction of Theory of Planned Behavior (TPB) theory constructs, SN has the highest impact on EI with β at 0.404 (t-value at 7.902***), which has the strongest influence effect in this quantifiable investigation. EA has the third-highest impact on EI, with β at 0.251 (t-value at 5.078***).

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: SN→EA	0.404	7.902 ***	Supported
H2: SN→EI	0.218	4.399 ***	Supported
H3: EA→EI	0.251	5.078 ***	Supported
H4: DES→EI	0.119	2.677 **	Supported
H5: ES→EI	0.337	7.133 ***	Supported
H6: SE→EI	0.167	3.770 ***	Supported
H7: PBC→EI	0.143	3.208 ***	Supported

Note: *** p<0.001, ** p<0.01
Source: Created by the author

Researchers could suggest the following expansions based on the results in Table 7. **H1** has been shown to have a significant direct effect of the subjective norm (SN) on entrepreneurial attitude (EA), with a standardized path coefficient of 0.404. The premise that normative views can be incorporated through communication from certain sources is supported by empirical evidence of a possible correlation between subjective norms and attitudes in a study on business (Sun et al., 2017). According to research by Mykolenko et al. (2021), an individual's attitude toward starting a business is positively associated with a subjective norm (cultural background). As a result, the association between subjective norms and entrepreneurship ambitions is mediated by an individual's perceptions.

Regarding **H2,** the analysis results showed a direct correlation and significant effect of the subjective norm (SN) on entrepreneurial intents (EI), with a standardized path coefficient is 0.218. Aloulou (2016) used the TPB theory to examine student entrepreneurship in Saudi business schools.

He found a stronger link between TPB (especially subjective norm) and entrepreneurial intentions, and therefore understanding the causes of entrepreneurial intentions and the variables influencing these causes is essential to boosting students' efforts to encourage entrepreneurship. According to Duong et al. (2022), subjective norms can accurately predict entrepreneurial intention and are positively linked.

Regarding **H3,** the statistics revealed the hypothesis that entrepreneurial attitude (EA) significantly affects entrepreneurial intentions (EI), with a standardized path of 0.251. When applied to entrepreneurship, it is widely acknowledged that entrepreneurial attitudes constitute one of the primary prerequisites for entrepreneurial intentions. According to TPB theorists, perceived behavioral control, subjective norms, and personal attitudes significantly predict personal intentions (Zollo et al., 2017).

Furthermore, **H4** demonstrated that desirability (DES) significantly impacted entrepreneurial intentions (EI), with a standardized coefficient value of 0.119. According to Boukamcha's (2015) research, there is a positive correlation between the desire to become an entrepreneur and the desire to be self-employed. People with high aspirations are more inclined to be enthusiastic about starting new businesses, and the desire to be self-employed is associated with personal values and career opportunities.

Additionally, **H5** verified that the standardized coefficient value of educational support (ES) on entrepreneurial intentions (EI) was 0.337, indicating a significant effect, and it was the second most influential relationship in this study. According to Shrivastava and Acharya (2020), the educational opportunities in entrepreneurship education programs directly impact changes in entrepreneurial goals. It has been discovered that entrepreneurship education offers students the necessary information to advance their understanding, readiness, and entrepreneurial skills through theory and practice, and this not only inspires them to learn about entrepreneurialism but also shows up in entrepreneurial behavior (Wibowo et al., 2021).

In **H6,** there was a significant relationship between self-efficacy (SE) and entrepreneurial intentions (EI), with a standardized coefficient score of 0.167. Before starting a task, people prioritize their efficacy, according to Maheshwari (2021). As a result, those with high self-efficacy may be more willing to take on new challenges since they have faith in their talents. In the study of Alammari et al. (2019), it was discovered that self-efficacy and entrepreneurial intention were significantly correlated.

Finally, **H7** determined that perceived behavioral control (PBC) was significantly related to entrepreneurial intentions (EI), with a standardized coefficient value of 0.143 for active influence. The impact of perceived behavioral control on entrepreneurship intention is significantly greater and more significant in students who comprehend that the outcome of their behavior is within their control (Rodrigues et al., 2019). Many researchers have used the TPB framework, and almost all have discovered a connection between TPB components and entrepreneurial intention. Maheshwari (2021) study confirms that TPB components, including perceived behavioral control, have the greatest impact on entrepreneurial intention.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

Based on the current employment situation faced by college students, this study explores which factors significantly impact entrepreneurial intentions among college students in Social Science disciplines at public universities in Chengdu, China. After analyzing previous research literature, a conceptual framework was developed using seven hypotheses to verify the interactions between subjective norms, entrepreneurial attitudes, desirability, educational support, self-efficacy, perceived behavioral control, and entrepreneurial intentions. To determine the interactions among these variables, 496 college students with entrepreneurial ideas participated in a questionnaire. Confirmatory factor analysis (CFA) was used to determine if the data fit the specified theoretically derived measurement model. Similarly, structural equation modeling (SEM) was used to assess the relationships between observed and potential variables affecting entrepreneurial intentions and to test the hypotheses individually.

The quantitative study found that subjective norms had the strongest association and the most significant and direct effect on entrepreneurial attitudes. Educational support had the strongest association and the greatest impact on entrepreneurial intention. In addition, entrepreneurial attitude, subjective norms, self-efficacy, perceived behavioral control, and desirability directly and significantly affected entrepreneurial intention. However, the standardized path coefficients decreased in that order.

5.2 Recommendation

The results of the quantitative study proved that all the hypotheses in the conceptual framework were valid and that the entrepreneurial attitudes and intentions of Social Science college students were significantly and directly influenced by factors such as educational support, subjective norm, self-

efficacy, perceived behavioral control and desirability in a direct link. The researchers suggest that managers and teachers should give more attention and importance to motivating college students to be more involved and successful in entrepreneurship. For subjective norm and self-efficacy, administrators should consider establishing a suitable environment for college students to start their businesses, making active policies, and providing more opportunities for practice, such as playing the role of "College Student Innovation and Entrepreneurship Technology Park" and attracting college students to participate in innovation research, so that college students can have a good entrepreneurial experience. For educational support, administrators can consider setting up an innovation and entrepreneurship curriculum from the beginning of the university to continuously enrich students' entrepreneurial knowledge and skills and improve their abilities. To stimulate the innovation consciousness of college students, actively guide their endogenous entrepreneurial motivation, and constantly strengthen their entrepreneurial will in education and cultivation.

5.3 Limitation and Further Study

Policies and economic development expectations influence college students' entrepreneurship, and the randomness of practice is relatively large. This study focuses on the entrepreneurship situation of college students majoring in Social Science, and due to the limitation of the analysis of professional characteristics, it only covers a few majors. The survey sample is limited to public universities in Chengdu. In addition, the discussion of the influencing factors is only a small part of many factors, and there is no large-scale discussion of more factors such as culture and market. In order to reflect the entrepreneurial attitude and willingness of college students more comprehensively, we should break the regional limitation and expand the number of majors. We should also pay more attention to endogenous factors such as college students' growth environment.

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