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A Research on the Influencing Factors of Fourth Year College Students' Entrepreneurship Intention and Behavior in Chengdu, China

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Abstract

Purpose: The primary objective of this research is to explore the determinants impacting the entrepreneurial aspirations and actions of university students located in Chengdu, China. The conceptual framework of the study is constructed around key factors, including perceived entrepreneurial motivation, perceived controllability, entrepreneurial self-efficacy, attitude, subjective norm, perceived behavioral control, intention, and behavior. **Research Design, Data, and Methodology:** The study employed a quantitative approach, distributing survey to 500 students in senior year. To ensure content validity and reliability, the questionnaire underwent item-objective congruence and pilot tests. Confirmatory Factor Analysis and Structural Equation Modeling were utilized to analyze the data, assess the goodness of fit of the model, and examine the causal relationships among variables for hypothesis testing. **Results:** The results suggest that all hypotheses tested in this study have been confirmed. Notably, perceived entrepreneurial motivation exerts a substantial influence on attitude. Moreover, perceived controllability and entrepreneurial self-efficacy exhibit significant impacts on the perception of behavioral control. Additionally, attitude, subjective norm, and perceived behavioral control collectively wield a considerable influence on the intention to engage in entrepreneurial behavior. **Conclusions:** The research findings point to a need for entrepreneurship course developers, college administrators, and entrepreneurship educators to prioritize the enhancement of students' comprehension of entrepreneurial intention.

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

JEL Classification Code: E44, F31, F37, G15

1. Introduction

According to the 2020 Employment Report of Chinese College Students, the proportion of college graduates starting their businesses is 1.6%, and that of vocational college graduates is 3.4%, indicating that the proportion of vocational college students starting their businesses is higher than that of undergraduate students (Zhang et al., 2022). With the introduction of various preferential policies for college students' entrepreneurship by the state, the opening of innovation and entrepreneurship education courses in national colleges and universities, and the holding of the national "Internet +" innovation and entrepreneurship competition that has attracted much attention in recent years, the problem of college students' entrepreneurship has attracted wide attention from the whole society (Zhang, 2022). Entrepreneurial intention is regarded as the first step of entrepreneurial behavior, and entrepreneurial behavior is the result orientation of entrepreneurship. Therefore, entrepreneurial intention and behavior are entrepreneurial research's main directions (Zhang et al., 2022). At the same time, the research also shows that only individuals with entrepreneurial intentions will have entrepreneurial behavior, and vice versa. In addition, the higher the entrepreneurial intention, the greater the entrepreneurial probability. Therefore, the research and analysis of college students'

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entrepreneurial intention and its influencing factors are particularly important, which is of great significance for effectively promoting college students' entrepreneurship, better carrying out innovation and entrepreneurship education, and thus improving the proportion of college students' entrepreneurial success. As an important research direction of entrepreneurship and entrepreneurship, domestic scholars have conducted a comprehensive study on the influencing factors of college students' entrepreneurial intention (Lu et al., 2019).

Employment statistics also show that many college students do not find satisfactory jobs after graduation, equivalent to the beginning of unemployment, and need to grasp the job opportunities in the market. Therefore, starting a business is also a good way to get a job. Getting a stable job is the wish of every graduate student (Iftikhar, 2016).

According to the 2015 Employment Report of Chinese College Graduates and the 2015 Employment Blue Book released by Mycos Research Institute, the proportion of "full-time employment" of college graduates in 2014 has decreased yearly compared with the previous two years (Yin, 2017). According to the research Institute, the main reason is that the proportion of fresh college graduates who take the initiative to start their businesses or continue to receive higher education continues to increase. Data show that the proportion of self-employed graduates increased from 2.3% in 2013 to 2.9% in 2014 (Mycos, 2015).

Mao et al. (2022) pointed out that with the increase in the number of college graduates year by year, the employment of college students has also received great attention and is also an important issue to be paid attention to. In order to solve this problem, in response to the national policy of "mass entrepreneurship and innovation," various universities have taken actions to support and support college students' entrepreneurship.

The entrepreneurial landscape in Chengdu, China, is evolving rapidly, with an increasing emphasis on fostering a culture of entrepreneurship among university students. Universities and policymakers recognize the importance of nurturing entrepreneurial aspirations and actions among students, as entrepreneurship can drive economic growth, innovation, and job creation. However, despite these efforts, there is a need to better understand the factors that influence university students' entrepreneurial intentions and behaviors in Chengdu.

2. Literature Review

2.1 Perceived entrepreneurial motivation

Entrepreneurial motivation refers to the desire or tendency to organize, master, and manipulate organizations, people, or ideas as independently and quickly as possible (Johnson & Johnson, 1990). Individuals with high entrepreneurial motivation are likelier to become entrepreneurs (Shane et al., 2003). A meta-analysis of 41 articles found a significant positive correlation between entrepreneurial motivation and choice of entrepreneurial career path (Collins et al., 2004). Carsrud and Brännback (2011) proposed that entrepreneurial motivation is specific to a country. Hessels et al. (2008) referred to entrepreneurial evidence from 36 countries and proposed entrepreneurial ideas and motivations to a certain extent, with different results in different countries. Thus, a hypothesis is indicated:
H1: Perceived entrepreneurial motivation has a significant influence on attitude.

2.2 Perceived Controllability

Perceived behavioral control is a powerful predictor of entrepreneurial behavior (Shook et al., 2003). It refers to obstacles that reflect an individual's past experiences and expectations. The more resources and opportunities an individual believe they have and the fewer obstacles they expect, the stronger the perceived behavior's control over behavior. According to Ajzen (2002), perceived behavioral control consists of two components: perceived self-efficacy and perceived controllability.

Perceived control can be described in terms of self-efficacy and perceived controllability. The controllability dimension of perception is based on Rotter (1966), which captures general places through control measures. An example is, "I usually protect my interests." Perceived controllability describes the degree to which a person believes that the performance of any action can be influenced by him/herself or not (Ajzen, 2002). Perceived controllability summarizes the perception of various resources (e.g., money, time, skills) (Ajzen, 2002) and is often measured in terms of points of control (Rotter, 1966). Perceived control refers to the degree to which a cause directly controls an effect. Early attributive theory emphasized the importance of the first aspect of why outcomes are unlikely to change. Thus, a hypothesis is indicated:
H2: Perceived controllability has a significant influence on perceived behavioral control.

2.3 Entrepreneurial self-efficacy

Entrepreneurial self-efficacy is based on Bandura (1997) social cognitive theory, which refers to the perceived difficulty of performing a specific behavior and is a psychological feeling. Measures of self-efficacy are context-sensitive and can be accurately measured. Therefore, this study will use entrepreneurial self-efficacy (Mcgee et al.,

2009)—self-assessment of entrepreneurs. Self-efficacy assesses an individual's ability to achieve a particular pursuit and desired goal in a particular domain (Bandura, 1986). This variable is the student's belief in their ability to successfully implement a particular behavior to produce a result or effectively perform a particular learning task (Pintrich, 1999). Thus, a hypothesis is indicated:
H3: Entrepreneurial self-efficacy has a significant influence on perceived behavioral control.

2.4 Attitude

The attitude was an individual view of the object, such as like or dislike. In other words, people were much easier to accept a behavior they agreed with (Armitage & Conner, 2001). It has also been confirmed that attitudes play a positive role in consumers' buying decisions (Thakur & Srivastava, 2014). Attitudes are formed through internal contact and evaluation processes and directly affect the formation of positive or negative intentions (Adams & De Kock, 2015). Thus, a hypothesis is indicated:
H4: Attitude has a significant influence on intention.

2.5 Subjective Norm

Subjective norm is the perceived social pressure to do Subjective norms revealed individuals' beliefs about how their reference groups would view them if they performed a certain behavior. Subjective norms are defined as the "normative beliefs" that are "concerned with the likelihood that important referent individuals or groups approve or disapprove of performing a given behavior" (Ajzen, 1991). Subjective norm is divided into descriptive and injunctive (Mackie et al., 2012). Descriptive norms concern one's social behavior in a particular location. On the other hand, Injunctive norms assume truth based on moral judgment and beliefs (Berkowitz, 2004). The power of every belief with a sense of rules will be followed, which will be respected because the rules move. So, researchers tend to think that a particular referential group's opinion or personal event is more inspiring to the individual. That kind of positive thing is more encouraging to the group. The more one tries to work in this direction, the more he is willing to start his own business (Cialdini & Trost, 1998). They believed that social norm is the most important and that many influences are not conditional. Pruett et al. (2009) operationalized social norms as a family experience and support for people who have started a business to understand the business. Thus, a hypothesis is indicated:
H5: Subjective norm has a significant influence on intention.

2.6 Perceived Behavioral Control

According to Ajzen (2002), behavior control involves two components: perceived self-efficacy and perceived controllability. Entrepreneurial-perceived behavioral control was measured using an instrument modified by Mali and Lim (2021) based on the TPB. This instrument comprises six questions rated on a five-point Likert scale. Higher scores indicate a higher level of entrepreneurial perceived behavioral control. Cronbach's alpha was 0.93 in Mali and Lim (2021) 's study and 0.96 in Ajzen (2002)'s study. For example, a person might be determined to stop smoking, but he or she may fear that the cravings will be unbearable. Thus, this person's positive attitudes and intentions are hindered by psychological barriers (Bandura et al., 1980). In some cases where self-control is very low, the construct of PBC can be the sole predictor of behavior (Ajzen, 1991). In a tourism context, it may be that levels of perceived safety prevent action. Thus, a hypothesis is indicated:
H6: Perceived behavioral control has a significant influence on intention.

2.7 Intention

The intention is a person's motivation to perform the behavior. It is regarded as the immediate determinant of action (Ajzen, 1991; Conner & Armitage, 1998). For example, if a person's attitude, subjective norm, and PBC towards going to the gym are positive (the more positive, the better), he or she will likely implement going to the gym. The linkage between intentions and actual behavior has received support in the entrepreneurial context (Kautonen et al., 2013). According to TPB, intentions have three conceptually independent determinants: attitude toward the behavior, SN, and PBC (Ajzen, 1991, p. 188). Intentions and their relationship with other pro-social and pro-environmental behaviors (Oreg & Katz-Gerro, 2006). Thus, a hypothesis is indicated:
H7: Intention has a significant influence on behavior.

2.8 Behavior

It is widely used in social sciences. Behavioral beliefs were about the consequences of the target behavior and evaluations of those beliefs (outcome evaluations) (Ajzen, 1991, 2006). Behavioral beliefs largely determine attitudes toward the behavior. Normative beliefs give rise to social pressures (subjective norm). This measure of volition or proactiveness is closely related to locus of control. Shapero and Sokol (1982) and Krueger (1993) argued that perceived desirability, feasibility, and propensity to act are associated with entrepreneurial behavioral intentions. Moreover, Erikson et al. (2001) found that the model explained

entrepreneurial intentions well. This measure of volition or proactiveness is closely related to locus of control.

3. Research Methods and Materials

3.1 Research Framework

The researchers applied three main research frameworks to support and develop the conceptual framework of this study. The three main theories, perceived entrepreneur motivation, perceived controllability, entrepreneur self-efficacy, and subjective norms, are a previous research framework, the first of which was conducted by (Thakur & Srivastava, 2014). It provides a perception of the relationship between entrepreneurship and student attitudes. Before the second research framework (Phonthanukitithaworn et al., 2016) correlated with perceived controllability, entrepreneurial self-efficacy, and perceived behavioral control. The third research framework is the relationship between attitudes, subjective norms, and perceived behavioral control. These three research frameworks provide a framework for research (Yang et al., 2015). It provides an alternative to this study's perceived risk, which is our study's fourth framework. The research conceptual framework is proposed as follows in Figure 1.

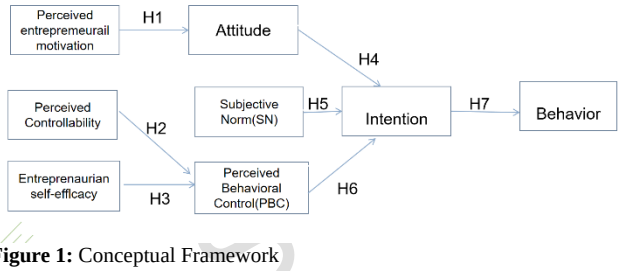

Figure 1: Conceptual Framework

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

3.2 Research Methodology

This study utilizes a combination of empirical analysis and quantitative analysis. A questionnaire survey is employed to collect sample data from the target population. The questionnaire's data collection scale, content validity, and reliability are verified through the project-objective consistency (IOC) and Cronbach's Alpha pilot tests. Once the reliability test is completed, the questionnaire is distributed online to junior and senior graduating students in three higher vocational colleges in Chengdu, China. All participants are college students enrolled in schools offering relevant professional innovation and entrepreneurship education courses.

Before gathering data, the study's content validity was evaluated through the Item-Objective Congruence (IOC) index. Three expert evaluators rated all scale items at 0.6 or higher. Additionally, a pilot test was carried out with 50 participants, and the results of the Cronbach alpha coefficient reliability test demonstrated strong internal consistency, with all items scoring 0.6 or higher.

In analyzing the sample data, this study adopts the two-step approach of the Structural Equation Model (SEM) method proposed by Anderson and Gerbing (1988). The first step involves Confirmatory Factor Analysis (CFA) to examine convergent validity. The second step entails conducting SEM to explore the causal relationships between all constructs in the conceptual model, thereby testing the significance of influences and proposed hypotheses. SEM is particularly advantageous as it allows for the simultaneous exploration of various dependencies, especially when the model includes direct and indirect influences between structures (Hair et al., 2010).

3.3 Population and Sample Size

In order to ensure that participants have some awareness and understanding of entrepreneurship, the study was conducted in three higher vocational colleges in Chengdu, China, where relevant professional courses on innovation and entrepreneurship education are offered. According to Soper (n.d.), the A-priori Sample Size Calculator for SEM, a minimum sample size of 444, is recommended at a probability level of 0.05, considering eight potential and 30 observed variables. Therefore, questionnaires were distributed to senior college students, and 500 valid responses were obtained and screened.

3.4 Sampling Technique

The selection of samples encompassed a blend of sampling techniques, including judgmental sampling, stratified random sampling, and convenience sampling. The initial stage employed judgmental sampling to identify fourth-year students from three higher vocational colleges in Chengdu. Subsequently, stratified random sampling was implemented to ascertain the sample sizes for each

institution or sample stratum, as outlined in Table 1. Lastly, the data collection process was facilitated through online surveys, utilizing convenience sampling.

Table 1: Sample Units and Sample Size

Enrollment Year College	Population Size	Proportional Sample Size
Chengdu Polytechnic	4725	150
Chengdu Polytechnic of Industry and Trade	5496	200
Chengdu Vocational College of Agricultural Science and Technology	3739	150
Total	**13960**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Demographic information of respondents was collected through the survey. Respondents were asked about their gender, grade, school, and monthly cost of living. There were 500 respondents. Among the respondents, 166 (53.2%) were female and 234 (46.8%) were male. Of the 500 respondents, 247 (49.4%) were in the lower grades, and 253 (50.6%) were in the upper grades. The monthly living expenses of the respondents are divided into five levels: 17 respondents (13.4%) with less than 500 yuan, 143 respondents (28.6%) with 500-1000 yuan, 251 respondents (50.2%) with 1000-1500 yuan, 70 respondents (14%) with 1500-2000 yuan. There were 19 respondents (3.8%) with more than 2000 yuan.with more than 2000 yuan.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	234	46.8%
	Female	266	53.2%
Grade	Junior grade	247	49.4%
	Senior class	253	50.6%
Monthly living expenses	Less than 500 RMB	17	3.4%
	500-1000 RMB	143	28.6%
	1000-1500 RMB	251	50.2%
	1500-2000 RMB	70	14%
	Over 2000 RMB	19	3.8%

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) serves as a crucial initial step in the Structural Equation Model (SEM) (Hair et al., 2010). CFA allows for measuring variables' reliability and validity (Byrne, 2010). Several statistical measures can be employed to assess convergent validity, including Cronbach's Alpha reliability, factor loading, average variance extracted (AVE), and composite reliability (CR) (Fornell & Larcker, 1981).

Significance is attributed to factor loadings above 0.50 (Hair et al., 1998). In this study, all single-factor loads exceeded 0.50, with most surpassing 0.70, as indicated in Table 3. For composite reliability (CR), a value of 0.70 or higher is recommended, while for average variance extracted (AVE), a value greater than or equal to 0.4 is suggested (Fornell & Larcker, 1981; Hair et al., 1998). In Table 3, all estimates are found to be significant when CR values exceed 0.7 and AVE values surpass 0.5.

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

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Perceived entrepreneurial motivation (PEM)	Gao and Bai (2014)	4	0.810	0.665-0.759	0.811	0.518
Perceived controllability (PC)	Gao and Bai (2014)	4	0.805	0.681-0.755	0.805	0.508
Entrepreneurial self-efficiency (ES)	Wang and Zhang (2012)	4	0.888	0.807-0.831	0.889	0.666
Attitude (A)	Lin (2019)	5	0.929	0.789-0.903	0.930	0.727
Subjective norm (SN)	Buabeng-Andoh (2018)	3	0.858	0.794-0.856	0.859	0.671
Perceptual behavioral control (PBC)	Oertzen and Odekerken-Schröder (2019)	4	0.808	0.691-0.767	0.809	0.515
Intention (I)	Gao and Bai (2014)	3	0.871	0.791-0.866	0.873	0.697
Behavior (B)	Gao and Bai (2014)	5	0.924	0.818-0.892	0.925	0.712

Moreover, the findings displayed in Table 4 indicate that all absolute fit indicators, such as CMIN/DF, GFI, AGFI, and RMSEA, along with the incremental fit measurements including CFI, NFI, and TLI, meet the necessary criteria. Hence, these goodness-of-fit measurements utilized in the confirmatory factor analysis (CFA) assessment collectively suggest a satisfactory level of fit.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/df	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.811
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.897
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.875
NFI	≥ 0.80 (Wu & Wang, 2006)	0.917
CFI	≥ 0.80 (Bentler, 1990)	0.961
TLI	≥ 0.80 (Sharma et al., 2005)	0.955
RMSEA	< 0.08 (Pedroso et al., 2016)	0.040
Model		**In harmony with**

Fit Index	Acceptable Criteria	Statistical Values
Summary		**empirical data**

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

The output results have demonstrated both convergence and identification effectiveness. The satisfactory value obtained from the fitting model confirms the convergence effectiveness. On the other hand, discriminant effectiveness is determined by the value being greater than the correlation between all structures/factors. As a result, this study has verified the construct validity of the model measurement through two aspects: convergence validity and discriminant validity.

Table 5: Discriminant Validity

	PEM	PC	ES	A	SN	PBC	I	B
PEM	**0.719**							
PC	0.461	**0.712**						
ES	0.572	0.582	**0.816**					
A	0.531	0.627	0.640	**0.852**				
SN	0.512	0.642	0.593	0.662	**0.819**			
PBC	0.333	0.557	0.35	0.484	0.608	**0.717**		
I	0.439	0.586	0.461	0.638	0.580	0.653	**0.834**	
B	0.412	0.526	0.398	0.614	0.572	0.704	0.792	**0.843**

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

4.3 Structural Equation Model (SEM)

The goodness of fit for the structural model was measured and demonstrated in Table 5. The statistical values were CMIN/DF = 2.540, GFI = 0.854, AGFI = 0.832, NFI=0.877, CFI = 0.921, TLI = 0.915, and RMSEA = 0.056. All values from fit indices were greater than the acceptable values, so they affirmed the model fitness.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/df	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.540
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.854
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.832
NFI	≥ 0.80 (Wu & Wang, 2006)	0.877
CFI	≥ 0.80 (Bentler, 1990)	0.921
TLI	≥ 0.80 (Sharma et al., 2005)	0.915
RMSEA	< 0.08 (Pedroso et al., 2016)	0.056
Model Summary		**In harmony with Empirical data**

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

4.4 Research Hypothesis Testing Result

The results were derived from the analysis of standardized coefficient value and t-value per demonstrated in Table 7. Subsequently, all hypotheses were supported.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: PEM →A	0.388	7.402*	Supported
H2: PC→PBC	0.287	5.097*	Supported
H3: ES→PBC	0.108	2.111*	Supported
H4: A→I	0.224	4.668*	Supported
H5: SN→I	0.137	2.782*	Supported
H6: PBC→I	0.254	4.856*	Supported
H7: I→B	0.397	8.056*	Supported

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

It was confirmed that perceived entrepreneurial motivation (PEM) had A positive effect on attitude (A) (β=0.388, $p < 0.05$), and perceived controllability (PC) had a positive effect on perceived behavioral control (PBC) (β=0.287, $p < 0.05$). Entrepreneurs' self-efficacy (ES) perceived behavioral control (PBC) had A positive impact (β=0.108, $p < 0.05$), attitude (A) had a positive impact on students' intention (I) (β=0.224, $p < 0.05$), and subjective norms had a positive impact on intention (β=0.137, $p < 0.05$). Perceived behavioral control had a positive effect on intention (β=0.254, $p < 0.05$), and intention (I) had a positive effect on behavior (B) (β=0.397, $p < 0.05$). Therefore, H1, H2, H3, H4, H5, H6, and H7 are supported. Further, based on the above empirical results, the direct and indirect influences between constructs are shown in Table 6.

Perceived entrepreneur motivation positively impacts attitude and the standardized path coefficient of 0.388 and t-value of 7.402. Perceived controllability also has a positive impact on perceived behavior control. Standardized path coefficient of 0.287 and t-value at 5.097, Standardized path coefficient of 0.108 and t-value at 2.111, Entrepreneur effectiveness also positively impacts perceived controllability. Standardized path coefficient of 0.108 and t-value at 2.039; Subjective norms also affect intention. They have a standardized path coefficient of 0.137 and a t-value of 2.782. Attitude also has a positive effect on intention. Standardized path coefficient of 0.224 and t-value at 4.668, Perceived behavioral control also impacted intentional students. The standardized path coefficient of 0.254 and t-value of 4.856 showed that students' willingness to start a business also positively impacted their behavior—a standardized path coefficient of 0.397 and t-value of 8.056. The whole framework is a forward study.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

Based on these studies and theories, a conceptual framework was constructed, including eight variables: perceived entrepreneurial motivation, perceived controllability, entrepreneurial self-efficacy, subjective norms, attitude, perceived behavioral control, willingness, and behavior, and seven hypotheses were tested.

This study studied factors affecting college students' willingness and behavior to start a business, and factors affecting students' willingness and behavior were comprehensively analyzed. Researchers put forward a total of 7 hypotheses with a total of 8 variables and studied the framework under the conceptual framework. The researcher compiled a set of questionnaires and conducted research and data analysis on the relevant questions of the students. Through online questionnaire distribution, the researchers surveyed the graduating grade students from three vocational colleges in Chengdu, China. The questionnaires were distributed to the students, and 500 valid questionnaires were collected. CFA was used to measure and test the validity and reliability of the conceptual model. All seven proposed hypotheses have been supported and proved to achieve the research goal.

Quantitative methods were used to collect data from the target population. Researchers first used confirmatory factor analysis (CFA) to examine the relationship between the two variables and their scaling terms. Then, they applied structural equation modeling (SEM) to verify the relationship between the variables. The results confirm the proposed conceptual framework and verify the relationship between behavior and other variables, that is, attitude, subjective norms, and perceived behavioral control directly affect entrepreneurial intention and are indirectly affected by perceived entrepreneurial motivation, perceived controllability, and entrepreneurial self-efficacy. In line with the conclusions of Davis et al. (1989), convenient systems or technologies will affect users' usage intentions. Graduate studies have found that willingness is the most important factor affecting students' entrepreneurial behavior. The results confirm that students are interested in learning more entrepreneurial knowledge and skills to meet their needs and expectations (Chen, 2008).

Finally, the researchers make recommendations for further research. First, researchers can choose to be different to replicate the study. Second, in addition to the variables used in this study, several other factors relevant to the study of behavioral intent can be taken into account. In addition, qualitative research methods can be considered to gain a deeper understanding of the research content. Finally, according to the analysis results of the two research groups, perceived entrepreneurial motivation and attitude are the two biggest factors determining college students' entrepreneurial willingness. Therefore, the relationship between perceived entrepreneurial motivation and entrepreneurial willingness should be emphasized and strengthened. To increase students' willingness to start businesses, school administrators and educators should improve perceived controllability, provide a good entrepreneurial learning environment, and improve students' subjective norms. In addition, it is suggested that university leaders and educators increase students' social practice ability for entrepreneurship, promote school-enterprise cooperation, enrich some platforms and opportunities for students to start businesses on campus, make students more active awareness of entrepreneurship, and improve students' personal ability and willingness to start businesses.

5.2 Recommendation

The recommendations in this section include recommendations for future research and for university leaders and educators. Given the bureau phenomenon, first of all, for the target group of the study, the researcher only studied the schools in the Chengdu area, which only covered the students of higher vocational colleges, and did not take into account the student groups in other areas of Sichuan, nor did he study the students of undergraduate and postgraduate colleges. There are certainly limitations to this. If the research groups of undergraduate and graduate schools can be increased, the understanding and analysis of the entrepreneurial intentions of students and graduates may be more comprehensive. In addition, the researchers selected only three schools, so the study results can only reflect students' entrepreneurial intentions and behaviors at these three schools. In order to make the research more representative of entrepreneurship and obtain more research results, researchers can choose more schools, even schools of different universities, as research objects. In addition, researchers can compare students in different majors, such as engineering students and liberal arts students, to see what factors affect the entrepreneurial Willingness of both groups. Overall, the diversity of subjects studied will certainly lead to more comprehensive and accurate findings.

This study aims to determine the factors that affect college students' entrepreneurial intention and behavior and make corresponding suggestions to college leaders and educators. Six factors of perceived entrepreneurial motivation, perceived controllability, entrepreneurial self-efficacy, subjective norms, attitude, and perceived

behavioral control were studied. The results show that the above factors directly or indirectly affect college students' entrepreneurial intention and behavior. Therefore, leaders and educators in colleges and universities, as well as teachers engaged in this discipline, should pay attention to and develop the above factors and improve college students' Willingness to start businesses by improving their subjective attitudes and behavioral control. The results show that perceived controllability, entrepreneurial self-efficacy, motivation, and attitude are the most important predictors of college students' entrepreneurial Willingness. Therefore, school leaders and educators should provide students with a complete set of innovation and entrepreneurship education materials, systematic entrepreneurial self-efficacy assessments, and entrepreneurial practice exercises to make students more entrepreneurial Willingness and entrepreneurial behavior.

5.3 Limitation and Further Study

The study has several limitations. First, the researchers only considered the senior students as the survey object and thus ignored the understanding of other grade students about the willingness and behavior of entrepreneurship. Second, the study was conducted in Chengdu, China, and covered a limited geographical area, so the results are certainly limited, and the conclusions cannot be generalized. In addition, the researchers considered three schools in Chengdu as the survey objects, and the scope involved needed to be bigger. In addition, the respondents' mood, state, emotion, and other factors when answering the online questionnaire may affect the results. In future studies, researchers will enrich the research scope from the level of students, the source of students, and the aspects covered by academic qualifications. It is also necessary to consider the analysis and responsibility of the attitude of university administrators and educators towards this research work. Finally, the researchers plan to include other variables in the model in the future research plan. They should also think deeply about obtaining more factors affecting students' entrepreneurial intention and behavior to enrich the research results and conclusions.

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