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Determinants of Entrepreneurship Education Intention of Vocational College Students in Hunan, China

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Abstract

Purpose: This research examines the determinants of the intention of vocational college students from a public college in Hunan, China, regarding entrepreneurship education. The independent variables in this study are Human Capital, Personal Attitude, Self-Efficacy, Need for Achievement, and Family Background. In contrast, the mediator variable is entrepreneurship education intention, and entrepreneurial intention is the dependent variable. **Research design, data, and methodology:** The researcher applied a quantitative method (n=500), and questionnaires were distributed to current students at three faculties of Hunan Technical College of railway high-speed. The non-probability sampling includes purposive sampling, quota sampling, and convenience sampling is used to gather data and distribute surveys both offline and online. The Structural Equation Model (SEM) and Confirmatory Factor Analysis (CFA) were utilized for the data analysis, which included model fit, construct validity, and reliability. **Results:** Significant insights have surfaced regarding the influence of various factors on entrepreneurship education intention and entrepreneurial intention. Self-efficacy, need for achievement, family background, human capital, and personal attitude emerged as noteworthy contributors to entrepreneurship education intention. **Conclusions:** The study concludes that entrepreneurship education intention positively influences confidence and intention among vocational students in Hunan Vocational College, China, with implications for broader research.

Keywords : Personal Attitude, Self-Efficacy, Entrepreneurial Intention, Entrepreneurship Intention, Vocational College

JEL Classification Code: E44, F31, F37, G15

1. Introduction

This chapter consists of the research background and problem statement, including an explanation of vocational education, the history of vocational education in China, the achievement of vocational education in China, and its relation with entrepreneurship education.

There are three types of technical and vocational education systems globally: school-based vocational education, dual apprenticeship, and informal training (Eichhorst et al., 2015). School-based systems are most common, especially in industrialized nations. The dual apprenticeship system is gaining popularity in European nations. Informal training is more common in lower or moderate-wealth nations.

Researchers and policymakers recognize vocational education's significance in expanding educational opportunities, enabling alternative career paths, and contributing to skill development. Vocational education benefits developed countries, but it often needs to be more developed in developing countries. China, however, stands out in terms of a comprehensive vocational education system.

China's formal vocational education system includes junior secondary, senior secondary, and university levels. Secondary vocational schools offer a three to four-year program to develop practical skills. Vocational high schools focus on training students for leadership roles in production, service, technology, and management.

China faces challenges in labor force placement and production structure upgrading, emphasizing the need for

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skilled experts. The interconnection between vocational and entrepreneurship education impacts both fields. The decline in vocational education enrollment raises concerns about future skilled workers. The Vocational Education Law aims to address these issues, but its impact on entrepreneurship education intention remains to be determined.

The percentage of students enrolling in vocational schools has declined, leading to a potential shortage of skilled workers. Vocational education's societal perception affects talent shortages in technical occupations. The updated Vocational Education Law seeks to improve the overall quality and societal perception of vocational education.

Entrepreneurship education is crucial, but vocational students' reluctance may hinder their entrepreneurship intention. The lack of studies on the determinants of entrepreneurship education intention in vocational students necessitates further research.

This study explores the determinants of entrepreneurship education intention in current and current vocational college students.

2. Literature Review

2.1 Entrepreneurial Intention

Ajzen (2012) postulates that the word intention derives from a desire that moves people to take certain actions or behave in specific ways. The critic asserts that people display the actions they do due to their intention in his examination of planned conduct. Meoli et al. (2020) defines entrepreneurial aim as expressly operating a firm with the objective of selling and buying products and services. According to the study, those who wish to do business are watched for their actions long before they really do.

Some researchers claim that even though the issue of entrepreneurial intention (EI) has been researched extensively, more study findings still need to be conducted, especially in developing countries (Anwar & Shukur, 2015). These findings should address the ambiguous issues related to entrepreneurial techniques (Anwar & Abdullah, 2021; Anwar & Surarchith, 2015). Entrepreneurial intention is defined by Anwar and Abdullah (2021) as human attitudes about the results of significant acts, such as the readiness to believe, self-efficacy, and the tendency to act on opportunities. This includes ambition, the drive for independence, and unwavering commitment to a cause.

According to Raffiee and Feng (2014), numerous factors influence an individual's decision to engage in activities like those of a company. The underlying assumption is that entrepreneurial endeavors do not spontaneously emerge but result from a well-orchestrated strategy with pre-existing intentions. Liñán et al. (2016) emphasize the pivotal role of entrepreneurship models in shaping the business actions of individuals involved in entrepreneurship. They argue that individuals with entrepreneurial intentions should focus solely on opportunities, disregarding risks, and apply their understanding of entrepreneurship to differentiate between possibilities and dangers.

2.2 Self-Efficacy

A person's confidence in their capacity to achieve in any endeavor is known as self-efficacy. According to Rauch and Hulsink (2015), it is confidence to acquire new talents, use them to the most of one is potential, and achieve success. Since everyone is naturally capable of doing various jobs, having more conviction benefits everyone. When people have self-efficacy, they believe in their ability to succeed and act accordingly after taking on tasks that they think would take them there (Xi et al., 2015). According to Miralles et al. (2017), self-confidence frequently stems from experiences, education, or positive feedback from social networks.

Entrepreneurs who possess self-efficacy tend to succeed. According to Wenner (2014), new and established entrepreneurs often engage in some form of competition, meaning that only the strongest survive. One may be qualified based on their educational background, experience as a mentor, or ability to make a novel entry into the market. According to Watchravesringkan et al. (2013), new businesses provide competition to the market, and a person's ability to believe in oneself can help them stay relevant and competitive even in the face of danger.

The achievement of entrepreneurship education and the intention to succeed hinge significantly on self-efficacy, denoting one's belief in one's capability to excel in a specific task. This self-confidence ensures behavioral consistency, with success and the aspiration for it motivating individuals to perform at their best. Specifically, in entrepreneurship, self-efficacy involves the belief in one's ability to acquire entrepreneurial education, utilize that knowledge to initiate business ventures and sustain success. The presence or absence of self-efficacy should not be underestimated, as it profoundly influences a person's business career outcomes, as demonstrated by the following hypothesis:

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

2.3 Need for Achievement

The world's trends have grown uncertain, suggesting that many individuals will receive education but still need employment. Some have found themselves working for salaries that must be increased to support their needs. According to Karpova et al. (2013), the urge for success is the mechanism by which an individual aspires to attain

financial gain and social standing, support their own families, and maintain a respectable standard of living. Some resort to entrepreneurship when they cannot reach their goals through other endeavors, while others devote themselves entirely to it as their sole means of success.

The only way an entrepreneur can truly feel accomplished is in this manner. However, this is not for more than just people whose main accomplishment is generating work. This should demonstrate that not everyone enters the business world to become wealthy; others do so to establish themselves in the community, generate income, or simply fulfill social or familial responsibilities. According to Fayolle and Gailly (2015), education is essential for entrepreneurs since it teaches them how to manage their businesses to success, regardless of their desire to become entrepreneurs. Students may pursue education driven by personal initiative, parental goals, the desire to emulate peers or gain skills conducive to starting a business. Considering these considerations, this study posits the following hypothesis:

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

2.4 Family Background

As to Ajzen (1991) findings, an individual's social life plays a crucial role in creating internal pressure that enables them to cope with life's challenges. One may deduce a person's upbringing by their family background and the environment in which they were raised. This describes people whose lives are characterized by a universally accepted living level. There may be a family with a lengthy history of successful careers as company owners or in other professions. This group applies some pressure to those who want to participate in an activity until a decision is made, according to Kibler et al. (2015).

According to Wenner (2014), families have a significant role in influencing their members' entrepreneurial decisions, much as friends are more inclined to start a business because their friends have done so. Thus, it is wise to consider a person's family history while attempting to comprehend why they launched a certain business, as families play a big factor in these decisions (Schlaegel & Koenig, 2014). Social and familial influences act as catalysts for someone to start a certain business and then hire others. According to Yemini and Yeheskel (2011), entrepreneurship may gratify those ready to establish a firm because it is a rapid approach to providing jobs for people. Thus, the following hypothesis is formed:

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

2.5 Human Capital

According to Urban (2012), human capital comprises a person's or a group's routines, knowledge bases, personality traits, or social habits that enable them to carry out a particular work. This idea can also include an individual's inventiveness, which is crucial for running a certain business or conducting economic activity. It is advisable to see human capital as a type of wealth or a crucial component in determining whether a person will succeed as an entrepreneur. One's capacity to have the right information, abilities, and attitudes to succeed in their endeavors and turn a profit is a measure of their human capital (Tumasjan et al., 2013).

Human capital increases the pace and quality of productivity as well as the growth of the firm, according to Van et al. (2015), who also contends that there is a positive relationship between human capital and prosperity in any economic development one undertakes. Fayolle and Gailly (2015) contend that experiences in the corporate world combined with schooling and other forms of training may help people develop their human capital. These elements are very necessary for any business venture to succeed. If the individual starting the business does not have the necessary abilities, they can hire knowledgeable staff members who will contribute their human capital to make the endeavor successful. Thus, a hypothesis is suggested:

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

2.6 Entrepreneurship Education Intention

As to the findings of Vaidya et al. (2014), the word "to educate" refers to a learner's intrinsic, developmental, and intellectual capacity; on the other hand, the verb "to teach" indicates to direct, impart information, and skills to a given material or concept. Professional career education and commencing teaching goals are different (Doan & Phan, 2020). Education is more suitable for stimulating students' academic and personal growth and entrepreneurial endeavors. However, teaching entrepreneurship is a better way to ensure that students understand both the theoretical ideas and the real-world applications of entrepreneurship. When used in education, "entrepreneurial education" describes giving students the skills and information required for those who wish to pursue entrepreneurship through lectures, the execution of programs and curricula, and the organization of events (Doan & Phan, 2020). Fayolle and Gailly (2015) define entrepreneurship education as training programs that impart to pupils the abilities, know-how, and moral principles necessary for becoming an entrepreneur (Doan & Phan, 2020). For students to succeed as entrepreneurs, they must first acquire the skills and

information related to starting an enterprise. Most studies indicate that the most comprehensive description of entrepreneurial education is the mix of communication, skills, and competencies throughout entrepreneurship education.

To ensure the adequacy of these skills, universities offer entrepreneurial education to undergraduate and graduate students, emphasizing practical applications that prepare students for entrepreneurial challenges beyond the academic realm. Parents are encouraged to appreciate the value of educational knowledge for their children. As Donaldson (2019) highlighted, entrepreneurial education significantly contributes to students' development of entrepreneurial intentions. While the initial investment in education might seem minimal, the long-term benefits of shaping entrepreneurial aspirations make it valuable. Therefore, this study hypothesizes that:

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

2.7 Personal Attitude

The elements influencing entrepreneurial activity may be categorized into three groups: environmental, social, and individual characteristics. According to Devi et al. (2019), research is accessible on the many models and techniques that have been used in this field of study. Devi et al. (2019), the attributes that influence an individual's entrepreneurial behavior are known as the trait model of entrepreneurship, and they emphasize the importance of personality traits.

Research has been presented that has found the relationship between possessing the right attitude and the success of the entrepreneurship venture directly proportional (Buli & Yesuf, 2015; Utami, 2017; Zaremohzzabieh et al., 2016). Some studies have focused on examining the role of attitude as a mediator between entrepreneurial intentions and self-efficacy (Al-Jubari et al., 2017; Maes et al., 2015; Tsai et al., 2016; Zaremohzzabieh et al., 2016). Regardless of their subjects, all these studies have a key role in determining that attitude is paramount in entrepreneurship, and its role must be considered. Thus, a below hypothesis is proposed:

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

3. Research Methods and Materials

3.1 Research Framework

The literature study highlights that some things may be taught that are essential for taking a chance on entrepreneurship. This study casts doubt on the idea that success in entrepreneurship requires a particular background. Rather, it emphasizes that education is an important precondition for entrepreneurship. This study, corroborated by Tumasjan et al. (2013), shows that entrepreneurial skills may be taught, dispelling the notion that they are intrinsic traits only successful entrepreneurs possess. The body of research demonstrates that entrepreneurship education may change people's views and actions to reflect the ideals of entrepreneurship better. As a result, there are various ways to foster entrepreneurial intention, emphasizing the significance of continuing research to support the adoption of entrepreneurship education. Figure 1 presents the study's conceptual framework.

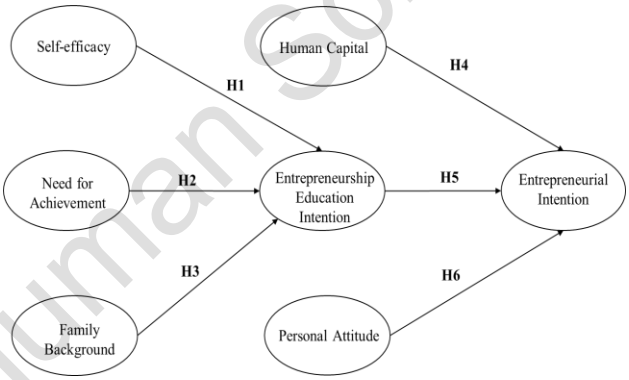

Figure 1: Conceptual Framework

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

3.2 Research Methodology

The current study employed a quantitative method, relying on statistical data for analysis. This approach involves objective measurements and the numerical analysis of data gathered through polls, questionnaires, surveys, or modifying pre-existing statistical data using computational tools (Ussher & Earl, 2010). Quantitative research emphasizes collecting numerical data to extrapolate across groups or explain a specific phenomenon.

Quantitative research is characterized by its grounding in statistics, logic, and an objective viewpoint (Ussher & Earl,

2010). It relies on quantifiable and unchangeable facts, employing thorough, convergent reasoning instead of divergent thinking. Data is typically collected using structured research tools, with this study utilizing a questionnaire featuring close-ended items.

Prior to gathering data, the researchers validated its reliability through procedures such as Item-Objective Congruence (IOC) and Cronbach's Alpha. A panel of three experts evaluated the IOC, with all items surpassing the acceptable threshold of 0.6. In the pilot test involving 50 participants, Cronbach's alpha reliability was employed. Consistent with Tavakol and Dennick's (2011) criteria, a measurement instrument is considered suitable for application when the Alpha coefficient reaches 0.70 or above, denoting satisfactory structural integrity. Subsequently, the actual study will proceed, involving data analysis through confirmatory factor analysis (CFA) and structural equation modeling (SEM).

3.3 Population and Sample Size

When doing a cost-benefit analysis, it is important to provide detailed descriptions of the target population's characteristics and any subgroups. The selection of characteristics is contingent on prior research and practices, the goals of the study, and the information available in the environment (Barnsbee et al., 2018). The research target population comprises students enrolled at Hunan Technical College of Railway High-speed, China. These individuals actively pursue their education and are likely influenced by academic pressures and future planning. The study aims to understand the factors shaping entrepreneurial intentions among this group. The survey was given to 500 respondents.

3.4 Sampling Technique

The researcher uses this information to finish the sampling process in three phases. The first stage was to choose three representative faculty members from Hunan Technical College of Railway High-speed, China, using purposive sampling. Next, quota sampling was used to establish precise quotas for selecting a proportionate sample size of 500 current students, as demonstrated in Table 1. Convenience sampling is the final phase, which involves choosing research participants who are reachable and available. After that, convenience sampling was used by the researcher to disseminate the questionnaire both offline and online.

Table 1: Sample Units and Sample Size

Three Main Faculties	Population Size	Proportional Sample Size
Railway Engineering	1195	250
Railway Transportation	743	155
Railway Telecommunication	456	95
Total	**2394**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Of current students, 38.6 percent (193) of respondents were male, and the remaining 61.4 percent (307) were female. Respondents were the majority at the age below 18 years old at 2.6 percent (13), 18-19 years old at 36 percent (180), 20-21 years old at 41 percent (205), 22-23 years old at 20.4 percent (102), 24 years old and above at 0 percent (0). The spending per month of respondents, 3000 RMB and below at 62.2 percent (311), 3001 RMB -5000 RMB at 27.6 percent (138), 5001 RMB–7000 RMB at 10.2 percent (51), 7001 RMB - 9000 RMB at 0 percent (0), 9001 RMB and above at 0 percent (0). In the personality of respondents in current students, extraversion at 44 percent (220), conscientiousness at 10.4 percent (52), agreeableness at 25.4 percent (127), openness at 10.2 percent (51), and neuroticism at 10 percent (50).

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	193	38.6%
	Female	307	61.4%
Age	Below18 years old	13	2.6%
	18-19 years old	180	36%
	20-21 years old	205	41%
	22-23years old	102	20.4%
	24 years old and above	0	0%
Spending per Month	3000 RMB and below	311	62.2%
	3001 RMB -5000 RMB	138	27.6%
	5001 RMB – 7000 RMB	51	10.2%
	7001 RMB – 9000 RMB	0	0%
	9001 RMB and above	0	0%
Personality	Extraversion	220	44%
	Conscientiousness	52	10.4%
	Agreeableness	127	25.4%
	Openness	51	10.2%
	Neuroticism	50	10%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is a statistical method for assessing the alignment between measured variables and specific constructs in a multivariate context. CFA is employed to validate existing theories or hypotheses about the factor structure of a set of variables. The validity of the figure was affirmed by factor loading values deemed acceptable, with coefficients exceeding 0.30 and exhibiting p-values below 0.05. Furthermore, Table 3 illustrated construct reliability surpassing 0.7 and average variance extracted exceeding 0.5, as per the benchmarks set by Fornell and Larcker (1981). Notably, all estimates demonstrated statistical significance, consolidating the robustness of the findings.

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

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Entrepreneurial Intention (EI)	Ajzen (2012)	5	0.879	0.709-0.865	0.870	0.575
Entrepreneurship Education Intention (EEI)	Vaidya et al. (2014)	5	0.867	0.737-0.869	0.882	0.600
Human Capital (HC)	Urban (2012)	5	0.875	0.727-0.861	0.877	0.590
Personal Attitude (PA)	Devi et al. (2019)	5	0.877	0.735-0.860	0.879	0.594
Self-Efficacy (SE)	Rauch and Hulsink (2015)	5	0.864	0.673-0.886	0.867	0.568
Need of Achievement (NOA)	Karpova et al. (2013)	5	0.862	0.683-0.854	0.865	0.564
Family Background (FB)	Ajzen (1991)	5	0.864	0.710-0.836	0.867	0.566

As of Table 4, all correlations are bigger than the corresponding correlation values for that variable, according to the square root of the average variance retrieved. Also, model fit indicators such as GFI, AGFI, NFI, CFI, TLI, and RMSEA are employed in CFA testing.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.544
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.916
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.902
NFI	≥ 0.80 (Wu & Wang, 2006)	0.913
CFI	≥ 0.80 (Bentler, 1990)	0.967
TLI	≥ 0.80 (Sharma et al., 2005)	0.964
RMSEA	< 0.08 (Pedroso et al., 2016)	0.033
Model Summary		**Acceptable Model Fit**

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

The outcomes of this study, as outlined in Table 5, indicate that both convergent and discriminant validity surpass the acceptable thresholds. Consequently, the study successfully establishes both convergent and discriminant validity. Moreover, these measurement results not only affirm discriminant validity but also validate the estimation of subsequent structural models.

Table 5: Discriminant Validity

	EI	EEI	HC	PA	SE	NFA	FB
EI	**0.758**						
EEI	0.303	**0.775**					
HC	0.458	0.284	**0.768**				
PA	0.431	0.245	0.395	**0.771**			
SE	0.335	0.349	0.180	0.232	**0.754**		
NFA	0.240	0.339	0.215	0.188	0.371	**0.751**	
FB	0.321	0.384	0.253	0.232	0.373	0.317	**0.752**

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

4.3 Structural Equation Model (SEM)

Structural equation modeling, or SEM, is a powerful and comprehensive technique used in scientific research to evaluate and interpret multivariate causal relationships. SEM distinguished itself from previous modeling techniques by examining assumptions on causal links' direct and indirect impacts. With this approach, researchers can examine the intricate relationships between various elements and the nuanced ways they influence one another. Table 6 calculates the goodness of fit indices for the structural equation model (SEM). According to Greenspoon and Saklofske (1998), the model fit measurement should not exceed 3 for the Chi-square/degrees-of-freedom (CMIN/DF) ratio, and the GFI and CFI should be greater than 0.8. The statistical values already meet the requirements from the indices as follows, according to Table 6: CMIN/DF = 2.266, GFI = 0.856, AGFI = 0.837, NFI = 0.868, CFI = 0.921, TLI = 0.916, and RMSEA = 0.050. The structural model's fitness has been verified.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.266
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.856
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.837

Fit Index	Acceptable Criteria	Statistical Values
NFI	≥ 0.80 (Wu & Wang, 2006)	0.868
CFI	≥ 0.80 (Bentler, 1990)	0.921
TLI	≥ 0.80 (Sharma et al., 2005)	0.916
RMSEA	< 0.08 (Pedroso et al., 2016)	0.050
Model Summary		**Acceptable Model Fit**

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

4.4 Research Hypothesis Testing Result

All of the proposed hypotheses for current students were supported at the significant level of p=0.05, according to the findings of the hypothesis testing. The causal relationships are illustrated in Table 7. In the study, noteworthy findings emerged regarding the impact of various factors on entrepreneurship education intention and entrepreneurial intention. Self-efficacy, need for achievement, and family background were identified as significant positive influences of entrepreneurship education intention, with standardized path coefficients of 0.182, 0.201, and 0.260, respectively (all P<0.05). These results underscore the pivotal roles played by these factors in fostering a positive inclination toward entrepreneurial education.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: SE→EEI	0.182	3.727*	Supported
H2: NFA→EEI	0.201	4.074*	Supported
H3: FB→EEI	0.260	5.151*	Supported
H4: HC→EI	0.167	3.430*	Supported
H5: EEI→EI	0.102	2.143*	Supported
H6: PA→EI	0.323	6.247*	Supported

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

The result from Table 7 can be refined that:

The study posits several hypotheses: H1 suggests that self-efficacy significantly impacts entrepreneurship education, emphasizing its role in fostering positive trajectories. H2 contends that the need for achievement shapes entrepreneurial aspirations driven by self-satisfaction or societal expectations. H3 explores the impact of family background on education intentions, focusing on exposure and human capital from entrepreneurial families. H4 highlights human capital's role, considering education and experience essential for entrepreneurial intentions. H5 asserts the significant influence of entrepreneurship education intentions on overall entrepreneurial intentions, emphasizing the role of diverse educational factors. Finally, H6 underlines the pivotal role of personal attitude in influencing entrepreneurial intentions, acting as a mediator between intentions and self-efficacy, as per Ajzen's theory in psychology and social sciences.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This study significantly expands our comprehension of the influences of entrepreneurship education intention on developing entrepreneurial intentions among current vocational students in Hunan Technical College of Railway High-speed, China. We investigated the impact of human capital, personal attitude, self-efficacy, need for achievement, and family background on entrepreneurial intention, considering the mediating role of entrepreneurship education intention. The findings affirm that entrepreneurship education intention, human capital, and personal attitude positively affect entrepreneurial intention. Exposure to entrepreneurship education intention equips students with knowledge and opportunity recognition skills, fostering greater intention to engage in entrepreneurship. Entrepreneurship education intention is a key mechanism in transforming entrepreneurial education into entrepreneurial intention. The study emphasizes increased emphasis on utilizing entrepreneurship education to instill confidence in students' ability to become successful business owners.

5.2 Recommendation

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

First, Emphasize the Role of Entrepreneurship Education Intention:

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

Second, Expand Target Groups and Research Scope:

Extend research beyond the current three faculties in Hunan, China, to include a more diverse range of majors, vocational colleges, and geographic areas. Conduct longitudinal studies to deepen the understanding of the long-term impact of entrepreneurship education on current students. Incorporate additional mediating variables, such as

age, gender, and location, in future research for a more nuanced perspective on the interplay between these factors and entrepreneurial intentions.

Lastly, Encourage Cross-Disciplinary Collaboration:

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

5.3 Limitation and Further Study

From the findings of other studies, the field of entrepreneurship education research would benefit from further research in areas specific to current vocational college students. The impact of entrepreneurship education varies depending on the profiles of the participants, and there is a need for more attention to be given to target-specific entrepreneurship education for current students. Researchers should investigate what kind of entrepreneurship education intention programs should be offered specifically for vocational students. Clarifying the objectives for vocational students and different majors within the current student group is essential. Once these objectives are clear, the research should focus on determining the optimal content, design, and delivery methods for entrepreneurship education programs tailored to the needs of current vocational college students. Further investigation into triggers of entrepreneurial intention and their impact, especially in combination with aspects of entrepreneurship education intention, provides promising avenues for research in the context of current students.

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