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Improving Students' Entrepreneurial Intention: A Case of Guangdong Ocean University China

Xiaoxia Li*

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Abstract

Purpose: The effect of five independent variables (innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitudes towards entrepreneurship, and entrepreneurship education) on the dependent variable (entrepreneurial intention) was investigated. The influencing factors of entrepreneurial intention were explored to provide a reference for improving entrepreneurial intention. **Research design, data, and methodology:** The study tested the validity of the questionnaire through the item-objective congruence index (IOC) and analyzed the reliability of the questionnaire through Cronbach's alpha (n=30). The 166 valid questionnaires were then analyzed using multiple linear regression to verify the significant relationships between the variables. Subsequently, a 14-week intervention design implementation (IDI) was conducted with 30 students. Finally, paired-sample t-tests were performed on the quantitative results after and before the IDI. **Results:** In a multiple linear regression study, innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitudes towards entrepreneurship, and entrepreneurship education had a significant effect on students' entrepreneurial intentions. Finally, the paired samples t-test results showed a significant difference between the post-IDI and pre-IDI stages in terms of entrepreneurial intention. **Conclusion:** This study aims to explore the factors that influence entrepreneurial intention based on the current situation of Guangdong Ocean University to cultivate and improve students' entrepreneurial intentions.

Keywords : Innovativeness, Perceived Feasibility, Self-Efficacy, Entrepreneurship Education, Entrepreneurial Intention

JEL Classification Code: I23, J28, L2

1. Introduction

Nowadays, innovation and entrepreneurship play a crucial role as the cornerstones and centers of social and economic development; with the continuous evolution of the global economic landscape, igniting new sources of economic growth on the foundation of existing economic systems have emerged as a focal point of current economic development (Anggrianto et al., 2021). Innovation and entrepreneurship serve as the bridge and nexus for transforming scientific and technological advancements into socially productive forces, bearing significant importance (Mei & Meng, 2016). Entrepreneurship is a catalyst for promoting economic and social development and a pivotal means to effectively address the contemporary issues of employment and livelihood in society.

Guangdong Ocean University (GDOU) possesses a certain foundation in entrepreneurship education. This institution has a dedicated Institute of Innovation and Entrepreneurship for start-up education. The university offers consistent entrepreneurship education courses and fosters a culture that values innovative and entrepreneurial competition, yielding certain accomplishments. The university also has a group of teachers for entrepreneurial guidance, various forms of educational training in entrepreneurship, and a comprehensive entrepreneurial education training model. Overall, GDOU has put considerable effort into cultivating students' entrepreneurial intentions.

This study found through preliminary observations and

1*Xiaoxia Li, School of Law and Political Science Guangdong Ocean University, China. Email: lizi8182@163.com

interviews that GDOU attaches great importance to students' entrepreneurial awareness and educates students about entrepreneurial intentions through a series of courses and trainings, but students' entrepreneurial intentions are not high; students' interest in the innovation and entrepreneurship competitions organized by the university is high, but students' learning of entrepreneurial knowledge, improvement of entrepreneurial skills, entrepreneurial interests and their willingness to engage in entrepreneurship in the future are not high. Therefore, finding practical ways to increase the entrepreneurial intentions of GDOU students effectively has become a pressing issue and a focus of attention for GDOU management teams and educators.

2. Literature Review

2.1 Entrepreneurial Intention

"Entrepreneurial intention" was first studied by Bird (1988), who defined entrepreneurial intention as "a state of mind that directs the entrepreneur's attention, energy, and behavior toward a specific goal, a goal-setting process that creates a new business or creates new value for an existing business." Krueger et al. (2000) stated that entrepreneurial intentions are a potential entrepreneur's attitude toward engaging in startup activities, a general depiction of the degree to which an individual possesses entrepreneurial qualities and attitudes and capabilities toward starting a new venture. In the setting of this study, entrepreneurial intentions include four important components: innovativeness, perceived feasibility, entrepreneurial self-efficacy, and attitudes toward entrepreneurship.

2.2 Innovativeness

Hanifah et al. (2019) noted that Innovativeness is an individual's inclination to engage in activities that bring about new ideas, reflecting an individual's willingness to focus on creating new ideas distinct from current products. Entrialgo et al. (2000) pointed out in their research that Innovativeness is a behavioral characteristic of entrepreneurship and entrepreneurial inclination.

There is increasing interest in empirical research on the effect of Innovativeness on entrepreneurial intent. Many scholars have identified a statistically significant association between Innovativeness and entrepreneurial intent (Syed et al., 2020; Twum et al., 2021). Biswas and Verma (2021) argue that Innovativeness has a remarkable effect on entrepreneurial intents and serves as a crucial precursor to entrepreneurial activity because it helps boost entrepreneurial intentions, ultimately resulting in the creation of new business ventures and the growth of existing ones. A study of students in engineering and non-engineering settings showed that innovation influences entrepreneurial intentions and the effects of innovation and attitudes on entrepreneurial intentions (Twum et al., 2021). Consequently, the hypotheses below are formulated:

H1: Innovativeness has a significant impact on entrepreneurial intention.

2.3 Perceived Feasibility

Biswas and Verma (2021) revealed that perceived feasibility refers to a person's perceived capacity to perform a given behavior—that is, the individual's perception of the feasibility of a particular task at the time it is performed. In their study, Krueger et al. (2000) indicated that perceived feasibility refers to an individual's belief in their ability to undertake entrepreneurship.

Boukamcha (2015) argues that individuals who believe their level of entrepreneurial feasibility is high usually show a greater intention to start a new action. Zhang et al. (2021) discovered that perceived feasibility had a meaningful effect on formulating entrepreneurial intention among academics. Based on previous studies, the researchers hypothesized that perceived feasibility would predict entrepreneurial intentions. Wang et al. (2011) state that if the perceived feasibility of starting a business is high, then the intention to start a business will also be strong, which implies that there is a positive correlation between the perceived feasibility and the intent to start a business. Consequently, the hypotheses below are formulated:

H2: Perceived feasibility has a significant impact on entrepreneurial intention.

2.4 Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy (ESE) is an entrepreneur's conviction about his or her capability to complete startup assignments and achieve desired outcomes (Miao et al., 2017). Hassan et al. (2020) stated that entrepreneurial self-efficacy is the difficulty a person feels in engaging in any act or behavior to become an enterpriser.

Hassan et al. (2020) researched students with business and management backgrounds in Indian universities and discovered that self-efficacy remarkably affects students' entrepreneurial willingness. Tsai et al. (2016) extended the association between entrepreneurial self-efficacy and intent in their research by developing a new moderating mediator model to explore the moderating role of self-efficacy on entrepreneurial intent. Based on the previous arguments, the researcher proposes that entrepreneurial self-efficacy predicts entrepreneurial intentions. Consequently, the hypotheses below are formulated:

H3: Entrepreneurial self-efficacy has a significant impact on entrepreneurial intention.

2.5 Attitude towards Entrepreneurship

Attitude towards behavior indicates how much a person feels good or bad about a particular action. It also relies on his/her evaluation of the expected results of this action (Duong, 2021).

Otache et al. (2019) conducted a study on the relationship between entrepreneurial attitudes and entrepreneurial intents grounded on previous research, and the findings revealed a remarkable link between attitude toward entrepreneurship and start-up intention, which is in line with the results of previous studies. Hussain et al. (2021) investigated the entrepreneurial intents of business school students in Pakistan and identified that people's attitudes towards entrepreneurship moderated entrepreneurial intents. Grounded on these previous studies, the following hypotheses were formulated:

H4: Attitude towards entrepreneurship has a significant impact on entrepreneurial intention.

2.6 Entrepreneurial Education

Entrepreneurship education is about gaining knowledge and enhancing self-confidence for individuals to motivate them to engage in entrepreneurial behavior cognitively (Krueger & Brazeal, 1994). Entrepreneurship education (EE) refers to a total school-wide method to incentivize an enterprising mindset throughout the levels of education (Baggen et al., 2021).

Duong (2021) found that although entrepreneurship education has a limited direct effect on entrepreneurial intent, it enhances entrepreneurial intent through entrepreneurial attitudes and the control of perceived entrepreneurial behaviors. Iwu et al. (2019) argued that there is no direct relationship between entrepreneurship education and entrepreneurial intent. Based on the above studies, the researcher concluded that entrepreneurship education plays an important part in the molding of entrepreneurial intents; therefore, the hypothesis below is proposed:

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

3. Research Methods and Materials

3.1 Research Framework

This paper builds on the four model theories of Biswas and Verma (2021), Boukamcha (2015), Aamir Hassan et al. (2020), and Duong (2021), as well as two theories of Ajzen (1991) theory of Planned Behavior (TBP) and Shapero (1982) model of the Entrepreneurial Event (MEE) that form the conceptual framework for this paper.

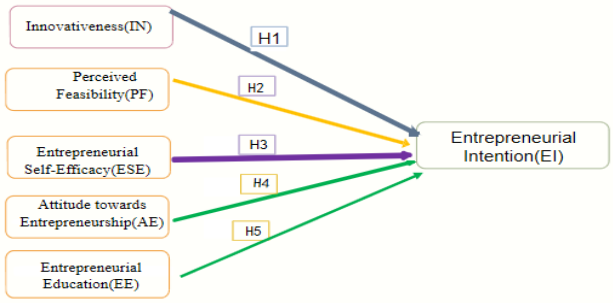

Figure 1: Conceptual Framework

H1: Innovativeness has a significant impact on entrepreneurial intention.
H2: Perceived feasibility has a significant impact on entrepreneurial intention.
H3: Entrepreneurial self-efficacy has a significant impact on entrepreneurial intention.
H4: Attitude towards entrepreneurship has a significant impact on entrepreneurial intention.
H5: Entrepreneurial education has a significant impact on entrepreneurial intention.

3.2 Research Methodology

The research process consisted of four distinct phases. Initially, a survey was administered to liberal arts students (n=170) at the school under study to gather foundational data for the conceptual framework developed. Subsequently, the five hypotheses were rigorously tested through multiple linear regression analysis to determine if there was significance between the elements of the hypotheses, i.e., a p-value of < 0.05. As a result, supported hypotheses were retained, and hypotheses that did not meet the criterion were deleted.

The second phase was based on the supported hypotheses, and a pre-diagnostic survey was administered to 271 students.

The third phase introduced the intervention design implementation (IDI), a research process implemented by 30 participants.

Finally, the 30 IDI participants completed a survey that yielded the necessary pre-and post-survey data to allow for a paired-sample t-test analysis that yielded similarities and differences between pre-and post-IDI. The study's objectives and hypotheses were thoroughly examined through action research.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

The researcher selected 170 GDOU students as the study subjects for the pre-survey. There are about 12,000 students, and the percentage of this study is 1.42% of the total number of students in the liberal arts category. Students included first-year students, sophomores, juniors, and seniors in the liberal arts. A total of 170 GDOU students were surveyed, and by checking the questionnaires, 166 responses were confirmed to be valid.

3.3.2 Sample size

The researcher randomly surveyed 30 students and verified the reliability of the questionnaire through testing. The researcher then identified 170 GDOU students from five major liberal arts colleges as a study and obtained 166 valid responses, which were then analyzed through multiple linear regression to determine the relationship between the independent and dependent variables. Finally, the researcher selected 30 students for the IDI intervention, which was analyzed through pairwise analyses to derive the difference between pre-intervention and post-intervention.

3.3.3 Sampling Procedures

The researcher conducted several sampling surveys during the study, and the relevant sampling procedures are as follows:

Sampling 1: Reliability Sampling. The researcher randomly selected 30 students and asked them to fill out the questionnaire. Then, the researcher analyzed the results to derive the questionnaire's reliability.

Sampling 2: Pre-survey sampling. The survey researcher distributed the questionnaires through Questionnaire Star, sampled 170 students from major liberal arts colleges in GDOU for pre-survey, and checked the questionnaires to confirm that 166 responses were valid.

Sampling 3: Action Research Sampling. The researcher randomly selected 30 students to implement action research.

3.4. Research Instruments

3.4.1 Design of Questionnaire

The researchers designed the questionnaire through three steps.

Step 1: Identifying the sources of the questionnaire from four published articles (Biswas & Verma, 2021; Boukamcha, 2015; Hassan et al., 2020);

Step 2: Adjusting the questionnaire in the context of Chinese university students.

Step 3: The questionnaire was tested for validity and reliability;

3.4.2 Components of Questionnaire

The questionnaire contains two parts.

The first section primarily focuses on the basic profile of the research subjects, which mainly includes questions about gender, specialty, grade level, etc.

The second part is the main part of the questionnaire, which includes all the questions about the IVs and DV. The IVs in this questionnaire are innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitudes toward entrepreneurship, and entrepreneurship education, and DV is entrepreneurial intentions.

3.4.3 IOC Results

In this study, five experts (three from Assumption University and two from GDOU, both of whom are entrepreneurship mentors at the university) independently assessed the questionnaire. In this process of IOC, independent experts mark +1 as consistent, 0 as suspicious, and -1 as inconsistent. In this study, all the questionnaire items were greater than 0.80, so the researcher retained all the questionnaire items.

3.4.4 Pilot survey and Pilot test results

The researcher randomly surveyed 30 students who gave feedback by completing a questionnaire. Subsequently, the researcher conducted Cronbach's Alpha reliability test on the survey, which should be equal to or greater than n.7 (Nunnally & Bernstein, 1994). As a result, the following table demonstrates the approval results of high reliability for each structure.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach 's Alpha	Strength of Association
Innovativeness	6	Hanifah et al. (2019)	0.835	Good
Perceived Feasibility	4	Boukamcha (2015)	0.837	Good
Entrepreneurial Self-Efficacy	6	Hassan et al. (2020)	0.918	Excellent
Attitude towards entrepreneurship	4	Otache et al. (2019)	0.853	Good
Entrepreneurial Education	5	Iwu et al. (2019)	0.876	Good
Entrepreneurial Intention	5	Bird (1988)	0.861	Good

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The researcher presented a basic picture of the entire study population (n=166) and basic data on the students (n=30) who participated in the action research, as shown in Table 2.

Table 2: Demographic Profile

Entire Research Population (n=166)		Frequency	Percent
Gander	Male	50	30.1%
	Female	116	69.9%
Grades	Freshman & Sophomore	44	26.5%
	Junior & Senior	122	73.5%
Major	Management majors	41	24.7%
	non-management majors	125	75.3%
Total		166	100%
IDI Participants (n=30)		**Frequency**	**Percent**
Gander	Male	13	43.33%
	Female	17	56.67%
Grades	freshmen and sophomores	16	53.33%
	juniors and seniors	14	46.67%
Major	Management	7	23.3%
	Non-management	23	76.7%
Total		30	100%

4.1.2 Results of multiple linear regression

Through Multiple linear regression analysis, the researcher finds that all p-values were below 0.05, indicating that the five dimensions of independent variables significantly affected the dependent variable. The R-squared value was 0.964, indicating that independent variables accounted for 96.4% of the variance of the dependent variable. Furthermore, the significant value ($p < 0.05$) and ($t > 1.98$) indicates that all independent variables affect entrepreneurial intentions. The standardized regression coefficients for all five variables were greater than 0, indicating a positive correlation between independent and dependent variables. Statistically, the dimensions of innovativeness, perceived feasibility, attitude toward entrepreneurship, and entrepreneurship education had a greater impact on entrepreneurial intentions. The variance inflation factors (VIF) for these five dimensions were 1.39, 2.02, 2.14, 1.78, and 1.21, respectively. All the results are below 5, indicating no multicollinearity among the five independent variables.

Table 3: The multiple linear regression of five independent variables on entrepreneurial intention

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R^2
Innovativeness	.207	4.41**	<0.001	1.39	0.964
Perceived Feasibility	.206	4.96**	<0.001	2.02	
Entrepreneurial Self-efficacy	.055	3.28**	<0.001	2.14	
Attitude towards Entrepreneurship,	.253	6.04**	<0.001	1.78	
Entrepreneurship Education	.415	7.80**	<0.001	1.21	

Note: p-value <0.001**

The five hypotheses, H1, H2, H3, H4, and H5, were supported. Therefore, based on the multiple linear regression analysis results, the hypotheses were developed in stages. The IDI was then analyzed according to the following hypotheses:

H6 There is a significant mean difference in innovativeness between the Pre-IDI and Post-IDI stages.

H7 There is a significant mean difference in perceived feasibility between Pre-IDI and Post-IDI stages.

H8 There is a significant mean difference in entrepreneurial self-efficacy between the pre-and post-IDI stages.

H9 There is a significant mean difference in attitude toward entrepreneurship between Pre-IDI and Post-IDI stages.

H10 There is a significant mean difference in entrepreneurship education between Pre-IDI and Post-IDI stages

H11 There is a significant mean difference in entrepreneurial intention between Pre- IDI and Post-IDI stages

4.2 IDI Intervention Stage

The researcher used action research to carry out a 14-week IDI intervention. The researcher analyzed the quantitative and qualitative data collected in the pre-IDI and Post-phases in a paired manner to achieve the purpose of this study, which is to increase students' entrepreneurial perceptions and, thus, their entrepreneurial intentions. The researcher illustrated the IDI intervention by conducting the study, as shown in Figure 2.

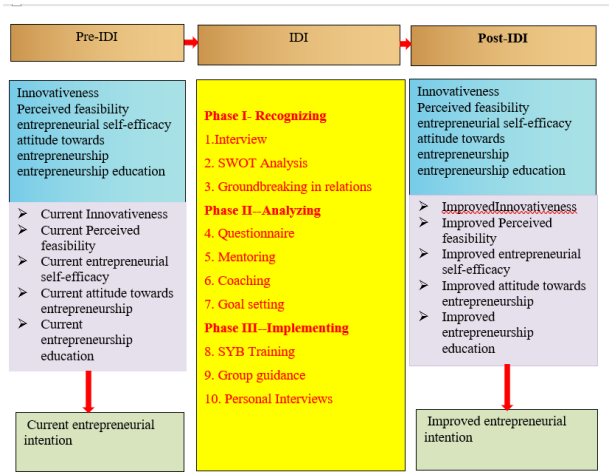

Figure 2: IDI Activities

4.3 Results Comparison between Pre-IDI and Post-IDI

The researcher conducted a paired samples t-test analysis of all six variables (both independent and dependent) to ascertain whether there is a difference between the students' entrepreneurial intentions at the pre-IDI and post-IDI stages and whether they are improved. The table below illustrates the paired samples t-test analysis for the six variables as follows:

Table 4: Paired-Sample T-Test Results

Variables	Mean	SD	p-value
Iinnovativeness			
Pre-IDI	3.90	0.314	0.002
Post-IDI	3.26	0.982	
Perceived Feasibility			
Pre-IDI	3.67	0.497	<0.001
Post-IDI	3.10	0.363	
Entrepreneurial Self-Efficacy			
Pre-IDI	3.53	0.472	<0.001
Post-IDI	2.94	0.364	
Attitude towards Entrepreneurship			
Pre-IDI	3.91	0.452	<0.001
Post-IDI	3.08	0.336	
Entrepreneurial Education			
Pre-IDI	3.85	0.475	<0.001
Post-IDI	3.13	0.366	
Entrepreneurial Intention			
Pre-IDI	3.85	0.430	<0.001
Post-IDI	3.07	0.330	

Table 4 indicates the results of the paired samples t-test analysis for pre- and post-IDI comparisons as follows:

From Table 4, it can be discovered that there is a significant rise in innovativeness at the post-IDI stage (M=3.90, SD=0.314) than pre-IDI stage (M=3.26, SD=0.982); t-value =-3.44, p = 0.002. The mean difference is 0.64. Therefore, hypothesis 6: There is a significant difference in innovativeness between Pre-IDI and Post-IDI stages.

It can be discovered that there is a significant rise in perceived feasibility at the post-IDI stage (M=3.67, SD=0.497) than the pre-IDI stage (M=3.10, SD=0.363); t-value =-7.30, p <0.001. The mean difference is 0.57. Therefore, hypothesis 7 shows a significant difference in perceived feasibility between pre- and post-IDI stages.

It can be discovered that there is a significant rise in entrepreneurial self-efficacy at post-IDI stage (M=3.53, SD=0.472) than pre-IDI stage (M=2.94, SD=0.364); t-value =-9.54, p <0.001. The mean difference is 0.57. Therefore, hypothesis 8: There is a significant difference in entrepreneurial self-efficacy between the pre-and post-IDI stages.

It can be discovered that there is a significant rise in attitude towards entrepreneurship at the post-IDI stage (M=3.91, SD=0.452) than in the pre-IDI stage (M=3.08, SD=0.336); t-value =-9.61, p <0.001. The mean difference is 0.83. Therefore, hypothesis 9: There is a significant difference in attitude toward entrepreneurship between the Pre-IDI and Post-IDI stages.

It can be discovered that there is a significant rise in entrepreneurial education at the post-IDI stage (M=3.85, SD=0.475) than in the pre-IDI stage (M=3.13, SD=0.366); t-value =-9.29, p <0.001. The mean difference is 0.72. Therefore, hypothesis 10: There is a significant difference in entrepreneurial education between the pre-and post-IDI stages.

It can be discovered that there is a significant rise in entrepreneurial intention at the post-IDI stage (M=3.85, SD=0.430) than in the pre-IDI stage (M=3.07, SD=0.330); t-value =-10.38, p <0.001. The mean difference is 0.78. Therefore, hypothesis 11: There is a significant difference in entrepreneurial intention between the Pre-IDI and Post-IDI stages.

Based on the results of the above-paired samples t-test, the researcher concluded that there was a significant mean difference between the post-IDI and pre-IDI stages for all six variables. Secondly, the researcher found a remarkable rise in the students' entrepreneurial intentions between the pre- and post-IDI stages.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

This research mainly investigates the relationship between innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitude towards entrepreneurship, entrepreneurship education, and entrepreneurial intention. Understanding entrepreneurial intention from five dimensions, using these five independent variables, an intervention design was implemented on the entrepreneurial intention of college students. The study started from the current situation of entrepreneurial intention to understand the factors affecting entrepreneurial intention, and all data came from surveys, interviews, and observations of students. The study verifies the effectiveness of innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitudes toward entrepreneurship, the predictive effect of entrepreneurship education on entrepreneurial intentions, and the effectiveness of entrepreneurship education intervention methods, both quantitatively and qualitatively.

Before organizing the intervention, the researcher conducted a comprehensive SWOT data collection and analysis of the study school to determine the current status of the study school in terms of entrepreneurial intentions. During the initial diagnostic phase of the study and before the intervention, the researcher conducted 166 questionnaires to understand the baseline of students' employment intentions and interviewed 13 students. Through the questionnaires and interviews, the researcher found that students' innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitudes towards entrepreneurship, entrepreneurship education, and entrepreneurial intentions showed significant potential for improvement. Therefore, the researcher reviewed a large amount of literature on these six variables. During the intervention phase, 30 targeted students participated to assess its impact.

After implementing the research intervention, the researcher collected participant feedback through questionnaires, personal interviews, observations, and student assignment reports. The quantitative and qualitative results were also analyzed and interpreted. By analyzing the research data, the study found that the IDI activities conducted positively impacted students' entrepreneurial intentions. The study's results confirmed that the intervention increased students' innovativeness, perceived entrepreneurial feasibility, self-efficacy, attitudes, and intentions.

This research reinforced the relationship between innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitude toward entrepreneurship, entrepreneurship education, and entrepreneurial intention through IDI and verified the hypothesis that students' entrepreneurial intentions could be improved through group mentoring, SYB training, and individual coaching.

5.2 Recommendations

In order to meet the need for innovative talents for social development and alleviate the livelihood problem of difficult employment for college students, the state, society, and schools have attached great importance to entrepreneurship education for college students. Entrepreneurial intention is an important predictor of entrepreneurial behavior, as college students should understand entrepreneurship from knowledge, emotion, intention, and behavior to improve their entrepreneurial intention. Given this situation, the following two suggestions are presented based on the study's results.

This study shows that entrepreneurship education significantly affects the entrepreneurial willingness of college students. To enhance the entrepreneurial willingness of college students, it is imperative to strengthen entrepreneurship education for college students. First, colleges and universities should consider the current social background of entrepreneurship and carry out curriculum reform to incorporate theoretical knowledge suitable for the current entrepreneurial background into the teaching of entrepreneurship courses. Second, entrepreneurship education should combine the teaching of entrepreneurship theory with student participation and interaction, entrepreneurial design, sharing of successful entrepreneurial experiences, and field trips so that students can fully understand the process of entrepreneurship from theory to practice. Third, in addition to training a group of teachers with theoretical knowledge of entrepreneurship, universities should hire a group of people with successful entrepreneurial experience to conduct entrepreneurship education according to the actual situation of the school so that students can better understand and participate in entrepreneurship education. Only by strengthening entrepreneurship education comprehensively can we help students improve their entrepreneurial knowledge and self-efficacy and improve the entrepreneurial willingness of college students.

On the one hand, colleges and universities should integrate the teaching of entrepreneurial knowledge and emotional training into the curriculum system, so

that students can master certain knowledge of innovation and entrepreneurship and form positive entrepreneurial emotions; on the other hand, colleges and universities organize students to participate in innovation and entrepreneurship-related activities, such as various entrepreneurship competitions, innovation and entrepreneurship clubs, and visits to successful alumni enterprises for entrepreneurial practice education, so that students can experience the entrepreneurial process and explore in practice their entrepreneurial potential, and at the same time, successful entrepreneurs share their entrepreneurial experience into the curriculum system to enrich the entrepreneurial experience of college students, which is very helpful for college students to realize the feasibility, attitude, self-efficacy and potential of entrepreneurship.

5.3 Limitations for Future Research

This research was conducted on entrepreneurial intention using students from five major liberal arts colleges of Guangdong Ocean University as their research counterparts. This will inevitably lead to an imbalance in the distribution of the sample sources regarding region and age, affecting the study results. In addition, this study examines the research on entrepreneurial intention in five dimensions: innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitude toward entrepreneurship, and entrepreneurship education, which does not allow for a comprehensive understanding of the reasons that affect the entrepreneurial intention of college students. Due to the limitations of research conditions and personal situations, it is not easy to select samples strictly according to population proportion sampling by applying mainly random and purposive sampling in the selection of samples.

Entrepreneurship and entrepreneurship play an important role in cultivating innovative talents and social employment issues. However, it has only been in recent years that the cultivation of entrepreneurial consciousness has been truly incorporated into the curriculum of college students. The research on cultivating entrepreneurial intention is still in the initial stage, and much content still needs further research.

They continue to explore the factors that influence the entrepreneurial intentions of college students. There are many influences affecting the entrepreneurial intentions of college students; in addition to innovativeness, perceived feasibility, entrepreneurial self-efficacy, attitudes toward entrepreneurship, and entrepreneurship education, as mentioned in this study, entrepreneurial intentions of college students are also affected by factors such as family background, subjective norms, last name, and personality traits. In the follow-up study, further research can comprehensively be conducted on the factors influencing entrepreneurial intention from multiple perspectives and levels.

Further exploration of interventions for entrepreneurial intentions. The research on entrepreneurial intentions of college students is still in its infancy, and there is much room for further research, for example, whether the intervention of entrepreneurial intention in different types of colleges and universities should be similar or differentiated; how to do a good job in combining entrepreneurship basic courses with other entrepreneurship training or practice to improve the entrepreneurial intention of college students; and how to do entrepreneurial intervention to form a unified system of entrepreneurial intention cultivation in universities, schools, and colleges in order to improve the effect of entrepreneurial intention cultivation.

It combines professional education with entrepreneurship education to increase entrepreneurial intentions. Professional education is the main content of college students' education. How to integrate entrepreneurship education into professional education, how to combine professional education with entrepreneurship education, how to balance professional education and entrepreneurship education, etc., should be an important topic for future research.

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