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Exploring the Drivers of Entrepreneurial Intentions and Behaviors Among Higher Vocational Students in Xuzhou, China

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Abstract

Purpose: This study aims to examine the factors that influence entrepreneurial behavior and entrepreneurial intention among higher vocational students in Xuzhou higher education. The conceptual framework proposed a causal relationship among attitude, subjective norms, perceived behavioral control, entrepreneurship education, perceived feasibility, perceived desirability, prior entrepreneurial exposure, entrepreneurial intention, and entrepreneurial behavior. **Research design, data, and methodology:** In this study, a quantitative method (n=500) was used to distribute questionnaires to sophomore to junior students at a higher education institution in Xuzhou City, Jiangsu Province, China. The study used a quota sampling method to sample classes in each of the three disciplines of engineering, business, humanities, and social sciences in the university, and the convenience sampling method was used to collect data and distribute the questionnaires online and offline. The Structural Equation Model (SEM) and Confirmatory Factor Analysis (CFA) were used for the data analysis, and they included model fit, reliability, and validity of the constructs. **Results:** First, higher vocational students' entrepreneurial intentions to be entrepreneurs significantly impact their willingness to act as entrepreneurs. Second, attitude, subjective norms, entrepreneurship education, perceived feasibility, perceived desirability, and prior entrepreneurial experience all play a role in entrepreneurial behavior. **Conclusions:** Seven of the eight hypotheses formulated in this study achieved the research objective: to increase entrepreneurial intentions and promote entrepreneurial behavior among higher vocational students.

Keywords: Entrepreneurship Education, Perceived Feasibility, Perceived Desirability, Entrepreneurial Intention, Entrepreneurial Behavior

JEL Classification Code: E44, F31, F37, G15

1. Introduction

A new coronavirus epidemic swept the world in 2020, posing a serious threat to the well-being of individuals and their lives. The repeated delays and accelerated spread of the epidemic have seriously impacted the world's economic development. Coupled with many factors, such as global inflation, supply chains, and the international situation, the global economy has slowed significantly in recent years. The employment situation in China remains generally stable and is gradually returning to pre-epidemic levels. However, with the increasing number of university students, the employment of university graduates has become a socially common problem. In 2024, college graduates will reach 11.79 million, an increase of 210,000 year-on-year, a historic high point.

In 2021, the executive meeting of the State Council presided over by Premier Li Keqiang launched three

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measures to boost mass entrepreneurship and innovation over the period covered by the 14th Five-Year Plan. These efforts were as follows: First, to insist on entrepreneurship-led employment. Secondly, it will create a better environment for the development of dual innovation. Thirdly, the policy incentives for entrepreneurship and innovation should be strengthened. In recent years, all departments in China have been implementing an innovation-driven development strategy and actively promoting dual innovation as ordered by the Party Central Committee and the State Council. This has led to the creation of many market entities, strong support for employment, especially for college graduates, the rapid development of novel forms of dynamic energy, and a strengthening of the economy's forward momentum.

The importance of innovation and entrepreneurship for economic growth, productivity, new ideas, and job creation is increasingly gaining global attention and focus. This trend underscores the relevance and significance of these concepts in the current economic landscape. Entrepreneurial behavior is a key factor in driving innovation and economic growth, yet little is known about the specific factors that influence entrepreneurial intentions and actions among higher vocational students in China. While previous research has explored entrepreneurial tendencies in general student populations, there is a gap in understanding the unique dynamics within vocational education, particularly in Xuzhou, Jiangsu Province. The role of entrepreneurship education, combined with attitudinal and behavioral control factors, requires further investigation to enhance vocational students' entrepreneurial potential. Addressing this gap can provide critical insights for educational institutions aiming to foster entrepreneurial skills and attitudes.

This study is significant as it provides an in-depth examination of the causal relationships between entrepreneurial intention and behavior, focusing on key predictors such as attitude, subjective norms, perceived behavioral control, and prior exposure. The findings can help educational policymakers design targeted interventions that cultivate entrepreneurial competencies among vocational students. The primary objective of the study is to identify the factors that significantly impact entrepreneurial behavior and intention, with the goal of enhancing entrepreneurship education, perceived feasibility, desirability, and behavioral control among students. By doing so, the study aims to promote entrepreneurship as a viable career option for vocational students in China.

2. Literature Review

2.1 Attitude

According to numerous studies, attitude refers to whether a person evaluates the target behavior favorably or unfavorably or whether the target behavior components of the act are appealing (Marescha et al., 2016; Zhang et al.,2015). According to Cruz et al. (2015), the readiness to react to objects in a certain context as an expression of appreciation for the object is known as an attitude. He discovered that the attitude is a proclivity to respond efficiently to a firm's hazards.

H1: Attitude has a significant impact on entrepreneurial intention.

2.2 Subjective Norms

As Marescha et al. (2016) state, subjective norms are a person's assessment of the opinions of social reference groups (such as family and friends) on whether they should engage in a particular action. Subjective norms are based on an individual's assessment of the social pressure to engage in entrepreneurship (Lee-Ross, 2017). Zhang et al. (2015) introduced the concept of social norms as the perceived societal pressure to perform or not execute a behavior.

H2: Subjective norms have a significant impact on ent repreneurial intention.

2.3 Perceived Behavioral Control

Referring to Kusmintarti et al. (2014) perceived behavioral control is self-efficacy, or the ability to perform the desired behavior. The term "perceived behavioral control" refers to how easy or difficult an activity is judged to be. It is determined by whether or not the individual believes that the necessary resources can be obtained and that opportunities for performing the activity exist (Swann et al., 2007). Li et al. (2008) explained that a person's view of his or her ability to engage in a behavior is known as "perceived behavioral control."

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

2.4 Perceived Feasibility

Perceived feasibility, as described by Shapero and Sokol (1982), is the degree to which people believe they can perform entrepreneurship on a personal and social level. Because perceived feasibility implies behavioral control over execution, it is linked to self-efficacy beliefs of situational competence (Krueger et al., 2000). Mair and

Marti (2006) point out that one of the motivating elements for beginning a venture is the perceived feasibility of entrepreneurship, as measured by the ease or difficulty of the individual's experience as an entrepreneur.
H4: Perceived feasibility has a significant impact on entrepreneurial intention.

2.5 Perceived Desirability

Shapero and Sokol (1982) established perceived desirability as the appeal of a behavior to an individual and society. He points out that in the family setting, the father or mother has the biggest influence in determining the desirability and believability of an individual's entrepreneurial behavior. Liñán (2005) holds a similar viewpoint, defining perceived desirability as the degree of attraction to a given behavior (becoming an entrepreneur).
H5: Perceived desirability has a significant impact on entrepreneurial intention.

2.6 Prior Entrepreneurial Exposure

An earlier study found that prior entrepreneurial exposure, such as having a self-employed parent, was a major predictor of later engaging in one's entrepreneurial endeavors. (Dunn & Holtz-Eakin, 2000). According to previous research by Kassean et al. (2015), for people with business ideas, previous entrepreneurial experiences in the form of entrepreneurial role models, entrepreneurial masters, or having family members involved in business will enhance their confidence in starting their own business. This is because they provide education and establish recommendations on how to proceed with business (Mitchelmore & Rowley, 2010).
H6: Prior entrepreneurial exposure has a significant impact on entrepreneurial intention.

2.7 Entrepreneurship Education

Entrepreneurship education, in its broadest meaning, is an educational idea and framework that enables college students to gain basic entrepreneurial skills while also increasing their entrepreneurial consciousness. In a broad sense, entrepreneurship education uses entrepreneurship classes, entrepreneurship centers, and counseling to help students learn how to start a firm (Guo et al., 2009). Miao (2018) found that in a broad sense, entrepreneurship education cultivates people's pioneering spirit, which is equally important for those who are employed because, in addition to requiring employees to achieve something in their careers, employers pay more attention to their spirit of adventure, innovation, entrepreneurship, independence, as well as their mastery of technology, social skills, and management skills.
H7: Entrepreneurship education has a significant impact on entrepreneurial intention.

2.8 Entrepreneurial Intention

According to Ajzen (1991), intention refers to a person's willingness to try or how much effort they intend to put out in order to do an activity. The subjective attitude of potential entrepreneurs toward whether or not to engage in entrepreneurial activity is known as entrepreneurial intention (Fan & Wang, 2006). In addition, Krueger et al. (2000) also agreed that entrepreneurial behavior is purposeful and deliberate, that personal attitudes and personal motivations are important to entrepreneurial tendencies, and that their entrepreneurial intentions help explain why many entrepreneurs start a business long before they look for opportunities.
H8: Entrepreneurial intention has a significant impact on entrepreneurial behavior.

2.9 Entrepreneurial Behavior

Because entrepreneurial conduct is deliberate, many scholars have claimed that entrepreneurial goals can predict it (Krueger & Carsrud, 1993). Furthermore, Krueger et al. (2000) stated that entrepreneurial behavior is deliberate and planned. Yang and Zhang (2004) posit that entrepreneurial behavior involves integrating entrepreneurial resources and utilizing accumulated and expanded resources by entrepreneurs. Miao (2018) understands entrepreneurial behavior as a form of preparation for entrepreneurship. In this dynamic process, college students dedicate their time and energy to actively seek opportunities, raise funds, and make efforts to establish new enterprises.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework of the study is based on previous theories. It is adapted from three theoretical models. The first of the earlier study frameworks is by Marescha et al. (2016), and it includes an overview of studies on attitude (AT), subjective norms (SN), perceived behavioral control (PBC), and entrepreneurial intention (EI). In their second study, Zhang et al. (2014) focused on four factors: prior entrepreneurial exposure (PEE), perceived feasibility (PF), perceived desirability (PD), and entrepreneurial intentions (EI).

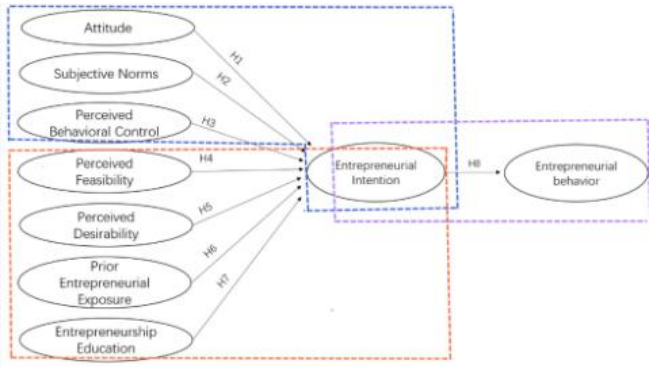

Figure 1: Conceptual Framework

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

3.2 Research Methodology

In this study, the researcher used quantitative research to collect data through survey techniques. The data used in this study were from sophomores to seniors in one higher vocational education institution located in Xuzhou, Jiangsu Province, China. The three major specialties are Engineering, 、Business, Humanities, and Social Sciences. The researchers used item objective congruence (IOC) and Cronbach's alpha to examine content validity and reliability prior to data collection. The variables in the questionnaire were measured using a Likert scale, a commonly used method for gauging attitudes and opinions, and the questionnaire was delivered on paper to the target audience.

This study conducted a pilot test by collecting data from 30 students in March 2022 to ensure the reliability and consistency of scale items before a larger questionnaire distribution. According to the previous calculation, the total sample size must be at least 460 (Soper, 2006). This study adopts sampling techniques of non-probability sampling to reach the target of 500 samples each

3.3 Population and Sample Size

The data used in this study were from sophomores to seniors in one higher education institution located in Xuzhou, Jiangsu Province, China. The sample size for Structural Equation Models suggested that at least 200 respondents (Kline, 2016) should participate in the study. After data screening, we used 502 valid questionnaires from the 500 respondents who provided the data.

3.4 Sampling Technique

The study used quota sampling to analyze the three main disciplines of the university: engineering, business, humanities, and social sciences. Each discipline is representative of the other. The proportional quota sampling method was used to allocate 500 samples per stratum to ensure the representativeness of the samples.

Table 1: Sample Units and Sample Size

Three Major Subjects	Population Size of Higher vocational Students	Proportional Sample Size
Engineering	12225	427
Business	1400	49
Humanities and Social Sciences	700	24
Total	14325	500

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 provides an overview of the demographic objectives of the participants. 52.59% of the respondents were male, and 47.41% were female. All were above 19 years of age. Regarding the educational background of the respondents, 37.45% were in the second grade, 37.05% were in the third grade, and 25.50% were in the fourth grade.

Table 2: Demographic Profile

Demographic and General Data (N=502)		Frequency	Percentage
Gender	Male	264	52.59%
	Female	238	47.41%
Age	18 years old or under	0	0%
	19 years old and above	502	100%
	Sophomore	188	37.45%
	Junior	186	37.05%
	Senior	128	25.50%

4.2 Confirmatory Factor Analysis (CFA)

CFA, a pivotal tool, aids in comprehending all potential variables in structural models (Alkhadim et al., 2019). This method, as proposed by Hair et al. (2010), is adept at scrutinizing the significance level of latent variables in the research model. By employing CFA, we can gain a profound understanding of how well the research model coheres and how the model is conceptualized and measured.

Killingsworth et al. (2016) utilize Cronbach's alpha (CA), a statistical test, to evaluate the internal consistency of items within the construct. Stronger Cronbach's alpha values indicate higher item reliability. With values ranging from 0 to 1, a value of 0.7 to 0.8 is considered good or acceptable, as per Hair et al. (2003). A value exceeding 0.9 is exceptional. In a pilot test, 30 students received questionnaires mirroring the target respondents. The Cronbach's alpha values for all constructs in Table 3 were above 0.7, affirming the internal consistency of the items and the reliability of the questionnaire distribution.

Factor loading is the difference between how well one variable explains another variable (Hair et al., 2010). Much research from the past has shown that the right level of factor loading is above 0.500. These sources (Chen & Tsai, 2007; Truong & McColl, 2011) For all the variables that were looked at in this study, the factor loading value was above 0.500. The lowest value was 0.734, and the highest value was 0.855. This meant the numbers for all the factor loading were just right.

A scale from 0 to 1 shows how reliable a composite or construct is, with higher numbers showing higher dependability. Average variance extracted (AVE) and composite or construct reliability (CR) are two other ways to measure scale item consistency and reliability (Peterson & Kim, 2013). Hair et al. (2018) said a concept was considered good if its internal consistency was between 0.60 and 0.70. Based on the exploratory study, 0.60 was the lowest level of acceptable composite reliability. Between 0.811 and 0.933 was the range of CR numbers in Table 3. In addition, the mean-variance extracted (AVE) values for Table 3 were higher than the 0.4 suggested by Fornell and Larcker (1981), running from 0.589 to 0.700.

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

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Attitude (AT)	Yuan and Cai (2019)	3	0.831	0.771-0.816	0.832	0.623
Subjective norms (SN)	Zhou and Hu (2015)	3	0.810	0.744-0.797	0.811	0.589
Perceived Behavioral Control (PBC)	Ajzen (2002)	6	0.933	0.816-0.853	0.933	0.700
Perceived Feasibility (PF)	Ajzen (1987)	4	0.867	0.778-0.799	0.867	0.620
Perceived Desirability (PD)	Krueger (1993)	5	0.891	0.756-0.804	0.891	0.621
Prior Entrepreneurial Exposure (PEE)	Bae et al. (2014)	4	0.890	0.793-0.855	0.890	0.670
Entrepreneurship Education (EE)	Souitaris et al. (2007)	8	0.921	0.734-0.822	0.921	0.595
Entrepreneurial Intention (EI)	Fini et al. (2009)	5	0.907	0.788-0.848	0.907	0.660
Entrepreneurial Behavior (EB)	Carter et al. (1996)	5	0.895	0.789-0.806	0.895	0.630

Hair et al. (2010) highlighted confirmatory factor analysis (CFA) as the most effective method for evaluating and assessing variable performance. Their study utilized seven key criteria to assess model fit: the relative Chi-square (CMIN/df), Goodness of Fit Index (GFI), root mean square error of approximation (RMSEA), Comparative Fit Index (CFI), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), and Adjusted Goodness of Fit Index (AGFI).

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.859
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.870
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.874
NFI	≥ 0.80 (Wu & Wang, 2006)	0.889
CFI	≥ 0.80 (Bentler, 1990)	0.905
TLI	≥ 0.80 (Sharma et al., 2005)	0.965
RMSEA	< 0.08 (Pedroso et al., 2016)	0.046
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

Fornell and Larcker (1981) proposed a method for assessing discriminant validity by comparing the square root of each construct's average variance extracted (AVE) with the inter-construct correlations. Their findings showed that the square root of the AVE was greater than all inter-construct correlations, demonstrating strong discriminant validity. Consequently, both convergent and discriminant validity were confirmed, offering solid evidence for construct validity.

Table 5: Discriminant Validity

	AT	SN	PBC	PF	PD	PEE	EE	EI	EB
AT	**0.789**								
SN	0.335	**0.767**							
PBC	0.325	0.303	**0.837**						
PF	0.295	0.297	0.269	**0.787**					
PD	0.343	0.394	0.354	0.358	**0.788**				
PEE	0.364	0.341	0.328	0.353	0.379	**0.819**			
EE	0.315	0.328	0.314	0.279	0.279	0.292	**0.771**		
EI	0.351	0.328	0.292	0.364	0.379	0.353	0.330	**0.812**	
EB	0.448	0.451	0.449	0.444	0.490	0.450	0.481	0.466	**0.794**

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

4.3. Structural Equation Model (SEM)

Thanatchaporn (2021) contended that SEM aims to validate causal links between latent and observable variables in a specific research matrix and evaluate the veracity of pertinent arguments. This perspective aligns with the application of AMOS SEM software for testing enhanced models to ascertain causality or effect pathways (Sumsiripong, 2016).

After analyzing the model using the SPSS AMOS version and calculating it with SEM, the fit indices results show a good match with CMIN/DF = 2.062, GFI = 0.821, AGFI = 0.800, NFI = 0.875, CFI = 0.931, TLI = 0.927, and RMSEA = 0.046 in Table 4, consistent with the acceptable values listed.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1750.746/2.062
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.821
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.800
NFI	≥ 0.80 (Wu & Wang, 2006)	0.875
CFI	≥ 0.80 (Bentler, 1990)	0.931
TLI	≥ 0.80 (Sharma et al., 2005)	0.927
RMSEA	< 0.08 (Pedroso et al., 2016)	0.046
Model Summary		**Acceptable Model Fit**

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

4.4 Research Hypothesis Testing Result

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

With the exception of perceived behavioral control, which is not supported, all of the hypotheses are validated by the data in Table 7 results. With a value of 0.521, Entrepreneurial Intention support has the most impact on Entrepreneurial Behaviour, while Perceived Behavioural Control has the lowest impact at 0.067.Subjective Norms (β = 0.114), Attitude(β = 0.176)、Entrepreneurial Education (β = 0.180), Perceived Feasibility (β = 0.216), Perceived Desirability (β = 0.197), and Prior Entrepreneurial Exposure (β = 0.135).

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

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: AT→EI	0.176	3.501*	Supported
H2: SN→EI	0.114	2.289*	Supported
H3: PBC→EI	0.067	1.700	Not Supported
H4: PF→EI	0.216	4.379*	Supported
H5: PD→EI	0.197	4.230*	Supported
H6: PEE→EI	0.135	3.197*	Supported
H7: EE→EI	0.180	3.848*	Supported
H8: EI→EB	0.521	10.036*	Supported

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

The result from Table 7 can be refined that:

The H1 hypothesis is supported, with the standardized path coefficients of Attitude on Entrepreneurial Intention among college students being 0.176 and 0.176, respectively, at the 0.05 level of significance.

The standardized path coefficients of the Subjective Norm on Entrepreneurial Intention are 0.114, respectively, at the 0.05 significance level, confirming the H2 hypothesis.

The standardized path coefficients of the data for perceived behavioral control on entrepreneurial intentions were 0.067, and the t-value was 1.700 at the 0.05 significance level, respectively, and did not support hypothesis H3.

The standardized path coefficients of university students' Perceived Feasibility on Entrepreneurial Intention are 0.216 and 0.216, respectively, at the 0.05 significance level, confirming hypothesis H4.

At the 0.05 significance level, the standardized path coefficient of perceived desirability in the data is 0.197, and the H5 hypothesis is valid.

The standardized path coefficient of prior entrepreneurial experience on entrepreneurial intention is 0.135 at a 0.05 significance level, confirming the H6 hypothesis.

The standardized path coefficient of entrepreneurship education on entrepreneurial intention is 0.180 at a 0.05 level of significance, confirming hypothesis H7.

At the 0.05 significance level, the standardized path coefficients of Entrepreneurial Intention on Entrepreneurial Behavior in college students are 0.521, respectively, confirming hypothesis H8.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This paper examines the factors influencing college students' entrepreneurial intentions and behaviors. Hypotheses are proposed as a conceptual framework for studying attitudes, subjective norms, perceived behavioral control, perceived feasibility, perceived desirability, prior entrepreneurial exposure, entrepreneurial education, entrepreneurial intention, and entrepreneurial behavior. The target sample of the questionnaire survey was sophomore to junior students from a higher vocational college in Xuzhou City, Jiangsu Province, China, involving three majors: engineering, business, and humanities and social sciences. The data analysis aimed to explore the factors influencing the entrepreneurial awareness and innovative behaviors of college students in higher vocational colleges. The study measured and tested the validity and reliability of the conceptual model through confirmatory factor analysis (CFA) and used structural equation modeling (SEM) to analyze the factors influencing entrepreneurial awareness and entrepreneurial behavior.

The results of the study are as follows:

According to the data, entrepreneurial intention has the most significant impact on generating entrepreneurial behavior. Tan and Su's (2018) findings demonstrate that the entrepreneurial intention of higher vocational students significantly positively influences their entrepreneurial behavior, and fostering this intention through entrepreneurship education and other initiatives can effectively foster the development of their entrepreneurial behavior. Secondly, perceived feasibility ranks second among the factors influencing senior college students' entrepreneurial intentions. Entrepreneurship research has shown that perceived feasibility and its key indicator, entrepreneurial self-efficacy, are reliable predictors of entrepreneurial intention (Krueger et al., 2000). Third on the list of factors influencing entrepreneurial intentions among higher education students is perceived desirability, with McMullen and Shepherd's (2006) study suggesting that those with lower desirability (or motivation') may still want to start a business if they perceive themselves as having sufficient desirability (or 'knowledge'). This suggests that perceived desirability has a significant effect on entrepreneurial awareness.

The study found that the standardized path coefficients of perceived behavioral control on entrepreneurial intention were 0.067 and a t-value of 1.700, respectively, indicating a lack of support for hypothesis H3. This is consistent with Jiang's (2019) study, which found that the wide variety of difficulties and challenges faced by male and female entrepreneurs in the entrepreneurship process tends to reduce the perceived behavioral control of the entrepreneurs and thus reduce the entrepreneurs' entrepreneurial intentions. Many entrepreneurs believe the obstacles they face during the entrepreneurship process will impact their behavior.

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

5.2 Recommendation

The study's findings show that：

This study found that entrepreneurial intention and behavior are positively correlated, and the entrepreneurial intention of senior college students has the most significant effect on entrepreneurial behavior. The study demonstrates that the higher the individual entrepreneurial intention of higher vocational college students, the stronger their entrepreneurial behavior. Simultaneously, the more resources they possess, including school, family, and societal support, the more likely they are to exhibit entrepreneurial behavior. Secondly, perceived behavioral control has a positive effect on entrepreneurial intention. The university stage is crucial for developing each college student's personality. The school conducts activities such as psychological courses and outdoor quality development in various aspects, in addition to entrepreneurship education. These activities aim to enhance students' psychological quality and shape their personality characteristics. This, in turn, increases the intention of higher vocational college students to engage in entrepreneurship. Thirdly, cultivating an entrepreneurial mindset has a positive impact on entrepreneurial intentions. Students in higher vocational colleges should pay attention to career planning, formulate realistic goals in line with their entrepreneurial direction at

an early stage, and proactively prepare for entrepreneurship. Senior college students should learn to analyze themselves, understand the national economic environment, and comply with relevant government regulations to formulate a reasonable entrepreneurial plan and prepare for entrepreneurship. Finally, at the social level, society needs to create an environment favorable to entrepreneurship. Schools and society should actively increase funding for college students' entrepreneurial activities, relax the corresponding regulations, lower the entry threshold, and provide them with new business opportunities.

5.3 Limitation and Further Study

This study advances the understanding of entrepreneurial intentions and behaviors of higher vocational students by providing a more in-depth discussion and analysis of the factors that influence them through quantitative research and examining the relationship between entrepreneurial intentions and behaviors using entrepreneurial intentions as a mediating variable. However, there are some limitations to this study. First, the factors influencing senior college students' entrepreneurial intentions and behaviors are multifaceted. To varying degrees, future research should distinguish between these factors' primary and secondary effects on senior college students. Second, this study should increase the sample size of the study population and differentiate between college students from economically developed and economically less developed regions.

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