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Identifying Key Factors Shaping University Students' Intentions at a University, Yunnan, China

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Abstract

Purpose: This study focuses on the impact of five independent variables (entrepreneurship education, the cognitive component, perceived behavioral control, entrepreneurial passion, and entrepreneurial attitude) on the dependent variable (entrepreneurial intention). **Research design, data, and methodology:** This study was tested through a pilot test of 30 students, and the validity was tested using the Item Objective Consistency Index (IOC), and reliability was tested using Cronbach's Alpha. The data came from 80 valid questionnaires of international accounting and finance students in their first year at the International Business School of a university in Yunnan Province, China. Multivariate linear regression analysis was used to verify the significant relationship between variables. Subsequently, the IDI was used to conduct the intervention, and the paired sample T-test was used to compare the quantitative results before and after the IDI. **Results:** Through multiple regression analysis, it was found that entrepreneurship education, the cognitive component, and perceived behavioral control have a significant impact on entrepreneurial intention, while entrepreneurial passion and entrepreneurial attitude have no significant impact. The results of the paired sample t-test also showed a significant difference in entrepreneurial intention between the post-IDI and pre-IDI stages. **Conclusion:** Schools should actively build various practical platforms for entrepreneurship and innovation to fully allow students to exercise their relevant skills and abilities.

Keywords: Entrepreneurial Intention, Entrepreneurial Education; Cognitive Component, Perceived Behavior Control, Intervention Design Implementation

JEL Classification Code: I23, J28, L2

1. Introduction

This study uniquely contributes to the field of entrepreneurship education by examining the impact of such education on university students' entrepreneurial intentions, with a specific focus on the entrepreneurial background of Chinese university students.

Entrepreneurship education for university students is defined as a way to develop students' innovative and creative abilities, which is important for employees and employers. This study's findings can provide valuable insights for educators and policymakers on how to stimulate individuals' innovative behaviors in production and management activities, open new spaces for social development, and

create more employment opportunities for society.

Entrepreneurship is the process of improving the market, promoting economic development, and gaining benefits through continuous innovation. Entrepreneurship and innovation are inseparable, and entrepreneurship requires integrating resources from various parties, creating new organizations and opportunities, and assuming certain risks (Katz & Gartner, 1988). Combining the actual situation of entrepreneurship among Chinese university students and the purpose of this study, this paper defines university students' entrepreneurship as the behavior of students receiving higher education, mastering entrepreneurial practice, knowledge, and so on through participation in educational activities, possessing a certain value creation ability, discovering and

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grasping the development opportunities, and based on which launching a new product or service to create a specific value.

Entrepreneurial willingness is the idea inherent in entrepreneurs, representing the psychological state that they will invest a lot of resources, time, and energy to pursue entrepreneurial goals. Entrepreneurial willingness is a necessary condition for generating entrepreneurial behaviors and is an objective description of the subjective idea of an individual or team's entrepreneurial desire and entrepreneurial ability (Ding, 2008). Li and Yu (2013) believes that entrepreneurial intention expresses an intention rather than a desire to start a business. Its ultimate behavior is creating a new business rather than owning one or self-employment. It defines the 'entrepreneurial intention of university students' as the conscious mental state of university students who intend to start a business and have already planned the time to start a business. It is also defined as the conscious mental state of university students who intend to start a business and have already planned the time to start it. Based on the results of previous studies and the object of this study, this study considers that university students' entrepreneurial intention refers to the psychological state in which university students have the intention to establish a new business and are willing to invest a large amount of energy and capital during their school years or within three years after graduation.

2. Literature Review

2.1 Entrepreneurship Intention

Ajzen (1991) suggests that entrepreneurial intentions are influenced by three key determinants: attitude toward the behavior, subjective norms, and perceived behavioral control. These factors collectively shape an individual's intention to pursue entrepreneurial activities. Attitude reflects the personal valuation of entrepreneurship, subjective norms involve the social pressure to become an entrepreneur, and perceived behavioral control refers to the ease or difficulty of undertaking entrepreneurial tasks.

The study of entrepreneurship intention is particularly relevant in understanding how educational and policy interventions can foster entrepreneurship. Researchers such as Fayolle and Gailly (2015) argue that entrepreneurship education can significantly influence students' entrepreneurial intentions by shaping their attitudes and perceptions of entrepreneurship's feasibility and desirability.

2.2 Entrepreneurship Education

Entrepreneurship education, introduced by UNESCO in 1989, is a training process that develops individuals'

innovative, independent, and social skills. It includes traditional business studies, risk identification, and avoidance guidance. Gedeon (2014) sees it as an emerging model for imparting entrepreneurial knowledge and skills for personal growth. Implemented by schools, it involves teaching theory and practice to develop competencies and encourage practical application. It is immersive, using a mix of case studies and contests, and is a vehicle for acquiring skills for successful entrepreneurship. In higher education, it is an activity to cultivate self-development and business opportunity exploration through theory and practice courses.

While entrepreneurship courses may not directly increase entrepreneurial intentions, they have the potential to significantly influence attitudes and awareness, potentially raising aspirations (Higgins & Elliott, 2011; Von Graevenitz et al., 2010). Kickul et al. (2018) note that such education can be a catalyst for stimulating intentions and igniting entrepreneurial journeys. Arshad et al. (2018) emphasize the direct impact of school education on enthusiasm and the role of teachers in shaping intentions. Lee et al. (2021) finds that family background in entrepreneurship can enhance the effects of education on students' zeal.

H1: Entrepreneurship education has a significant impact on students' entrepreneurial intention.

2.3 Cognitive Component

The cognitive component is a key dimension in measuring entrepreneurial attitudes and a crucial part of entrepreneurship education. It involves an individual's perception and action in the real world, encompassing recognizing, understanding, and applying information related to entrepreneurial activities. This component is central to economic creation as it places individuals and their thoughts at the core of the entrepreneurial process. According to Mitchell et al. (2004), the cognitive component includes configurational, willingness, and ability cognition, which are essential for entrepreneurs when evaluating opportunities, identifying risks, judging resources, and growing their business. Wang et al. (2021) emphasize that a strong cognitive component allows individuals to identify and seize opportunities quickly.

Mitchell et al. (2002) highlights the importance of cognitive factors in entrepreneurship education, as they represent the knowledge base for evaluating and making decisions in entrepreneurial ventures. A higher cognitive factor indicates a greater store of entrepreneurial knowledge and information, leading to more diverse choices and decisions. Boukamcha (2015) suggests that government-supported entrepreneurship training programs can significantly increase entrepreneurial awareness and students' willingness to start businesses. Costa et al. (2018) note that experiential learning in entrepreneurship education

enables students to identify business opportunities effectively. Li et al. (2021) believe that cognitive factors and entrepreneurial skills can stimulate university students' entrepreneurial willingness, and Chen et al. (2022) argue that entrepreneurship education is necessary for fostering entrepreneurial consciousness, with many universities in China offering related courses and diversified models to provide a solid foundation for student entrepreneurship.

H2: Cognitive component has a significant impact on students' entrepreneurial intention.

2.4 Entrepreneurial Passion

Entrepreneurial passion, a concept that has evolved significantly in recent years, is defined in various ways: as a strong positive feeling towards specific entrepreneurial activities (Cardon et al., 2009), as love and commitment towards one's work regardless of challenges (Baum & Locke, 2004), and as a deep emotional investment in a venture (Vallerand et al., 2003). Chen et al. (2022) describes it as a state marked by significant positive effects. Cardon et al. (2017) extend this to a collective level, where it manifests as a team's positive emotional resonance with their mission and identity.

Entrepreneurial passion, a concept that significantly influences attitudes and intentions, is a powerful force that helps individuals overcome challenges. Huyghe et al. (2016) argue that it sustains a positive attitude despite uncertainty and resource scarcity. It also enhances recognition of entrepreneurial opportunities (Hu & Ye, 2017). Hubner et al. (2020) and Li et al. (2020) both identify entrepreneurial passion as a key motivator for entrepreneurial intentions, driving individuals to pursue entrepreneurial activities. Ferreira-Neto et al. (2023) emphasize its role in pushing boundaries, achieving business goals, and convincing potential entrepreneurs of their potential for success. Overall, entrepreneurial passion is seen as a crucial factor in the entrepreneurial process, influencing both the perception of opportunities and the formation of entrepreneurial intentions.

H3: Entrepreneurial passion has a significant impact on students' entrepreneurial intention.

2.5 Perceived Behavioral Control

Perceived behavioral control, a component of planning theory, is akin to perceived self-efficacy, which Bandura (1999) describes as an individual's belief in their ability to organize and execute specific actions. This belief can motivate individuals to try new things and persist in their efforts, potentially leading to greater success due to increased resources and opportunities (Madden et al., 1992).

Haq et al. (2022) suggest that perceived behavioral control is influenced by subjective norms, behavioral intentions, and attitudes when individuals attempt to complete tasks. Fishbein and Ajzen (2010) break it down into perceived ability and autonomy, which are closely related and influence entrepreneurial intention.

Perceived behavioral control indicates its significant impact on entrepreneurial intentions. Townsend et al. (2010) argue that it affects how entrepreneurs perceive their ability to start and manage a business successfully. Farrukh et al. (2018) notes that it is crucial for individuals to feel in control of their environment when launching a business, which can reduce anxiety and foster a positive attitude. Zhao and Seibert (2006) found that increased perceived behavioral control is positively correlated with an individual's tolerance for entrepreneurial risk, thus enhancing entrepreneurial intention. Vamvaka et al. (2020) highlight that when attitudes and subjective norms positively influence perceived behavioral control, entrepreneurs are more likely to take action, underscoring the importance of a supportive environment in entrepreneurship. Wilson et al. (2007) emphasize that entrepreneurship education can improve students' perceived behavioral control by involving them in activities like business plan writing and case studies, which can boost their confidence in managing entrepreneurial endeavors.

H4: Perceived behavioral control has a significant impact on students' entrepreneurial intention.

2.6 Entrepreneurial Attitude

As defined by Kusmintarti et al. (2017), entrepreneurial attitude encompasses the positive or negative inclinations towards engaging in entrepreneurial activities, with a significant focus on students' propensity to undertake such endeavors. Pihie and Bagheri (2010) expand this concept into two dimensions: a unidimensional structure reflecting entrepreneurs' feelings, ideas, and intentions and a multidimensional one, comprising the need for achievement, control over entrepreneurial behavior, innovation, and self-esteem (Robinson et al., 1991). Verheul et al. (2002) associate increased entrepreneurial attitudes with respect for entrepreneurs in a society influenced by personal wealth and promoting entrepreneurial topics. Bosma and Schutjens (2011) include fear of failure, awareness of opportunities, and self-assessment of entrepreneurial capabilities as attitude components.

Entrepreneurial attitudes underscore the substantial positive impact of entrepreneurship education on these attitudes, with Packham et al. (2010) noting a stronger effect on male students, suggesting post-graduation disparities in

entrepreneurial engagement. Agarwal et al. (2020) emphasize that entrepreneurship education fosters positive attitudes, which are crucial for stimulating entrepreneurial intentions in youth, and that these attitudes encourage a focus on social benefits, job creation, and social responsibility over profit (Boldureanu et al., 2020). Carsrud and Brännback (2011) argue that a positive entrepreneurial attitude aligned with life goals can lead to entrepreneurial intentions. Kusmintarti et al. (2017) link a positive attitude with flexibility in work schedules, a willingness to work long hours, and the creation of a supportive entrepreneurial environment, all of which significantly enhance entrepreneurial intentions.

H5: Entrepreneurial attitude has a significant impact on students' entrepreneurial intention.

3. Research Methods and Materials

3.1 Research Framework

The study is based on triadic reciprocal determinism (TRD) and the theory of planned behavior (TPB). It combines the frameworks of five scholars to build the conceptual framework in Figure 1.

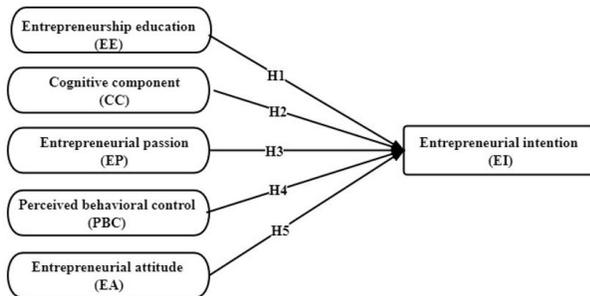


Figure 1: Conceptual Framework

H1: Entrepreneurship education has a significant impact on students' entrepreneurial intention.

H2: Cognitive component has a significant impact on students' entrepreneurial intention.

H3: Entrepreneurial passion has a significant impact on students' entrepreneurial intention.

H4: Perceived behavioral control has a significant impact on students' entrepreneurial intention.

H5: Entrepreneurial attitude has a significant impact on students' entrepreneurial intention.

3.2 Research Methodology

This action research, in its pursuit of forming research questions, collecting data, analyzing data, and interpreting results, uniquely adopts a mixed method of quantitative and qualitative research. This approach leverages the strengths of both types of research, thereby fortifying the research conclusions, mitigating the pitfalls of single research methods, and enhancing the validity of the conclusions (Östlund et al., 2011).

The study consisted of four main stages. First, the questionnaire was developed by observing and interviewing the study participants ($n = 281$). Second, five experts in the field of pedagogy were invited to assess the validity of the questionnaire using the IOC method. Third, after the assessment, the questionnaire was distributed to 80 students as respondents after selecting 30 target samples for reliability measurement. The data were analyzed using Jamovi's multiple linear regression results to confirm the final research hypotheses and intervention plan and test the effect of the independent variables on the dependent variables, respectively. Fourthly, 30 students were selected from the 80 students for the intervention. The intervention of IDI lasted for 13 weeks, and the outcomes of the IDI phase were still assessed during the post-IDI phase using mixed qualitative and quantitative research methods.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

This research is based on first-year students majoring in accounting and finance from the International Business School of Y University in Yunnan Province. There are four classes for accounting and two for finance, with about 47 students in each class and a total of about 281 students in six classes. These students are the subjects of this study.

3.3.2 Sample size

Sekaran and Bougie (2016) thought that it is appropriate for most studies when the sample size is greater than 30 and less than 500. At the stage of preliminary diagnosis, ten samples were selected as reliability tests and 80 samples as multiple regression tests. During the intervention stage, the experimental group selected 30 students as a sample size to implement IDI. During the post-IDI stage, the 30 students continued to be interviewees using the same research methodology as during the pre-IDI stage.

3.3.3 Sampling Procedures

In most cases, sampling of the sample is only possible to select some of the things to be analyzed to avoid underestimating or overestimating the uncertainly associated

factors (Bodnar et al., 2014); the sampling process of this study uses objective sampling first. According to my background in entrepreneurship, I intend to choose Y University in Yunnan Province, International Business School Accounting, and finance and business-related majors. In this MLR study, the author, according to the proportion of students in each major distribution questionnaire through WeChat, QQ social software, sent a “Wenjuanxing” link, accounting first-year students issued 53 questionnaires, financial first-year students distributed 27 questionnaires, a total of 80 questionnaires, after filling out a total of 80 qualified questionnaires for further research. The results of multiple linear regression helped establish the final action research plan.

After MLR analysis, 30 students majoring in accounting and finance were selected as the experimental group. To be responsible for the experiment, samples were taken from students with a business knowledge background who have certain career plans.

In the post-IDI stage, the students who participated in the experiment were asked to answer a questionnaire again, and five students who participated were randomly selected to participate in an interview to evaluate the results of the IDI.

3.4 Research Instruments

3.4.1 Design of Questionnaire

Based on the questionnaire needs, the researcher designed the questionnaire in three steps:

Step 1: Determine the variables of the questionnaire survey and select the questionnaire survey of the publicly published papers.

Step 2: Revise and translate the selected questionnaires according to the courses offered by the school and the quality of the students to ensure that the relevant questions are adapted to the basic situation of Chinese university students.

Step 3: Invite experts to evaluate the established questionnaires to ensure validity.

3.4.2 Components of Questionnaire

The questionnaire for this study contained three sections:

Part 1: Screening Questions: Screening out candidates in the university who did not fit the study population is needed. For example, students who have already started a business before the course was offered in the university.

Part 2: Basic Information Questions: This part focuses on the profile of the respondents, such as gender, origin of student, and parents' attitude towards their children's entrepreneurship.

Part 3: Main Survey Questions—The heart of the study, this section primarily evaluates the factors influencing the

entrepreneurial intention of 80 students at University Y. These factors include entrepreneurship education, the cognitive component, perceived behavioral control, entrepreneurial passion, and entrepreneurial attitude.

3.4.3 IOC Results

For this study, five experts were invited to give their opinions based on questionnaires developed in previous studies. Among them, two experts are Chinese experts. The third expert, who heads a university's entrepreneurship department, helps to check whether it matches the current entrepreneurship-related conditions of Chinese university students. The last two were professors from the Faculty of Education, who helped to judge the appropriateness of the questionnaire from the perspective of educational administration. For all experts, an average score of 0.5 or above is acceptable. For experts with an average score of less than 0.5, only items of 0.5 or above need to be excluded or reconsidered. (Turner & Carlson, 2003). For this IOC evaluation, it was found that out of 38 items, one item (statement EI3) in the IOC evaluation was discarded. The mean score for EI 3 problems was only 0.4, below 0.67. Thus, after validity testing, a total of 37 questions remain.

3.4.4 Pilot survey and Pilot test results

In this study, internal consistency was measured using Cronbach's Alpha (CA) test, the most commonly used reliability coefficient to assess overall scale consistency, and CA was applied to the item response format using Likert scale measurements. Likert scale is a psychometric response scale used primarily in questionnaires to obtain participants' preferences or agreement with one or a group of statements (Wadkar et al., 2016). The CA is the most appropriate reliability test before distributing the questionnaire to the target group (Bardhoshi & Erford, 2017). Reliability is important for designing questionnaire selection (Bolarinwa, 2015). Acceptable values should have an alpha coefficient of 0.60 or greater (Sekaran, 1992). Table 1 below shows the reliability of this study's results.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Entrepreneurship Education (EE)	6	Hasani et al. (2022)	0.919	Excellent
Cognitive Component (CC)	9	Jena (2020)	0.939	Excellent
Entrepreneurial Passion (EP)	5	Karimi et al. (2020).	0.942	Excellent
Perceived Behavioral Control (PBC)	6	Nguyen et al. (2019)	0.714	Acceptable

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Entrepreneurial Attitude (EA)	4	Liu et al. (2019)	0.855	Good
Entrepreneurship Intention (EI)	6	Jena (2020)	0.954	Excellent

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The research subjects in this paper are first-year students from the School of International Business at Y University in Yunnan Province who major in accounting and finance. Table 2 shows the basic information of the students who participated in the study (n=80) and the demographic profile of the student group (n=30) who participated in the IDI.

Table 2: Demographic Profile

Entire Research Population (n=80)		Frequency	Percent
Gender	Male	18	22.5%
	Female	62	77.5%
Origin of student	Country	40	50%
	Town	40	50%
Parents' attitude towards their children's entrepreneurship	Strongly agree	11	13.75%
	Agree	16	20%
	Neutral	35	43.75%
	Disagree	13	16.25%
	Strongly Disagree	5	6.25%
Total		80	100%
IDI Participants(n=30)		Frequency	Percent
Gender	Male	9	30%
	Female	21	70%
Origin of student	Country	3	10%
	Town	27	90%
Parents' attitude towards their children's entrepreneurship	Strongly agree	6	20%
	Agree	19	63.33%
	Neutral	1	3.33%
	Disagree	3	10%
	Strongly Disagree	1	3.33%
Total		30	100%

4.1.2 Results of multiple linear regression

In the multiple linear regression analysis, stratified random sampling was used to analyze the data of 281 first-year students of accounting and finance from the International Business School of Y University in Yunnan Province, 53 questionnaires were randomly distributed to accounting students, and 27 questionnaires were distributed to finance students, totaling 80 questionnaires. Eighty valid questionnaires were filled out.

Table 3: The multiple linear regression of five independent variables on Entrepreneurship Intention

Variables	Standardized Coefficients Beta value	t-value	p-value	R	R ²
Entrepreneurship education (EE)	0.4365	9.487*	< .001	0.921	0.848
Cognitive component (CC)	0.5383	11.803*	< .001		
Entrepreneurial passion (EP)	0.0421	0.905*	< .001		
Perceived behavioral control (PBC)	0.5294	11.65*	< .001		
Entrepreneurial attitude (EA)	0.0705	1.526*	< .001		
Dependent variable: Entrepreneurship Intention					

Note: p-value <0.001*

Table 3 illustrates the crucial relationship between the diagnostic stage independent variable and the dependent variable entrepreneurial intent. The results of the regression, a powerful analytical tool, revealed that the five predictors, a significant aspect of our study, accounted for an impressive 84.8% of the variance (R²=0.848, F (5,70) =7.21, p<.001). Notably, the significant value (P <0.05) underscores the substantial impact of EE, CC, and PBC on EI. The beta value of 0.54 for CC, the highest among the predictors, underscores its paramount influence on EI, while the beta value of 0.44 for EE, though the least, still demonstrates its noteworthy impact on EI. However, the P values of EP and EA, at 0.37 and 0.13 respectively, indicate that these two predictors do not significantly impact EI.

Therefore, H1, H2, and H4 are supported, while H3 and H5 are not. Specifically, H1: Entrepreneurship education (EE) significantly impacts entrepreneurial intention. H2: The cognitive component (CC) significantly influences entrepreneurial intention. H3: Entrepreneurial passion (EP) does not significantly impact entrepreneurial intention. H4: Perceived behavioral control (PBC) significantly affects entrepreneurial intention. H5: Entrepreneurial attitude (EA) does not significantly impact entrepreneurial intention. However, it is worth noting that previous research has shown that EA and EP do have a significant impact on EI, which is why these two variables were included in the following intervention. This opens exciting possibilities for future research in this area.

The following final research hypotheses relate to changes in pre- and post-IDI stages.

H6: There is a significant mean difference in entrepreneurship education (EE) between pre-IDI and post-IDI

H7: There is a significant mean in cognitive component (CC) between the pre-IDI and post-IDI stages.

H8: There is a significant mean in perceived behavioral control (PBC) between the pre-IDI and post-IDI stages.

H9: There is a significant mean in entrepreneurial passion (EP) between the pre-and post-IDI stages.

H10: There is a significant mean in entrepreneurial attitude (EA) between the pre-IDI and post-IDI stages.

H11: There is a significant mean in entrepreneurial intention (EI) between the pre-and post-IDI stages.

4.2 IDI Intervention Stage

The IDI intervention cycle of this study totaled 12 weeks. Based on the analysis of the results of the questionnaires collected during the pre-IDI period, reliability, validity, MLR, and other data, the intervention activities shown in Figure 2 were developed to increase the entrepreneurial intentions of university students.

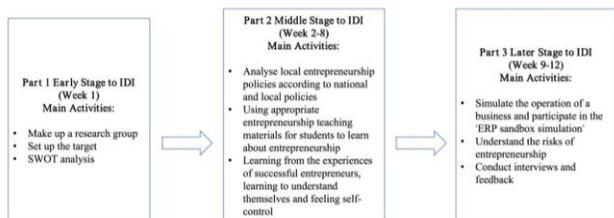


Figure 2: IDI activity

4.3 Results Comparison between Pre-IDI and Post-IDI

In this study, the researchers analyzed six variables using paired sample T-tests to examine whether students' entrepreneurial education, cognitive component, perceived behavioral control, entrepreneurial passion, entrepreneurial attitude, and entrepreneurial intention improved before and after the intervention. In summary, the following Table 4 analyses the six variables using paired sample T-tests:

Table 5: Paired-Sample T-Test Results

Variables	Mean	SD	SE	t-value	p-value
Entrepreneurship education (EE)					
Pre-IDI	4.14	0.325	0.0593	-9.69	< .001
Post-IDI	4.71	0.162	0.0296		

Variables	Mean	SD	SE	t-value	p-value
Cognitive component (CC)					
Pre-IDI	4.08	0.193	0.0353	-17.7	< .001
Post-IDI	4.66	0.154	0.0282		
Perceived behavioral control (PBC)					
Pre-IDI	4.16	0.275	0.0502	-10.2	< .001
Post-IDI	4.70	0.160	0.0293		
Entrepreneurial passion (EP)					
Pre-IDI	4.08	0.335	0.0611	-5.54	< .001
Post-IDI	4.32	0.255	0.0466		
Entrepreneurial attitude (EA)					
Pre-IDI	4.17	0.287	0.0525	-3.53	0.001
Post-IDI	4.28	0.281	0.0513		
Entrepreneurial Intention (EI)					
Pre-IDI	4.12	0.175	0.0319	-11.4	< .001
Post-IDI	4.49	0.120	0.0219		

In this study, we present the key findings of our research aimed at enhancing the entrepreneurial intention of university students. We conducted a comprehensive analysis of the remaining variables of this experiment, including entrepreneurship education (EE), cognitive component (CC), perceived behavioral control (PBC), entrepreneurial passion (EP), entrepreneurial attitude (EA), and entrepreneurial intention (EI). The results of our analysis are as follows.

Our study revealed a significant increase in entrepreneurship education (EE) between the post-IDI (M=4.71, SD=0.162, SE=0.0296) and pre-IDI stages (M=4.14, SD=0.325, SE=0.0593), with a mean value difference of 0.57 and P<0.001. This supports H6, indicating a substantial mean difference in entrepreneurship education (EE) between pre-IDI and post-IDI, underscoring the impact of the intervention.

Our study also demonstrated a significant increase in the cognitive component (CC) between the post-IDI (M=4.66, SD=0.154, SE=0.0282) and pre-IDI stages (M=4.08, SD=0.193, SE=0.0353), with a mean value difference of 0.58 and P<0.001. This finding supports H7, confirming a significant mean difference in the cognitive component (CC) between pre-IDI and post-IDI, thereby validating our study's hypotheses.

There was a significant increase in perceived behavioral control (PBC) between post-IDI (M=4.7, SD=0.160, SE=0.0293) stage and pre-IDI stage (M=4.16, SD=0.275, SE=0.0502), while P<0.001 and mean value difference between post-IDI stage and Pre-IDI stage was 0.54. Therefore, H8 supported the idea that there is a significant mean difference in perceived behavioral control (PBC)

between pre- and post-IDI.

There was a significant increase in entrepreneurial passion (EP) between post-IDI ($M=4.32$, $SD=0.255$, $SE=0.0466$) stage and pre-IDI stage ($M=4.08$, $SD=0.335$, $SE=0.0611$), while $P<0.001$ and mean value difference between post-IDI stage and Pre-IDI stage was 0.24. Therefore, H9 supported that there is a significant mean difference in entrepreneurial passion (EP) between pre-IDI and post-IDI.

There was a significant increase in entrepreneurial attitude (EA) between post-IDI ($M=4.28$, $SD=0.281$, $SE=0.0513$) stage and pre-IDI stage ($M=4.17$, $SD=0.287$, $SE=0.0525$), while $P<0.001$ and mean value difference between post-IDI stage and Pre-IDI stage was 0.54. Therefore, H8 supported the idea that there is a significant mean difference in entrepreneurial attitude (EA) between pre- and post-IDI.

There was a significant increase in entrepreneurial intention (EI) between post-IDI ($M=4.49$, $SD=0.120$, $SE=0.0219$) stage and pre-IDI stage ($M=4.12$, $SD=0.175$, $SE=0.0319$), while $P<0.001$ and mean value difference between post-IDI stage and Pre-IDI stage was 0.54. Therefore, H9 supported that there is a significant mean difference in entrepreneurial intention (EI) between pre-IDI and post-IDI.

Based on the results of the paired sample T-tests in the above article, the researchers reached two conclusions. First, there was a significant difference between the post-IDI and pre-IDI stages for all four variables. Second, after the intervention, the six variables of entrepreneurship education (EE), cognitive component (CC), perceived behavioral control (PBC), entrepreneurial passion (EP), entrepreneurial attitude (EA), and entrepreneurial intention (EI) all increased significantly.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

Conducted at a university in Yunnan Province, China, with a business background, this study stands out for its use of Triadic Reciprocal Determinism (TRD) and Theory of Planned Behavior (TPB) as the theoretical framework. The study selected five independent variables, namely entrepreneurship education, cognitive component, perceived behavioral control, entrepreneurial passion, and entrepreneurial attitude, and one dependent variable, entrepreneurial intention, to delve into the factors influencing Chinese university students' entrepreneurial intention.

The research used the Index of Congruence of Objectives

(IOC), pilot test, multiple linear regression (MLR), and T-test to evaluate the research. Field surveys and the implementation of an intervention plan supported the research results. Eighty freshmen majoring in accounting and finance from the Business School of Y University in Yunnan Province, China, were selected as the research sample. Questionnaires were distributed to the randomly selected 80 students, and multiple linear regression analysis was performed to verify whether the relationship between the independent and dependent variables was significant. Afterward, 30 of these students were selected as the research sample for the intervention design, and an intervention design was implemented for 12 weeks. Paired sample t-tests were used to compare the data before and after the intervention to verify whether there were significant differences.

The results showed that entrepreneurship education (EE), cognitive component (CC), and perceived behavioral control (PBC) were key factors influencing entrepreneurial intention (EI). Among these, the cognitive component (CC) had the most significant impact on entrepreneurial intention (EI), followed by perceived behavioral control (PBC) and entrepreneurship education (EE). At the same time, it was found that entrepreneurial passion (EP) and entrepreneurial attitude (EA) did not have a statistically significant impact. However, this study also examined all the influencing factors during the intervention stage, which proved that when schools focus on the five factors of entrepreneurship education (EE), cognitive component (CC), perceived behavioral control (PBC), entrepreneurial passion (EP), entrepreneurial attitude (EA), it will greatly help to enhance entrepreneurial intention (EI).

The following five points are made through a comprehensive analysis of entrepreneurship education (EE), cognitive component (CC), perceived behavioral control (PBC), entrepreneurial passion (EP), entrepreneurial attitude (EA), and entrepreneurial intention (EI) among Chinese college students.

First, the cognitive component (CC) can impact university students' entrepreneurial intentions most. The more mature an individual's perception, the more able they are to set goals that suit their situation and face various problems in life with an optimistic attitude. Entrepreneurship is characterized by high risk and instability and requires a high level of psychological awareness in order to facilitate the smooth progress of entrepreneurial activities. Moreover, university students with a higher cognitive level are likelier to show strong curiosity and a wide range of interests. They are more likely to notice the unusual in their daily lives. Entrepreneurial intention requires innovative thinking and capabilities, and the results of this study provide some inspiration for enhancing the university's entrepreneurial intention.

Second, perceived behavioral control has a significant impact on entrepreneurial intention. An individual's perceived behavioral control is low, or they will underestimate their abilities and the resources available to them, and the generation of entrepreneurial intention will be limited.

Third, the study found that entrepreneurship education plays a significant role in promoting entrepreneurial intention. The entrepreneurial-related courses offered to university students in China, along with the guidance and assistance provided by teachers, can instill entrepreneurial intention in students, thereby serving as a crucial tool in promoting student employment.

In conclusion, this study has not only conducted an in-depth analysis of the factors influencing the entrepreneurial intention of Chinese university students but also demonstrated the practical implications of its findings. The intervention activities related to entrepreneurial intention have shown a promising empirical effect on enhancing the entrepreneurial intention of Chinese university students. This enhancement can enable Chinese university students to better understand entrepreneurship, learn and master the necessary knowledge for entrepreneurship, and continuously strengthen their entrepreneurial ability. The results of this study can help change students' views on innovation and entrepreneurship and their own chances of personally participating in innovation and entrepreneurship, thereby helping students to improve their self-confidence in potentially starting their businesses in the future.

5.2 Recommendations

In recent years, the Chinese government has provided financial support to university students through tax reductions and exemptions, subsidies, and other means to alleviate the financial pressure of starting a business and guarantee university students' starting their businesses. Universities are the main place for university students to receive education and are also important for cultivating entrepreneurial intentions. Therefore, based on the conclusions of this study, the following suggestions are proposed.

Strengthen learning and improve students' entrepreneurial ability.

Many students believe that starting a business involves huge risks, that the survival rate of entrepreneurial enterprises could be higher, and that they will lose everything if they fail. Students exaggerate the risks of entrepreneurship, which causes many students to be afraid of starting a business. They believe that entrepreneurship can only be attempted by people with outstanding talent and

strategy, so they need more confidence in their abilities and do not think they can try it themselves.

The one-sided understanding of entrepreneurship among university students has reduced their confidence in starting their businesses. There are risks in entrepreneurship, but the risks are manageable, and there are various forms of entrepreneurship. The skills and knowledge required to start a business are diverse, and academic qualifications are not barriers to university students starting their businesses. Therefore, it is necessary to strengthen the popularisation of basic knowledge of entrepreneurship among university students so that they can fully understand the process of starting a business and the skills and knowledge required of entrepreneurs.

Strengthen the entrepreneurial education teaching staff and improve the quality of entrepreneurial education teachers.

In many schools, the teachers who teach students about entrepreneurship are mostly part-time instructors, and there is a need for more professional teachers. Schools should give teachers the opportunity to study outside the school while also increasing the introduction of innovative and entrepreneurial talent into the campus and carrying out activities such as relevant entrepreneurial experience seminars. When students encounter problems in the entrepreneurial process, they can seek help from teachers.

Regularly organize innovation and entrepreneurship competitions to stimulate students' entrepreneurial intentions.

Schools should make innovation and entrepreneurship courses compulsory, and participation in the "China University Students" Entrepreneurship Competition' should be a requirement. The whole process of entrepreneurship can be understood by organizing entrepreneurial plan design competitions, writing business plans and executive summaries, identifying potential business opportunities, forming a reasonable team, conducting detailed market research, developing unique products, organizing and planning corresponding marketing, and controlling risks. At the same time, make good use of the school's official public accounts, official Weibo accounts, campus bulletin boards, etc., to enhance students' successful experiences and create a positive entrepreneurial atmosphere.

Build an entrepreneurial practice platform to enhance students' experiences.

Schools should actively build various practical platforms for entrepreneurship and innovation to fully allow students to exercise their relevant skills and abilities. For example, organizing flea markets and other practical activities allows students to learn entrepreneurial skills such as sales, coordination and communication, and financial management in a real buying and selling situation. Schools should also

actively create entrepreneurial practice bases where students with entrepreneurial intentions can enter real practice bases for practical project training, such as setting up online stores, campus workshops, part-time sales agents, etc. The school provides students with free venues, basic equipment, project guidance, and other support so students can regard themselves as entrepreneurs, taking responsibility for their profits and losses and running their businesses. The school manages and assesses student teams through system construction so that as many entrepreneurial talents as possible can receive training and improve their entrepreneurial abilities here.

5.3 Limitations for Future Research

The study's scope: The results are restricted to the business school of Y University in Yunnan Province, and the sample sizes for each major are not equal by the sample size and research methodology. Our research is limited to the accounting and finance majors in the Business School of Yunnan Y University, and it is not easy to produce completely fair and reasonable results.

Limitations of the student sample: This study focuses on a cohort of first-year university students for whom entrepreneurship is more of a visionary endeavor as they have yet to be directly at the crossroads of career choices. Early career intention tendency is a valid predictor of the influence of entrepreneurial intentions. However, it should be noted that there is significant individual variability within the freshman cohort, which greatly increases the difficulty of deriving general conclusions for the cohort. Therefore, selecting a representative sample is critical in studies exploring whether specific behaviors or perceptions can influence entrepreneurial intentions. In addition, purpose sampling and stratified sampling are carried out in the sampling of university students, which results in the high bias of the sample to the economic management class.

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