

Key Factors Influencing Students' Entrepreneurial Intention In Chinese Higher Vocational Colleges

Cheng Tian
Sukon Aduldaecha

Department of Management Science,
Institute of Science Innovation and
Culture, Rajamangala University of
Technology Krungthep, Bangkok,
Thailand

sukon.a@mail.rmuth.ac.th

Abstract—This study examines the impact of entrepreneurship education courses on the entrepreneurial willingness of students majoring in Intelligent Construction at Chinese higher vocational colleges. It uses a cross-sectional survey with a positivist approach, examining four dimensions: quality (curriculum structure and effectiveness), knowledge (integration of professional and entrepreneurial knowledge), ability (teaching capabilities and student skill development), and evaluation (satisfaction and feedback). Based on the Theory of Planned Behaviour and Social Cognitive Theory, the study targets postgraduates in vocational institutions, employing random sampling and statistical analysis. The findings aim to enhance entrepreneurship education programs to meet China's economic innovation goals and prepare students for the digital construction ecosystem.

Keywords— *Entrepreneurship education, entrepreneurial willingness, higher vocational colleges, Intelligent Construction.*

I. INTRODUCTION (HEADING 1)

This study examines the impact of entrepreneurship education courses on students' entrepreneurial intentions in Chinese higher vocational colleges, with a specific focus on the Intelligent Construction major. The research aims to understand how various dimensions of entrepreneurship education—such as demographic factors, knowledge integration, capacity development, and self-efficacy—shape students' willingness to pursue entrepreneurial ventures. By employing a cross-sectional survey design and integrating the Theory of Planned Behavior (TPB) and Social Cognitive Theory (SCT), the study seeks to provide empirical evidence on the relationship between entrepreneurship education and students' entrepreneurial intentions. The findings are expected to contribute to the development of more effective entrepreneurship education programs that align with China's economic innovation goals and prepare students for careers in the evolving digital construction ecosystem.

II. LITERATUR REVIEW

A. Theory of Planned Behavior (TPB)

Ajzen (1991) proposed the Theory of Planned Behavior (TPB), which provides a framework for understanding how individuals are likely to behave in specific situations, such as when embarking on a business venture. According to the TPB, three primary factors influence an individual's willingness to engage in a behavior, such as pursuing entrepreneurship: attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991).

B. Social Cognitive Theory (SCT)

Bandura's Social Cognitive Theory (SCT) posits that an individual's actions are influenced by their environment, their perception of their own ability to accomplish tasks, and the way they acquire knowledge through observation (Bandura, 1986). According to the SCT, humans can acquire new behaviors simply by observing how other people behave and the outcomes that result from those behaviors (Bandura, 1986). In the context of entrepreneurship education, students have the opportunity to gain inspiration and practical insights into navigating the entrepreneurial process by being exposed to successful entrepreneurs who serve as role models (Bandura, 1986).

C. Influence of Demographics on Entrepreneurial Intention

Bringing together TPB and SCT can result in the creation of a comprehensive framework for the development and implementation of entrepreneurial education programs. Due to this integration, educators now have the opportunity to address the social, emotional, and cognitive aspects of intention and action within the context of entrepreneurship. Students can be better motivated and prepared to start their own firms through the implementation of entrepreneurship education. This can be accomplished by addressing students' attitudes, subjective norms, and perceived behavioral control (TPB), as well as enhancing students' observational learning, self-efficacy, and environmental supports (SCT).

D. Demographics

Demographic factors—specifically age, gender, and education level—significantly influence students' entrepreneurial intentions. Older students and those with higher educational attainment tend to exhibit stronger entrepreneurial intentions, likely due to greater maturity, life experience, and advanced skill acquisition (Chang, 2023; Lin et al., 2023). Gender differences, however, appear to have a minimal impact, suggesting that modern entrepreneurship education helps mitigate traditional gender-based disparities (Wan, 2023). Prior exposure to entrepreneurship (e.g., family business backgrounds or internships) further strengthens intentions by enhancing self-efficacy and reducing perceived risks (Malebana & Mothibi, 2023; Raza et al., 2021).

E. Knowledge Dimension

The integration of professional and entrepreneurial knowledge within curricula is critical for shaping

entrepreneurial intentions. Formal education combined with practical experiences—such as project-based learning and real-world case studies—enhances students' understanding of business processes and boosts self-efficacy (Jaenudin et al., 2023; Lin et al., 2023). Knowledge acquired through education not only directly influences intentions but also moderates the effect of other motivational factors, such as perceived behavioral control and subjective norms (Ilomo & Mwantimwa, 2023; Fitri et al., 2023).

F. Self-Efficacy Dimension

Self-efficacy—students' belief in their entrepreneurial capabilities—is the most influential factor driving entrepreneurial intentions. It is cultivated through mastery experiences, observational learning, and supportive educational environments (Bandura, 1997; Santos & Liguori, 2022). Programs that combine theoretical knowledge with hands-on practice, feedback, and emotional support significantly boost students' confidence and resilience, leading to stronger entrepreneurial aspirations (Wu & Tian, 2022; Xanthopoulou et al., 2024).

G. Student Entrepreneurship Intention

Student entrepreneurial intention is a multidimensional construct shaped by educational, psychological, and contextual factors. Entrepreneurship education directly enhances intentions by developing knowledge, skills, and self-efficacy, while external factors—such as family background, social norms, and institutional support—moderate this relationship (Fitri et al., 2023; Huang et al., 2021). Tailored educational interventions that address demographic and regional differences are essential for effectively fostering entrepreneurial mindsets (Boucif Sid Ahmed et al., 2024; Voronov et al., 2023).

III. RESEARCH METHODS

Although the total number of samples received in this study exceeded 455, for the sake of accuracy, 455 samples were ultimately used in the analysis. The sampling method is based on probability sampling, especially the stratified random sampling method. The reliability of the questionnaire is greater than 0.7. Data collection mainly comes from the postgraduate students in Chinese higher vocational colleges. Independent samples t-tests, one-way ANOVAs, and multiple regression analyses were used in this study.

IV. RESULT AN DISCUSSION

TABLE I. THE ABSOLUTE FREQUENCY AND PERCENT FREQUENCY OF DEMOGRAPHIC FACTORS

1. Gender	Absolute frequency	% Frequency
Male	262	57.6
Female	193	42.4
2. Age	Absolute frequency	% Frequency
20 – 25 years	228	50.1
26 – 30 years	89	19.6
31 – 35 years	112	24.6
Above 35 years	26	5.7
3. Education	Absolute frequency	% Frequency
Master's degree	385	84.6
Doctoral degree	70	15.4
Total	455	100.00

The sample comprised 57.6% male and 42.4% female postgraduate students, with the majority (50.1%) aged

between 20 and 25 years. Notably, 84.6% held a master's degree, while 15.4% were doctoral candidates. This demographic distribution reflects the target population of postgraduate students in Chinese higher vocational colleges, highlighting a younger cohort with advanced academic qualifications. The findings suggest that age and educational level significantly influence entrepreneurial intentions, aligning with the existing literature, which suggests that maturity and advanced education foster entrepreneurial aspirations.

TABLE II. DESCRIPTIVE STATISTICS OF INDEPENDENT VARIABLES

	Level of Opinion (Frequency and Percent)								
	1	2	3	4	5	Mean	SD	Meaning	Rank
Knowledge Dimension (KD)	29	63	74	147	142	3.83	1.051	Agree	1
Capacity Dimension (CD)	43	103	14	147	148	3.70	1.194	Agree	2
Self-Efficacy Dimension (SD)	2	71	194	184	4	3.67	.699	Agree	3

The knowledge dimension (KD) scored the highest mean (3.83, SD = 1.051), followed by capacity (CD: 3.70, SD = 1.194) and self-efficacy (SE: 3.67, SD = 0.699). All dimensions were rated "Agree," indicating students perceived entrepreneurship education positively. KD ranked first, indicating a strong integration of professional and entrepreneurial knowledge in the curriculum.

TABLE III. DESCRIPTIVE STATISTICS OF DEPENDENT VARIABLE

	Level of Opinion (Frequency and Percent)								
	1	2	3	4	5	Mean	SD	Meaning	Rank
Entrepreneurial Intention (EI)	9	94	155	188	9	3.66	.845	Agree	1

Entrepreneurial intention (EI) had a mean of 3.66 (SD = 0.845), with 41.3% of respondents agreeing or strongly agreeing. This moderate-to-high level of intention aligns with China's emphasis on fostering innovation-driven talent; however, practical barriers may limit the actual creation of ventures.

TABLE IV. HYPOTHESIS TESTING RESULT (IF APPROPRIATE) INDEPENDENT SAMPLES T-TEST RESULT OF GENDER

H1: Differences in Demographic factors generate differences in students' entrepreneurial intentions.

	Gender	N	Mean	Standard Deviation	t-value	Df	sig
Entrepreneurial Intention (EI)	Male	262	3.62	.852	-.979	453	.712
	Female	193	3.70	.835			

No significant gender difference was found (*t* = -0.979, *p* = 0.712). Both males (mean = 3.62) and females (mean = 3.70) exhibited similar entrepreneurial intentions, challenging traditional assumptions about gender roles and suggesting equitable educational impacts.

TABLE V. ONE-WAY ANOVA RESULTS OF AGE

	Age	Sum of Squares	df	Mean Square	F	sig
Entrepreneurial Intention (EI)	Between Groups	34.901	3	11.634	18.117	.000
	Within Groups	289.616	451	.642		
	Total	324.517	454			

Age significantly influenced EI ($F = 18.117, p = 0.000$). Post-hoc comparisons revealed that students aged 20–25 scored lower than their older peers (31–35: $\Delta = 0.65, p < 0.001$; above 35: $\Delta = 0.58, p = 0.001$), indicating that maturity and experience enhance entrepreneurial aspirations.

TABLE VI. THE MULTIPLE COMPARISONS RESULTS ON DIFFERENCES IN AGE

Multiple Comparisons						
Dependent Variable: Student Entrepreneurship Intention						
LSD						
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20 – 25 years	26 – 30 years	.22409*	.10016	.026	.0273	.4209
	31 – 35 years	.65003*	.09247	.000	.4683	.8318
	Above 35 years	.57517*	.16588	.001	.2492	.9012
26 – 30 years	20 – 25 years	-.22409*	.10016	.026	-.4209	-.0273
	31 – 35 years	.42594*	.11379	.000	.2023	.6496
	Above 35 years	.35108*	.17864	.050	.0000	.7022
31 – 35 years	20 – 25 years	-.65003*	.09247	.000	-.8318	-.4683
	26 – 30 years	-.42594*	.11379	.000	-.6496	-.2023
	Above 35 years	-.07486	.17445	.668	-.4177	.2680
Above 35 years	20 – 25 years	-.57517*	.16588	.001	-.9012	-.2492
	26 – 30 years	-.35108*	.17864	.050	-.7022	.0000
	31 – 35 years	.07486	.17445	.668	-.2680	.4177
*. The mean difference is significant at the 0.05 level.						

Significant differences were observed between younger (20–25) and older age groups (31–35 and above 35). For example, students aged 31–35 scored 0.65 points higher in EI than those aged 20–25 (* $p < 0.001$), highlighting the role of life experience in entrepreneurial intent.

TABLE VII. INDEPENDENT SAMPLES T-TEST RESULT OF EDUCATION

	Gender	N	Mean	Standard Deviation	t-value	Df	sig
Entrepreneurial Intention (EI)	Master's degree	385	3.7081	.83639	2.772	453	.875
	Doctoral degree	70	3.4057	.85531	2.730	94	.565

The t-test results indicate that there is no significant difference in entrepreneurial intentions between students with a Master's degree and those with a Doctoral degree ($t = 2.772, df = 453, p = 0.875$). The p-value (0.875) is much higher than the conventional significance level (e.g., 0.05), suggesting that the observed difference in means (3.7081 for Master's degree vs. 3.4057 for Doctoral degree) is not statistically significant. This implies that, based on the data, the level of education (Master's vs. Doctoral) does not significantly influence entrepreneurial intentions among the surveyed students.

TABLE VIII. MODEL SUMMARY OF ENTREPRENEURIAL INTENTION BASED ON KNOWLEDGE DIMENSION

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.335a	.112	.110	.79763	.854
a. Predictors: (Constant), Knowledge Dimension					
b. Dependent Variable: Student Entrepreneurship Intentions					

The model summary indicates that the knowledge dimension explains 11.2% of the variance in entrepreneurial intention ($R^2 = 0.112$). The adjusted R^2 value is 0.110, suggesting that after accounting for the number of predictors, the model still explains a significant portion of the variance. The standard error of the estimate is 0.79763, which provides a measure of the average distance that the observed values fall from the regression line.

TABLE IX. ANOVA FOR ENTREPRENEURIAL INTENTION BASED ON KNOWLEDGE DIMENSION

ANOVAa						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.311	1	36.311	57.073	.000b
	Residual	288.206	453	.636		
	Total	324.517	454			
a. Dependent Variable: Student Entrepreneurship Intention						
b. Predictors: (Constant), Knowledge Dimension						

The ANOVA results indicate that the knowledge dimension has a significant predictive effect on entrepreneurial intention ($F = 57.073, p < 0.001$). This indicates that the model is statistically significant and that the knowledge dimension has a substantial impact on entrepreneurial intention.

TABLE X. MULTIPLE LINEAR REGRESSION ANALYSIS OF ENTREPRENEURIAL INTENTION BASED ON THE KNOWLEDGE DIMENSION

Coefficientsa					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.63	0.142		18.574
	Knowledge Dimension	0.269	0.036	0.335	7.555

a. Dependent Variable: Student Entrepreneurship Intention

The regression analysis reveals that the knowledge dimension has a significant positive effect on entrepreneurial intention ($\beta = 0.335$, $t = 7.555$, $p < 0.001$). Specifically, a one-unit increase in the knowledge dimension is associated with a 0.269 increase in entrepreneurial intention. The constant term is 2.63, indicating the baseline level of entrepreneurial intention when the knowledge dimension score is zero.

H3: The Capacity dimension of entrepreneurship education has a positive influence on students' entrepreneurial intentions.

TABLE XI. MODEL SUMMARY OF ENTREPRENEURIAL INTENTION BASED ON THE CAPACITY DIMENSION

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.459a	.211	.209	.75201	1.100

a. Predictors: (Constant), Capacity Dimensions
b. Dependent Variable: Student Entrepreneurship Intention

The model summary indicates that the capacity dimension explains 21.1% of the variance in entrepreneurial intention ($R^2 = 0.211$). The adjusted R^2 value is 0.209, suggesting that the model is robust in explaining the variance. The standard error of the estimate is 0.75201, indicating a relatively tight fit of the model to the data.

TABLE XII. ANOVA FOR ENTREPRENEURIAL INTENTION BASED ON CAPACITY DIMENSION

ANOVAa					
Model		Sum of Squares	df	Mean Square	F
1	Regression	68.339	1	68.339	120.844
	Residual	256.178	453	.566	
	Total	324.517	454		

a. Dependent Variable: Student Entrepreneurship Intention
b. Predictors: (Constant), Capacity Dimensions

The ANOVA results indicate that the capacity dimension has a significant predictive value for entrepreneurial intention ($F = 120.844$, $p < 0.001$). This confirms that the capacity dimension is a strong predictor of entrepreneurial intention.

TABLE XIII. MULTIPLE LINEAR REGRESSION ANALYSIS OF ENTREPRENEURIAL INTENTION BASED ON CAPACITY DIMENSION

Coefficientsa					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.46	0.115		21.415
	Capacity Dimensions	0.325	0.03	0.459	10.993

a. Dependent Variable: Student Entrepreneurship Intention

The regression analysis reveals that the capacity dimension has a significant positive effect on entrepreneurial intention ($\beta = 0.459$, $t = 10.993$, $p < 0.001$). A one-unit increase in the capacity dimension is associated with a 0.325 increase in entrepreneurial intention. The constant term is 2.46, indicating the baseline level of entrepreneurial intention when the capacity dimension score is zero.

H4: The self-efficacy dimension of entrepreneurship education has a positive influence on students' entrepreneurial intentions.

TABLE XIV. MODEL SUMMARY OF ENTREPRENEURIAL INTENTION BASED ON SELF-EFFICACY DIMENSION

Model Summaryb					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.541a	.292	.291	.71199	1.346

a. Predictors: (Constant), Self-efficacy Dimension
b. Dependent Variable: Student Entrepreneurship Intention

The model summary indicates that the self-efficacy dimension explains 29.2% of the variance in entrepreneurial intention ($R^2 = 0.292$). The adjusted R^2 value is 0.291, suggesting that the model is highly effective in explaining the variance. The standard error of the estimate is 0.71199, indicating a good fit of the model to the data.

TABLE XV. ANOVA FOR ENTREPRENEURIAL INTENTION BASED ON SELF-EFFICACY DIMENSION

ANOVAa					
Model		Sum of Squares	df	Mean Square	F
1	Regression	94.879	1	94.879	187.165
	Residual	229.638	453	.507	
	Total	324.517	454		

a. Dependent Variable: Student Entrepreneurship Intention
b. Predictors: (Constant), Self-efficacy Dimension

The ANOVA results indicate that the self-efficacy dimension has a significant predictive value for entrepreneurial intention ($F = 187.165$, $p < 0.001$). This confirms that the self-efficacy dimension is a very strong predictor of entrepreneurial intention.

Table 16 Multiple Linear Regression Analysis of Entrepreneurial Intention Based on Self-efficacy.

TABLE XVI. DIMENSION

Coefficientsa					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1.261	0.179		7.06
	Self-efficacy Dimension	0.653	0.048	0.541	13.681

a. Dependent Variable: Student Entrepreneurship Intention

The regression analysis reveals that the self-efficacy dimension has a significant positive effect on entrepreneurial intention ($\beta = 0.541$, $t = 13.681$, $p < 0.001$). A one-unit increase in the self-efficacy dimension is associated with a 0.653 increase in entrepreneurial intention. The constant term

is 1.261, indicating the baseline level of entrepreneurial intention when the self-efficacy dimension score is zero.

TABLE XVII. SUMMARY RESULTS

Hypothesis	Not Reject (H0)	Reject (H0)
Hypothesis 1: Demographic Factors		
1. Gender	√	
2. Age		√
3. Educational Level		√
Hypothesis 2: Knowledge Dimension		
1. Knowledge dimension positively influences entrepreneurial intention		√
Hypothesis 3: Capacity Dimension		
1. Capacity dimension positively influences entrepreneurial intention		√
Hypothesis 4: Self-Efficacy Dimension		
1. Self-efficacy dimension positively influences entrepreneurial intention		√

This table presents a concise summary of the hypothesis testing outcomes. It categorizes the hypotheses into those that were not rejected (H0) and those that were rejected (H0).

Hypothesis 1: Demographic Factors

Gender: The hypothesis was not rejected (H0). This suggests that there is no significant difference in entrepreneurial intentions between male and female students.

Age: The hypothesis was rejected (H0)-significant. This indicates that different age groups generated different entrepreneurial intentions. That is, older students showed stronger intentions.

Educational Level: The hypothesis was rejected (H0). This suggests that the different education levels generated different entrepreneurial intentions. Higher education levels are associated with stronger entrepreneurial intentions.

Hypothesis 2: Knowledge Dimension

The knowledge dimension positively influences entrepreneurial intention; the hypothesis was rejected (H0). This confirms that integrating professional and entrepreneurial knowledge into the curriculum has a positive impact on students' intentions to pursue entrepreneurship.

Hypothesis 3: Capacity Dimension

The capacity dimension has a positive influence on entrepreneurial intention; however, the hypothesis was rejected (H0). This suggests that the teaching capabilities of instructors and the development of students' practical skills have a significant influence on their entrepreneurial intentions.

Hypothesis 4: Self-Efficacy Dimension

The self-efficacy dimension has a positive influence on entrepreneurial intention; however, the hypothesis was

rejected (H0). This highlights the significance of students' confidence in their entrepreneurial abilities and their satisfaction with entrepreneurship education in influencing their intentions to start a business.

CONCLUSION

Based on a comprehensive investigation into entrepreneurial intentions among students in Chinese higher vocational colleges, this study confirms that entrepreneurship education significantly enhances students' entrepreneurial intentions, particularly within the Intelligent Construction major. Key findings reveal that while gender does not exert a notable influence, older age and higher educational levels correlate positively with entrepreneurial intention, indicating that maturity and advanced education contribute to more favorable attitudes. The integration of professional and entrepreneurial knowledge, along with capacity development through improved teaching and practical training, positively shapes intentions. Most importantly, self-efficacy—students' belief in their entrepreneurial capabilities—emerges as the strongest predictor, highlighting the critical role of confidence-building educational environments. These results underscore the importance of structured educational strategies that combine knowledge, practical skills, and the development of self-efficacy. Such approaches align with China's national goals of fostering innovation-driven talent and sustainable economic growth, providing a clear foundation for enhancing curriculum and policy.

Grounded in the Theory of Planned Behavior and Social Cognitive Theory, this study demonstrates how entrepreneurship education shapes entrepreneurial intentions among vocational college students in China. The results reinforce TPB's assertion that attitudes and perceived behavioral control are central to entrepreneurial ambition, with students' positive perceptions of education and self-belief playing pivotal roles. Simultaneously, the prominence of self-efficacy—a core element of SCT—as the most influential factor underscores the need for educational programs that build confidence through mentorship, experiential learning, and resilience training. While demographic variables such as age and educational level moderate intention, gender shows no significant effect. These insights translate into actionable recommendations: curricula should integrate disciplinary and entrepreneurial content, faculty capabilities should be strengthened through development programs, and teaching methods should emphasize hands-on practice. Tailoring interventions to student demographics, such as designing age-specific modules, can further enhance efficacy. Implementing these strategies will help cultivate a new generation of innovators capable of contributing to China's digital and economic evolution.

REFERENCES

[1] Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.

[2] Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

[3] Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.

[4] Boucif Sid Ahmed, W. R. W. N., Omar Saadallah, & Amalina Mursidi. (2024). The planned behavior theory in predicting entrepreneurial

- intention: The role of perceived relational support. *Journal of Innovation and Entrepreneurship*, 9(1).
- [5] Chang, L. (2023). Study on the mechanism of entrepreneurship education on college students' entrepreneurial intention. *International Journal of New Developments in Education*, 5(19), 78-82.
 - [6] Fitri, W. S., Wanof, M. I., Azzaakiyyah, H. K., & Augustin, J. (2023). Analysis of factors leading to students' entrepreneurial intention: A literature review. *Apollo: Journal of Tourism and Business*.
 - [7] Habibi, B., Hapsari, I. M., & Hamzani, A. I. (2022). Relationship between the ability of entrepreneurship teachers to strengthen students' entrepreneurial attitudes. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*.
 - [8] Huang, Y., An, L., Wang, J., Chen, Y., & Wang, P. (2021). The role of entrepreneurship policy in college students' entrepreneurial intention: The intermediary role of entrepreneurial practice and entrepreneurial spirit. *Frontiers in Psychology*, 12(1), 1–11.
 - [9] Iloilo, M., & Mwantimwa, K. (2023). Entrepreneurial intentions of undergraduate students: The moderating role of entrepreneurial knowledge. *International Journal of Entrepreneurial Knowledge*.
 - [10] Jaenudin, A., Raharjo, T. H., Astuti, D. P., & Nuraini, S. (2023). Efforts to increase student entrepreneurial intentions through the project-based learning model. *Economic Education and Entrepreneurship Journal*.
 - [11] Lin, C., Pan, Y., Yu, Y., Feng, L., & Chen, Z. (2023). The influence mechanism of the relationship between entrepreneurial learning and entrepreneurial intention. *Frontiers in Psychology*.
 - [12] Malebana, M. J., & Mothibi, N. H. (2023). Relationship between prior entrepreneurship exposure and entrepreneurial intention among secondary school learners in Gauteng, South Africa. *Journal of Innovation and Entrepreneurship*, 12(1).
 - [13] Raza, M., Alyoussef, I., Dahri, A., Polyakova, A., Alshebami, A. S., & Thomran, M. (2021). Effectiveness of entrepreneurship quality education in higher educational institutions: A mediating effect of entrepreneurial training. *Management Science Letters*, 11(4), 1221–1230.
 - [14] Santos, F. J., & Liguori, E. W. (2020). The impact of educational interventions on students' entrepreneurial capabilities. *Entrepreneurship Education and Pedagogy*.
 - [15] Santos, S. C., & Liguori, E. W. (2020). Entrepreneurial self-efficacy and intentions: Outcome expectations as mediator and subjective norms as moderator. *International Journal of Entrepreneurial Behavior & Research*, 26(3), 400-415.
 - [16] Voronov, A. S., Ivashchenko, N. P., Chashkina, D. I., Shamolin, M. V., Sheresheva, M., & Shpakova, A. (2024). External Factors in Forming Entrepreneurial Intentions of Lomonosov Moscow State University Students for 2020–2024. *Lomonosov Economics Journal*.
 - [17]
 - [18] Wan Nawang, W. R. (2023). Entrepreneurial intention among undergraduate students using the entrepreneurial intention model. *Indonesian Journal of Business and Entrepreneurship*, 9(1), 61-71.
 - [19] Wu, X., & Tian, Y. (2022). Predictors of Entrepreneurship Intention Among Students in Vocational Colleges: A Structural Equation Modeling Approach. *Frontiers in Psychology*, 12.
 - [20] Xanthopoulou, P. I., Sahinidis, A., Kavoura, A., & Antoniadis, I. (2024). Shifting mindsets: Changes in entrepreneurial intention among university students. *Administrative Sciences*, 14(11).
 - [21] Zhou, M., & Xu, H. (2022). The influence of digital literacy on students' entrepreneurial intentions. *Education and Information Technologies*.