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The Influence of Internal Factors, Education and Policy on Entrepreneurial Behavior in Guangdong Higher Vocational Colleges

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Abstract: This dissertation examines the effects of internal factors, education, and policy on the entrepreneurial behaviors of students in Guangdong Higher Vocational Colleges. The research delves into the impacts of entrepreneurial awareness, cognition, self-efficacy, and education, alongside the significant role of entrepreneurship policy in molding students' entrepreneurial intentions. A mixed-methods approach was employed, blending quantitative and qualitative analyses to explore these relationships thoroughly. Results indicate that internal factors such as entrepreneurial awareness and self-efficacy are significant predictors of entrepreneurial intentions. Entrepreneurship education is identified as a crucial factor that enhances students' motivation and capabilities to partake in entrepreneurial activities. The study also underscores the substantial influence of governmental policies in fostering an entrepreneurial mindset among students. Additionally, this research explores the moderating effects of socio-environmental factors and gender on the nexus between entrepreneurial intentions and behaviors, revealing a complex interplay among personal, educational, and policy-related elements. This dissertation contributes to the academic understanding of entrepreneurial behaviors in vocational college settings and offers practical recommendations for optimizing entrepreneurship education and policies to better support students' entrepreneurial aspirations.

Keywords: Internal factors; Education; Policy; Entrepreneurial behavior; Guangdong Higher Vocational Colleges

Introduction

In the evolving landscape of global economic development, entrepreneurship education emerges as a pivotal force, capable of igniting innovation and fostering economic growth. This study delves into the multifaceted realm of entrepreneurship education within Guangdong Higher Vocational Colleges, exploring its profound impact on students' entrepreneurial intentions and behaviors. The significance of cultivating a robust educational framework that not only imparts theoretical knowledge but also practical entrepreneurial skills is underscored by the increasing need to adapt to the dynamic economic demands and opportunities of the modern world.^[1]

At the core of this research is a comprehensive analysis that explores the impact of internal factors such as entrepreneurial awareness, cognition, and self-efficacy, in conjunction with external catalysts like entrepreneurship policy and social environmental factors. These elements are meticulously examined to understand their combined effects on shaping entrepreneurial intentions and behaviors among students. Additionally, the study delves into the roles of gender and social contexts as moderating variables, offering a holistic view of the diverse pathways through which individuals engage with entrepreneurship.^[2]

1. Significance of research

This research delves into the multifaceted relationship between internal factors, Entrepreneurship Education, and policy, and their collective influence on entrepreneurial behaviors within the context of Guangdong Higher Vocational Colleges. Moreover, it examines the critical moderating roles of entrepreneurial education and policy. Drawing upon the theoretical underpinnings of the Theory of Planned Behavior, Social Cognitive Theory, Self-Efficacy Theory, and Entrepreneurial Theory, the study endeavors to elucidate the nuanced mechanisms and pathways through which innovation and entrepreneurship education shape individual entrepreneurial intentions.^[3]

The outcomes of this research promise to enhance our comprehension of the determinants that sculpt entrepreneurial behaviors among students at these vocational colleges. By providing empirical substantiation for the efficacy of innovation and entrepreneurship education in steering students' entrepreneurial intentions and actions, the study offers actionable insights for policy architects and educational practitioners. These insights are crucial for formulating and executing entrepreneurship policies and educational programs that are empirically grounded

and effective. The integration of multiple theoretical frameworks enriches the academic dialogue on entrepreneurial intention, yielding a more comprehensive exploration of how educational initiatives in innovation and entrepreneurship influence individuals. These theoretical advancements pave the way for future scholarly inquiries in the domain of entrepreneurship education, potentially transforming both academic thought and pedagogical practice.^[4]

2. Methodology

The study delineates the comprehensive methodology employed in the study, bridging theoretical insights with practical investigation to elucidate entrepreneurial behaviors and intentions within Guangdong Higher Vocational Colleges. It systematically outlines the research methods, encapsulating the sequential steps from initial conceptualization to data collection and analysis. The methodology is structured to ensure rigorous academic scrutiny, providing a robust framework that supports the study's empirical and theoretical contributions. It begins by defining the research paradigm that underpins the study, detailing the philosophical and theoretical foundations that guide the overall research approach.^[5] Following this, the research design is specified, highlighting the rationale behind the chosen methods and how they align with the study's objectives. The sampling process is then thoroughly explained, including the selection criteria, sample size, and techniques employed to ensure a representative participant pool. The subsequent sections discuss data collection procedures, instrument development, and the methodologies for pilot testing, which collectively ensure the reliability and validity of the data. Data analysis techniques are justified with a particular emphasis on the use of SPSS to handle the statistical needs of the study.^[6] This study concludes by summarizing the key aspects of the methodology, reaffirming its adequacy in addressing the research questions and achieving the set objectives, thereby setting the stage for the forthcoming analysis and discussion in later chapters.

3. Research results and analysis

The study delves into the quantitative analysis of data collected to explore the factors influencing entrepreneurial inclinations among students in Guangdong Higher Vocational Colleges. Employing a comprehensive statistical approach, this research aims to dissect the interplay between internal factors, motivations, and policies, and how they collectively shape students' entrepreneurial behaviors. SPSS, a robust statistical software, is utilized to manage, analyze, and interpret the extensive data sets, enabling a thorough examination of relationships between variables based on statistical evidence.^[7]

The chapter unfolds with an initial presentation of the demographic attributes of the participants through descriptive statistics, ensuring the reader grasps the context of the study. Subsequent sections detail the rigorous process of data preparation, including screening and cleaning, followed by an assessment of the reliability of the research instruments used. Central to the analysis is the application of multiple regression techniques, aimed at identifying the strength and direction of relationships between various independent variables—entrepreneurial awareness, Entrepreneurial Cognition, entrepreneurial self-efficacy, entrepreneurship education, and motivation—and the dependent variable, entrepreneurial behavior. Moreover, this chapter explores the moderating effects of gender, entrepreneurship policy, and environmental Social Environmental on these relationships, employing SPSS's advanced analytical capabilities to test hypotheses and draw meaningful conclusions.^[8]

The methodology and subsequent findings are presented with the aid of tables and graphical illustrations, enhancing the clarity and digestibility of the statistical results. Each analytical step is justified and elaborated upon, ensuring the reader understands the robustness and relevance of the techniques employed. As the chapter progresses, it transitions into a discussion that begins to interpret the findings, setting the stage for a more detailed exploration in the subsequent chapter. This discussion not only highlights the initial insights from the data but also contextualizes them within the broader academic dialogue concerning entrepreneurship education. This structured approach not only facilitates a smooth narrative flow but also ensures that the reader can easily follow the complex statistical analyses, leading to a comprehensive understanding of the studied phenomena.^[9]

4. Suggestion

Future research should delve deeper into several areas to expand upon the findings of this study and further enhance the understanding of entrepreneurial intentions and behaviors among students in vocational education settings. Firstly, longitudinal studies could provide valuable insights into the long-term impact of entrepreneurial education on students' career paths and business success. Additionally, exploring other potential mediating and moderating factors, such as personality traits, cognitive biases, and economic conditions, could offer a more comprehensive understanding of the entrepreneurial process. Investigating the effectiveness of various educational methods and curricula tailored specifically for vocational colleges will be crucial in optimizing entrepreneurial education. Research should also examine the role of gender inclusivity in entrepreneurship programs to ensure that both male and female students benefit equally. Moreover, comparative studies across different cultural and regional contexts can help identify unique challenges and best practices in fostering entrepreneurship globally. Finally, collaboration between educational institutions, government agencies, and industry partners should be explored to create a supportive ecosys-

tem that nurtures entrepreneurial talent. By addressing these areas, future research can provide a robust theoretical and practical framework for enhancing entrepreneurship education and supporting aspiring entrepreneurs.^[10]

5. Conclusion

The study aims to synthesize the core findings of this research, offering a detailed discussion on the nuanced impact of internal factors, motivation, and policy on the entrepreneurial behaviors of students at Guangdong Higher Vocational Colleges. The chapter discusses the detailed findings in relation to the research questions and the six hypotheses proposed by this study. Furthermore, the analysis of the main findings is based on prior research conducted in the literature. The theoretical and practical significance and contributions of this research are subsequently reported. This document will summarize the results of the research project and discuss the research hypotheses. The study will also present its limitations and offer suggestions for future research.^[11]

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