

Influence of Entrepreneurship Education of College Students on Students' Entrepreneurial Willingness in Guangdong Province, China

อิทธิพลของการศึกษาการเป็นผู้ประกอบการต่อความเต็มใจของการเป็น
ผู้ประกอบการของนักศึกษาระดับวิทยาลัยในมณฑลกว่างตุง ประเทศจีน

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ABSTARCT

This study on the influence of college entrepreneurship education of college students' entrepreneurial willingness. Aims to solve two questions: whether entrepreneurship education can significantly improve the entrepreneurial willingness of college students, and what the influence mechanism of entrepreneurial education on college students' entrepreneurial willingness. This study adopts quantitative research method. Questionnaire survey was used as the main tool. The original sample data were collected and analyzed. In this study, Pearson correlation analysis and multiple regression analysis were used to analyze the correlation between entrepreneurial education and entrepreneurial willingness, and were also used to test research hypotheses. By collecting first-hand data and issuing questionnaires to students from 8 universities in Guangdong Province, the empirical research found that in the process of entrepreneurship education, students' participation and satisfaction with the content of entrepreneurship education have a significant incentive effect on students' willingness to start their own businesses. The teaching forms and the investment in educational resources can also improve students' entrepreneurial willingness. This points out the direction for the development of entrepreneurship education in colleges and universities, so as to make the allocation of teaching resources more reasonable and achieve better teaching effects.

Keywords: Entrepreneurship; Entrepreneurship Education; Entrepreneurial Willingness; Theory of Planned Behavior

บทคัดย่อ

งานศึกษานี้เป็นการศึกษาอิทธิพลของปัจจัยที่มีผลต่อภาวะการเป็นผู้ประกอบการของนักศึกษาที่ศึกษาในสถานศึกษาระดับวิทยาลัย ถึงความเต็มใจในการประกอบการ โดยมีจุดมุ่งหมายในการศึกษา 2 ประการคือ อะไรที่เป็นปัจจัยที่มีอิทธิพลต่อภาวะการเป็นผู้ประกอบการที่เต็มใจในการประกอบการ และสาระสำคัญของการเป็นผู้ประกอบการควรเป็นอย่างไร ซึ่งผลการวิจัยแต่เดิมโดยนักการศึกษาต่างๆ ประกอบกับประสบการณ์เชิงปฏิบัติและการใช้เครื่องมือวิเคราะห์ทางสถิติ ในแง่ของความสัมพันธ์ระหว่างทิศทางการประกอบการและความเต็มใจในการเป็นผู้ประกอบการ ทำให้ทราบว่าได้มีการนำข้อแนะนำในบางประการไปใช้ในการปรับปรุงในสถานศึกษาทั้งระดับวิทยาลัยและมหาวิทยาลัย

การศึกษานี้ใช้วิธีการวิจัยเชิงปริมาณด้วยเครื่องมือสำรวจหลักคือแบบสอบถามในการเก็บรวบรวมข้อมูล และวิเคราะห์ด้วยการใช้ KMO และ Cronbach's Alpha ในการทดสอบความน่าเชื่อถือและความถูกต้องของแต่ละตัวแปร และใช้การวิเคราะห์สหสัมพันธ์ของเพียร์สันและการวิเคราะห์การแจกแจงหลายตัวแปรเพื่อวิเคราะห์ความสัมพันธ์ระหว่างการศึกษของผู้ประกอบการและความตั้งใจของผู้ประกอบการ นอกจากนี้ยังใช้ในการทดสอบสมมติฐานการวิจัย จากการรวบรวมข้อมูลโดยตรงและออกแบบสอบถามแก่นักศึกษาจาก 8 มหาวิทยาลัยในมณฑลกวางตุ้งประเทศจีน ผลการวิจัยเชิงประจักษ์พบว่าในกระบวนการศึกษาการเป็นผู้ประกอบการมีส่วนร่วมของนักศึกษาและความพึงพอใจต่อเนื้อหาของการศึกษาการเป็นผู้ประกอบการมีผลอย่างมากต่อความตั้งใจของนักศึกษา เพื่อเริ่มต้นธุรกิจของตนเอง วิธีการศึกษาความเป็นผู้ประกอบการและการลงทุนทรัพยากรด้านการสอนช่วยปรับปรุงความเต็มใจในการเป็นผู้ประกอบการของนักศึกษาได้ดีขึ้น นอกจากนี้ยังชี้ให้เห็นทิศทางและแนวทางในการพัฒนาการศึกษาด้านผู้ประกอบการในวิทยาลัยและมหาวิทยาลัย เพื่อจัดสรรทรัพยากรการสอนในวิทยาลัยและมหาวิทยาลัยอย่างสมเหตุสมผลมากขึ้นและบรรลุผลการสอนที่ดี

คำสำคัญ: การเป็นผู้ประกอบการ; การศึกษาการเป็นผู้ประกอบการ; ความเต็มใจในการเป็นผู้ประกอบการ; ทฤษฎีการวางแผนพฤติกรรม

Introduction

1. Background of the Study

In recent years, the slowdown of domestic economic development has increased the employment pressure of college graduates, and the employment situation is facing severe challenges. In 2019, the number of college graduates nationwide reached

7.852 million. Entrepreneurship can promote economic and social development and relieve the employment pressure of college students. In 2012, at the 18th National Congress of the Communist Party of China, "increasing employment opportunities and increasing the proportion of employed people" was adopted as a national strategy for the first time. In

2015, the Ministry of Education stressed that all universities should offer innovation and entrepreneurship education courses, which are open to all students. It can be said that the Chinese government attaches great importance to entrepreneurship education.

However, the effect of entrepreneurship education is not satisfactory. The ratio of the entrepreneurial rate of college students in our country to the total number of graduates is still very low. College students have advanced knowledge, dare to take risks and dare to innovate. It is very necessary to do a good job in entrepreneurship education and stimulate students' entrepreneurial willingness. Based on this, this study conducts an empirical study on entrepreneurship education in colleges and universities, studies and demonstrates the influence mechanism of entrepreneurship education in colleges and universities on the entrepreneurial willingness of college students, and analyzes the relative influence of various factors in entrepreneurship education, which is

helpful to improve the content of entrepreneurship education and the entrepreneurial willingness of college students.

2. Objectives of the Study

a) Study the impact of entrepreneurship education on the promotion of entrepreneurial willingness of college students.

b) Analyze the relationship between various dimensions of entrepreneurship education and the entrepreneurial willingness of college students.

c) Put forward suggestions to improve the content of entrepreneurship education and enhance the entrepreneurial willingness of college students.

3. Research Questions

a) Whether entrepreneurship education can significantly improve the entrepreneurial willingness of college students

b) What the influence mechanism of entrepreneurial education on college students' entrepreneurial willingness.

4. Conceptual Framework

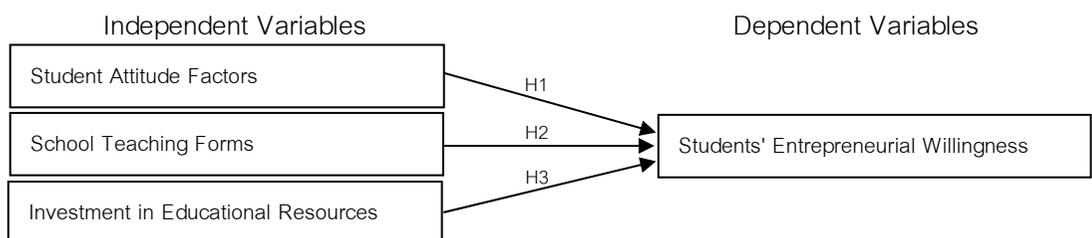


Figure 1 Conceptual Framework

5. Significance of the Study

On the basis of summarizing relevant research results, this study makes an empirical design and research demonstration on the relationship between college students' entrepreneurial education and entrepreneurial willingness. To a certain extent, it enriches the theoretical research in the relevant fields of entrepreneurial willingness. It has certain theoretical contribution to the research of entrepreneurship education in colleges and universities.

Literature Review

1. The Theory of Planned Behavior

Ajzen (1985) pointed out that the theory of rational action considers behavior to be the result of the will of the individual. However, most individual behaviors in daily life are not only derived from the subjective will of the individual, but also depend on the ability and conditions that the individual has to carry out such behaviors, that is, individual behavior control. In order to remedy the defects, Ajzen (1985) added perceptual control variables as a new component, thus forming the theory of planned behavior. The applicability of the theory of planned behavior in entrepreneurial research has been tested and supported by a large number of empirical studies. Tkachev & Kolvereid (1999) tested the validity of the three prevariables in the

theoretical model of planned behavior with Russian medical engineering undergraduates as the survey objects, and also drew the conclusion that these three prevariables were significantly correlated with individual entrepreneurial willingness.

Therefore, this study interprets the behavioral attitude variable transformation in the planned behavior theory as the student attitude factor, interprets the perceived behavioral control variable as the investment in educational resource, and interprets the meaning of subjective norms as the school teaching form. Thus, the theoretical conceptual model of this study is constructed.

2. Entrepreneurship Education

Entrepreneurship education should take teenagers as the object, cultivate their entrepreneurial passion, improve their entrepreneurial skills and reduce their entrepreneurial risks by (Izedonmi, 2010). Entrepreneurship education is an educational activity to cultivate entrepreneurial talents, effectively improve college students' entrepreneurial quality and ability, and ultimately develop their own career by (Hu Nannan, 2018). Wang Yuxuan (2019) divided entrepreneurship education into two dimensions: individual factors and school factors, and used these two dimensions to explain the relationship between entrepreneurship education and entrepreneurial motivation.

Based on the research of the appellate scholars, this study divides the entrepreneurship education in colleges and universities into three dimensions: student attitude factors, school teaching forms and investment in educational resources, to explore the influence on the entrepreneurial willingness of college students.

2.1 Student Attitude Factors

In order to ensure the smooth progress of entrepreneurship education in schools, it is necessary to improve students' satisfaction with the content of entrepreneurship education in schools and mobilize students' enthusiasm for active participation. College students who have participated in entrepreneurship education are more motivated to start their own businesses and are more likely to become entrepreneurs in the future by (Solesvik, 2013). Therefore, assume the following:

H1: Students' attitude factors have a positive effect on students' entrepreneurial willingness.

H1a: The more frequently college students participate in entrepreneurship education in colleges and universities, the more they can enhance their entrepreneurial willingness.

H1b: The higher the satisfaction of college students with the content of entrepreneurship education in colleges and universities, the more they will increase their willingness to start a business.

2.2 School Teaching Forms

Entrepreneurship education is a process of cultivating students' entrepreneurial awareness, improving entrepreneurial skills, improving entrepreneurial willingness and realizing entrepreneurial behavior by means of specific educational activities by (Ma Siyao, 2018). Entrepreneurship education, as a course combining theoretical knowledge and skill training, determines that its teaching form should pay attention to both theoretical teaching and practical teaching. Therefore, assume the following:

H2: School teaching forms have a positive impact on students' entrepreneurial willingness.

H2a: The better the entrepreneurship education curriculum is carried out, the more it will enhance the entrepreneurial willingness of college students.

H2b: The better the entrepreneurial practice activities are carried out, the more the university students' willingness to start a business will be enhanced.

H2c: The better the entrepreneurship seminars are, the more they will increase the entrepreneurial willingness of college students.

2.3 Investment in Educational Resources

Yue Jianjun (2012) pointed out that investment in education, such as the support of some educational funds, can provide

necessary conditions for those who receive education, so as to improve their quality and truly achieve the purpose of cultivating talents. Colleges and universities need to increase the investment of educational resources, from the quality of teachers, financial support and hardware facilities to provide enough support for entrepreneurship education of college students, so as to further affect their entrepreneurial willingness. Therefore, assume the following:

H3: Investment in Educational Resources have a positive effect on students' entrepreneurial willingness.

H3a: The higher the quality of teachers who carry out entrepreneurship education, the more they will increase the entrepreneurial willingness of college students.

H3b: The greater the investment in funding for entrepreneurship education, the greater the college students' willingness to start a business.

H3c: The better the education hardware facilities, the higher the college students' willingness to start a business.

3. Entrepreneurial Willingness

In the current research field of social psychology, willingness is used as an objective indicator for predicting behavior in most cases. Entrepreneurial willingness has a

very strong predictive effect on individual entrepreneurial behavior, which is the goal setting process of building a new enterprise or creating new value by (Bird,1988). Entrepreneurial willingness can explain and predict entrepreneurial behavior, is the subjective attitude of entrepreneurs whether they can carry out entrepreneurial activities, and is relatively the best indicator of entrepreneurial behavior prediction by (Krueger, 2000). In this article, the connotation of entrepreneurial intention is a mental state in which college students have entrepreneurial intentions and are prepared to consciously adopt entrepreneurial behavior at some point in the future.

Research Methodology

This study adopts quantitative research method. With questionnaire survey as the main tool, the original sample data were collected and analyzed. According to the official website of the Guangdong Department of Education, there are 154 universities in Guangdong Province in 2019, with nearly 2 million students enrolled. According to Yamane's formula, the target population of this study is 2,000,000, sample size would be 400, finally there were 407 valid questionnaires in this study.

Research Results and Hypothesis Testing

1. Correlation Analysis

Table 1 Correlations Analysis Results

Valid	1	2	3	4	5	6	7	8	9	10	11	12
Entrepreneurship												
Education Participation	1											
Entrepreneurship												
Education Content												
Satisfaction	0.606**	1										
Student Attitude Factors	0.791**	0.966**	1									
Entrepreneurship												
Course Teaching	0.209**	0.249**	0.259**	1								
Entrepreneurial Practice												
Activities	0.285**	0.209**	0.253**	0.417**	1							
Entrepreneurship												
Lectures	0.256**	0.232**	0.262**	0.404**	0.419**	1						
School Teaching Forms	0.319**	0.295**	0.331**	0.783**	0.781**	0.777**	1					
Teacher Quality	0.142**	0.190**	0.192**	0.132**	0.084	0.145**	0.154**	1				
School Funding Support	0.200**	0.135**	0.169**	0.070	0.090	0.110*	0.115*	0.449**	1			
Education Hardware												
Facilities	0.113*	0.170**	0.167**	0.073	0.041	0.031	0.062	0.493**	0.511**	1		
Investment in												
educational resources	0.182**	0.208**	0.219**	0.122*	0.090	0.128**	0.146**	0.880**	0.745**	0.778**	1	
Students'												
Entrepreneurial												
Willingness	0.451**	0.397**	0.452**	0.413**	0.548**	0.478**	0.614**	0.351**	0.384**	0.309**	0.426**	1

It can be seen from the correlation analysis results in the above table that the correlation coefficients of student attitude factors, school teaching forms, investment in educational resources as a whole and their dimensions and students' entrepreneurial willingness are positive, and the significance is

less than 0.05. Therefore, there is a significant positive correlation between student attitude factors, school teaching forms, investment in educational resources and its various dimensions and students' entrepreneurial willingness.

2. Regression Analysis

According to the results of correlation analysis, students attitude factors, school teaching forms and investment in educational

resources are significantly correlated with students' entrepreneurial willingness, so the regression analysis is carried out

Table 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.731 ^a	0.534	0.531	0.65514	1.825

As shown in the above table, R is 0.731 and R square is 0.534, with a good fitting degree, indicating that the established

model can explain 53.4% of the information. That is, most of the variables explained can be well explained by the model.

Table 3 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	198.533	3	66.178	154.186	0.000 ^b
Residual	172.970	403	0.429		
Total	371.503	406			

As shown in the table above, the observed value of the F test statistic is 154.186, and the corresponding probability P value is 0.000. The results of this table

can be used to test the significance of regression equations. Since the P value is less than 0.05, a linear model can be established.

Table 4 Regression Result

Model	Unstandardized		Standardized	t	Sig.	Collinearity Statistics	
	Coefficients		Coefficients			Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	-0.599	0.196		-3.063	0.002		
Student Attitude Factors	0.242	0.040	0.221	6.032	0.000	0.861	1.162
School Teaching Forms	0.589	0.043	0.496	13.732	0.000	0.885	1.130
Investment in Educational Resources	0.311	0.036	0.305	8.734	0.000	0.946	1.057

As shown in the table above, student attitude factors, school teaching forms, and investment in educational resources are all significant at the 0.05 level, with regression coefficients of 0.242, 0.589, and 0.311, respectively. It shows that student attitude factors, school teaching forms, investment in educational resources have a significant positive impact on students' entrepreneurial willingness.

3. Fractional Dimensional Regression

According to the results of correlation analysis, entrepreneurship education

participation, entrepreneurship education content satisfaction, entrepreneurship course teaching, entrepreneurial practice activities, entrepreneurship lectures, teacher quality, school funding support, education hardware facilities and students' entrepreneurial willingness are significantly related.

Table 5 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	0.753 ^a	0.566	0.558	0.63617	1.762

As shown in the above table, R is 0.753, R square is 0.566, and the fit is good, indicating that the established model

can explain 55.6% of the information. That is, most of the variables explained can be well explained by the model.

Table 6 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	210.430	8	26.304	64.994	0.000 ^b
Residual	161.074	398	0.405		
Total	371.503	406			

As shown in the table above, the observed value of the F test statistic is 64.994, and the corresponding probability P value is 0.000. According to the results of

this table, the significance test of the regression equation can be performed. Since the P value is less than 0.05, a linear model can be established.

Table 7 Regression Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-0.682	0.191		-3.571	0.000		
Entrepreneurship Education Participation	0.152	0.040	0.166	3.854	0.000	0.589	1.698
Entrepreneurship Education Content Satisfaction	0.098	0.044	0.095	2.228	0.026	0.600	1.667
Entrepreneurship Course Teaching	0.096	0.035	0.106	2.759	0.006	0.743	1.347
Entrepreneurial Practice Activities	0.305	0.036	0.325	8.397	0.000	0.727	1.376
Entrepreneurship Lectures	0.183	0.036	0.196	5.095	0.000	0.736	1.359
Teacher Quality	0.098	0.035	0.110	2.756	0.006	0.686	1.458
School Funding Support	0.144	0.033	0.179	4.423	0.000	0.667	1.500
Education Hardware Facilities	0.077	0.031	0.101	2.456	0.014	0.641	1.561

As shown in the table above, entrepreneurship education participation, entrepreneurship education content satisfaction, entrepreneurship course teaching, entrepreneurial practice activities, entrepreneurship lectures, teacher quality, school funding support, Education Hardware Facilities all have significant significance at the level of 0.05, and the regression coefficient 0.152, 0.098, 0.096, 0.305, 0.183, 0.098, 0.144, 0.077, respectively. It shows that entrepreneurship education participation, entrepreneurship education content satisfaction, entrepreneurship course teaching, entrepreneurial practice activities, entrepreneurship lectures, teacher quality, school funding support, completeness of

school entrepreneurship education hardware facilities all have significant positive effects on students' entrepreneurial willingness.

4. Hypothesis Testing

Through multiple regression analysis, it was verified that student attitude factors have a significant impact on students' entrepreneurial willingness (H1a and H1b hypothesis hold). School teaching forms have a significant impact on students' entrepreneurial willingness (H2a, H2b, H2c hypothesis hold). Investment in educational resources have a significant effect on students' entrepreneurial willingness (H3a, H3b, H3c hypothesis hold). The test results of the hypothesis in this study are as follows:

Table 8 The Hypothesis Test Results of Entrepreneurship Education on Entrepreneurial Willingness

Hypothesis	Results
H ₁ : Students' attitude factors have a positive effect on students' entrepreneurial willingness.	Accepted
H _{1a} : H1a: The more frequently college students participate in entrepreneurship education in colleges and universities, the more they can enhance their entrepreneurial willingness.	Accepted
H _{1b} : The higher the satisfaction of college students with the content of entrepreneurship education in colleges and universities, the more they will increase their willingness to start a business.	Accepted

Hypothesis	Results
H2: School teaching forms have a positive impact on students' entrepreneurial willingness.	Accepted
H _{2a} : The better the entrepreneurship education curriculum is carried out, the more it will enhance the entrepreneurial willingness of college students.	Accepted
H _{2b} : The better the entrepreneurial practice activities are carried out, the more the university students' willingness to start a business will be enhanced.	Accepted
H _{2c} : The better the entrepreneurship seminars are, the more they will increase the entrepreneurial willingness of college students.	Accepted
H3: Investment in educational resources have a positive effect on students' entrepreneurial willingness.	Accepted
H _{3a} : The higher the quality of teachers who carry out entrepreneurship education, the more they will increase the entrepreneurial willingness of college students.	Accepted
H _{3b} : The greater the investment in funding for entrepreneurship education, the greater the college students' willingness to start a business.	Accepted
H _{3c} : The better the education hardware facilities, the higher the college students' willingness to start a business.	Accepted

Conclusion and Suggestion

1. Conclusion

a) The participation degree and satisfaction degree of entrepreneurship education have a significant positive impact on college students' entrepreneurial willingness. This shows that students who actively participate in various forms of entrepreneurship education can acquire some basic theoretical knowledge and practical skills of entrepreneurship, realize the exploration and construction of their own entrepreneurship cognition, and lay a foundation for their future practical behavior.

b) The teaching forms of colleges and universities have a significant positive influence on the entrepreneurial willingness of college students, indicating that the higher the quality of entrepreneurship education, the higher the entrepreneurial willingness of college students. This study lists three main forms of teaching in colleges and universities. This result reflects that teaching methods that emphasize the combination of theory and practice will have a more positive effect on students.

c) Investment in educational resources have a significant promoting

effect on the improvement of entrepreneurial willingness of college students, indicating that the greater the resource input of colleges and universities, the greater the improvement of entrepreneurial willingness of college students. This indicates that high-quality teachers, abundant entrepreneurial education funds and better hardware facilities will enhance the entrepreneurial enthusiasm and willingness of college students.

2. Suggestion for Use

a) College students should carefully study entrepreneurship courses, understand relevant entrepreneurship policies, pay attention to relevant entrepreneurship information, and often discuss entrepreneurship related topics with teachers to enhance personal entrepreneurship willingness, and participate in practical activities, accumulate experience, improve the ability of resource acquisition and allocation, and lay a solid foundation for entrepreneurship.

b) Colleges and universities should establish a standardized system of entrepreneurship education courses, in combination with the practical situation of students improve entrepreneurship, the content of the organic combination of theory teaching and entrepreneurship practice activities, improve the students' ability and innovative thinking, and often

provide training related to entrepreneurship or lectures, regularly invited well-known entrepreneurs to teach their own businesses and experience to run a business. Students will be provided with opportunities to visit and practice in well-known enterprises, and campus activities such as simulated entrepreneurship and entrepreneurship design competition will be held to enable students to learn more information related to entrepreneurship and enhance students' entrepreneurial willingness.

c) Colleges and universities should pay attention to the construction of entrepreneurship education teachers, carry out scientific and systematic training for teachers, and improve their teaching effect and attraction. Students will be provided with financial support, and special funds will be set up to carry out scientific and technological innovation and entrepreneurship and business incubation park. The entrepreneurship education center of the school shall be improved, equipped with perfect entrepreneurship facilities, and the sand table simulation and company simulation shall be provided to meet the needs of students.

3. Suggestion for Future Research

First, in order to make the research conclusions more scientific, objective and instructive, the survey scope of samples

should be expanded, the sample distribution should be wider, the applicability of the research model among Chinese college students should be improved, and the research conclusions with more universal and practical significance should be drawn.

Second, future research can further explore other pre-variables of college

students' entrepreneurial willingness from the perspective of entrepreneurship education. Further expand the theoretical field of achievement entrepreneurial intention, make the research model more perfect.

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