

Cross-Culture Youth Entrepreneurial Education and Entrepreneurship: A Delphi and Empirical Analysis

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Abstract

This study examines the impact of demographic characteristics on youth entrepreneurial education and entrepreneurship. Utilising a modified Delphi method, the study gathered expert opinions from 12 experts to establish the evaluation framework. Exploratory and confirmatory factor analyses were conducted on 200 students. An additional 287 students were used for difference and relationship analyses. The results showed significant birthplace differences in entrepreneurial education and notable age-related variations in entrepreneurship levels, with older students (26-35 years) demonstrating higher entrepreneurial tendencies. Furthermore, the study found a significant positive relationship between entrepreneurial education and entrepreneurship, suggesting that enhanced entrepreneurial education can positively influence youth entrepreneurship.

Keywords: Entrepreneurial Education, Entrepreneurship, Delphi Method, Empirical Analysis, Youth

Introduction

Entrepreneurial education has increasingly been recognised as a critical factor in fostering entrepreneurial intentions among youth. Scholars argue that effective entrepreneurial education imparts the necessary knowledge and skills for starting a business and helps construct a robust entrepreneurial identity. This identity formation is crucial as it encourages students to envision themselves as future entrepreneurs, fueling their passion and commitment to entrepreneurial pursuits. Previous studies have highlighted the importance of strategically nurturing entrepreneurial identity through formal education, which guides students in acquiring entrepreneurship-related skills and generating entrepreneurial enthusiasm.

Despite the growing emphasis on entrepreneurial education, there remains a significant gap in understanding how different demographic characteristics influence the effectiveness of such Gender (Bosma & Kelley, 2020), age (Hatak et al., 2021), education level (Liguori et al., 2020), entrepreneurial experience (Santos et al., 2020), and birthplace

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(Urbano et al., 2020) can all influence an individual's entrepreneurial intentions and outcomes.

The necessity of this research is underscored by the evolving global economic landscape, which increasingly relies on innovation and entrepreneurial activities to drive growth and create job opportunities. For instance, a report by the Global Entrepreneurship Monitor indicates that youth entrepreneurship is pivotal in reducing unemployment rates and fostering economic resilience (Global Entrepreneurship Monitor, 2023). Furthermore, the increasing diversity in educational settings necessitates tailored approaches in entrepreneurial education to effectively address the varied backgrounds and needs of students (Organisation for Economic Co-operation and Development, 2022). This study aims to fill this gap by creating valid scales to measure youth entrepreneurial education and entrepreneurship and analysing the impact of various demographic characteristics on these constructs. By doing so, the study seeks to provide actionable insights for educators and policymakers to tailor entrepreneurial education programs that address the specific needs of diverse student populations, ultimately enhancing the entrepreneurial potential among youth.

Research Objective

1. To create valid youth entrepreneurial education and youth entrepreneurship scales.
2. To analyse the impact of different demographic characteristics on entrepreneurial education and entrepreneurship.
3. To evaluate the direct impact of entrepreneurial education on entrepreneurship.

Literature Review

Entrepreneurial education should improve individuals' intentions (Zhang et al., 2023). Entrepreneurial education teaches the knowledge and skills required for entrepreneurship and conveys the construction of entrepreneurial identity to students. In students' transition to entrepreneurial careers, it is crucial to cultivate entrepreneurial identity strategically (Gartner & Teague, 2022). Students' cognition and skills are developed with the help of formal entrepreneurial education, which guides students to generate entrepreneurial passion by encouraging students to master entrepreneurship-related skills (Hassan et al., 2021). Smith and Green (2020) proposed that entrepreneurial education equips the educated with a relatively complete series of knowledge, skills, and spiritual qualities related to employment and entrepreneurship to plan their careers freely. Currently, most researchers define the concept of entrepreneurial education as an education model, paying particular attention to the entrepreneurial knowledge and skills received in specific places such as university classrooms.

Johnson et al. (2022) believe that an entrepreneur is a person who combines human, financial, and material resources to establish a new company. This definition highlights the foresight and confidence shown by people in uncertain situations. At the same time, they also link the risks and uncertainties in the entrepreneurial process with management and decision-making capabilities. Brown (2021) believes that successful entrepreneurs have the following spiritual traits: innovation and creativity, initiative, self-confidence, energy and workability, perseverance, leadership, acceptance of risks, need for achievement, tolerance of change and problem-management skills. Entrepreneurship is a dynamic relationship between a leader and a collaborator in which both are driven to higher levels of motivation by accurate and meaningful change. It requires teamwork, vision for the future, passion, integrity, trust, and curiosity, etc. (Müller & Zimmermann, 2020). Therefore, some studies believe that entrepreneurial education should be a kind of vocational education that focuses on cultivating talents engaged in business management. In particular, college students must transform from job seekers to entrepreneurs through entrepreneurial education (Zhang, 2021). Entrepreneurial education should be a kind of quality education and innovative education. To become high-quality talents with pioneering ability, it is necessary to cultivate college students' professionalism and sense of responsibility through entrepreneurial education (Rasiah et al., 2023).

Research Framework

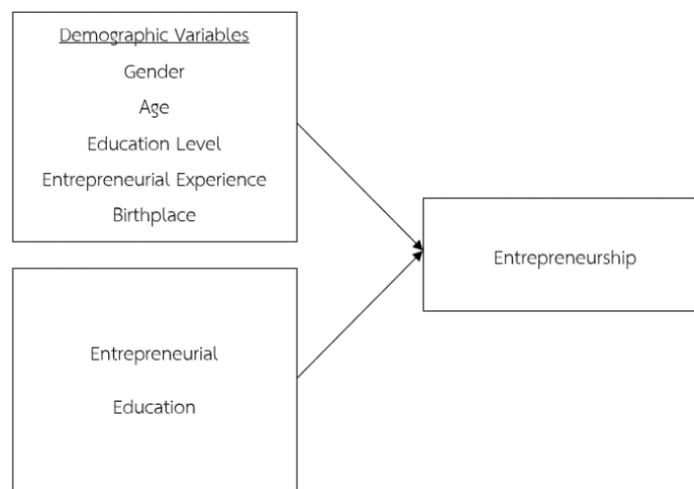


Figure 1 Research Framework

Research Methodology

Population and Sample

This paper uses literature analysis to construct a structured questionnaire for the evaluation system of entrepreneurial intention. The modified Delphi method is used to send it to relevant experts. The final version of the evaluation items is established by

integrating their opinions. Experts are the research subjects of this study, and there are three groups in total: corporate management, business education scholars, and government business officials.

Table 1 Delphi Research Samples

Expert	Identity	n
Corporate Management Experts	Have more than 10 years of experience in corporate management, cross-culture companies or related industries.	3
Business Education Scholars	Professors, associate professors, or researchers specialising in business administration, corporate management, and related fields. Everyone has published high-level academic papers and participated in significant research projects.	7
Government Business Officials	middle to senior officials in government business management departments, particularly those with extensive practical experience and an understanding of the youth entrepreneur or entrepreneurial intention.	2

The researcher invited 12 experts, including 3 business management experts, 7 business education scholars, and 2 government department work-related injuries. Considering cross-cultural differences in gender and location, the numbers were distributed evenly across genders and regions as much as possible. Among the 12 experts, 8 are male and 4 are female; 7 are from China, 5 are from Thailand.

To ensure the validity and reliability of the main study results, the pre-study of this study used a different sample from the main study (Creswell & Creswell, 2017). Considering the scarcity of the main study sample, this study selected a group with characteristics similar to the pre-study sample (Hertzog, 2008). The sample statistics of the pre-study and main study are as follows (Table 2).

Table 2 Pre-Study and Main Study Samples

Variables	Pre-Study		Main Study		
	n	prop.(%)	n	prop.(%)	
Gender	Male	83	41.50	129	44.47
	Female	117	58.50	158	55.21
Age	14-18	21	10.50	28	9.72
	19-25	119	59.50	159	54.86
	26-30	40	20.00	72	25.00
	31-35	20	10.00	28	9.72
Education	Lower-level undergraduate	61	30.50	72	25.00
	Senior undergraduate	80	40.00	100	34.72
	Master	40	20.00	72	25.00
	Doctoral	19	9.50	43	14.93

Experience	Yes	60	30.00	100	34.72
	No	140	70.00	187	65.28
Birthplace	Southern	80	40.00	100	34.72
	Central	70	35.00	115	39.93
	Western	50	25.00	72	25.00

The pre-study samples were collected online at a university in Ningbo, China, using stratified sampling. The results from 200 samples indicated a higher proportion of females (60%) than males (40%). Most participants were aged 19-25 (60%) and were primarily senior undergraduates (40%). Most had no entrepreneurial experience (70%), and most were from southern China (40%).

The main study samples were collected from Chinese students at a university in Thailand using stratified sampling. From 287 samples, females again outnumbered males (55.2% vs. 44.8%). Most were aged 19-25 (54.9%) and were predominantly senior undergraduates (34.7%). Most participants had no entrepreneurial experience (65.3%) and were primarily from central China (39.9%).

Research Instrument

The demographic variable scale has five parts: gender, age, education, entrepreneurial experience, and place of birth. Among them, gender includes male and female. The research object of this article is youth. According to the definition of youth in "The Middle- and Long-term Youth Development Plan (2016-2025)" of the State Council of the People's Republic of China (Xinhua, 2017), that is, youth between 14 and 35 years old. Therefore, the ages in this study include 14-18 years old, 19-25 years old, 26-30 years old, and 31-35 years old. Since this study's respondents are all students, Education includes lower-level undergraduate students (first and second years of undergraduate studies), senior undergraduate students (third and fourth years of undergraduate students), Master students are currently studying, and doctoral students are currently studying. Entrepreneurial experience consists of those with entrepreneurial experience and those without entrepreneurial experience. Place of birth is divided according to China's economic zones, including southern China, central China and western China.

The Youth Entrepreneurial Education Scale adopts the innovation and entrepreneurial education scale used by Li (2020). The scale has seven items in total, using a five-point Likert-type scale, with 1 is strongly agree, 2 is agree, 3 is neither agree nor disagree, 4 is disagree, and 5 is strongly disagree. The lower the score, the higher the youth entrepreneurial education.

The Youth Entrepreneurship Scale adopts the Entrepreneurial Characteristics Scale used by Kusmintarti et al. (2016). This scale has a total of 6 sub-dimensions. Among them, there are 4 items in the dimensions of the internal locus of control (ILC) sub-scale; there are 4 items in the dimensions of need for achievement (ACH) sub-scale; there are

4 items in the dimensions of risk-taking propensity (RTP) sub-scale; there are 5 items in the dimension of creativity (CRE) sub-scale; the dimension of social networking (SNW) sub-scale has 4 items; there are 4 items in the dimension of tolerance for ambiguity (TFA) sub-scale. The scale has a total of 25 items, using a five-point Likert-type scale, with 1 is strongly agree, 2 is agree, 3 is neither agree nor disagree, 4 is disagree, and 5 is strongly disagree. The lower the score, the higher the youth entrepreneurship.

Research Result

The research conducted three iterative rounds of Delphi surveys to gather expert opinions on the youth entrepreneurial education and entrepreneurship. In each round, experts from corporate management, business education, and government sectors provided feedback on the importance and clarity of various evaluation items. The results of each round were analysed to determine the level of consensus among experts, aiming to refine and validate the evaluation framework. The three-round results are shown in Table 3.

Table 3 Results of Three Rounds of Delphi Analysis

Item	1 st Round					2 nd Round				
	M	SD	Mo	QD	CV	M	SD	Mo	QD	CV
E1	3.67	1.12	4	2	0.30	5.00	0.00	5	0	0.00
E2	4.89	0.33	5	0	0.07	4.89	0.33	5	0	0.07
E3	4.56	0.73	5	1	0.16	5.00	0.00	5	0	0.00
E4	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
E5	4.56	0.73	5	1	0.16	5.00	0.00	5	0	0.00
E6	4.78	0.44	5	0.5	0.09	4.89	0.33	5	0	0.07
E7	4.89	0.33	5	0	0.07	5.00	0.00	5	0	0.00
R1	4.89	0.33	5	0	0.07	5.00	0.00	5	0	0.00
R2	4.67	0.71	5	0.5	0.15	5.00	0.00	5	0	0.00
R3	3.44	1.01	4	1.5	0.29	4.22	0.44	4	0.5	0.10
R4	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R5	4.56	0.73	5	1	0.16	5.00	0.00	5	0	0.00
R6	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R7	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R8	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R9	4.78	0.44	5	0.5	0.09	4.89	0.33	5	0	0.07
R10	3.89	1.05	4a	2	0.27	5.00	0.00	5	0	0.00
R11	4.56	0.73	5	1	0.16	5.00	0.00	5	0	0.00
R12	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R13	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R14	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R15	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R16	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00

R17	4.78	0.44	5	0.5	0.09	4.89	0.33	5	0	0.07
R18	4.00	0.87	3a	2	0.22	5.00	0.00	5	0	0.00
R19	4.67	0.71	5	0.5	0.15	5.00	0.00	5	0	0.00
R20	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R21	4.56	0.73	5	1	0.16	5.00	0.00	5	0	0.00
R22	4.89	0.33	5	0	0.07	4.78	0.44	5	0.5	0.09
R23	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
R24	4.78	0.44	5	0.5	0.09	5.00	0.00	5	0	0.00
W			0.216					0.470		
χ^2			58.285					126.825		
df			30					30		
<i>p</i>			0.000					0.000		

From Table 3, From the first round to the second round, the number of questions with an average score of more than 4 ranged from 28 to all; standard deviation of less than 1.0 increased from 28 to all; mode of 5 increased from 27 to 30, interquartile range of less than 0.6 risen from 16 to 26; coefficient of variation of less than 0.25 increased from 28 to all. This result shows that the experts reached a consensus in the second round of opinions. The Kendall's W value for the first round was 0.216 ($p < 0.001$), increased to 0.470 ($p < 0.001$) in the second round. The significant increase in Kendall's W value also proves that the consensus among experts risen significantly in the second round.

After the Delphi analysis, the exploratory factor analysis is used to explore the data structure, and validate the constructs identified through expert consensus. The results showed that the Bartlett sphericity test χ^2 value of The Youth Entrepreneurial Education Scale was 1389.179 ($P < 0.001$), and the KMO coefficient was 0.932; the Bartlett sphericity test χ^2 value of The Youth Entrepreneurship Scale was 5424.087 ($P < 0.001$), and the KMO coefficient was 0.957 The KMO of both scales exceeded 0.800, indicating that both scales can be subjected to exploratory factor analysis. The results of the exploratory factor analysis are shown in Table 4.

Table 4 Results of Exploratory Factor Analysis

Component	Communities	Component	Communities			
Entrepreneurial Education						
EE1	0.834	0.696	EE5	0.824	0.679	KMO=0.932 $\chi^2=1389.179$ $p<0.001$ Variance=69.122%
EE2	0.810	0.657	EE6	0.832	0.693	
EE3	0.812	0.660	EE7	0.859	0.738	
EE4	0.846	0.716				
Entrepreneurship						
	0.755	0.670		0.758	0.675	KMO=0.957 $\chi^2=5424.087$ $p<0.001$ Variance=88.437%
ILC	0.713	0.608	CRE	0.811	0.758	
	0.789	0.723		0.736	0.642	
	0.696	0.584		0.699	0.588	
ACH	0.724	0.624	SNW	0.812	0.760	
	0.803	0.744		0.696	0.585	
	0.808	0.754		0.759	0.676	
	0.779	0.706		0.766	0.686	
RTP	0.684	0.567	TFA	0.727	0.629	
	0.787	0.720		0.744	0.653	
	0.789	0.723		0.758	0.674	
	0.699	0.589		0.785	0.716	

Table 4 results indicate that the Youth Entrepreneurial Education scale is a single factor with 7 items, accounting for a total variance explained of 69.122%. In contrast, the Youth Entrepreneurship scale consists of 6 factors, with each factor comprising 4 items, and a total variance explained of 88.437%. All factor loading coefficients are greater than 0.70, indicating that the items are strongly correlated with their factors; the commonality of the factors is greater than 0.30, indicating that each item contributes more to the factor structure; the explanation rate of each factor is greater than 5%, indicating that there are no redundant factors. These results show that the scale has high reliability and validity and is suitable for subsequent research and data analysis. Based on the exploratory factor analysis, confirmatory factor analysis was used to estimate the structural validity of the scale. The results are shown in Table 5.

Table 5 Confirmatory Factor Analysis Results

Estimate	Std.Err	t	p	Estimate	Std.Err	t	p
Entrepreneurial Education							
0.799	0.025	32.515	0.000	0.787	0.023	34.142	0.000
0.769	0.028	27.937	0.000	0.803	0.024	33.827	0.000
0.773	0.033	23.113	0.000	0.841	0.018	47.320	0.000
0.824	0.019	44.527	0.000				
Entrepreneurship							
ILC				CRE			
0.737	0.022	34.084	0.000	0.751	0.021	34.939	0.000
0.699	0.023	29.946	0.000	0.812	0.019	42.238	0.000
0.779	0.019	41.601	0.000	0.721	0.025	28.924	0.000
0.674	0.027	24.834	0.000	0.690	0.025	27.728	0.000
ACH				SNW			
0.717	0.023	31.522	0.000	0.793	0.017	47.415	0.000
0.796	0.020	39.120	0.000	0.636	0.026	24.058	0.000
0.805	0.019	42.175	0.000	0.728	0.021	34.526	0.000
0.778	0.021	37.598	0.000	0.709	0.023	30.587	0.000
RTP				TFA			
0.655	0.027	23.994	0.000	0.686	0.025	27.288	0.000
0.766	0.018	42.272	0.000	0.731	0.022	33.053	0.000
0.758	0.021	36.529	0.000	0.725	0.023	31.451	0.000
0.672	0.026	26.240	0.000	0.759	0.021	36.212	0.000

Based on the exploratory factor analysis of the Youth Entrepreneurial Education Scale and Youth Entrepreneurship Scale, confirmatory factor analysis was conducted to estimate the construct validity of these scales. The results revealed that the Youth Entrepreneurial Education Scale demonstrated good fit indices ($\chi^2/df=1.644$, CFI=0.991, TLI=0.987, RMSEA=0.046, SRMR=0.021), with all factor loadings exceeding 0.70 (ranging from 0.769 to 0.841). Similarly, the Youth Entrepreneurship Scale also showed good fit indices ($\chi^2/df=3.183$, CFI=0.934, TLI=0.918, RMSEA=0.065, SRMR=0.040), with all factor loadings exceeding 0.60 (ranging from 0.636 to 0.812). These results indicate that both the Youth Entrepreneurial Education and Youth Entrepreneurship Scale possess good validity indicators.

This study conducted a reliability analysis on the Youth Entrepreneurial Education and Youth Entrepreneurship Scales. Cronbach's α value equal to 0.7 is the boundary value of the acceptable scale (Taber, 2018). The reliability analysis results are shown in Table 6.

Table 6 Result of Reliability Analysis

Variables		N	Cronbach's α	
Entrepreneurial Education		7	0.891	
	ILC	4	0.800	
	ACH	4	0.828	
Entrepreneurship				0.853
	RTP	4	0.835	
	CRE	4	0.859	
	SNW	4	0.815	
	TFA	4	0.884	

The reliability analysis results show that the reliability coefficients of each scale are between 0.8 and 0.9, indicating that these scales have good internal consistency and stability. These results show that each scale is highly reliable and suitable for subsequent research and analysis.

Based on the scales analysed, Table 7 presents the difference analysis results, which explores the variations in entrepreneurial education and entrepreneurship across different demographic groups.

Table 7 Difference Analysis Results

Variables		Entrepreneurial Education		Entrepreneurship	
		M \pm SD	t/F	M \pm SD	t/F
Gender	Male	3.600 \pm 0.890	1.660	3.484 \pm 0.822	-1.584
	Female	3.428 \pm 0.883		3.632 \pm 0.778	
Age	14-18	3.119 \pm 0.574	1.253	2.438 \pm 0.773	4.770**
	19-25	3.379 \pm 0.913		3.420 \pm 0.888	
	26-30	3.534 \pm 0.763		3.693 \pm 0.714	
	31-35	3.607 \pm 0.885		3.634 \pm 0.741	
Education	Lower-level undergraduate	3.681 \pm 1.032	1.335	3.846 \pm 0.569	0.634
	Senior undergraduate	3.323 \pm 1.096		3.612 \pm 0.812	
	Master	3.421 \pm 0.851		3.532 \pm 0.830	
	Doctoral	3.585 \pm 0.851		3.565 \pm 0.790	
Experience	Yes	3.448 \pm 0.872	1.069	3.640 \pm 0.769	-1.592
	No	3.558 \pm 0.906		3.493 \pm 0.826	
Birthplace	Southern	3.700 \pm 0.814	3.350*	3.628 \pm 0.732	0.927
	Central	3.450 \pm 0.873		3.509 \pm 0.833	
	Western	3.349 \pm 0.986		3.642 \pm 0.800	

Note: * $<$ 0.05, ** $<$ 0.01

From Table 7, Entrepreneurial Education shows no significant differences in gender ($t=1.660$, $P=0.098$), age ($F=1.253$, $P=0.288$), educational background ($F=1.335$, $P=0.263$), and entrepreneurial experience ($t=1.069$, $P=0.286$). However, there is a significant difference across regions ($F=3.350$, $P<0.05$). Post hoc tests reveal that students living in the Eastern region experience a significantly higher level of Entrepreneurial Education than those living in the Central and Western regions, while the levels of Entrepreneurial Education experienced by students in the Central and Western regions do not differ significantly.

In terms of Entrepreneurship, there are no significant differences in gender ($t=-1.584$, $P=0.114$), educational background ($F=0.634$, $P=0.594$), region ($F=0.927$, $P=0.397$), and entrepreneurial experience ($t=-1.592$, $P=0.112$). However, significant differences are observed across age groups ($F=4.770$, $P<0.01$). Specifically, students aged 26-30 ($M=3.534$, $SD=0.763$) and 31-35 ($M=3.607$, $SD=0.885$) experience significantly higher levels of Entrepreneurship compared to students aged 14-18 ($M=3.119$, $SD=0.574$) and 19-25 ($M=3.379$, $SD=0.913$). Additionally, students aged 19-25 experience significantly higher Entrepreneurship levels than those aged 14-18.

The correlation analysis indicates a significant positive relationship between entrepreneurial education and entrepreneurship ($r=0.12$, $P<0.05$). Table 8 presents the results of the regression analysis, examining the predictive power of various factors on entrepreneurship.

Table 8 Regression Analysis Results

Variable	Entrepreneurship		
	β	t	P
Gender	0.243	1.321	0.188
Age	0.063	1.703	0.090
Birthplace	-0.042	-0.726	0.469
Education	-0.026	-0.533	0.595
Experience	-0.036	-0.084	0.470
Entrepreneurial Education	0.094	2.037	0.043
R^2		0.040	
F		1.719	

After adding control variables, the results show that Entrepreneurial Education has a significant positive predictive effect on Entrepreneurship ($\beta=0.094$, $t=2.037$, $P<0.05$).

Conclusion

This study aimed to create valid scales for youth entrepreneurial education and youth entrepreneurship, and to analyse the impact of different demographic characteristics on these factors. The study employed a modified Delphi method to gather expert opinions, followed by exploratory and confirmatory factor analyses to validate the constructs. The results indicate that the Youth Entrepreneurial Education and the Youth Entrepreneurship Scales possess high reliability and validity. The exploratory factor analysis showed strong factor loadings and high variance explained, while the confirmatory factor analysis demonstrated good fit indices for both scales. The difference analysis revealed that entrepreneurial education does not significantly differ across gender, age, educational background, and entrepreneurial experience, but shows significant regional differences, with students from the Eastern region experiencing higher levels of entrepreneurial education. In contrast, entrepreneurship levels varied significantly across different age groups, with older students (26-35 years) showing higher levels of entrepreneurship than younger students (14-25 years). Correlation and regression analyses further indicated a significant positive relationship between entrepreneurial education and entrepreneurship, suggesting that enhanced entrepreneurial education can positively influence youth entrepreneurship. These findings underscore the importance of tailored entrepreneurial education programs considering regional and age-specific needs to foster entrepreneurial intentions and skills among youth. Policymakers and educators should focus on creating supportive environments and curricula that enhance entrepreneurial identity and competencies, ultimately contributing to the development of future entrepreneurs.

Discussion

The results corroborate the findings of Bosma and Kelley (2020), who reported that demographic factors such as gender significantly impact entrepreneurial intentions. However, in contrast to their findings, this study found no significant gender differences in entrepreneurial education and entrepreneurship levels, suggesting that gender may play a less critical role in the context of cross-cultural youth entrepreneurship. This discrepancy could be attributed to the specific cultural dynamics and educational environments in Thailand and China, highlighting the need for localized studies when examining entrepreneurial intentions. Additionally, this research supports the work of Hatak et al. (2021), which emphasized the influence of age on entrepreneurial intentions. It was observed that older students (26-35 years) exhibited higher entrepreneurial tendencies compared to their younger counterparts (14-25 years). This aligns with the notion that maturity and accumulated life experiences contribute to a stronger entrepreneurial drive. The significant age-related variations underscore the importance of age-specific entrepreneurial education programs that cater to the distinct needs and

capabilities of different age groups.

The findings also resonate with the studies of Liguori et al. (2020) and Santos et al. (2020), which highlighted the critical role of educational level and entrepreneurial experience in shaping entrepreneurial intentions. While this study did not find significant differences in entrepreneurial education across educational levels, it did reveal that students with entrepreneurial experience showed higher levels of entrepreneurship. This suggests that practical experience, more than formal education, might be a more potent driver of entrepreneurial intentions, reinforcing the call for experiential learning opportunities within educational curricula. Moreover, the regional disparities observed in this research align with Urbano et al. (2020), who found that birthplace significantly influences entrepreneurial activities. The data indicated that students from Eastern regions experienced higher levels of entrepreneurial education compared to those from Central and Western regions. This regional difference could be due to varying economic development levels and educational resources, pointing to the necessity for targeted interventions to bridge these gaps and promote equitable entrepreneurial opportunities across different regions.

This study adds to the existing literature by demonstrating a positive relationship between entrepreneurial education and entrepreneurship. This finding is consistent with Zhang et al. (2023) and Hassan et al. (2021), who argued that enhanced entrepreneurial education fosters entrepreneurial intentions. Specifically, enhanced entrepreneurial education not only imparts entrepreneurial knowledge and skills but also helps students develop an entrepreneurial mindset and identity. This can be attributed to the practical components often included in entrepreneurial education programs, such as project-based learning, simulations, and real-world entrepreneurial activities. These components engage students actively, fostering their entrepreneurial passion and confidence. Additionally, through education, students gain a better understanding of the challenges and opportunities within entrepreneurship, preparing them psychologically and skill-wise to face future entrepreneurial endeavors. Thus, designing robust entrepreneurial education programs that focus on both knowledge and skill transfer and the cultivation of an entrepreneurial mindset and identity is crucial.

Suggestion

Given the findings that entrepreneurial education has a significant positive impact on youth entrepreneurship, it is recommended that educational institutions, particularly universities, design and implement comprehensive entrepreneurial education programs. These programs should focus on imparting knowledge and skills and fostering an entrepreneurial mindset and identity among students. Special attention should be given to regional disparities; for instance, regions with lower levels of entrepreneurial education should receive targeted interventions to bridge the gap.

Moreover, since older students (26-35 years) show higher levels of entrepreneurship, universities could develop advanced, age-specific modules that cater to different age groups' unique needs and experiences, thereby maximising the potential of entrepreneurial education across all student demographics.

While the Delphi method and factor analyses provided robust insights, future research could benefit from incorporating a mixed-methods approach. This would involve qualitative methods such as in-depth interviews or focus groups to gain deeper insights into the reasons behind the quantitative findings. Additionally, longitudinal studies could be conducted to track changes in entrepreneurial intentions and outcomes over time, providing a more dynamic understanding of the impact of entrepreneurial education. Enhancing the sample diversity, especially by including students from various economic backgrounds and more geographical regions, could also improve the generalizability of the results. Finally, integrating technological tools and platforms for real-time feedback during the Delphi process could increase efficiency and engagement from expert participants.

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