International Journal of Environmental Sciences
ISSN: 2229-7359
Vol. 11 No. 5,2025
https://theaspd.com/index.php

RESEARCH ON FACTORS AFFECTING ENTREPRENEURSHIP EDUCATION IN HIGHER VOCATIONAL COLLEGES

Yuan Yujie[1],Supattra Pranee[2]
[1,2]College of Innovation Management, Suan Sunandha Rajabhat university, Bangkok, Thailand
404570365@qq.com, supatta.pr@ssru.ac.th

ABSTRACT
This research reveals that with the continuous advancement of the new normal of the economy, the demand for innovative and entrepreneurial talents in all walks of life is growing. As the main battlefield of entrepreneurship education, higher vocational colleges play an irreplaceable role in cultivating innovative and entrepreneurial talents, which is related to the smooth implementation of the national innovation strategy and the rapid development of the economy and society. Therefore, higher vocational colleges need to further increase the intensity of innovation and entrepreneurship education and cultivate more and better innovative and entrepreneurial technical talents.This research starts from the important factors and dimensions that affect entrepreneurship education, such as college students' entrepreneurial intention, entrepreneurial team, entrepreneurial support, and entrepreneurial courses, and deeply studies the important influence of these factors on the effect of entrepreneurship education in higher vocational colleges, and discusses the importance of these important factors in improving the quality of innovation and entrepreneurship education, improving college students' innovative and entrepreneurial skills, and cultivating innovative and entrepreneurial talents.This research took 1211 entrepreneurial mentors from 23 higher vocational colleges in Henan Province as samples, conducted an online questionnaire survey, and used the structural equation model to analyze the research objectives. The study found that factors such as college students' entrepreneurial intention, entrepreneurial team, entrepreneurial support, and entrepreneurial courses have an important correlation with entrepreneurship education in higher vocational colleges.This research constructed an entrepreneurship education system for higher vocational colleges, providing a theoretical and practical basis for the construction of an entrepreneurship education system for higher vocational colleges in Henan Province.
Keywords: *higher vocational colleges, entrepreneurship education, influencing factors*

INTRODUCTION

In 2014, Chinese government proposed the concept of "mass entrepreneurship and innovation", and clearly pointed out that promoting innovation and entrepreneurship is a major measure to stabilize economic growth, expand employment, and promote economic and social development. Subsequently, the State Council of China issued a series of policies to support innovation and entrepreneurship, selected dozens of universities across the country as national innovation and entrepreneurship demonstration bases, and vigorously advocated that universities carry out innovation and entrepreneurship education and encourage college students to innovate and start businesses. Local governments at all levels have subsequently introduced a series of measures to encourage college students to innovate and start businesses. In November 2021 and July 2022, Henan Province announced a list of 23 demonstration sites for deepening innovation and entrepreneurship education reform, which is the first step for Henan Province to focus on promoting entrepreneurship education in vocational colleges (Chongcharoen et al., n.d.).

Entrepreneurship education plays a vital role in talent training. It can not only cultivate students' innovative spirit and practical ability, but also enhance students' employment competitiveness and promote students' all-round development. Entrepreneurship education can stimulate students' entrepreneurial awareness, cultivate problem-solving skills, and provide practical experience, laying a solid foundation for future career development.

Entrepreneurship education encourages students to break out of traditional thinking patterns, think positively, and dare to try, thereby cultivating an innovative spirit. Through simulated entrepreneurship, project practice and other links, students can learn in practice, improve their problem-solving ability, and transform theoretical knowledge into practical skills. Entrepreneurship education is not only for students who are willing to start a business. The innovative spirit, problem-solving ability and practical experience it cultivates are very competitive in any industry. Even if you do not choose to start a business, these abilities can help students stand out in the job market. Entrepreneurship education is not only about imparting entrepreneurial knowledge, but more importantly, it is about cultivating students' comprehensive qualities such as leadership, teamwork spirit, and communication skills, and comprehensively improving students' ability to adapt to society. Colleges and universities integrate innovative entrepreneurship education into professional education, which helps students combine what they have learned with practice, improve their professional ability and innovative thinking, and cultivate talents with both professional knowledge and innovative spirit (Du et al., 2023).

Entrepreneurship education affects college students' employment ability, career planning and guides college students to make organizational preparations from four aspects: self-cognition and self-management, career exploration, job search preparation and test-taking skills, and employment policies and psychological adjustment. Entrepreneurial ability also has a far-reaching impact on the strategy of human resource development in higher vocational colleges. Innovative education is the most important way to shape modern human resources. Human resource management theory shows that the essence of innovative education is to deeply tap the potential of human resources, release the innovative vitality of human resources, deeply develop high-level human resources with high quality, and obtain more high-quality human resources (Li & Khan, n.d.).

With the continuous development of the economy and society, all walks of life are in urgent need of innovative and entrepreneurial spirits and innovative and entrepreneurial talents. Colleges and universities play an irreplaceable role in cultivating talents with innovative spirits, entrepreneurial awareness, and innovative and entrepreneurial capabilities. How to cultivate high-quality innovative and entrepreneurial talents and serve social development is a huge opportunity and severe challenge given to vocational colleges by the times.

2.Literature Review

2.1 Entrepreneurship education and entrepreneurship support

The government can formulate sound innovation and entrepreneurship policies and regulations to optimize the entrepreneurial environment for college students and protect and support college students to start their own businesses. Support from universities and society is also very important for the development of innovation and entrepreneurship education for college students（Xu Bo,2018）. The government, schools, enterprises and capital institutions are not strong enough in supporting students' innovation and entrepreneurship, which makes it difficult to guarantee and maintain the healthy development of the innovation and entrepreneurship education system. Only with the support of the government, schools, society and other parties, and the linkage of various subjects, can the innovation and entrepreneurship education system be guaranteed to operate in the cycle of teachers and personnel, funds and technology, practical activities and project support, and other resources, can talents with innovative spirit and entrepreneurial ability be cultivated(Wang Yunzhuan,2018). Liao Qian proposed that,The success of college students' entrepreneurship is inseparable from the guidance of the government and the support of the school education environment(Liao Qian,2020).

Based on the above literature study, the following hypotheses were formulated for this study.

H1: Entrepreneurship support positively influences entrepreneurship education.

2.2 Entrepreneurship education and entrepreneurship curriculum

Wang Ying believes that the innovation and entrepreneurship education courses for college students lack systematization, characteristics and innovation. The course teaching lacks guidance function, lacks practicality and

application, focuses on instilling entrepreneurial knowledge, has a single teaching model, and is not truly integrated with practical teaching(Wang Ying,2021). Vocational colleges lack professional and systematic innovation and entrepreneurship teaching materials design, and lack systematic practical teaching explanations. In the actual teaching process, students' creative inspiration and entrepreneurial passion are not inspired at all. The innovation and entrepreneurship education course is only a basic course, and there is no subsequent teaching content afterwards(Chen Jia,2021).

Based on the above researches in the literature, this study proposes the following hypotheses.

H2: Entrepreneurship curriculum positively influences entrepreneurial intention.

2.3 Entrepreneurship education and teaching team

2.3 Entrepreneurship education and teaching team

2.3 Entrepreneurship education and teaching team

Theodore Schultz and Gary Becker proposed (Schultz 1961; Becker 1964) that human resources are not only labor, but also capital that can be invested and increased in value. Human capital is an important force to promote economic development. It is the sum of knowledge, skills, experience and health that workers have that can create economic value. Investing in human capital through education, training and other means can improve the quality, skills and productivity of the labor force and promote economic development.

From the human capital theory, it can be seen that the entrepreneurship education team is the core influencing factor of entrepreneurship education. Meng Yan believes that the number of full-time innovation and entrepreneurship teachers in colleges and universities, the number of part-time mentors in enterprises, and the number of teachers with innovation and entrepreneurship experience have a very important impact on innovation and entrepreneurship education; the external innovation and entrepreneurship mentor mechanism is the most important influencing factor in the innovation and entrepreneurship education teacher resource team. It is an important observation point for colleges and universities to hire industry experts or successful entrepreneurs as part-time mentors to teach or provide professional guidance (Quan & Khan, 2024).

Teachers in the entrepreneurship education teaching team are called "entrepreneurship mentors", which refers to experienced people who provide guidance, advice and support to entrepreneurs during the entrepreneurial process. They usually have entrepreneurial experience, industry knowledge or professional skills, and can help entrepreneurs solve problems, expand their network, and increase the success rate of entrepreneurship. The main responsibility of an entrepreneurship mentor is to provide guidance to entrepreneurs, including project evaluation, development planning, market analysis, risk management, etc., to help entrepreneurs avoid detours and improve their entrepreneurial efficiency. Entrepreneurship mentors can play multiple roles. They are not only good teachers and friends of entrepreneurs, but also their partners and supporters, providing all-round help in the entrepreneurial process. The active participation of entrepreneurship mentors can promote the formation of a social entrepreneurial atmosphere, inspire more people to engage in entrepreneurship, and promote economic development and social innovation (Zhang & Khan, 2024).

Based on the above literature research, this study proposes the following hypothesis:

H3: The teaching team has a positive impact on entrepreneurship education.Based on the above literature research, this study proposes the following hypothesis:

H3: Teaching team positively influences entrepreneurship education.

2.4 Entrepreneurship education and entrepreneurial intention

Entrepreneurial subjects need to have certain entrepreneurial qualities, and the spirit of innovation is the basic quality of many entrepreneurial qualities. Innovative ideas, competition concepts, operation concepts, active practice tendencies and risk awareness are all the content and main manifestations of the spirit of innovation(Hua Zhen,2018).（Tao Qiuxiang,2018）The factors that affect students' innovation and entrepreneurship ability are divided into subjective students' innovation and entrepreneurship motivation or willingness and objective

students' innovation and entrepreneurship quality. Students' innovation and entrepreneurship motivation has the most obvious effect on promoting the quality of innovation and entrepreneurship education.

Based on the above research in the literature, this study proposes the following hypotheses.

H4: Entrepreneurial intention positively influences entrepreneurship education.

2.5 Entrepreneurship support and entrepreneurial intention

Support from the government and other aspects can encourage college students to have a good entrepreneurial direction, help entrepreneurs themselves create a good entrepreneurial atmosphere, enable college students to make the right entrepreneurial choices in this high-quality environment, and further enhance their willingness to start a business(He Chengxu,2019). Zhang Ling believes that entrepreneurial support has a significant positive impact on entrepreneurial attitudes. The support of society, parents, relatives and friends affects entrepreneurial attitudes, that is, the more social support one perceives, the stronger one's entrepreneurial intention(Zhang Ling,2020).

Based on the above literature research, this study proposes the following hypotheses.

H5: Entrepreneurship support positively influences entrepreneurial intention.

2.6 Teaching Curriculum and entrepreneurial intention

Tang Tianquan believes that entrepreneurial competitions, entrepreneurial learning, and entrepreneurial practice activities guided by innovative education and teaching teams are closely related to entrepreneurial intentions(Tang Tianquan,2020).

(Wang Jingjing,2020)The entrepreneurship and management courses taught by the teaching team and the practical exchange activities provided have, to a certain extent, enhanced students' management, relationship management and opportunity identification abilities, strengthened students' confidence in their own entrepreneurial abilities, improved their entrepreneurial self-efficacy, and thus promoted students' entrepreneurial intentions.

Based on the above research in the literature, this study proposes the following hypotheses.

H6: Teaching team positively influences entrepreneurial intention.

2.7. Research model

Based on the literature review and assumptions, the conceptual model of this paper is shown in Figure 1.

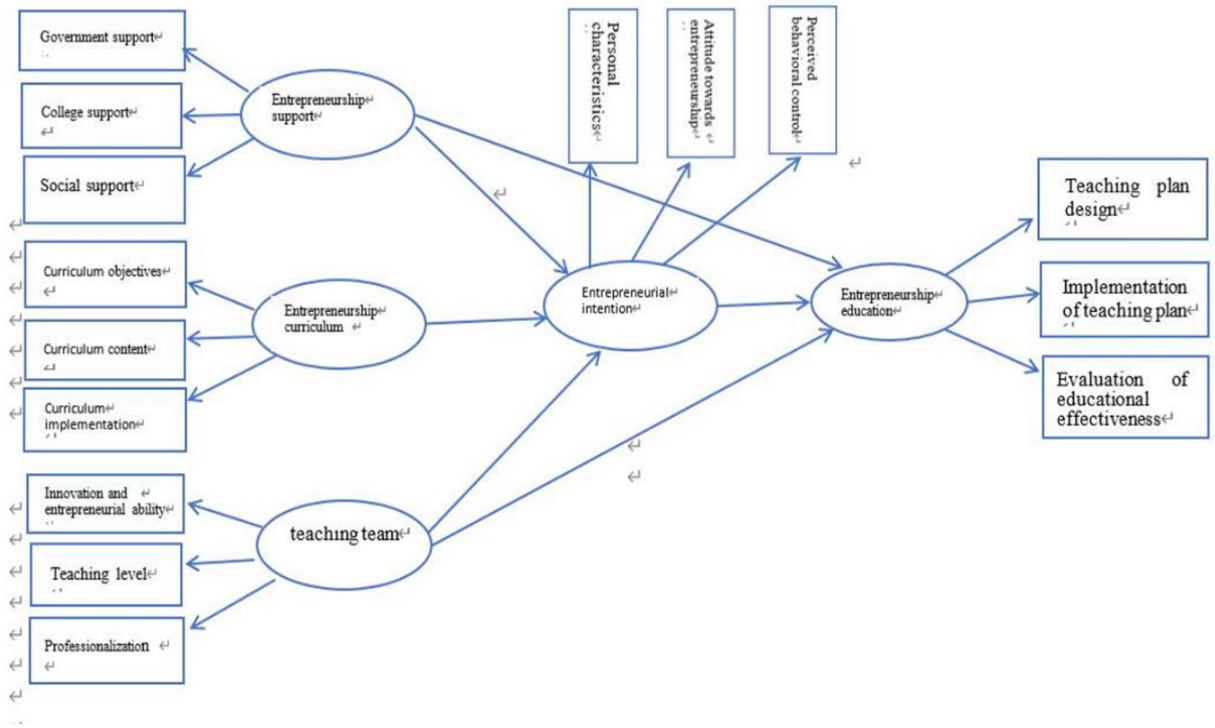

Figure 1 The Research Conceptual Model

METHODOLOGY

This research adopts a mixed research method that combines qualitative and quantitative methods. Through questionnaire surveys, data such as entrepreneurship support (variable 1), entrepreneurship curriculum development and implementation (variable 2), teaching team (variable 3), students' entrepreneurial intention (variable 4) and entrepreneurship education (dependent variable) were collected. The collected data were analyzed by structural equation model (SEM), and statistical data were analyzed using the AMOS software package. In-depth interviews and other effective methods were used to collect data and conduct quantitative analysis. The researchers visited the entrepreneurship instructors and related entrepreneurship managers of higher vocational colleges in the region, and conducted in-depth interviews using random sampling methods to obtain field visit results, analyze and construct a factor model that affects entrepreneurship education in innovative vocational colleges, and confirm the rationality and consistency of variables and factors.

3.1 Participants

This paper designed two questionnaires, namely the questionnaire for entrepreneurship education instructors in higher vocational colleges in Henan Province and the questionnaire for entrepreneurship education managers. The sample target for the questionnaire for entrepreneurship education instructors was 400people. In order to have a clearer understanding of the development of entrepreneurship education in higher vocational colleges, the questionnaire survey increased the number of sample surveys during implementation, and 446 valid questionnaires were actually collected. A total of 53 valid questionnaires were collected for the questionnaire for entrepreneurship education managers. According to the criteria provided by(Hair, 2017) and (Comrey & Lee, 2013), a sample size of 320 is acceptable, and the sample size of this study meets the requirements.

Table 1 Questionnaire distribution and collection status list

subjects	n	Distributio number	Collection number	Response Percentage	Valid Percentage

Entrepreneurship Education Instructors	466	466	100	100
Entrepreneurship Management Teacher	53	53	100	100

3.2 Instruments

The main purpose of this study is to identify the factors that affect entrepreneurship education; therefore, this study is exploratory in nature and is intended to be descriptive and analytical. The scale measurement constructed in this study mainly draws on existing scales that have been proven to have reliability and validity. A five-point Likert scale is used for measurement. All items are measured using a five-point Likert scale, where 1 means strongly disagree and 5 means strongly agree.

4.Data analysis and results

The questionnaire survey method used the online survey software Questionnaire Star for the survey. Questionnaire Star is a professional online questionnaire survey, examination, assessment, and voting platform with functions such as questionnaire evaluation and data analysis.

This study used SPSS and AMOS software to analyze the reliability and validity of the questionnaire, as well as the degree of fit of the model and the correlation between variables.

4.1 Data analysis

In SPSS software analysis, the reliability of questionnaires is very important. Generally, the internal consistency between questions is measured by Cronbach's alpha. Reliability is a key indicator for measuring test stability and reliability, and Cronbach's alpha is a commonly used tool. Cronbach's alpha coefficient is between 0 and 1. It is generally believed that Cronbach's alpha coefficient above 0.7 indicates good reliability, and the closer to 1, the higher the internal consistency and reliability of the tool. If it does not exceed 0.6, it is considered that the internal consistency reliability is insufficient.

Before the formal implementation of the questionnaire, the author selected 102 teachers to test the test paper in advance. The results of the questionnaire analysis showed that the Cronbach's alpha coefficient was 0.987, which fully demonstrated that the reliability of the questionnaire was very high.

Table 2 Questionnaire reliability analysis results

Sample size	Number of items	Cronbach.α
446	87	0.987

4.2 The results of the analysis of basic statistics of the observed variables

Table 3 Descriptive of basic statistics of the observed variables

Variables	**N**	**Min**	**Max**	****	**S.D.**	**Interpret**	**Skewness**	**Kurtois**
Entrepreneurship support	446	18	75	21.19	3.651	High	-.741	.250
Entrepreneurship curriculum	446	15	75	21.17	3.361	High	-.727	.298
Teaching team	446	24	75	20.59	3.883	High	-.545	-.366
Entrepreneurial intention	446	20	75	20.76	3.754	High	-.547	-.265

Entrepreneurship education	446	30	73	20.40	3.141	High	-.687	-.162
Professionalization	446	7	25	20.39	4.078	High	-.518	-.468
Curriculum implementation	446	5	25	21.07	3.753	High	-.677	.059
Teaching level	446	8	25	20.54	3.993	High	-.491	-.569
Perceived behavioral control	446	6	25	20.67	3.979	High	-.625	-.100
Attitude towards entrepreneurship	446	6	25	20.82	3.783	High	-.566	-.243
Personal characteristics	446	6	25	20.79	3.872	High	-.620	-.135
Innovation and entrepreneurial ability	446	5	25	20.85	4.105	High	-.828	.345
Curriculum content	446	5	25	21.17	3.785	High	-.812	.568
Curriculum objectives	446	5	25	21.29	3.676	High	-.733	.158
Social support	446	5	25	21.12	3.823	High	-.682	-.039
College support	446	5	25	21.23	3.833	High	-.851	.459
Government support	446	5	25	21.22	3.682	High	-.890	1.088
Teaching plan design	446	9	24	18.66	2.631	High	-.835	.395
Implementation of teaching plan	446	10	25	21.26	3.645	High	-.649	-.383
Evaluation of educational effectiveness	446	6	25	21.28	3.685	High	-.754	.269

Table 3 presents the results of descriptive statistics analysis of the observed variables. It was found that most of the observed variables had mean values at a high level (between 18.66 and 21.29), with the highest mean of the observed variable curriculum objectives (=21.29) and the least mean of the observed variable teaching plan design (= 18.66).When examining the data distribution of observed variables, it was found that the standard deviation (SD) was between 3.141-4.105, indicating that most of the data were spread close to the mean. There is such a standard deviation of not more than 1.

When considering the skewness to determine whether the characteristics of the data are skewed or not, or the asymmetry of the overall distribution It was found that most of the observed variables were left skewed or negative skewed. It indicates that most of the observed variables have higher scores than the mean. The skewness is between -0.491 to -0.890 and when considering the kurtosis or the height of the distribution, it is found that the observed

variable has a kurtosis between-0.569 to 0.568. Most of them have a small kurtosis (Platy Kurticor Tentokurtic Distribution).where the kurtosis of most of the calculated variables is less than or greater than zero (all variables are less than 3, indicating that there is a small distribution curve). The data of the observed variables were distributed in a rather obtuse or slightly curved manner or there is a laree distribution of information however when considering the overall skewness and kurtosis, it was found that the skewness and kurtosis were slightly different from zero. But it is considered to be near zero (kurtosis) between -3.0 and +3.0. Therefore, the observed variables are considered to be normally distributed, It is appropriate to bring analyze the structural equation model further.

4.3 The results of the analysis of the correlation coefficient between the observed variables

The researcher analyzed the correlation coefficient between the observed variables considering the value Pearson's Product Moment Correlation in order to examine the preliminary agreement of the structural equation model analysis because the preliminary consensus is important before proceeding. Confirmatory Factor Analysis) and Structural Equation Model (SEM) must be tested in accordance with the preliminary terms of the component analysis. Therefore, Structural Equation Model (SEM) can be analyzed appropriately. The test will consider 2 statistical values: Kaiser-Mayer-Olkin Measure of Sampling Adequacy: and Bartlett's test of sphericity statistic to test whether all observed variables are identity matrix. The results of the analysis can be presented in Table 4.

Table 4 Correlation Matrix

	PRO	CI	TL	PBC	ATE	PC	IEA	CC	CO	SS	CS	GS	TPD	ITP	EEE
PRO	1.000														
CI	.793	1.000													
TL	.892	.808	1.000												
PBC	.822	.834	.816	1.000											
ATE	.829	.833	.817	.916	1.000										
PC	.852	.812	.822	.885	.901	1.000									
IEA	.842	.866	.885	.806	.811	.820	1.000								
CCC	.798	.913	.791	.803	.818	.814	.844	1.000							
CO	.754	.896	.765	.779	.778	.787	.816	.937	1.00						

	PRO	CI	TL	PBC	ATE	PC	IEA	CC	CO	SS	CS	GS	TPD	ITP	EEE
SS	.790	.862	.778	.793	.795	.817	.830	.887	.891	1.000					
CS	.757	.848	.737	.761	.777	.781	.799	.870	.874	.908	1.000				
GS	.779	.842	.771	.770	.766	.785	.821	.850	.849	.882	.910	1.000			
TPD	.763	.821	.766	.750	.752	.738	.798	.843	.823	.831	.852	.882	1.000		
ITP	.751	.805	.748	.732	.730	.740	.776	.820	.816	.818	.805	.861	.914	1.000	
EEE	.699	.752	.711	.720	.674	.687	.732	.768	.764	.751	.734	.772	.822	.851	1.000

From Table 4, the results of the analysis of the correlation coefficients between the observed variables were examined, Correlations between all 15 observed variables were studied and confirmed that the variables studied had a common constituent, There is a relationship and the relationship of all pairs of variables has the same direction with the coefficients, The relationship between the variables was positive with statistical significance at the 0.01 level.

4.4 Analysis of SEM model

AMOS model analysis is a method that uses structural equation modeling (SEM), which is suitable for the exploration and analysis of complex multivariate data. It supports research and theory by expanding standard multivariate analysis methods (including regression analysis, factor analysis, correlation analysis, and variance analysis). It can more accurately reflect complex relationships and provide further comprehensive analysis results. Figure 2 and Table 5，Table 4.18，are the analysis of the relationship between variables and between dimensions，Analysis of the relationship between variables and analysis of the relationship between variables.

International Journal of Environmental Sciences
ISSN: 2229-7359
Vol. 11 No. 5,2025
https://theaspd.com/index.php

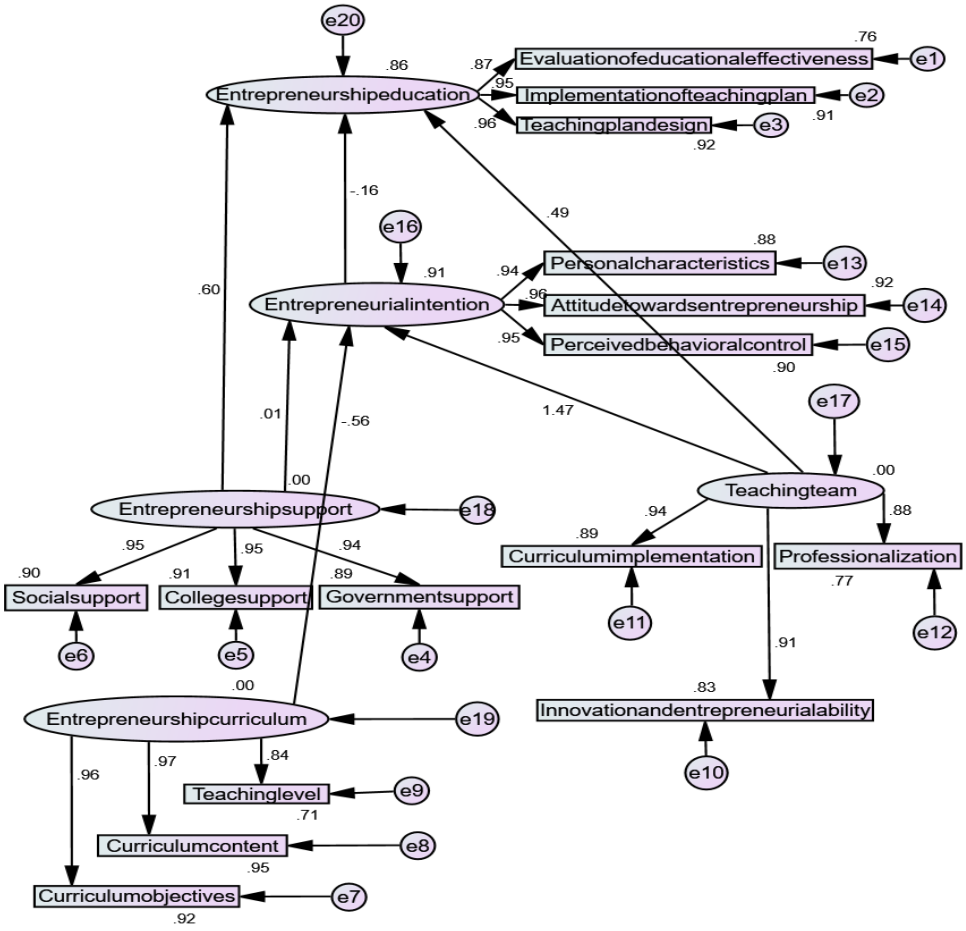

Figure 2 Analysis of the relationship between variables and between dimensions

Table 5 Analysis of the relationship between variables

			Estimate	S.E.	C.R.	P
Entrepreneurial intention	<---	Teaching team	1.498	.178	8.402	***
Entrepreneurial intention	<---	Entrepreneurship curriculum	-.609	.184	-3.311	***
Entrepreneurial intention	<---	Entrepreneurship support	.008	.098	.078	.938
Entrepreneurship education	<---	Teaching team	.432	.124	3.495	***
Entrepreneurship education	<---	Entrepreneurial intention	-.141	.075	-1.888	.059
Entrepreneurship education	<---	Entrepreneurship support	.525	.075	7.033	***
Evaluation of educational effectiveness	<---	Entrepreneurship education	1.000			
Implementation of teaching plan	<---	Entrepreneurship education	1.101	.034	31.987	***

			Estimate	S.E.	C.R.	P
Teaching plan design	<---	Entrepreneurship education	1.118	.035	32.350	***
Government support	<---	Entrepreneurship support	.959	.022	42.798	***
College support	<---	Entrepreneurship support	1.009	.022	44.937	***
Social support	<---	Entrepreneurship support	1.000			
Personal characteristics	<---	Entrepreneurial intention	1.000			
Attitude towards entrepreneurship	<---	Entrepreneurial intention	.999	.023	43.411	***
Perceived behavioral control	<---	Entrepreneurial intention	1.030	.025	41.421	***
Curriculum implementation	<---	Teaching team	.993	.031	31.900	***
Innovation and entrepreneurial ability	<---	Teaching team	1.046	.036	29.124	***
Professionalization	<---	Teaching team	1.000			
Curriculum content	<---	Entrepreneurship curriculum	1.110	.037	30.269	***
Teaching level	<---	Entrepreneurship curriculum	1.000			
Curriculum objectives	<---	Entrepreneurship curriculum	1.063	.036	29.406	***

In AMOS analysis, S.E. stands for Standard Error, which is an indicator of the accuracy of the estimated value. The smaller the standard error, the higher the reliability of the estimated value.

C.R. (Critical Ratio) is the ratio of the path coefficient to its standard error, which is used to determine whether the path coefficient is statistically significant. When the C.R. value is greater than 1.96 (or its absolute value is greater than 1.96), it means that the path coefficient is statistically significant, that is, the impact of the path coefficient on the explained variable is non-random and has a certain degree of stability and consistency.

Table 6 Analysis of the relationship between variables and dimensions

			Estimate
Entrepreneurial intention	<---	Teaching team	1.473
Entrepreneurial intention	<---	Entrepreneurship curriculum	-.558
Entrepreneurial intention	<---	Entrepreneurship support	.008
Entrepreneurship education	<---	Teaching team	.488
Entrepreneurship education	<---	Entrepreneurial intention	-.162
Entrepreneurship education	<---	Entrepreneurship support	.603

			Estimate
Evaluation of educational effectiveness	<---	Entrepreneurship education	.872
Implementation of teaching plan	<---	Entrepreneurship education	.954
Teaching plan design	<---	Entrepreneurship education	.959
Government support	<---	Entrepreneurship support	.945
College support	<---	Entrepreneurship support	.954
Social support	<---	Entrepreneurship support	.949
Personal characteristics	<---	Entrepreneurial intention	.938
Attitude towards entrepreneurship	<---	Entrepreneurial intention	.960
Perceived behavioral control	<---	Entrepreneurial intention	.949
Curriculum implementation	<---	Teaching team	.944
Innovation and entrepreneurial ability	<---	Teaching team	.910
Professionalization	<---	Teaching team	.876
Curriculum content	<---	Entrepreneurship curriculum	.974
Teaching level	<---	Entrepreneurship curriculum	.840
Curriculum objectives	<---	Entrepreneurship curriculum	.960

Through the analysis of the model, it can be concluded from Figure 2, Table 3 and Table 6 that: Teaching team has a positive effect on entrepreneurial intention; Teaching team has a positive effect on entrepreneurial education; Entrepreneurship support has a positive effect on entrepreneurial education; Entrepreneurship curriculum has a negative regulatory effect on entrepreneurial intention.

DISCUSSION AND CONCLUSION

The above research shows that entrepreneurship support has a positive impact on entrepreneurship education, teaching team has a positive impact on entrepreneurship education, entrepreneurship intention has a positive impact on entrepreneurship education, and teaching team has a positive impact on entrepreneurship intention. Entrepreneurship support has a medium to weak impact on entrepreneurship intention. The main reason is that the government, higher vocational colleges and society have insufficient policies, systems, funds and other aspects of entrepreneurship support for college students, or the government and other aspects have relevant policies and systems for entrepreneurship support, but due to inadequate publicity and many other factors, the impact of entrepreneurship support on college students' entrepreneurial intention is not significant. In addition, the impact of entrepreneurship curriculums on college students' entrepreneurial intention is reversed, which shows that the setting of entrepreneurship curriculums in today's higher vocational colleges still needs to be effectively improved according to the entrepreneurial needs of college students in order to truly play a positive role in promoting and promoting college students' entrepreneurial intention.

REFERENCES

1. Wu Changhan, Yang Huiru(2025).Construction of a Quality Evaluation System for Innovation and Entrepreneurship Education in Local Undergraduate Universities Based on the CIPP Model[J]. *Journal of Entrepreneurship in Science& Technology*,2025(4),Vol38 :169.
2. Meng Yan(2024). Research on the training model of innovative and entrepreneurial talents in provincial universities (CNKI).[Doctor, Yangzhou University].
3. Jiang Yuechun.(September 2014).Expert interpretation of Premier Li Keqiang's speech at the Davos Forum.[Online],Available:

https://www.gov.cn/wenzheng/wz_zxft_ft46/

4. Henan Provincial Department of Education.(November 2021) .Announcement Notice on the First Batch of Demonstration Universities (Vocational Education) for Deepening Innovation and Entrepreneurship Education Reform in Henan Province. [Online],Available :https://jyt.henan.gov.cn/2021/11-26/2355280.html
5. Kolin Boll.(November 1989). Report on the Round Table Conference on Education in the 21st Century: Learning to Care. *International Seminar on Education.*
6. Developing entrepreneurial abilities through education (1991). Tokyo International Conference on Entrepreneurship Education.
7. Gartner,W.B.Some Suggestion for Research on Entrepreneurial Traits and Characteristics[J].*Entrepreneurship Theory and Practice(ETP)*,1989(1):27-38.
8. Jones,English J.(2004).A contemporary Approach to Entrepreneurship Education: *Education and Training*, 2004,46(8/9),p416-423
9. Bridge S,Hegarty C,Porter S.(2010).Rediscovering Enterprise: Developing Appropriate University Entrepreneurship Education, *Education&Training*,2010,52(8/9):722-734.
10. Gu Mingyuan. Topic: Reflection on Chinese Subjective Education Theory and Realistic Construction, Journal of Education. 2023,vol.19.pp.
11. Bandura,A.Social Learning Theory. *Englewood Cliffs*[J].Prentice Hall,1997,(14):105-143.
12. Tao Qiuxiang,TU Jiliang ,Shu Jianwen.（2018）.The Status Quo and Key Influencing Factors of Innovation and Entrepreneurship Education in Universities of Jiangxi Province and Policy Recommendations: *Education and Teaching Research* Vol.32 No.11，Nov.2018
13. Chongcharoen, D., Shahid Khan, M., & Jankaweekun, P. (n.d.). วารสารนวั ตกรรมและการจั ดการ ป' ที ่ 4 เดื อนมกราคม-ธั นวาคม 2 256 วิ ทยาลั ยนวั ตกรรมและการจั ดการ มหาวิ ทยาลั ยราชภั ฏสวนสุ นั นทา Does Global Leadership Development Boost Multinational Corporations (MNCs) Performance?
14. Du, M., Khan, R., Khan, M., & Khan, M. S. (2023). The impact of transformational leadership on employee's performance: the mediating role of job satisfaction and employees' commitment. International Journal of Learning and Intellectual Capital, 1(1). https://doi.org/10.1504/ijlic.2023.10058304
15. Li, L., & Khan, M. S. (n.d.). How Does Green Transformational Leadership Influence Employee Green Behavior? - Based on the Mediating Effects of Self-Efficacy, Green Positivity and Green Organizational Culture. In 389 Rajapark Journal (Vol. 17, Issue 55)
16. Quan, J., & Khan, M. S. (2024). The mediating role of job satisfaction and competitive advantage between quality management practices and sustainable performance: Case of hospitals in Guangxi, China. Human Systems Management, 43(6), 971–988. https://doi.org/10.3233/HSM-240045
17. Zhang, H., & Khan, M. S. (2024). Empirical Research On Ethical Leadership And Knowledge Workers' Innovative Behaviour: The Mediating Role Of Job Autonomy. Revista de Gestao Social e Ambiental, 18(9). https://doi.org/10.24857/rgsa.v18n9-091
18. Guo Ru.（2018）. Research on Evaluation Index System of Innovation and Entrepreneurship Education in Higher Vocational Colleges(CNKI).[Master, Tianjin university of technology and Education].
19. Xu Bo.（2018）.Research on the Construction of Innovation and Entrepreneurship Education System for College Students(CNKI).[Master, Guangdong University of Finance and Economics].
20. Wang Yunzhuan.（2018）.Research on the Entrepreneurship Education System of Hubei Vocational Colleges under the New Normal State(CNKI).[Master, Hubei University of Technology].
21. Wang Ying.（2021）.Analysis of the Current Situation and Countermeasures of Innovation and Entrepreneurship Education for College Students:7th issue of "*Entrepreneurship Practice*" in April 2021.
22. Chen Jia.（2021）.Discussion on the Problems and Reform Strategies of Innovation and Entrepreneurship Education for College Students in Vocational Colleges and Universities: *Innovation and Practice of Teaching Methods* Volume 04, Issue 8, April 2021.
23. Chuanjuan Zheng , Liandong Sun, Huifang Guo.（2022）.Construction of Innovation and Entrepreneurship Education Ecosystem in Higher Vocational Colleges from the Perspective of System Theory, *Hindawi Wireless Communications and Mobile*

Computing, Volume 2022, pp.8

24. Huang Xuewei.(2021). Analysis of Factors Influencing the Quality of Entrepreneurship Education in Vocational Colleges from the Perspective of Student Participation, *Journal of Higher Education*，2021,vol.29，pp.33-26
25. Zhao Jun,Wang Ying,Wu Xiaoqing.(2019). The Influencing Factors of Innovation and Entrepreneurship Education Reform in Higher Vocational Colleges, *Modern Vocational Education,*2019,vol.22,pp.20-22
26. Liao Qian,Yuan Cuiwei.(2020). Analysis on the Factors Affecting Innovation and Entrepreneurship Education in Higher Vocational Colleges and Their Countermeasures. *Journal of Liuzhou Vocational & Technical College*, Vol.20 No.3 Jun.2020.p98-99.
27. He Chengxu,(2019).Influencing Factors of College Students' Entrepreneurial Intention Under the Background of "Internet+" (CNKI) .[Master, Nanchang Hangkong University,]
28. Zhang Ling.(2020). A Study on the Factors Affecting College Students' Entrepreneurial Attitude and Willingness(CNKI).[Master, 10.27439/d.cnki.gybdu.2020.000719].
29. Tang Tianquan.(2020). A Study on the Factors Affecting College Students' Entrepreneurial Intention(CNKI).[Master, 10.27439/d.cnki.gybdu.2020.000442]
30. Wang Jingjing,(2020).Research on the Influencing Factors and Mechanism of College students' Social entrepreneurial intention(CNKI). [Master, 10.27061/d.cnki.ghgdu.2020.002536].