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Measuring College Students' Entrepreneurship Intention and Behavior in Zhejiang, China

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Abstract

Purpose: This research investigates factors impacting college students' entrepreneurship intention and behavior in Hangzhou, Ningbo, and Wenzhou in Zhejiang Province. The conceptual framework arranged the proposed causal relationship among attitude toward being an entrepreneur, subject norms for being an entrepreneur, entrepreneurial training & development, entrepreneurship education, entrepreneurial motivation, entrepreneurial intention and entrepreneurship behavior. **Research design, data, and methodology:** The researcher applied the quantitative method (n=500), distributing the survey to college students in the three cities. Judgmental sampling is to select three cities and quota sampling in dividing participants' grades. Additionally, this study used a convenience sampling method to collect the data with an online survey. The researcher used structural equation and model (SEM) and confirmatory factor analysis (CFA) to analyze the data, which include reliability, construct validity, and model fit. **Results:** The result of this study showed that attitude toward being an entrepreneurial intention, subject norms for being an entrepreneur, entrepreneurial training & development, entrepreneurship education, entrepreneurship motivation, and entrepreneurial intention significantly impact college students' entrepreneurship behavior. **Conclusions:** Colleges are suggested to provide more training, education, and opportunities for students to realize the importance of entrepreneurship; the rate of entrepreneurship will increase while it helps employment growth.

Keywords: Attitude, Subject Norms, Entrepreneurship Education, Entrepreneurial Intention, Entrepreneurship Behavior

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Since 2001 China has started encouraging entrepreneurship education by issuing Ministry of Education (MOE) rules and providing favorable policies for entrepreneurs (Zhou & Xu, 2012). Encouraging entrepreneurship education helps to stimulate the improvement of the economy, which helps China maintain an advantage in competition among the large numbers of producers (Kriz, 2010). at the same time, they are encouraging entrepreneurship education to help to decline the number of students' unemployment after they graduate from higher education (Anderson & Zhang, 2015; Zhou & Xu, 2012). Students in universities were seen as the principal

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members who have the potential to become an entrepreneur who can help stimulate the economy, innovation, technology, the development of business, and employment. However, it is also a way out of college students' employment, which satisfies students' requirements of work. In addition, it provides full opportunities for college students to give full play to their creativity and innovation ability. Entrepreneurship is becoming a choice for college students when they graduate. It will provide college students with more opportunities to achieve their goals. At the same time, the choices for students' employment are becoming more personalized.

The government of China is advocated "Mass Entrepreneurship and Innovation" (State Council, 2015). The initiation demands that higher education institutions improve more resources about entrepreneurship education, especially for college students. It should become a compulsory course for all students in higher education (Wright et al., 2021).

In recent ten years, globalization has been increasing rapidly, and while technology has quick innovation, entrepreneurship is becoming a major power for enhancing the economy. After a long time of development, governments and social societies worldwide consider that it is vital for students to carry on entrepreneurship education; it will help improve people's living conditions. According to Hao et al. (2016), the American government provides the "American Innovation Strategy" and "Entrepreneurship America Plan," which help to improve entrepreneurship and innovation for making policies and strategies. However, the government of Germany claimed that universities were the furnaces where entrepreneurs become (Cunningham & Menter, 2021). The Ministry of Technical Training and Skills Development of Kenya set up a regulation that innovation and entrepreneurship education should be set up in vocational schools with specific rooms. While the government of China was public demonstrated that it is a vital responsibility for higher education to fit up a good environment for innovation and entrepreneurship, which means it is an important field for the development of China (Dong, 2020).

Entrepreneurship education is becoming mainstream in high education with fast development (Cui et al., 2021; Wu & Benson, 2017). An increasing number of students choosing to become an entrepreneur, factors which impact students' entrepreneurship behavior is becoming a significant topic to study.

Since COVID-19 started, there has been a big shake for the economy worldwide; entrepreneurship also plays an important role in recovering and boosting economic development and innovation. As the difficulties are different in the employment situation, the government in China provides policies to encourage students' entrepreneurship, such as tax relief, start-up laws, and subsidies. Guerrero et al. (2008) demonstrated that entrepreneurship is an improvement of products or services, which includes the process of technological innovation or creation to promote efficiency or provide more selections to new jobs. Entrepreneurship also can help to enhance new value for products and services. College students are the fresh blood in the workplace, who can promote originally, inspire captivities, and encourage innovations.

According to the report of the global entrepreneurship monitor (GEM) 2001, it claimed that an enhancing number of entrepreneurship activities were developed in 54 countries, about 400 million. The prediction number for new jobs and entrepreneur chances becomes millions based on the situation. The GEM report illustrated that the number of entrepreneurs from 18-25 years old is about 165 million (Mery, 2014). Based on the data, youth played a significant role in entrepreneurship. However, more and more youth are choosing to start their own business.

The Ministry of Education of the People's Republic of China reported that college students usually start to become entrepreneurs after their 1-year graduation; the percentage of the students is about 5% steadily in 2019. YZJBYS (n.d.) stated that compared with the previous report, there was a rocketing increase in 2017 4% of college students chose to start their own business and venture success which reached the top rate in China in the past ten years. Based on the Zhejiang Education Evaluation Institute, 4.63% of college students will choose to become an entrepreneur when they graduate from university in 2014. However, there was a reduce the percentage of college students who chose entrepreneurship in 2016, 4.49%, and in 2017, it decreased to 4.39%. Due to the situation, the government provides ten policies to encourage entrepreneurship among college students (Zhejiang New, n.d.).

Based on the data above, this research tends to fill the research gap by investigating factors impacting college students' entrepreneurship intention and behavior in Hangzhou, Ningbo, and Wenzhou in Zhejiang Province. The conceptual framework arranged the proposed causal relationship among attitude toward being an entrepreneur, subject norms for being an entrepreneur, entrepreneurial training & development, entrepreneurship education, entrepreneurial motivation, entrepreneurial intention and entrepreneurship behavior.

2. Literature Review

2.1 Entrepreneurship Behavior

It is preferred to a reaction toward an individual or students for the target group's attitude. Behavior can be divided into objective, purpose, modality of students'

intention desirable, and the expected response (entrepreneurship education) of attitude objectives (Adewale & Fatima, 2016).

McClelland et al. (1953) claimed that entrepreneurship was defined as personal characteristics and the relationship between starting a new business. In the later studies, the choice of entrepreneurs pays more attention to psychological and demographic, such history of the entrepreneur, personality, and decisions under personal choice and preferences (Dyer & Handler, 1994; Robinson et al., 1991).

It is claimed that a student who wants to be an entrepreneur after or before graduate, he/she will have an interest and attend entrepreneurship education and improve his/her behavior (Jena, 2020).

Nwankwo et al. (2012) argued that intentions and behaviors have a significant connection. For example, Ajzen (1991)'s theory of planned behavior claims that a person's extent that is willing to do or try to do something or his/her effort level to do something will reflect his/her behavior. However, it is widely used intention as a powerful predictor of behavior, especially in the plan or with the objective.

2.2 Attitude Toward Being an Entrepreneur

The definition of attitude toward being an entrepreneur is an inclination or a sensation to choose to become an entrepreneur or not (Nurdan & Izlem, 2016). Bandura et al. (1980) claimed that the belief in completing a particular task efficiently is strongly impacted by individual intention and behavior, while it is referred that planned behavior and attitude towards behavior are also influenced by individual belief (Ajzen, 1991).

Krueger and Carsrud (1993) declared that entrepreneurship is a planned behavior impacted by its attitude. The intention consists of faith, consciousness, and behaviors, Ajzen (1991) demonstrated that planned behavior, such as entrepreneurial behavior, could predict by attitudes (attitude towards entrepreneurship, subject norms) Kolvereid (1996) has defined the 'attitude towards entrepreneurship' as the individual perception of constructing an organization of employment or personal employment. It is proved that the higher attitude toward entrepreneurship, the more intention to contribute to personal business instead of organizationally employed (Kolvereid, 1996).

Attitude toward being an entrepreneur is a significant impact that positively impacts entrepreneurs' behavior and belief (Ghada et al., 2021). Nurdan and Izlem (2016) stated that the attitude toward being an entrepreneur would significantly impact personal activity; it can predict the individual decision to become an entrepreneur.

There is an intimate relationship between entrepreneurial intention and attitude toward being an entrepreneur (Nurdan & Izlem, 2016). Carlson (1985) illustrated that potential changes are always at times, but individual attitudes can predict and explicit their attitude in the future. Many previous studies examined the relationship between attitude toward being an entrepreneur and entrepreneurial intention. They proposed the assumption that attitude toward being an entrepreneur significantly impacts students' entrepreneurial intention, as illustrated by the following hypothesis:

H1: Attitude toward being an entrepreneur has a significant impact on students' entrepreneurial intention.

2.3 Subject Norms for Being an Entrepreneur

The definition of subject norms for being an entrepreneur is a social adaptive perception to participate or not in an individual behavior particularly (Ajzen, 1991). Family and friends of the same age will impact the subject norms for the target population by their characteristics. The previous study demonstrated that subject norms are a function of behavioral intentions (Iakovleva et al., 2011; Kautonen et al., 2013; Solesvik, 2013). subject norms are a weak and indifferent prediction for researchers in earlier studies (Almobaireek & Manolova, 2012; Shook & Bratianu, 2010; Solesvik et al., 2012; Turker & Selcuk, 2009).

Subject norms play a significant role in entrepreneurial intention individually for personal attitude to become an entrepreneur, while it has an important impact on entrepreneurial behavior. (Bahadur & Naimatullah, 2015; Rohit, 2016). It can impact students' intentions for his/her entrepreneurship (Innocent et al., 2019).

According to Aslam et al. (2012), Ahmed et al. (2017), Gerba (2012), Fayolle et al. (2006), Maresch et al. (2016), and Byabashaija and Katono (2011), it is claimed that subject norms are an important factor impacting on the theory of planned behavior in previous studies. Aslam et al. (2012), Ahmed et al. (2017), Gerba (2012), Maresch et al. (2016), and Byabashaija and Katono (2011) demonstrated in previous studies that the theory of planned behavior for entrepreneurship, attitude towards behavior, subject norms and perceived behavioral control are significant factors impacting on entrepreneurship education and entrepreneurial intention. Therefore, subject norms play an important role between entrepreneurship education and entrepreneurial intention. Based on previous studies, the relationship between subject norms and entrepreneurial intention proposed the assumption that subject norms significantly impact students' entrepreneurial intention, as illustrated by the following hypothesis:

H2: Subjective norms for being an entrepreneur have a significant impact on students' entrepreneurial intention.

2.4 Entrepreneurial Training and Development

Kinwolo et al. (2012) illustrated that entrepreneurial training and development would help to achieve feasible ideas and get market chances to improve products and services, which is a process of enhancing personal skill and confidence. It is an individual technical skill, attitude, activity, and knowledge for developing entrepreneurial training and development, which is vital to small businesses for its improvement (Hellriegel et al., 2008). Izquierdo and Buelens (2008) demonstrated that for students to complete the progress of recognizing a new business opportunity and creating a new product or service, the progress of production will train and develop students' ideas or development commercialization.

Kinwolo et al. (2012) stated that it positively impacts trust in entrepreneurship after having entrepreneurial training and development. Many previous studies demonstrated that in due form, entrepreneurial knowledge would increase individual entrepreneurial intentions with the mediation of self-efficacy to become an entrepreneur (Zhao et al., 2005). Following Izquierdo and Buelens (2008), it will provide more opportunities for students to get a good education to encourage them to work hard. Good training and development will improve self-confidence and beliefs to become an entrepreneur; at the same time, it will be transformed into entrepreneurial intention. Based on the previous studies, the relationship between entrepreneurial training and development and entrepreneurial intention proposed the assumption that entrepreneurial training and development have a significant impact on student's entrepreneurial intention, as illustrated by the following hypothesis:

H3: Entrepreneurial training and development have a significant impact on students' entrepreneurial intention.

2.5 Entrepreneurship Education

Fayolle et al. (2006) illustrated a process that includes a variety of teaching and planning in attitudes or skills for entrepreneurship called entrepreneurship education. Henry et al. (2005b) found that it is helpful for students to increase their skills and competence after learning entrepreneurship in some ways. It is a forward-looking strategy for entrepreneurship education with relative application, design, and innovation.

A pedagogical approach is used to demonstrate that entrepreneurship education is a process or a program that has a significant relationship with students' attitudes or skills (Fayolle et al., 2006). As previously illustrated that the education of an entrepreneur's dimension can help students touch the environment of entrepreneurship and development (Garavan & O'Cinneide, 2004; Jones & English, 2004; Matlay, 2005; Neck & Greene, 2011), which can get from entrepreneurship education and entrepreneurial venture to demonstrate the motivation and intention of entrepreneurial internal (Henry et al., 2005). Vanessa (2021) stated that it is a lifelong course for learning entrepreneurship education, including hard and soft skills.

In recent years, entrepreneurship education has been applied daily, such as universities, communities, vocational schools, high schools, and basic education courses. This means entrepreneurship education is widely spread among different ages. Consequently, entrepreneurship education differs from other scientific areas, which pay more attention to basic theory education. Previous studies examined the relationship between entrepreneurship education and entrepreneurial intention. They proposed the assumption that entrepreneurship education significantly impacts students' entrepreneurial intention, as illustrated by the following hypothesis:

H4: Entrepreneurship education has a significant impact on students' entrepreneurial intention.

2.6 Entrepreneurial Motivations

Entrepreneurial intention is a significant factor that shows the perception of personal motivation to become an entrepreneur (Mark et al., 2008). Shane et al. (2012) illustrates that the resources and opportunities that mostly impact individual motivation significantly impact an enterprise's development process.

Reynolds et al. (2001) stated that both personal pursuit of business chances and the requirements of entrepreneurship are two major results of entrepreneurial motivation.

Mark et al. (2008) demonstrated that personal stated that benefits, rewards, and opportunities will bring specific positive results for entrepreneurship, which has an important impact actively, including enhancing personal independence, declining the limitation of personal imaginations, or improving salaries.

Bramesada et al. (2021) illustrated that it is a significant forerunner for small business entrepreneurs about their motivation in previous studies. In line with previous studies, it examined the relationship between entrepreneurial motivations and intention. It proposed the assumption that entrepreneurial motivations significantly impact students' entrepreneurial intention, as illustrated by the following hypothesis:

H5: Entrepreneurial motivations have a significant impact on students' entrepreneurial intention.

2.7 Entrepreneurial Intention

Katz and Gartner (1988) claimed that intention plays an important role in forecasting personal planned behavior,

especially in some areas that a not frequently activated, including entrepreneurship (Krueger & Brazeal, 1994). It is preferred that entrepreneurial intention directly predicts personal behavior, which impacts my attitude, while external factors influence attitude. The entrepreneurial intention was a direct predicted behavior, which impacted attitudes, while attitude is influenced by external effects (Ajzen, 1991; Krueger et al., 2000). It refers to the "intention" of self-employment with no organization of employment and activities (Bird, 1988). It is a personal activity of individual behavior (Singh & Onahing, 2019).

Alvarez et al. (2006) demonstrated that it is a key advantage for universities, which get necessary business opportunities and technology skills, and provide an approach to get self-efficacy to start a business. College students must improve their entrepreneurial intention, which can help to increase their entrepreneurship (Krueger et al., 2000). Enhancing personal intention with a clear understanding of their opportunities and abilities is vital. Sarath and Eric (2020) demonstrated that a better understanding students' chances and markets will help increase their self-efficacy. The previous studies examined the relationship between entrepreneurial intention and entrepreneurial behavior (Shasha & Leelakasemsant, 2022). This study proposed the assumption that entrepreneurial intention significantly impacts students' entrepreneurial behavior, as illustrated by the following hypothesis:

H6: Entrepreneurial intention has a significant impact on students' entrepreneurial behavior.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework is based on the research framework of previous studies. There are five theoretical models adopted in this study. Firstly, Tariq et al. (2020) studied the impact of two subsets of effects impacting on entrepreneurship intention (EI): attitude toward being an entrepreneur (ATT-E), subject norms for being an entrepreneur (SN-E)

Therefore, the effort of EI on entrepreneurship behavior (EB). Secondly, Adewale and Fatima (2016) stated the impact of entrepreneurial training and development (ETD) on EI. Thirdly, Aamir et al. (2021) studied the efforts of entrepreneurial motivation and entrepreneurship education (EE) on entrepreneurial intention (EI). Fourthly, Ghada et al. (2021) verified that personal attitude towards entrepreneurship (ATT-E) positively impacts entrepreneurial intention. Based on these previous studies, the conceptual framework of this study is proposed in Figure 1.

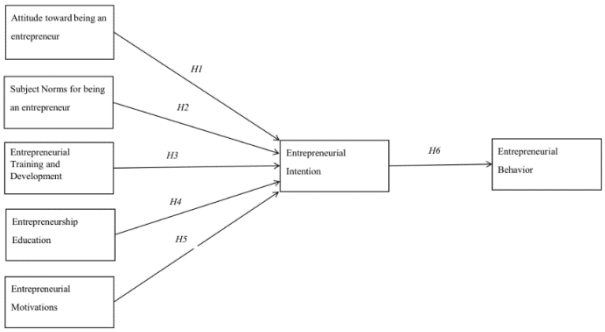

Figure 1: Conceptual Framework

H1: Attitude toward being an entrepreneur has a significant impact on students' entrepreneurial intention.
H2: Subjective norms for being an entrepreneur have a significant impact on students' entrepreneurial intention.
H3: Entrepreneurial training and development have a significant impact on students' entrepreneurial intention.
H4: Entrepreneurship education has a significant impact on students' entrepreneurial intention.
H5: Entrepreneurial motivations have a significant impact on students' entrepreneurial intention.
H6: Entrepreneurial intention has a significant impact on students' entrepreneurial behavior.

3.2 Research Methodology

The researcher used non-probability sampling, also called judgment sampling, to quantitatively analyze the questionnaire online to the target college students in Hangzhou, Ningbo, and Wenzhou of Zhejiang Province. The data collection was completed. It is used to analyze the main factors impacting college students' entrepreneurial behavior in three universities in Zhejiang. This study is divided into three parts. Firstly, it used screening questions to identify the basic characteristic of the respondents. Then, a 5-point Likert scale was approached to measure seven proposed variables; the answers were graded with a number ranging from strongly disagree to strongly agree, which indicated a negative attitude to a positive attitude for this study of all six hypotheses. At last, demographic questions are about the demographic characteristics of participants, such as gender, age, achieved education level, income, and occupation, based on research objectives. This study also did the pilot test, the expert rating of the item-objective congruence (IOC) index, and the pilot test for 30 respondents has been tested before.Cronbach's Alpha approach was used to test the validity and reliability of this study.

This research used SPSS26.0 and AMOS26.0 software to sort out and analyze the data. Descriptive analysis, reliability analysis, exploratory factor analysis, and confirmatory factor analysis were used to test the reliability and validity of the

scale. Then, correlation analysis and regression analysis were used to test the influencing factors of entrepreneurial intention and the influence of entrepreneurial intention on entrepreneurial behavior.

3.3 Population and Sample Size

The target population of this study is college students from 3 universities, Hangzhou, Ningbo, and Wenzhou, who have completed their bachelor's in their universities in grades 1, 2 and 3. The sample size for Structural Equation Models suggested that at least 200 participants participate in a study. The research was given to 1,713 respondents. After the data screening process, 500 respondents were used in this study.

3.4 Sampling Technique

Non-probability sampling and judgmental sampling were used in this research to select the target students divided into three universities from different universities. Then, quota sampling was used to help demonstrate the students in the target three grades. Then quota sampling was applied to divide students into similar strata, as shown in Table1. Afterward, this study distributes the questionnaire online, using convenience sampling.

Table 1: Sample Units and Sample Size

Universities	Population Size	Proportional Sample Size
Bachelor's students in grade 1	589	171
Bachelor's students in grade 2	576	170
Bachelor's students in grade 3	548	159
Total	**1713**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

The basic information of valid samples is shown in Table 2 below. From the residence of the response, Wenzhou (39.6%) is slightly higher than Hangzhou (29.7%) and Ningbo (30.7%). Regarding gender, males (50.5%) were slightly higher than females (49.5%). From the perspective of entrepreneurship courses, the proportion of entrepreneurship courses (52.9%) is slightly higher than the proportion of no entrepreneurship courses (47.1%). In general, the sample of this study can reflect the basic information of the responses and is representative to a certain extent.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Residence	Hangzhou	148	29.7%
	Ningbo	154	30.7%
	Wenzhou	198	39.6%
Gender	Male	253	50.5%
	Female	248	49.5%
Entrepreneurship Course	Open	265	52.9%
	Not open	236	47.1%

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

CFA was used before analyzing the measurement model with the structural equation model (SEM). The result of CFA indicated that all items in each variable are significant and have factor loading to prove discriminant validity. Guidelines recommended by Hair et al. (2006) are also employed in defining the significance of factor loading of each item and acceptable values in defining the goodness of fit. Factor loadings are higher than 0.50 and p-value of lower than 0.05. Furthermore, aligning with the recommendation from Fornell and Larcker (1981), the Composite Reliability (CR) is greater than the cut-off point of 0.7, and Average Variance Extracted (AVE) is higher than the cut-off point of 0.4.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Factors Loading	CR	AVE
Attitude toward being an Entrepreneur (ATT)	McClelland et al. (1953)	6	0.768-0.890	0.938	0.715
Subject norms of being an entrepreneur (SN)	Bandura et al. (1980)	5	0.688-0.804	0.877	0.589
Entrepreneurial training & development (ETD)	Ajzen (1991)	7	0.735-0.854	0.928	0.648
Entrepreneurship education (EE)	Kinwolo et al., (2012)	6	0.818-0.866	0.938	0.715
Entrepreneur motivation (EM)	Fayolle et al. (2006)	5	0.801-0.852	0.918	0.692
Entrepreneurship Intention (EI)	Mark et al. (2008)	4	0.723-0.806	0.836	0.561
Entrepreneurship behavior (EB)	Katz and Gartner (1988)	4	0.737-0.839	0.870	0.626

Furthermore, the results presented in Table 4 demonstrate that all the relevant thresholds for the absolute fit indicators, including CMIN/DF, GFI, AGFI, and RMSEA, as well as the incremental fit measurements such as CFI, NFI, and TLI, meet the required criteria. Therefore, all these goodness-of-fit measurements used in the confirmatory factor analysis (CFA) examination indicate acceptable fit.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/ DF	≤ 5.0 (Wheaton et al., 1977)	1699.075/608 =2.795
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.868
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.847
NFI	≥ 0.80 (Wu & Wang, 2006)	0.898
CFI	≥ 0.80 (Bentler, 1990)	0.932
TLI	≥ 0.80 (Sharma et al., 2005)	0.925
RMSEA	≤ 0.08 (Hopwood & Donnellan, 2010)	0.055
Model Summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index, and RMSEA = root mean square error of approximation

According to Fornell and Larcker (1981), testing for discriminant validity was evaluated by computing the square root of each AVE. Based on Table 5, the value of discriminant validity is larger than all inter-construct/factor correlations. Therefore, the discriminant validity is supportive. The convergent and discriminant validity were proved; Therefore, the evidence is sufficient for establishing construct validity.

Table 5: Discriminant Validity

	ATT	SN	ETD	EE	EM	EI	EB
ATT	**0.845**						
SN	0.377	**0.767**					
ETD	0.349	0.355	**0.805**				
EE	0.401	0.353	0.385	**0.845**			
EM	0.342	0.299	0.406	0.349	**0.832**		
EI	0.502	0.488	0.516	0.541	0.469	**0.749**	
EB	0.502	0.448	0.484	0.466	0.484	0.748	**0.791**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

Following Hair et al. (2010), Structural Equation Modeling (SEM) verified the cause-and-effect relationship between variables in a proposed model, which included the error coefficient for measurement of the model. The goodness of fit for the structural equation model is used, as shown in Table 6. The model fit measurement should not be over 2 for the Chi-square/degree-of-freedom (CMIN/DF) ratio, and GFI and CFI should be higher than 0.8, as Sica and Ghisi (2007) suggested. The calculation in SEMs and adjusting the model by using SPAA AMOS version 26, the results of the fit index were presented as a good fit, which are CMIN/DF = 2.755, GFI = 0.854, AFGI = 0.833, NFI = 0.898, CFI = 0.933, TLI = 0.927, and RMSEA = 0.055, in line with the acceptable values are mentioned in Table 6.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	≤ 5.0 (Wheaton et al., 1977)	1688.876/613=2.755
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.854
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.833
NFI	≥ 0.80 (Wu & Wang, 2006)	0.898
CFI	≥ 0.80 (Bentler, 1990)	0.933
TLI	≥ 0.80 (Sharma et al., 2005)	0.927
RMSEA	≤ 0.08 (Hopwood & Donnellan, 2010)	0.055
Model Summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker–Lewis index and RMSEA = Root mean square error of approximation

4.4 Research Hypothesis Testing Result

The significance of all variables from this study is calculated by the research model about its regression weights and R2 variances. The results from Table 6 demonstrated that all hypotheses were supported with a significance at p = 0.05. The entrepreneurial intention has the strongest impact on students' entrepreneurial behavior, which resulted in 0.711. In contrast, entrepreneurship education supported (β =0.318), attitude toward being an entrepreneur (β =0.263), entrepreneurial training and development (β =0.256), entrepreneurial motivation (β =0.252), and subjective norm for being an entrepreneur (β =0.249). The model illustrates the variance of entrepreneurial behavior, as shown in Table 7.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: ATT→EI	0.263	6.130*	Support
H2: SN→EI	0.249	5.608*	Support
H3: ETD→EI	0.256	5.882*	Support
H4: EE →EI	0.318	7.164*	Support
H5: EM →EI	0.252	5.878*	Support
H6: EI →EB	0.711	11.567*	Support

Note: * p<0.05
Source: Created by the author

The results from Table 7 can be detailed as follows: **H1** has proven that attitude toward being an entrepreneur is an important driver of impact on college students' entrepreneurial intention, which depicted the standardized path coefficient value of 0.263 in the structural model. Tariq et al. (2020) and Ghada et al. (2021) confirmed that the attitude toward being an entrepreneur is an important factor impacting college students' entrepreneurial intentions in previous studies. However, universities should guide students to establish a willingness to entrepreneur

appropriately. Based on **H2,** it resulted that the subject norm for being an entrepreneur will influence individual entrepreneurial intention with the standard coefficient value of 0.249, which is the lowest in all hypotheses of the structural model. It clearly illustrates that the subject norm for being an entrepreneur positively affects entrepreneurial intention (Ghada et al., 2021; Tariq et al., 2020). **H3** has proven that entrepreneurial training and development significantly impact students' entrepreneurial intentions. The result of the standard coefficient value of H3 is 0.256. It is certified that entrepreneurial training and development can help to simulate college students' entrepreneurial intention (Adewale & Fatima, 2016). The standard coefficient value of **H4** demonstrates that entrepreneurship education significantly impacts entrepreneurial intention, with a result of 0.318. Aamir et al. (2021) depicted that students with an entrepreneurship education will be more intending in entrepreneurship. **H5** has proven that entrepreneurial motivations positively impact entrepreneurial intention, with a result of 0.252 for the standard coefficient value. Aamir et al. (2021) claimed that entrepreneurship education significantly impacts students' entrepreneurial intentions. Finally, **H6,** it shows a value of 0.711 on the standard coefficient, which proves entrepreneurial intention supports entrepreneurial behavior significantly. To support this hypothesis, Tariq et al. (2020) have proven that entrepreneurial intention significantly influences entrepreneurial behavior in college students when they choose to start their careers.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This research paper examines the factors impacting college students' entrepreneurial behavior in three universities in Zhejiang, China. All hypotheses were proposed as the conceptual framework to prove how the attitude toward being an entrepreneur, subject norm for being an entrepreneur, entrepreneurial training and development, entrepreneurship education, and entrepreneurial motivations significantly impact entrepreneurial intention, which is vital to students' entrepreneurial behavior. The questionnaires were given to all target college students in Zhejiang, which were provided online. The target college students are in three universities in Hangzhou, Ningbo, and Wenzhou, the fastest development cities in Zhejiang Province. The data analysis explored the impacts that influence students' entrepreneurial behavior. The validity and reliability of the conceptual model were measured by using Confirmatory Factor Analysis (CFA). However, Structural Equation Model (SEM) measures factors impacting entrepreneurial behavior.

This study illustrated the findings in the following. Firstly, entrepreneurial intention has the strongest significant impact on entrepreneurial behavior among college students in Zhejiang Province, as previous researchers proved the relationship between entrepreneurial intention and entrepreneurial behavior (Tariq et al., 2020). College students with high intentions of entrepreneurship will be more interested in becoming an entrepreneur; the results show that it directly impacts entrepreneurial behavior at a high level. Secondly, entrepreneurship education plays an important role in impacting entrepreneurial intention. This support demonstrated that students who have entrepreneurship education in their universities will have higher intentions in entrepreneurship. Entrepreneurship education will motivate their creation and action. Many previous studies proved that entrepreneurship education is a significant factor in students' entrepreneurial behavior. Thirdly, the attitude of being an entrepreneur, entrepreneurial training and development, and entrepreneurial motivations are equally important to students' entrepreneurial intention, which indirectly impacts entrepreneurial behavior.

At last, subject norms show the lowest impact on entrepreneurial intention, but it can still be a factor impacting it. This is also proved in previous studies. To sum up, this study gives evidence of the objectives are all filled that college students' entrepreneurial intentions play an important role in their entrepreneurial behavior.

5.2 Recommendation

This study demonstrates a better understanding of factors impacting college students' entrepreneurial behavior. Several models were used in the study to show that entrepreneurial intention has s significant impact. The reception of students to be an entrepreneur is significant for improving their attitudes toward being an entrepreneur.

The researcher found that the most significant factor impacting college students' entrepreneurial behavior from this study was students' entrepreneurial intention. In contrast, entrepreneurship education and attitude towards being an entrepreneur, entrepreneurial training and development, and entrepreneurial motivation also greatly influence college students' entrepreneurship. Due to the result, the recommendations aim to establish more training and courses in universities, especially for students with more attitudes toward being an entrepreneur. Opportunities for college students to understand how to start a business and manage a company will help increase their attitude toward entrepreneurship. Universities must construct an effective theoretical and practical course for students with higher intentions in this area, while basic education should be full

coverage. However, the researcher recommended that cultivating entrepreneurial intention earlier will stimulate students' interests. Hence, the manager needs better to set up courses and training activities in lower grades.

This research provides knowledge about entrepreneurship education, entrepreneurial training, and development. In entrepreneurial training, managers could use models to establish an environment for entrepreneurial education. They could formulate the education plan efficiently and effectively to adapt to different teaching environments. They could use this research to create an entrepreneurial environment to enhance social interactions and experiences to encourage students' attitudes toward being an entrepreneur.

5.3 Limitation and Further Study

There are some limitations included in this study. The first limitation is the sample, which is chosen from three universities in Zhejiang only. There are differences if the province is not Zhejiang and the students participating in the investigation are from more than three universities. The results of the analysis may change. The research in the future can contain other provinces and universities. However, the factors selected to inspect the influence of students' entrepreneurial behavior can include perceived behavior for entrepreneurial behavior, perceived effectiveness, perceived appropriateness, perceived consistency, individual entrepreneurial orientation, and other significant factors. In addition, future studies can compare students' intentions between coastal and inland cities.

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