

Determinants of Cyber Entrepreneurial Intention of Higher Vocational College Students in Guangdong, China

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Abstract

Innovation and entrepreneurship fuel modern economic and social progress. Entrepreneurship drives long-term economic progress, and governments worldwide are paying heed. China's innovation and entrepreneurship strategy drives economic growth. According to Ministry of Education figures, there will be 1.67 million more college graduates in 2022 than in 2021, which was also a record year, pushing the total to 10.76 million for the first time. Entrepreneurship also helps college students get jobs. College students' entrepreneurship can help them obtain jobs, enhance their skills, and boost China's economy. Entrepreneurial purpose is the best location to start understanding entrepreneurial behavior, hence it dominates entrepreneurship research worldwide. Thus, college students' innovation, entrepreneurship, and entrepreneurial goals must be encouraged. This study examines college students' cyber entrepreneurial intentions versus the actuality of the current trend. It finds realistic ways to increase Chinese college students' entrepreneurial intents and encourage entrepreneurship education and creative potential in colleges and universities.

Keywords: self-efficacy, entrepreneurial course, entrepreneurial practice, cyber entrepreneurial intention

1. Introduction

1.1 Background

Due to the rising global unemployment rate, universities' entrepreneurship education programs can produce future entrepreneurs (Nur, 2019). McKesson reports 3.4% of 2019 high school grads are entrepreneurs. In 2010, developed nations in Europe and the US reported 20%–30% college student entrepreneurship. As seen, China's college student entrepreneurship rate and success rate are low (Yan, 2023). From 2016 through 2019, Guangdong Province's college student entrepreneurship rate was 0.65%, 0.38%, 0.39%, and 0.38%. College graduates had an entrepreneurship rate of over 3%, far below the national average. Higher vocational graduates in Guangdong Province are less entrepreneurial than undergraduate graduates (Hu, 2021). Due to the Internet and new media's rapid growth, ubiquitous entrepreneurship has come. Since college students are the main Internet users and reformers, they have become the main population for online platform entrepreneurship (Zhang 2020). As seen, network entrepreneurship is a key entrepreneurial path for Chinese college students seeking to solve the job crisis.

Both domestic and international academics have related entrepreneurial goals and behaviors in college students to entrepreneurial self-efficacy (Li, 2020). Entrepreneurial self-efficacy also predicts entrepreneurial conduct in higher vocational students. Entrepreneurial self-efficacy, or the entrepreneur's belief that they can complete the assignment, drives college students' entrepreneurial behavior (Zhong, Lv, and Qin, 2021). Self-efficacy affects entrepreneurial ideation and tenacity. Even with great entrepreneurial knowledge and abilities, a lack of entrepreneurial self-efficacy makes entrepreneurial activities difficult (Wang and Jia, 2022). Self-efficacy clearly influences college students' entrepreneurial behavior and intention.

Professor Myles Mace of Harvard University taught the first 188 MBA students "Management of New Enterprises" in 1947, and China's colleges and universities began teaching entrepreneurship in 1997 with Tsinghua University's innovation and entrepreneurial courses. Due to the promotion of several policy documents, including the "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities," and the ad hoc exploration of universities and colleges, entrepreneurial courses have become the central component and fundamental assurance of entrepreneurship education (Huang, 2020). entrepreneurial courses increase entrepreneurial intention (Yang, 2022).

The state encourages college students to learn and practice entrepreneurship to solve their own job problems and create new ones. They will boost national power and economic progress (Pan, 2019). Practical education helps students apply their skills. Academics stress the importance of entrepreneurial internships for students (Higgins, Schroeter and Wright, 2018). Practical training affects college students' company startup plans (Zhang, Li, Liu and Ruan, 2020).

This study intends to help college students define realistic career development goals and strengthen their cyber entrepreneurial intention to increase entrepreneurship. Self-efficacy, entrepreneurial courses, and entrepreneurial practice affect cyber entrepreneurial intention, which it studies. It can also use college students' entrepreneurialism to produce jobs, which answers college students' employment problems and reduces China's job burden.

1.2 Statement of the problem

2022 will see 10.76 million college graduates. The new coronary pneumonia pandemic, the global financial crisis, and other problems have also affected Chinese college graduates' employment (Zhou, Li and Feng, 2022). The General Office of the State Council's Guiding Opinions on Further Supporting College Students' Innovation and Entrepreneurship support innovation-led entrepreneurship and entrepreneurship-driven employment for both current college students and graduates. Only 5% of higher vocational college students nationwide start their own businesses (Liu, 2021). Despite China's government's entrepreneurship-led employment policies, research shows that college students' entrepreneurship rate is still low and that individual entrepreneurial intentions are insufficient (Gao, Chen, 2022).

Post-epidemic college students preferred internet entrepreneurship over pre-epidemic. Because college students are more familiar with and attentive to the Internet than previous generations, online entrepreneurship may be a significant tool to channel entrepreneurial ambitions (Zhang and Huang, 2021). Some scholars think network entrepreneurship should be a new course of study, while others think China's entrepreneurial rate is low and its goals are high. Online

entrepreneurial goals are stronger than offline ones, but Guangdong higher vocational students pay little heed to them.

Entrepreneurial self-efficacy, or confidence in business skills, is crucial to college students' entrepreneurial activity (Zhong et al., 2021). According to Hassan and other experts, entrepreneurship education fosters self-efficacy and entrepreneurial goals (Hassan, Saleem, Anwar, and Hussain, 2020). Entrepreneurial self-efficacy promotes student entrepreneurial intent. According to Xie Xuemei, several factors impact entrepreneurial efficacy, and college students in China are currently low overall and vary by locality, school, and other criteria (Xie, 2017). Liberal arts majors are more entrepreneurially confident than science majors, according to studies. Higher-graded pupils are more entrepreneurially confident (Zhang Yu, 2016). Based on a sample of 10 colleges and universities in Hubei, Gao qian and Lin Xingfa found that college students' entrepreneurial self-efficacy is at a medium level, gender has a significant impact on it, female college students have significantly lower self-efficacy, and the type of school is significantly negatively correlated with it (Gao and Lin, 2017). Guangdong's senior Chinese pupils' self-efficacy?

The innovation and entrepreneurship education curriculum has been updated, and nearly 6.3 million people are enrolled. Over 28,000 innovation and entrepreneurial courses are offered nationwide. Each model university contains over 2,800 online and offline courses (zhou, 2023). Pan Bingchao and Lu Genshu found that theoretical entrepreneurship education and entrepreneurial courses have a stronger impact on college students' entrepreneurial intention than practical entrepreneurship education (pan and lu,2020).

Zhu Hong and Zhang Excellent's review of 89 capital city colleges and institutions' research data shows that entrepreneurship education can boost students' entrepreneurial inclinations. However, different types of entrepreneurship education have different effects, and entrepreneurial courses don't affect students' current entrepreneurial goals. Wang Xinhuan et al. found that students' entrepreneurial intention was most positively affected by participation in the entrepreneurial process and business operation, followed by entrepreneurial courses and lectures and entrepreneurship competitions. According to Hu Rui et al.'s survey of 679 undergraduate students at Huazhong Agricultural University, entrepreneurial courses do not generally improve students' entrepreneurial inclinations and should be improved. College and university entrepreneurship education is clearly centered on the entrepreneurial course. It has a tiny but considerable impact on student entrepreneurship, although its results are widely variable (Yang, Wang, and Jing, 2021). How do Guangdong higher vocational students' entrepreneurial courses effect their online entrepreneurial ambition? entrepreneurial courses and entrepreneurial intention are debated by scholars.

According to Yang Huizhu, entrepreneurial graduates are more likely to start enterprises, (Yang, 2022). Innovation and entrepreneurship education gives college students greater entrepreneurial opportunities. business experience helps college students with more practical learning realize their business potential and actions. Universities and colleges should integrate academic and practical training, offer more entrepreneurial practice, and encourage students to implement their entrepreneurial ideas (Wan, 2023). In 1998, Tsinghua University held the first university entrepreneurship plan competition in China, sparking the entrepreneurial spirit. From the perspective of American college students' entrepreneurial practice, high-quality education

inspires young students' imagination and creativity in their academic pursuits and the dream of becoming a boss or wealthy (Yang, 2005). Innovation and entrepreneurial practice in colleges and universities is undervalued, and some lecturers emphasize theory over practice, producing more "paper" pupils. Other colleges and universities emphasize on lecturing or competitions, which deprives students of practical skills (Li, Feng, Feng and peng, 2022). How enterprising are Guangdong's Chinese higher vocational students?

1.3 Research objectives and significance

This essay explores the factors that influence Guangdong higher vocational students' online entrepreneurial ambition. the concept of college students' online entrepreneurial intention by combing and analyzing domestic and international literature, influences by combing Chinese background, constructs the scale, and elaborates on the findings. This study can help address college students' low entrepreneurial rates and employment challenges. Online entrepreneurial intention can directly respond to the occurrence mechanism of entrepreneurial actions, which theoretically encourages college students to be entrepreneurs. This project will explore higher vocational students' network entrepreneurial goals to give them a theoretical framework. The government and schools must quickly resolve college students' employment issues. In light of increased employment pressure and entrepreneurial desire, college students' online entrepreneurial intention is analyzed, and viable measures are given to increase it. This presents practical suggestions for increasing college students' entrepreneurial intent, which is crucial to overcoming the problem of college students' troublesome employment.

2. Literature Review

2.1 Cyber Entrepreneurial Intention

Understanding what motivates entrepreneurs is important because governments worldwide use it to reduce unemployment, increase economic growth, and address social issues. Entrepreneurial ideals are known to predict entrepreneurial action (Neneh, 2019). The Chinese government has supported 1.6 million internet enterprises in the fourth wave of entrepreneurship (Sun, 2019). Han Xu found that third-year students at five Heilongjiang universities—Harbin Institute of Technology, Harbin Engineering University, Northeast Agricultural University, Northeast Forestry University, and Heilongjiang University—had medium-low entrepreneurial willingness (Han 2019). Based on two rounds of tracking surveys conducted by the Project of Tracking Survey of Chinese University Students (PSCUS) in November 2019 and March 2020, Li Chunling found that the percentage of recent graduates planning to start their own business after graduation had decreased by 4 percentage points (li, 2020). "Cyber entrepreneurial" involves using networked technologies to create business or financial opportunities. It has revived commercial opportunities amid technological change and labor market uncertainty. It has lower start-up and running costs than brick-and-mortar businesses. Online entrepreneurship has becoming more acceptable to young people (Chang and Chen, 2020). As of December 2021, China had 1.032 billion Internet users, up 42.96 million from December 2020. Internet penetration reached 73.0%, enabling online entrepreneurship in numerous company models (li, 2022). Due to the Internet's widespread coverage and quick expansion, Shen Bin believes cyber entrepreneurial is today's top job choice for college students (Shen, 2019). Zhang Jing's study found that most

overseas research on network entrepreneurship among college students focused on cyber entrepreneurial intention and success. Domestic specialists' research on college students' network entrepreneurship dominates. The "Internet+" era supports network entrepreneurship. College students are 62.5% open to network entrepreneurship and 37.5% not. Most college students want to explore network entrepreneurship and are more passionate about it (Zhang, 2021). Liu Jikun believes we should vigorously explore network entrepreneurship to ease job strain (Liu, Kou, 2020).

According to a 2020 Malaysian Communications and Multimedia Commission survey, about 90% of Malaysian Internet users will continue using the web after the outbreak. Internet shopping in Malaysia grew rapidly during the Motion Control Order because most consumers avoided physical businesses to avoid Covid-19. In this situation, young graduates without jobs can start an online business. Self-employment may help graduates avoid unemployment (Fauzy, Yusof, and Nasurdin, 2021). Indian youth are entering technology fields due to an entrepreneurial culture. Online business is transforming society. Young entrepreneurs are starting Flipkart, Myntra, Snapdeal, Mydala, Bakebox, and others. Internet and related information technologies have upended business and supply chains. Thus, online entrepreneurship research is popular (Wahee, Dana, Gera, and Vesperi, 2022). Time and place affect entrepreneurial intent. Some study discovered that college students' entrepreneurial intention is weak, while others showed that students prefer online entrepreneurship, a new trend. Thus, Guangdong's higher vocational students' online entrepreneurship intentions must be investigated.

2.2 Self-efficacy

Entrepreneurial self-efficacy motivates entrepreneurs and helps them succeed in the entrepreneurial process by identifying opportunities, managing resources, and overcoming challenges. Hassan and other experts studied Indian university students' entrepreneurial goals and found this (Saleem et al., 2020). Entrepreneurial intention increases with college students' entrepreneurial self-efficacy. As science and technology advance, the Internet's influence grows, and schooling practices change, more college students have innovative thinking, can use it to understand the world and solve problems, and have entrepreneurial self-efficacy (Shi, 2018). Entrepreneurial education and self-efficacy affect entrepreneurial intention, according to Xianyue Liu and others. Sense moderates entrepreneurial willingness. According to the idea of planned behavior, entrepreneurship education and self-efficacy affect college students' entrepreneurial intention. According to research on 327 Chinese college students, entrepreneurial self-efficacy positively affected entrepreneurial attitudes and intents (Xianyue Liu et al., 2019). Self-efficacy increases bravery in difficult situations, according to social cognitive theory. They are more likely to achieve their aims. Entrepreneurial self-efficacy is self-confidence in entrepreneurship. Entrepreneurial self-efficacy increases entrepreneurial intentions (Chien-Chi, Sun, Yang, Zheng and Li, 2020).

Recent study by academics like Yu Hong suggests that self-efficacy is the biggest predictor of entrepreneurial intention (Yu, Kong and Zhang, 2020). Zou Qi and Fan Li also found that college students' entrepreneurial self-efficacy in the context of "Internet+" directly affects their entrepreneurial intention, and that the stronger the students' entrepreneurial intention, the higher their entrepreneurial self-efficacy (Zou and Fan, 2021). Researchers are increasingly studying entrepreneurial self-efficacy. Entrepreneurship education boosts self-efficacy and

entrepreneurial inclinations, according to numerous studies. Entrepreneurship education and entrepreneurial intention are favorably mediated by entrepreneurial self-efficacy, according to several studies (Wu, Jiang, Wang, Yu, Wang, and Pan 2022) found no significant link between self-efficacy and entrepreneurial intent. Most academics believe self-efficacy positively affects entrepreneurial intention, while others believe it works as a mediator and other students believe it has little effect. Due to contextual, familial, and individual factors, self-efficacy may affect entrepreneurial ambition differently depending on time and place.

2.3 Entrepreneurial courses

Entrepreneurship education first started in 1947, i.e., it gradually developed with the rise of Harvard University in the United States (Huang, 2017). Educational institutions must focus on developing creative entrepreneurial courses that shape thinking using more effective methods than formal courses to address the complexities of real-world online entrepreneurship. Offering entrepreneurial courses will allow students to learn about entrepreneurial opportunities, become more involved in the learning process, develop additional skills, and focus on future career plans (Lynch, Kamovich, Longva and Steinert, 2019).

In May 2015, the General Office of the State Council published Implementing Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities, stating that it is necessary to start comprehensively deepening the reform and establish a sound system by 2020. In December 2016, the Ministry of Education ordered all colleges and institutions to offer innovation and entrepreneurial courses (Dai, 2021). Polonium Yang et al. used social cognitive career theory's career choice model to find that college students' learning input in entrepreneurial courses was a proxy for their entrepreneurial learning experiences. Empirical results verified the explanatory power of "learning input" on the variety of entrepreneurial course impacts, and they examined how it affects college students' entrepreneurial learning experiences.

The study's results suggest three conclusions: firstly, the learning input of entrepreneurial courses can enhance the entrepreneurial intention of college students; secondly, the mediating role of entrepreneurial self-efficacy between the learning input of entrepreneurial courses and entrepreneurial intention is the most important among the total indirect effects of learning input of entrepreneurial courses affecting the entrepreneurial intention; and lastly, the model of the effect of learning input of entrepreneurial courses on the entrepreneurial intention of students in the Finally, the model of the influence of entrepreneurial course learning input on students' entrepreneurial intention is generally applicable between the cluster of "985 project"/"211 project" universities and general undergraduate institutions, and the mechanism of the influence of entrepreneurial course learning input on students' entrepreneurial intention is the same in different levels of institutions Yang et al., 2021). 2021).

Over the years, scholars like Souitaris have shown that entrepreneurial courses, lectures, trainings, and education all positively affect students' entrepreneurial intentions. (Souitaris, Zerbinati and Al-Laham, 2007; Dohsea and Walter, 2010; Li, 2013; Xiang and Lei, 2014; Li, 2013, as cited in Zhou, 2022). Online entrepreneurship training programs at universities can boost students' confidence and skills (Li, Kang, and Sohaib, 2023).

2.4 Entrepreneurial practice

The development of entrepreneurship practice education in China is earlier than the development of entrepreneurship curriculum education, and generally shows the development path from entrepreneurship competition to entrepreneurship education. As early as 1995, GMC (Global Management Challenge) was introduced to China, and the first Tsinghua Entrepreneurship Plan Competition was held at Tsinghua University in 1998, and the Challenge Cup Entrepreneurship Plan Competition was successfully held in 1999. Challenge Cup" Entrepreneurship Plan Competition in 1999. (Huang Shanming, 2017). Entrepreneurship contests help college students' entrepreneurial practice by motivating them. Entrepreneurship competitions' practical aspects help college students form entrepreneurial intentions (Li, 2017). Kangli Liao says college students have great business aspirations but little entrepreneurial practice (liao, 2020).

3. Research framework

This study organized variables using the 1971 Family Resource Management Model by Deason & Firebough. The study's inputs include respondents, self-efficacy, entrepreneurial courses, and entrepreneurial activities, and its output is online entrepreneurial intention. The study's inputs include respondents, self-efficacy, entrepreneurial courses, and entrepreneurial practices, and its output is online entrepreneurial intents.

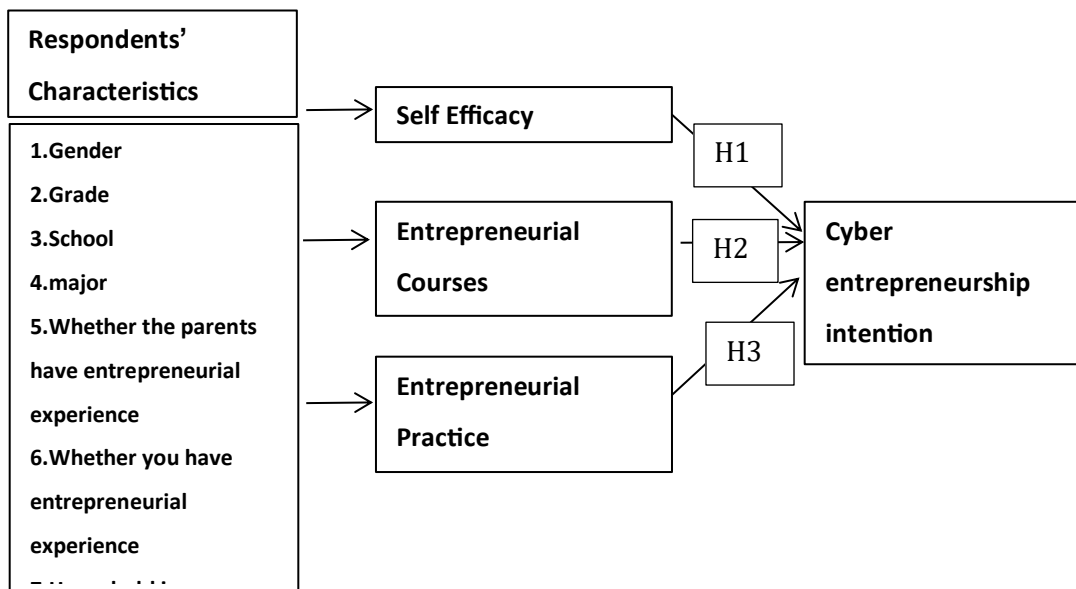


Figure 3.1 Research model of this paper

4. Summary

China's colleges and universities have the world's largest enrollment since 1999, when higher education reforms were implemented. This has caused China's college graduates' job gap to grow year after year. College students have found it "difficult to find employment," and the problem has become worse. In 2021, the General Office of the State Council released the Guiding Opinions on

Further Supporting College Students' Innovation and Entrepreneurship, emphasizing that college students drive mass innovation and entrepreneurship and must be supported. Global entrepreneurship reigns. College students naturally dominate the network platform entrepreneurial pyramid as change agents and Internet media consumers. Thus, studying the factors that motivate college students to create their own firms through their networks is vital to China's creative talent growth.

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