

## Entrepreneurial self-evaluation, behavior and motivation among Chinese college students

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### **Abstract**

This study investigates the entrepreneurial self-assessment, behavior, and motivation of Chinese university students. Employing a descriptive correlational research design, a questionnaire survey was administered to 400 students at Wannan University. Findings reveal inconsistencies between students' self-assessed entrepreneurial abilities and actual entrepreneurial behaviors. While students expressed confidence in their entrepreneurial potential, they exhibited a cautious approach towards entrepreneurial ventures. Education level cognition, and self-efficacy emerged as significant predictors of entrepreneurial behavior. Moreover, the study identified a gap in entrepreneurial knowledge and promotional skills among students. To enhance entrepreneurial education, this study recommends optimizing entrepreneurship curricula, expanding the pool of entrepreneurial faculty, and leveraging available resources to foster a more entrepreneurial mindset among students. By addressing these areas, universities can better equip students for entrepreneurial endeavors and contribute to the development of China's entrepreneurial ecosystem.

**Keywords:** entrepreneurship self-evaluation, entrepreneurship behavior, entrepreneurship motivation

## **Entrepreneurial self-evaluation, behavior and motivation among Chinese college students**

### **1. Introduction**

Since China resumed the college entrance examination system in 1977, the number of ordinary institutions of higher learning in China has been steadily increasing. In 1978, the number of ordinary institutions of higher learning in China was 598. By 2023, there was a total of 3,072 institutions of higher learning in China, among which 2,820 were ordinary institutions, including 1,275 undergraduate institutions and 1,545 higher vocational colleges. Additionally, there were 252 adult colleges and universities. According to the Ministry of Education of the People's Republic of China, the number of college graduates in China exceeded 10 million for the first time in 2022. The number of college graduates in 2023 reached a new high, with an estimated 11.58 million, making it the highest number of college graduates on record. However, due to the COVID-19 pandemic and the downward cycle of China's overall economy, the number of jobs in the labor market that meet the psychological needs of college graduates is far smaller than the number of graduates, resulting in increased employment pressure compared to previous years. In this employment context, the Chinese government attaches great importance to the innovation and entrepreneurship education of college students and has formulated a series of policies to support and encourage them to actively participate in entrepreneurial activities. These policies aim to stimulate the innovative spirit and entrepreneurial ability of college students and promote higher quality employment.

Policies at the national level emphasize the importance of entrepreneurship education and propose that it should run through the entire process of talent training, establishing a new talent training model oriented by innovation and entrepreneurship. The policy also strengthens the training of college teachers in innovation and entrepreneurship education, reforming teaching methods and assessment to improve education quality. The Chinese government aims to establish a top-down entrepreneurship education model, defining the course proportion of entrepreneurship education in college curricula, determining class hours, and ensuring stability and consistency of education. The government also encourages teachers from outside the academic sector, such as successful entrepreneurs, to participate in teaching. The Chinese government has created numerous competitions based on entrepreneurial simulation, forming various entrepreneurial activity brands, including the "Internet +" International Innovation and Entrepreneurship Competition and the Challenge Cup International Entrepreneurship Competition. These competitions encourage college students to engage in entrepreneurship by introducing venture capital models and fostering collaboration between schools, society, and the state.

In terms of fiscal and tax support, the Chinese government proposes to increase support for innovation and entrepreneurship education in colleges and universities, implementing tax and fee reduction policies to alleviate the financial burden on student entrepreneurs. Financial policy support has also been proposed to encourage financial institutions to provide services for college student entrepreneurship projects, addressing financing issues and guiding social capital investment. Various Chinese cities have adopted unique measures to support college student entrepreneurship. For example, Zhejiang Province offers loans ranging from 100,000 to 500,000 yuan for college graduates starting businesses, with government compensation for failed loans. Chengdu, supported by the national strategy for the construction of the Chengdu-Chongqing economic circle, implements the Youth Innovation, Entrepreneurship, and Employment Dream Project, forming the "Chengdu Model" in financial services for mass entrepreneurship and innovation. Changsha offers substantial support for agricultural entrepreneurial projects and leading talents in the agricultural industry. Despite various national and local support measures, there are still significant challenges in college student entrepreneurship in China, with personal factors often considered more important than objective conditions.

***Objectives of the Study*** - The primary objective of this study is to examine the interrelationships among

entrepreneurial self-evaluation, behavior and motivation among Chinese college students. Specifically it; determined the current situation of entrepreneurship evaluation of college students in China and the relationship between it and university entrepreneurship education, and put forward corresponding measures to improve the entrepreneurship assessment of college students, identified the characteristics of college students' entrepreneurial behavior and determined the factors affecting college students' entrepreneurial motivation, tested the relationship between entrepreneurial self-evaluation, behavior and motivation of Chinese college students, investigated the mutual influence mechanism of three factors, and proposed interventions and strategies.

## 2. Method

**Research Design** - To investigate the association between entrepreneurial self-evaluation, behaviour and motivation among Chinese students, this study used a descriptive correlational research approach. Students from Chinese college completed a verified questionnaire survey that collected quantitative data. To assess the relationships between the variables including descriptive correlation analysis. A descriptive correlational research design was utilized to investigate the relationship between entrepreneurial self-evaluation, behaviour and motivation.

**Participants of the Study** - To explore the interplay of entrepreneurial self-evaluation, behaviour and motivation in Chinese colleges, the research was conducted on this topic in Wannan College. Wannan University was founded in 1974 and is in Wuhu City, Anhui Province, China. The College is an independent undergraduate institution approved by The State Council of China. Based on the medical discipline, the school of engineering, science, literature and other disciplines develop in a coordinated way, with the goal of cultivating application-oriented technical talents and is committed to building the school into a "regional high-level university with domestic influence and distinctive characteristics". This study is based on the sample of students in the school, a total of 400 students participated. As participants in the study, students were selected based on gender, age, major, and grade level. Based on the theory of entrepreneurial psychology, entrepreneurial support theory and entrepreneurial motivation theory, this research investigated the current situation of entrepreneurial education in Wannan University from the perspective of students' entrepreneurial self-evaluation, entrepreneurial behavior, entrepreneurial motivation and entrepreneurial education. It provided recommendations for the construction of entrepreneurship education in Wannan college.

**Data Gathering Instrument** - The main tools used in the study were modified instruments from different reliable sources. The researchers modified the questionnaire to gather relevant information. The full text was divided into four parts: the first part was information of demographic variables, including sex, age, major and college grade. Part 2 was Entrepreneurial Self-Evaluation among Chinese students. This study used the "Entrepreneurial self-efficacy Scale" verified by Noble et al.(1999) and Zhao et al.(2005), which was divided into 3 dimensions and contained 24 questions. Part 3 was Entrepreneurial Behavior among Chinese students which used the " Individual entrepreneurial behavior " verified by Chen et al.(1998) and Fayolle et. al.(2014), which was divided into 3 dimensions and a total of 24 questions. Part 4 was Entrepreneurial motivation among Chinese students, it used the " Individual entrepreneurial motivation Scale" verified by Chen in 2019, which was divided into 3 dimensions and a total of 24 questions.

**Data Gathering Procedure** - This study evaluated the entrepreneurial self-assessment, entrepreneurial behavior and entrepreneurial motivation of Chinese college students. In terms of data collection, questionnaires were distributed to students at Wannan University, Wuhu City, Anhui Province, China through the online survey "Questionnaire Star" ([www.wjx.cn](http://www.wjx.cn)). The questionnaire was sent to them in the form of a QR code, and the specific purpose of the questionnaire was explained to them in detail. Therefore, it was assumed that teachers who are able to answer the questions would be able to seriously cooperate with the survey. After receiving the QR code, students who were interested and willing to participate in the survey can scan the QR code directly on WeChat to get the link and answer the question on their mobile phones. After the questionnaire was submitted, respondents were rewarded in the form of tokens to guarantee the quantity and quality of feedback.

**Cronbach's Alpha Reliability Test Result**

Indicators	Cronbach Alpha	Remarks
Accuracy	0.757	Acceptable
Effectiveness	0.893	Good
Outcome	0.905	Excellent
Educational Status	0.931	Excellent
Cognitive	0.969	Excellent
Confidence	0.939	Excellent
Knowledge and skills	0.973	Excellent
Improvement	0.915	Excellent
Efficiency	0.710	Acceptable

*George and Mallery (2003) provide the following rules of thumb: " ->.9-Excellent, > .8-Good. ->.7-Acceptable, >.6-Questionable, >.5-Poor, and <.5-Unacceptable*

**Data Analysis** - During the data analysis process, various statistical tools were used to understand the respondent's profile and the relationship between variables. The weighted average and ranking calculations were then used to determine the average of the data, considering the weights of different variables to reflect more accurately. This method provided comprehensive and accurate data description. The Shapiro-Wilk test was used to check the normality of the data distribution. When the P-value of the major variable is less than 0.05, the data set is non-normal and needs to be further analyzed using non-parametric statistical methods. In order to evaluate the significant relationship between entrepreneurial self-assessment, entrepreneurial behavior and entrepreneurial motivation, Spearman correlation coefficient was used. This method effectively assessed the correlation between non-normal distribution variables and determined the importance, direction and strength of the relationship between them. The Likert scale was used to capture the attitudes and opinions of the respondents in detail, so as to provide richer information for data analysis. The range of oral interpretation for: "strongly agree" (3.50 4.00), "agree" (2.50 3.49), "not agree" (1.50 2.49) and "strongly disagree" (1.00 1.49). All analyses were performed using SPSS version 28 software with an alpha level of 0.05 to interpret the results. This comprehensive approach enabled researcher to understand the characteristics and patterns of data set, providing a reliable basis for the interpretation and application of research results. In summary, these methods enable the researchers to put forward some suggestions for improving the entrepreneurship education system of Chinese college students.

**Ethical Considerations** - This study rigorously adhered to ethical principles to safeguard the rights and privacy of Chinese college students who participated. Legitimacy was established by obtaining consent from schools and teachers during data collection. All questionnaires and interviews were conducted anonymously, with personally identifiable information strictly confidential. The researcher provided comprehensive information about the study's purpose and ensured voluntary participation. Potential risks were minimized, and research results were solely used for academic purposes. These ethical considerations ensured both moral compliance and the protection of participating teachers' rights. Regarding confidentiality, respondents' personal information remained undisclosed, except for sex, age, length of employment, and educational background. Throughout the study, participants were well-informed about instructions, procedures, and survey objectives. The voluntary investigation approach further safeguarded respondents' rights. Confidentiality was paramount during data collection. Additionally, ethical approval was obtained from the research center at the Lyceum of the Philippines University.

**3. Results and discussion**

Table 1 summarizes the entrepreneurial self-evaluation of the respondents, and the comprehensive average value is 2.75, indicating that the respondents generally believe that they have certain entrepreneurial qualities. A closer look at the components of this assessment, however, reveals a more complex picture.

**Table 1**  
*Summary Table on Entrepreneurial Self-Evaluation*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Accuracy	2.46	Disagree	3
2. Effectiveness	2.89	Agree	1.5
3. Outcome	2.89	Agree	1.5
Composite Mean	3.18	Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

Starting with the "accuracy" category, a weighted average of 2.46 indicates that respondents generally disagree with this aspect of their entrepreneurial self-assessment. This may mean that respondents may feel that they lack accuracy in their entrepreneurial efforts, or that they are not as meticulous in the way they do business as they would like. This sense of inaccuracy can be attributed to a variety of factors, such as the dynamic and unpredictable nature of entrepreneurial activity, which can challenge even the most well-prepared individuals. The reason for this result is that under the background of more than 20 years of reform and opening up in China, the opportunities for entrepreneurship in China are often highly uncertain. In the context of the rapid expansion of the Chinese mainland market, there are various opportunities for entrepreneurship, and adequate preparation will produce a solidified impression on entrepreneurs. As a result, the sudden emergence of entrepreneurial opportunities cannot be quickly grasped, but people who are not so prepared for a certain field often dabble in more areas and can find more entrepreneurial opportunities faster. However, with the 20 years of reform and opening up in China, the brutal growth period of entrepreneurial opportunities has passed. For today's entrepreneurs, mature ideas and sufficient preparation can improve their chances of success in today's market environment.

In contrast, the weighted average for both the "validity" and "results" categories is 2.89, falling within the "consent" range. This indicates that respondents are more confident in their ability to get effective results and positive outcomes from their entrepreneurial efforts. This confidence may stem from their experience overcoming challenges, their ability to adapt to change, or their innovative approach to problem solving, as supported by the literature on entrepreneurial resilience and innovation (Gartner, 2018; Timmons, 2019), when it comes to starting a business, most of the time it doesn't work on the first try or on a few tries, it often takes a lot of start-up failures to get it right.

High agreement scores for "effectiveness" and "results" may also reflect respondents' intrinsic motivation to succeed in entrepreneurship. Respondents agree that their entrepreneurial motivation is to make money (3.00) and their goal is to contribute to society (2.93), which further emphasizes their dual focus on personal gain and social impact, which are common characteristics of entrepreneurs (DeTienne & Chandler, 2017). Being able to produce value to the society is the goal pursued by many Chinese people, which has some similarities with the theories of "self-cultivation, family harmony, governance, and world peace" and "poor people are free from poverty, and prosperity is beneficial to the world" in traditional Chinese culture.

However, items with the lowest average scores, such as believing that personal entrepreneurial goals are closely related to socioeconomic development goals (2.20), considering a combination of social and personal needs when choosing a business (2.07), having a clear business development goal (2.00), and becoming an entrepreneur's career development goal (1.83), indicate potential areas of focus. These lower scores may indicate that respondents lack confidence in aligning their personal goals with broader socioeconomic goals or in setting and pursuing clear entrepreneurial ambitions. This lack of clarity and consistency may be the result of the complexity of balancing personal ambition with social expectations, as well as the challenge of establishing and pursuing a coherent business vision in a rapidly changing market (McMullen et. al.2016), which to some extent is also an external manifestation of the transformation of modern Chinese enterprises. In modern Chinese history, there have been many cases in which businesses passed down from one generation to another failed or the founder's family left the business due to individual or market or other factors. As a result, the current students in China do not have high expectations for the establishment of businesses that are inherited and can integrate their

own needs with the needs of society.

Respondents generally felt they had entrepreneurial qualities, with a combined average of 2.75, but in some specific areas they expressed disagreement or low confidence, particularly in the "accuracy" category. High scores on "effectiveness" and "outcomes" indicate strong confidence in their ability to achieve entrepreneurial success, but low scores on other items highlight the need for further development in goal setting, vision clarity, and alignment with broader socioeconomic goals. As for this situation, this study believes that it reflects that Chinese college students have a clear goal for the pursuit of entrepreneurial success and have low recognition of their own ability and adaptation to social changes. They focus more on their own development and are less willing to contribute to society and promote social development. Modern Chinese college students tend to focus on themselves, pay too much attention to their own income, and pay little attention to the society and the country. This attitude will also affect the probability of entrepreneurial success. Therefore, the analysis in Table 2 puts forward a new aspect on how to improve the effectiveness of entrepreneurship education, linking part of entrepreneurship education with the needs of the country and the society. Focus on objective needs.

**Table 2**  
*Summary Table on Entrepreneurial Behavior*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Educational Status	2.89	Agree	3
2.Cognitive	3.05	Agree	1
3.Confidence	2.95	Agree	2
Composite Mean	<b>2.96</b>	<b>Agree</b>	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

Table 2 provides a summary of entrepreneurial behavior, with a composite average of 2.96 in the "consent" range. This shows that, on average, respondents consider themselves to have a positive inclination towards entrepreneurial activity. The table is divided into three main areas: educational status, perception and confidence. Each of these aspects contributes to respondents' overall entrepreneurial behavior.

Educational status which weighted mean is 2.89. This score is the lowest of the three weighted averages, indicating moderate agreement that educational status affects entrepreneurial behavior. This score suggests that while educational background is considered a factor, it may not be the primary determinant of entrepreneurial inclination. Research shows that educational experience can shape entrepreneurial intent and ability (Kolvereid, 2016; Krueger et al., 2020). However, the relatively low score may mean that respondents believe other factors, such as personal traits and environmental influences, are more important in fostering entrepreneurial behavior. In fact, this is related to the market environment since China began reform and opening up in 1984. In the 1990s, the proportion of people with higher education was relatively low among those who succeeded in starting businesses. As a result, today's college students do not think that a higher educational background is relatively helpful to their success in starting businesses. More and more professional market competition puts forward higher requirements for the personal quality of entrepreneurs, and the process of improving education is often the fastest means for entrepreneurs to improve their own quality. In the process of improving the education of entrepreneurs, it also plays a very important role in strengthening their social network. Therefore, many entrepreneurs will choose to improve their education through various means, such as MBA, after the initial success of entrepreneurship. Therefore, it can be believed that under the background of entrepreneurship at this stage, there is a higher demand for the personal quality or personal education of entrepreneurs. It is necessary to change the awareness of students that education is not important, and it can be raised by holding lectures on successful entrepreneurs, entrepreneurial salons, field visits and learning.

Cognition which weighted mean is 3.05. The highest weighted mean of cognitive factors indicates that respondents strongly believe in the impact of cognitive ability on entrepreneurial behavior. This is consistent with research that emphasizes the role of cognitive processes, such as opportunity recognition and creative thinking skills, in the entrepreneurial process (Mitchell et al., 2022; Baron et. al.2023). High scores indicate recognition of the importance of cognitive skills in identifying and exploiting entrepreneurial opportunities. With

the increasingly specialized and professional entrepreneurial environment in China, entrepreneurs need to realize that the identification of entrepreneurial opportunities now lies not only in the variety of fields involved, but also in the high level of cognition in a certain field. The use of university think tanks will play a more critical role in the success of entrepreneurs' own business. This can be seen from the policy of the Chinese government, which encourages university teachers to enter the market and start a business without pay. For university teachers, this can solve their worries about starting a business, and they can boldly carry out scientific research while transforming cutting-edge scientific research results.

Confidence which weighted mean is 2.95. The weighted mean of the confidence factor is slightly lower than the cognitive factor, but still within the "agree" range. This score indicates that respondents are generally confident in their entrepreneurial abilities, which is critical for startup initiation and growth (Gartner, 2018; Davidsson, 2019). Confidence in one's abilities can serve as a motivating factor that enables entrepreneurs to overcome the inherent uncertainties and challenges associated with new ventures. In many cases, the survival of enterprises is determined by the confidence of entrepreneurs. In the era of rapid market changes, whether entrepreneurs firmly believe that they have the ability to solve the relevant problems of enterprises plays a key role in the development of enterprises. These scores indicate a nuanced understanding of the factors that contribute to entrepreneurial behavior. While all three aspects are considered important, the cognitive factor is the most influential, followed closely by confidence, followed closely by educational attainment. This pattern may reflect respondents' belief that innate ability and confidence play a more critical role than formal education in starting a business. The relatively low score for educational status may also indicate a perception that the formal education system does not adequately equip individuals with the practical skills necessary for entrepreneurship. This is supported by research that argues that entrepreneurship education should take a more practical, experiential approach (Kuratko, 2015; Fayolle et. al.2014).

In contrast, high scores on cognitive factors emphasize the importance placed on individual competencies such as creativity, opportunity recognition, and strategic thinking. The confidence score, while slightly lower than the cognitive factor, still indicated that respondents generally felt confident. This confidence is essential for navigating the complexities of starting and running a business (Shane, 2003; Shephard et. al.2022). The ability to believe in your entrepreneurial potential is a key component of the entrepreneurial mindset. Given the slightly lower educational status score, it is suggested that educational institutions and entrepreneurial development programs could benefit by integrating more practical, experience-based learning opportunities. This may involve working with businesses, mentorship with entrepreneurs, and simulation exercises that simulate real-world entrepreneurial challenges (Kuratko, 2015). By strengthening the practical component of entrepreneurship education, institutions can better prepare students for the realities of starting and managing a business.

**Table 3**  
*Summary Table on Entrepreneurial motivation*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Knowledge and skills	2.16	Disagree	3
Improvement	2.49	Disagree	2
Efficiency	2.83	Agree	1
Composite Mean	2.49	Disagree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

Table 3 gives a summary of entrepreneurial motivation, with a comprehensive weighted average of 2.49, indicating that respondents generally "disagree" with the overall evaluation of their entrepreneurial motivation. This suggests a complex pattern of motivations, with some aspects more consistent with entrepreneurial intent than others. The weighted methodology and explanations for each category provide insights into specific motivational areas that respondents found compelling.

The "efficiency" category stands out with a weighted average of 2.83, the only category that falls within the "agree" range. This suggests that respondents are more likely to link their entrepreneurial motivation to efficiency goals. Entrepreneurial efficiency often translates into wanting more with fewer resources, optimizing

processes, and driving results, which is critical for competitive advantage and business success (Kuratko et al., 2015). At the same time, this is also consistent with the Chinese education model, which emphasizes efficiency. Chinese enterprises tend to put efficiency in the first place, so in the process of college education, they also attach great importance to efficiency. For example, students are required to complete tasks with objective content within a certain period of time, and some even put efficiency above accuracy. In theory, the possibility of entrepreneurial success must be higher, but on the other hand, multiple attempts often mean that the preparation for entrepreneurship is not sufficient, to a large extent can be inferred that it is because of inadequate preparation for entrepreneurship led to multiple entrepreneurship. Therefore, blindly emphasizing efficiency without considering accuracy and effectiveness will often get bad results.

The weighted averages for both the "improvement" and "knowledge and skills" categories are below the midpoint of the inconsistency range, at 2.49 and 2.16 respectively. This suggests that respondents may not see personal advancement or the acquisition of knowledge and skills as the primary drivers of their entrepreneurial motivation. This finding contrasts with the traditional view that continuous learning and skill development are fundamental to entrepreneurial success (Garavan et. al.2014). The difference with the traditional view is that the experience that interviewees often get from their youth is that successful entrepreneurs often do not have excellent knowledge and skills, but because of their high efficiency and wide involvement, their chances of success are relatively high. The reason for these inaccurate experiences is that during the period of China's reform and opening up in the 1990s, there were a large number of opportunities in the market. However, with the rapid development of China, the requirements of these opportunities for early entrepreneurs are not very high. Therefore, many people who do not have high knowledge and improvement ability have become successful entrepreneurs along with this trend, which gives wrong guidance to the interviewees. With the improvement of China's economic system, the speed of social and economic development has decreased, and the pursuit of quantity has shifted to the pursuit of economic development quality.

As the composite mean shows, the widespread disagreement about overall entrepreneurial motivations may reflect respondents' nuanced understanding of what drives them to engage in entrepreneurial activity. It is also possible that respondents saw entrepreneurial motivations as multifaceted and not just dependent on what was measured in the survey. The relatively high identification with "efficiency" may mean that respondents value practical outcomes of entrepreneurship, such as improved processes and outcomes, rather than processes of personal development or skill acquisition (Gartner, 2018). This may include highlighting the benefits of lifelong learning, showcasing success stories of entrepreneurs who have used new skills to achieve business breakthroughs, and creating opportunities for hands-on learning and skill application (Rae, 2014).

**Table 4**  
*Relationship Between Entrepreneurial Self-Evaluation and Behaviour*

Accuracy	r-value	p-value	Interpretation
Educational Status	.683**	0.000	Highly Significant
Cognitive	.557**	0.000	Highly Significant
Confidence	.720**	0.000	Highly Significant
Effectiveness			
Educational Status	.864**	0.000	Highly Significant
Cognitive	.671**	0.000	Highly Significant
Confidence	.802**	0.000	Highly Significant
Outcome			
Educational Status	.896**	0.000	Highly Significant
Cognitive	.740**	0.000	Highly Significant
Confidence	.842**	0.000	Highly Significant

*Legend: Significant at p-value < 0.05*

Analyzing Table 4, which explores the relationship between Entrepreneurial Self-Evaluation and Behavior, the results are striking in their indication of a strong direct correlation between the two variables. The r-values, which represent the strength of the correlation, are substantial across all categories, and the p-values are less than the alpha level of 0.01, indicating a high level of statistical significance. In the domain of Accuracy, the



correlation coefficients (r-values) for Educational Status, Cognitive, and Confidence are all significant, with the highest correlation observed for Educational Status ( $r = .683$ ). This suggests that an individual's perception of accuracy in their entrepreneurial skills is closely related to their educational background and confidence levels. Similarly, for Effectiveness, the r-values for Educational Status, Cognitive, and Confidence are .864, .671, and .802, respectively, demonstrating an even stronger correlation. The highest correlation with Educational Status ( $r = .864$ ) indicates that the self-evaluation of effectiveness as an entrepreneur is highly dependent on the educational status of the individual, underscoring the importance of education in shaping the behavior of entrepreneurs. For Outcome, the r-values are .896 for Educational Status, .740 for Cognitive, and .842 for Confidence, all of which are highly significant. The strong correlation with Educational Status ( $r = .896$ ) suggests that entrepreneurs who evaluate their educational status highly are likely to exhibit better entrepreneurial behavior regarding outcomes.

The data from Table 4 offer compelling evidence that there is a strong positive relationship between how individuals evaluate their entrepreneurial skills (self-evaluation) and the behavior they exhibit as entrepreneurs. The high r-values, coupled with the p-values that are significantly less than the alpha level, confirm the existence of a robust correlation. This implies that improved self-evaluation in the areas of Accuracy, Effectiveness, and Outcome is likely to translate into better entrepreneurial behavior. This correlation is consistent with the literature that suggests that self-perception and self-efficacy are powerful predictors of behavior (Bandura, 2017). This can be achieved through targeted training, mentorship, and the provision of opportunities for practical application of skills. Additionally, fostering an environment that encourages self-reflection and continuous improvement can contribute to the positive development of entrepreneurial behavior (Gartner, 2018).

**Table 5**  
*Relationship Between Entrepreneurial Self-Evaluation and Motivation*

Accuracy	r-value	p-value	Interpretation
Knowledge and skills	-.151**	0.002	Significant
Improvement	-.102*	0.036	Significant
Efficiency	.510**	0.000	Highly Significant
Effectiveness			
Knowledge and skills	-.155**	0.001	Significant
Improvement	-0.005	0.916	Not Significant
Efficiency	.680**	0.000	Highly Significant
Outcome			
Knowledge and skills	-.243**	0.000	Highly Significant
Improvement	-0.018	0.717	Not Significant
Efficiency	.672**	0.000	Highly Significant

*Legend: Significant at p-value < 0.05*

Table 5 explores the relationship between Entrepreneurial Self-Evaluation and Motivation, the results indicate a complex correlation. The r-values reflect both direct and inverse relationships between self-evaluation and different aspects of motivation. The p-values, which are all below the alpha level of 0.01 except for the Improvement factors in Effectiveness and Outcome, suggest that these relationships are statistically significant.

In the context of accuracy, the correlation with Knowledge and skills and Efficiency is negative and positive, respectively. The significant negative r-value of -.151 for Knowledge and skills suggests that as self-evaluation in terms of accuracy decreases, the motivation related to knowledge and skills increases. Conversely, the highly significant positive r-value of .510 for Efficiency indicates that better self-evaluation in accuracy is strongly linked to higher motivation in terms of efficiency. In the context of effectiveness, similar patterns are observed. The negative r-value of -.155 for Knowledge and skills implies a significant inverse relationship, while the highly significant positive r-value of .680 for Efficiency points to a strong direct correlation. However, the r-value for Improvement is not significant (-0.005), indicating no substantial relationship between self-evaluation in effectiveness and motivational factors related to improvement. In the context of outcome, the r-value for Knowledge and skills is -.243, indicating a highly significant inverse relationship. This suggests that individuals with lower self-evaluation in terms of outcomes may feel a greater need to improve their knowledge and skills.

The highly significant positive r-value of .672 for Efficiency again reveals a strong direct correlation. As with Effectiveness, the r-value for Improvement is not significant (-0.018), showing no significant relationship with the self-evaluation of outcomes.

The results of the analysis indicate that there is a significant relationship between Entrepreneurial Self-Evaluation and Motivation, but the nature of this relationship varies. Specifically, the self-evaluation of Accuracy and Effectiveness has an inverse relationship with motivation related to Knowledge and skills, suggesting that individuals who evaluate themselves as less accurate or effective may feel a stronger need to improve their knowledge and skills. On the other hand, the self-evaluation of accuracy, effectiveness, and outcome has a strong direct relationship with motivation related to Efficiency. This implies that those who view themselves as more accurate, effective, and capable of achieving outcomes are also more motivated to act efficiently. The non-significant r-values for the Improvement factor in both Effectiveness and Outcome suggest that the self-evaluation of these areas does not have a substantial bearing on an individual's motivation to improve.

**Table 6**  
*Relationship Between Entrepreneurial Behaviour and Motivation*

Educational Status	r-value	p-value	Interpretation
Knowledge and skills	-.203**	0.000	Highly Significant
Improvement	-0.035	0.478	Not Significant
Efficiency	.576**	0.000	Highly Significant
<b>Cognitive</b>			
Knowledge and skills	-.169**	0.000	Highly Significant
Improvement	0.083	0.089	Not Significant
Efficiency	.589**	0.000	Highly Significant
<b>Confidence</b>			
Knowledge and skills	-.274**	0.000	Highly Significant
Improvement	-0.082	0.092	Not Significant
Efficiency	.580**	0.000	Highly Significant

*Legend: Significant at p-value < 0.01*

Table 6 explores the relationship between Entrepreneurial Behavior and Motivation, the results indicate a complex correlation with both significant and non-significant associations. The r-values reflect the strength and direction of the relationships, while the p-values determine the statistical significance of these associations. In the context of educational status, there is a highly significant inverse relationship with Knowledge and skills ( $r = -.203$ ), suggesting that as entrepreneurial behavior related to educational status improves, motivation related to knowledge and skills decreases. This could imply that individuals who feel they have a strong educational background may not feel the need to seek further knowledge and skills. The Efficiency factor, however, shows a highly significant direct relationship ( $r = .576$ ), indicating that better entrepreneurial behavior in terms of educational status is strongly linked to higher motivation in terms of efficiency.

For the cognitive aspect of entrepreneurial behavior, similar patterns are observed. The Knowledge and skills factor shows a highly significant inverse relationship ( $r = -.169$ ), while the efficiency factor exhibits a highly significant direct relationship ( $r = .589$ ). This suggests that cognitive entrepreneurial behavior may be negatively associated with the motivation to acquire knowledge and skills but positively associated with the motivation for efficiency. In the confidence category, the knowledge and skills factor has a highly significant inverse relationship ( $r = -.274$ ), indicating that increased confidence in entrepreneurial behavior could be linked to a decreased motivation to improve knowledge and skills. The efficiency factor, on the other hand, shows a highly significant direct relationship ( $r = .580$ ), revealing that confidence in entrepreneurial behavior is strongly associated with a motivation for efficiency. The Improvement factor in all three categories (educational status, cognitive, and confidence) does not show a significant relationship, as indicated by the non-significant p-values (0.478, 0.089, and 0.092, respectively). This suggests that the entrepreneurial behavior in these areas does not have a substantial impact on the motivation for improvement.

The results of the analysis indicate that there is a significant relationship between entrepreneurial behavior

and motivation, but the nature of this relationship varies depending on the specific aspect of motivation. The inverse relationships observed in the Knowledge and skills factors across all categories suggest that individuals who exhibit better entrepreneurial behavior may feel less motivated to acquire additional knowledge and skills, potentially due to a sense of competence or satisfaction with their current abilities. Conversely, the direct relationships observed in the efficiency factors imply that better entrepreneurial behavior is associated with a higher motivation for efficiency. The non-significant relationships in the Improvement factor across all categories indicate that the motivation to improve may not be directly influenced by entrepreneurial behavior in terms of educational status, cognitive, and confidence.

**Table 7**  
*Proposed College Entrepreneurship Education Development Program to enhance the self-evaluation, behavior and motivation of students in Wannan College*

Key Result Area	Objectives	Strategies	Persons Involved	Desired Outcome
1. Entrepreneurial self-evaluation  <b>1.1 Improve entrepreneurial self-assessment ability</b>	Improve students' self-evaluation of entrepreneurship and help students establish an optimistic and positive entrepreneurial attitude  Enable students to accurately assess their entrepreneurial potential and readiness	Establish an education system that attaches equal importance to theory and practice  Design self-assessment courses to teach self-analysis and evaluation methods; Organize regular self-reflection and assessment activities to encourage students to self-evaluate and set goals; Establish the feedback mechanism of tutors and peers to help students understand themselves objectively	School administrators, school heads, college members/ teachers, students  Educators, students, successful entrepreneurs, business partners	Improve students' awareness of entrepreneurship and establish students' optimistic and positive attitude towards entrepreneurship  Students are able to accurately identify their own entrepreneurial strengths and areas for improvement
2. Entrepreneurial behavior  <b>Entrepreneurial behavior enhancement degree</b>	Inspire students to turn their entrepreneurial ideas into practical actions, and continuously improve in practice  Strengthen the positive feedback of students' entrepreneurial behavior	Provide entrepreneurial practice opportunities, such as entrepreneurial LABS, internship programs, etc  Motivate students to put their ideas into action through competitions, awards, etc. Provide guidance on entrepreneurial behavior to help students understand key behaviors in the entrepreneurial process.	School administrators, college heads  Local government, college heads, students	Students turn entrepreneurial ideas into practical projects and constantly learn and improve in practice  Students show more initiative and innovation in the process of entrepreneurship
3. Entrepreneurial motivation  <b>3.1 Opportunities for students to start their own businesses</b>	Students maintain and enhance entrepreneurial motivation  Enhance students' entrepreneurial willingness and lasting motivation	Provide psychological support and resource support  Educate students to understand the intrinsic value and significance of entrepreneurship through courses and lectures; Successful entrepreneurs are invited to share their experiences and stimulate students' entrepreneurial enthusiasm	Local government, college heads, school administrators, college members/ teachers, students  Educators, students, successful entrepreneurs, business partners	Students have a deeper understanding and a stronger interest in entrepreneurship  Students are able to maintain a positive attitude and motivation during the entrepreneurial process
4. Entrepreneurial education system  <b>4.1 Curriculum satisfaction</b>	Establish students' entrepreneurial concept and cultivate students' entrepreneurial skills  Students' entrepreneurial ability is strengthened, and the possibility of students' entrepreneurial success is improved	Have sufficient course content and teaching resources  Introduce more experienced entrepreneurs as mentors, and provide more entrepreneurship courses on interpersonal communication, business management, etc	School administrators, school heads, college members/ teachers, students  School administrators, school heads, college members/ teachers, students	Students establish a correct view of entrepreneurship, generate entrepreneurial interest, and possess basic entrepreneurial ability  Students have more opportunities to practice entrepreneurship and are more prepared for entrepreneurship

#### 4. Conclusion and recommendations

Respondents generally agreed on the effectiveness and outcomes of their entrepreneurial self-evaluation but expressed doubts about their accuracy. Participants largely concurred with their entrepreneurial behavior, particularly in terms of cognitive aspects. While the respondents shared similar views on the efficiency of their entrepreneurial motivation, they expressed differing opinions regarding the impact of knowledge and skills improvement. A strong positive correlation existed between entrepreneurial self-evaluation and behavior. While entrepreneurial self-evaluation correlated with motivation, the relationship was not consistent across all dimensions. Entrepreneurial behavior was correlated with motivation, except for specific components related to educational attainment, cognitive factors, and confidence. These findings suggest that students possess a general confidence in their entrepreneurial abilities but lack clarity on how to translate this confidence into concrete actions. Based on the study's findings, a comprehensive entrepreneurship education development plan for Chinese college students was proposed.

Based on the research conclusions of this paper, suggestions are put forward to optimize entrepreneurship education in colleges and universities: Enhance student awareness. Implement strategies to inform students about the advantages of entrepreneurship and support available from universities and local government. Introduce specialized courses in interpersonal communication, business finance, and business management to complement existing entrepreneurship curriculum. Strengthen faculty expertise. Expand the pool of entrepreneurship educators through targeted recruitment and professional development initiatives. Encourage student participation in entrepreneurial competitions to develop interpersonal, problem-solving, and teamwork abilities. Establish a mentorship program to guide students through the entrepreneurial process and offer practical assistance. Create a robust support network for aspiring entrepreneurs, including access to resources and mentorship from successful alumni.

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