

창업환경이 대학생의 농촌창업 의지에 미치는 영향에 관한 연구

왕이가*, 정기영**
중국 항주상업대학교 강사*, 세한대학교 경영학과 교수**

Research on the influence of entrepreneurial environment in college students' entrepreneurial intention in rural areas

Yike Wang*, Giyoung Chung**

Lecturer, Dept. Of Management, Zhejiang Gongshang University Hangzhou college of commerce, China*,
Professor, Dept. Of Management, Sehan University, Korea**

요약 본 연구는 대학의 창업환경에서 대학생의 농촌창업 의도에 영향을 미치는 요인으로써 정책 및 규제, 창업교육, 재정지원, 사회문화 등 4가지 주요 환경변수들을 분석하고, 창업학습의 매개효과를 검증하였다. 지장성의 대학생 530명을 대상으로 한 설문 조사에서 대학 창업 환경이 창업학습과 농촌창업 의도에 긍정적인 영향을 미치는 것으로 나타났다. 이러한 연구결과를 바탕으로 개인적 실천, 대학 리더십 및 정부 지원이 필요하고, 학생의 창업의도를 향상시킬 수 있는 실질적인 정책방안을 제시하였다. 대학은 학생들이 농촌창업 의도를 촉진할 수 있는 창업학습을 준비하여 창업환경을 최적화하여야 한다.

주제어 창업환경, 창업학습, 창업의향, 농촌창업, 실천방안

Abstract This study examines the factors influencing college students' entrepreneurial intentions in the rural entrepreneurial environment of colleges, considering the role of entrepreneurial learning as a mediator. It analyzes four key environmental dimensions: policies and regulations, entrepreneurship education, financial support, and social culture. A survey of 530 college students in Zhejiang Province revealed that the college entrepreneurial environment favorably impacts entrepreneurial learning and rural entrepreneurial intentions. Based on these findings, practical measures are proposed to enhance students' intentions, emphasizing personal practice, university leadership, and government support. These efforts can optimize the college entrepreneurial environment and foster higher entrepreneurial intentions among students.

Key Words Entrepreneurial Environment, Entrepreneurial Learning, Entrepreneurial Intention, Rural Entrepreneurship, Practical Measures

Received 21 Mar 2024, Revised 18 Apr 2024

Accepted 22 Apr 2024

Corresponding Author: Giyoung Chung
(Sehan University)

Email: crose@sehan.ac.kr

ISSN: 2466-1139(Print)

ISSN: 2714-013X(Online)

© Industrial Promotion Institute. All rights reserved. This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

1. Introduction

1.1 Rural revitalization is an important strategy for socialist country

Rural revitalization is a major strategy put forward by the 19th CPC National Congress. The report of the 19th CPC National Congress pointed out that we should give priority to the development of agriculture and rural areas, establish and improve the mechanism and policy system for the integrated development of urban and rural areas, and accelerate the modernization of agriculture and rural areas in accordance with the general requirements of thriving industries, livable ecology, civilized village style, effective governance and prosperity. The implementation of the rural revitalization strategy is an inevitable requirement for achieving the second "centenary" goal, and it is also an inevitable requirement for achieving common prosperity for all people. The 20th National Congress points out that it is proposed to comprehensively promote rural revitalization, give priority to develop agriculture and rural areas, which further clarified the important position of rural revitalization in promoting the new journey of comprehensively building a modern socialist country.

1.2 College students to promote rural revitalization through entrepreneurship

With the development of urbanization, a large number of young people from rural areas have flooded into cities to work, and rural areas have become a "left-behind" place, rural talents have become a major obstacle to the implementation of rural revitalization strategy. The implementation of the rural revitalization strategy is inseparable from the support of high-quality talents. College students have received systematic higher education, have rich theoretical knowledge and firm political beliefs, and they are valuable human resources. The better the content and

environment of entrepreneurship training, the higher the effectiveness of entrepreneurship education, the higher the satisfaction of entrepreneurship training, and the higher the willingness to start a business [1]. At the same time, college students make use of rural resources to start up business, relying on renewable creativity and knowledge, introducing modern science and technology which can improve production efficiency, reducing resource consumption, building a modern agricultural production system and solving the major problems of inadequate social development and unbalanced urban and rural development. The interaction produced between entrepreneurial education (development of human capital) and the individual's capacity to become an entrepreneur (development of active human capital) is not systematically positive [2]. Therefore, college students' rural innovation and entrepreneurship is an important way to promote rural revitalization.

1.3 Innovation and entrepreneurship education in application-oriented colleges

Application-oriented colleges are the pioneers of the structural adjustment of higher education in China, and the teaching focus has changed from academic to the mode of balancing academic and practice, so as to strengthen students' practical operation ability. In recent years, in order to promote innovation and entrepreneurship education, a series of policy documents have been issued, "innovation and entrepreneurship" education has become the theme of deepening education reform in major application-oriented colleges, so that students can grow into innovative talents who have a solid grasp of professional knowledge and can start up business. Therefore, under the guidance of the entrepreneurship and innovation education and school policies, application-oriented college students can better exert their own excellence and enhance their innovation

and entrepreneurship ability.

This paper focuses on application-oriented college students, expanding the scope and difference of the research object of entrepreneurial intention, enriching and complementing the empirical research on the influence mechanism of entrepreneurial environment in college students' entrepreneurial intention on rural areas.

2. Theoretical Background

2.1 Research on college students' rural entrepreneurship

Some scholars believe that the number of former college graduates who start up businesses in rural areas is very small, and also unsuccessful [3]. First of all, it is because of the narrow employment perspective of students, secondly, the school emphasizes theory over practice and relies too much on the government in the process of entrepreneurship, which is not conducive to college graduates to start up businesses in rural areas. Although government policies and related supports may not directly lead to entrepreneurship, the emphasis and investment in entrepreneurship education in universities are truly helpful for promoting local entrepreneurial activities [4]. Some studies have indicated that there are five critical factors influencing college students' rural entrepreneurship, including traditional ideologies and psychological factors, knowledge reserve and entrepreneurial skills, policy guidance and support, inherent flaws in the agricultural products market, and essential resources like capital and land [5]. Based on GEM model, domestic researchers divided the influencing factors of college students' rural entrepreneurship into internal and external factors. The external factors encompassed policies, economics, social-cultural influences, and natural conditions, while the internal factors comprised individual characteristics and team dynamics [5].

2.2 Research on the influence of regional entrepreneurial environment on entrepreneurial intention in universities

Regional soft environment, such as policy environment, industrial development environment, financial environment and social culture, has a significant direct impact on entrepreneurs' entrepreneurial behavior, while regional soft environment has a significant differentiated regulatory effect between innovation network and entrepreneurial behavior [6]. Entrepreneurs' self-efficacy plays an intermediary role between perceived entrepreneurial environment and entrepreneurial behavior. Entrepreneurs' understanding of entrepreneurial environment has a positive impact on entrepreneurial intention, and significant entrepreneurial intention will greatly stimulate entrepreneurs' entrepreneurial behavior [7]. The institutional environment plays a crucial role in regulating entrepreneurial behavior by bolstering entrepreneurial capital and opportunities [8], but also affects farmers' identification of entrepreneurial opportunities and access to resources, thus influencing entrepreneurial intention. In summary, we believe that entrepreneurial environment has a positive and significant effect on entrepreneurial intention which listed below in hypothesis 1-4.

2.3 Research on the influence of entrepreneurial learning on entrepreneurial intention

College students, embarking on their entrepreneurial journey as novices, primarily rely on their own self-directed learning to acquire the necessary entrepreneurial knowledge, accumulate valuable experience, and refine their entrepreneurial skills. Entrepreneurial learning presents a medium for groom young graduates thereby according them with necessary attitude, knowledge and skills in discharging their professional duties [9]. This autonomous learn-

ing process is not just about understanding the nuts and bolts of entrepreneurship; it's about fostering a comprehensive grasp of the dynamic and challenging entrepreneurial world.

Scholars have emphasized that entrepreneurial learning serves a dual purpose. Firstly, it aids students in developing a deeper comprehension of the essence and complexities of entrepreneurship. Secondly, and perhaps more importantly, it fosters and nourishes their entrepreneurial drive and aspirations. This learning process goes beyond textbooks and theories; it involves engaging with real-world scenarios, drawing inspiration from successful entrepreneurs, and reflecting on personal experiences. A crucial aspect of this learning is the ability to learn from the successes (and failures) of others. By studying the strategies and decisions that led to the success of established entrepreneurs, college students can gain valuable insights into the dos and don'ts of running a business. Equally important is the process of reflecting on their own past experiences, both positive and negative, to extract valuable lessons and apply them to future endeavors. Through this continuous cycle of learning from others and self-reflection, students can gradually master the knowledge, skills, and experience crucial for entrepreneurial success. This, in turn, greatly empowers potential entrepreneurs to confidently embark on their own entrepreneurial journeys. Backed by a solid foundation of practical understanding and ability gained through entrepreneurial practice learning, they are well-equipped to face the challenges that lie ahead. As a result, their awareness of entrepreneurship is heightened, as they begin to appreciate the nuances and intricacies involved in running a successful business. This awareness, coupled with their enhanced entrepreneurial intention, positions them favorably to seize opportunities, innovate, and create value in the market. In essence, the combination of practical understanding, ability, and heightened entrepreneurial

awareness promotes their readiness and willingness to take the plunge into the entrepreneurial world, thereby improving their entrepreneurial intention and increasing the likelihood of their success in this exciting and challenging field [10]. Other researchers take high school students as research objects to explore the relationship between entrepreneurial learning and entrepreneurial intention in high school groups. It is found that entrepreneurial learning can effectively improve the entrepreneurial intention of high school students [11]. Based on the above, we believe that entrepreneurial learning has a positive and significant effect on entrepreneurial intention which listed below in hypothesis 5. Entrepreneurial learning refers to college students actively participate in entrepreneurial education courses and practices, observe and discuss others' entrepreneurial tracks, and actively communicate and interact with workers engaged in entrepreneurship to acquire relevant entrepreneurial experiences, and then conduct purposeful reflection and summary, thus promoting and guiding the process of individual entrepreneurial activities [12]. Entrepreneurial learning is primarily examined as a mediating factor [13]. Hypothesis 6 has listed.

3. Research Methodology

3.1 Theoretical model and hypotheses

Under the background of rural revitalization and college students' entrepreneurial intention in rural areas, this study analyzed the relationship between the entrepreneurial environment, entrepreneurial learning and entrepreneurial intention of application-oriented college students, and built a theoretical model:

To sum up, this paper will test the following hypotheses one by one:

H1: Policies and regulations have a significant positive impact on college students' entrepreneurial

intention in rural areas

H2: Financial support has a significant positive impact on college students' entrepreneurial intention in rural areas

H3: Entrepreneurial education has a significant positive impact on college students' entrepreneurial intention in rural areas

H4: Social culture has a significant positive impact on college students' entrepreneurial intention in rural areas

H5: Entrepreneurial learning has a significant positive impact on college students' entrepreneurial intention in rural areas

H6: Entrepreneurial learning plays a mediating role between the soft environment of the entrepreneurial region in universities and entrepreneurial intention.

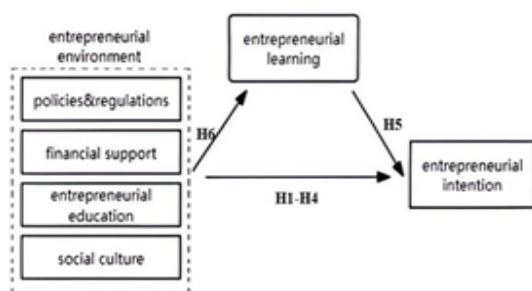


Fig. 1 Research model

3.2 Research subjects

The GEM model (financial support, government policies, government projects, education and training, research and development transfer, business environment and professional infrastructure, domestic market opening degree, physical infrastructure, culture and social norms) has a greater influence on the research in the components of entrepreneurial environment [14]. Rural entrepreneurship in the developing world has long been hailed as a powerful tool for promoting the socioeconomic integration of young people and the key to avoiding rural depopulation as well as ensuring these areas remain attractive places

for rural youth [15]. Chinese scholars categorize the regional soft environment into five to six factors, including government service, social culture, legal systems, market conditions, education technology, and financial services. This paper simplifies these factors into four main components: policies and regulations, financial support, entrepreneurship education, and social culture, tailored to applied-oriented students and rural entrepreneurship. Focusing on college students in Zhejiang, China, the paper employs empirical methods to explore how the regional soft environment affects entrepreneurial intention through entrepreneurial learning. With the regional soft environment as the independent variable and entrepreneurial learning as the mediator, it seeks to understand this relationship and offers policy suggestions to bolster rural entrepreneurship.

3.3 Research tool

3.3.1 The selection of research objects

This research adopts the method of questionnaire survey to study the factors affecting the rural entrepreneurial intention of application-oriented college students in Zhejiang Province. Based on the object of this research, 530 questionnaires were randomly sampled by relevant personnel when the questionnaire was issued, and 505 valid questionnaires were recovered by deleting those with short answer time and incomplete information. The 505 questionnaires were investigated and analyzed below.

3.3.2 Questionnaire design

The data was obtained by questionnaire survey, which was divided into three parts: the first part is basic information, including the gender and age of the respondent, with single selection; The second part is the investigation of the situation, including what are the advantages of rural entrepreneurship? The third part is the measurement of the influencing factors of entrepreneurial intention, and the five-

level Likert scale is used as the scoring standard.

It shows that the age distribution in the sample is mainly concentrated in the 19–24 years old, accounting for 80.397%, and the younger and older groups account for a relatively low proportion. Most of the participants in the survey were in the school stage, accounting for 91.089%, and the number of graduates more than two years was the least, only 1.188%.

Table 1. Basic information

Group	Options	Frequency	Percentage (%)
Gender	Female	297	58.812
	Male	208	41.188
Age	Under 18	66	13.069
	19-20	179	35.446
	21-22	139	27.525
	22-24	88	17.426
	Above 24	33	6.535
Student status	Fresh graduates	24	4.752
	>2 years	6	1.188
	<2 years	15	2.970
	Current student	460	91.089
Total		505	100.0

4. Research Result

4.1 Reliability and validity analysis

4.1.1 Reliability analysis

In this paper, SPSS.27 version was used for reliability and validity analysis of questionnaire data

As we can be seen from the above table that the α coefficient values of the six dimensions of policies and regulations, financial support, entrepreneurial education, social culture, entrepreneurial learning and rural entrepreneurial willingness are all higher than 0.8, and the minimum is 0.855, which indicates that the reliability quality level of this data is good, and the research data is real and reliable and can be used for further analysis.

Table 2. Cronbach reliability analysis

Group	Cronbach's α coefficient
Policies and Regulations - Q1: government-provided facilitation of new business start-up procedures	0.859
Q2: The government has provided various preferential policies such as taxation and financial subsidies to support the development of college students' rural entrepreneurship	
Q3: The government has a sound rural entrepreneurship training system for college students	
Q4: The government encourages and supports college students to start their own businesses in rural areas	
Financial support - Q1: There are more channels to choose from for start-up loans	0.859
Q2: It is easier for college students to get low-interest start-up loans from banks in rural areas	
Q3: Investors prefer to invest in rural entrepreneurial projects	
Q4: Financial institutions provide a variety of credit guarantee methods for college students to start their own businesses in rural areas	0.871
Entrepreneurship Education - Q1: In the innovation and entrepreneurship course of the university, there is a chapter specifically for rural entrepreneurship	
Q2: The University has specially invited rural entrepreneurs such as rural makers to give lectures on campus	
Q3: The school will organize students to conduct practical training on entrepreneurship in agricultural and creative enterprises	
Q4: The school will organize students to carry out rural entrepreneurship project activities or competitions	0.867
Social culture - Q1: Social culture encourages innovation and entrepreneurship	
Q2: Social culture encourages individuals to succeed through hard work	
Q3: Social culture encourages taking risks	
Q4: Sociocultural respect for those who take root in rural entrepreneurship	0.865
Entrepreneurial learning - Q1: I often pay attention to entrepreneurial information related to rural entrepreneurship	
Q2: I often have discussions with rural entrepreneurs	
Q3: I think reflecting on or learning from the actions of others in rural entrepreneurship can be very helpful for your own entrepreneurship	
Q4: I have participated in projects and activities related to college students' entrepreneurship (club activities, entrepreneurship competitions, etc.)	0.855
Rural entrepreneurial willingness - Q1: I have the idea of starting a rural business and become a rural maker	
Q2: I am familiar with various processes of college students' rural entrepreneurship	
Q3: I already have a clear direction or plan for rural entrepreneurship	
Q4: I was able to grasp the nettle and stick to the idea of rural entrepreneurship	

Standardized Cronbach's α coefficient: 0.925

4.1.2 Validity analysis

KMO and Bartlett tests were used to verify validity. It can be seen from the table above that the KMO value is 0.923 and the KMO value is greater than 0.8, and the research data is very suitable for extracting information.

It can be seen from the above table that the analysis of intermediary effect involves 3 models, which are as follows:

policies and regulation, X1; financial support, X2; entrepreneurial education, X3; social culture, X4; entrepreneurship learning, X5; Rural entrepreneurial intention, Y

$$Y = 0.978 + 0.147* X1 + 0.250* X2 + 0.191* X3 + 0.128* X4$$

Table 3. KMO and Bartlett's tests

KMO values		0.923
Bartlett sphericity test	Approximate χ^2	6395.596
	df	276
	p value	0.000

4.2 Regression analysis

Taking policies and regulations, financial support, entrepreneurship education, social culture as independent variables, entrepreneurial learning as

intermediary variable, and entrepreneurial intention in rural areas as dependent variable for linear regression analysis.

$$X5 = 0.646 + 0.216* X1 + 0.121* X2 + 0.242* X3 + 0.222* X4$$

$$Y = 0.873 + 0.112* X1 + 0.231* X2 + 0.152* X3 + 0.092* X4 + 0.162* X5$$

The product coefficient test method is used, and the Bootstrap sampling method is used to test the intermediary effect, and can be used for further analysis.

The final test results are shown in the table, a total of 4 independent variables X, 1 intermediary variable M, a total of 4*1=4 intermediary paths, 4 paths are partial mediation, entrepreneurial learning plays an intermediary role between the entrepreneurial environment and entrepreneurial intention in colleges, so H6 is supported.

The following formula for model three is:

$$Y = 0.873 + 0.112* X1 + 0.231* X2 + 0.152* X3 + 0.092* X4 + 0.162* X5$$

The R-square value of the model is 0.318, which

Table 4. Intermediate effect model

	Rural entrepreneurial intention					Entrepreneurial learning					Rural entrepreneurial intention				
	B	SE	T	P	Beta	B	SE	T	P	Beta	B	SE	T	P	Beta
Constant	0.978**	0.169	5.778	0.000	-	0.646**	0.168	3.852	0.000	-	0.873**	0.170	5.148	0.000	-
Policies and regulations	0.147**	0.044	3.345	0.001	0.146	0.216**	0.044	4.970	0.000	0.209	0.112*	0.044	2.519	0.012	0.112
Financial support	0.250**	0.044	5.633	0.000	0.250	0.121**	0.044	2.756	0.006	0.118	0.231**	0.044	5.215	0.000	0.231
Entrepreneurship education	0.191**	0.044	4.378	0.000	0.196	0.242**	0.043	5.581	0.000	0.241	0.152**	0.044	3.422	0.001	0.156
Sociocultural	0.128**	0.044	2.936	0.003	0.129	0.222**	0.043	5.130	0.000	0.217	0.092*	0.044	2.086	0.037	0.093
Entrepreneurial learning											0.162**	0.045	3.622	0.000	0.166
R ²	0.300					0.352					0.318				
Adjust R ²	0.294					0.347					0.311				
F number	F (4,500)=53.468, p=0.000					F (4,500)=67.833, p=0.000					F (5,499)=46.435, p=0.000				

*p<0.05, **p<0.01

Table 5. Percentile bootstrap method

Item	c Total Effect	a	b	a*b Intermediate effect size	a*b (Boot SE)	a*b (z value)	a*b (p value)	a*b (95% BootCI)	c' Direct effect	Test conclusion
Policies and regulations → entrepreneurial learning → rural entrepreneurial intention	0.147**	0.216**	0.162**	0.035	0.035	2.875	0.004	0.013 ~ 0.060	0.112*	Partial intermediation
Financial support → Entrepreneurial learning → rural entrepreneurial intention	0.250**	0.121**	0.162**	0.020	0.009	2.103	0.035	0.004 ~ 0.040	0.231**	Partial intermediation
Entrepreneurial education → Entrepreneurial learning → rural entrepreneurial intention	0.191**	0.242**	0.162**	0.039	0.013	2.896	0.004	0.016 ~ 0.068	0.152**	Partial intermediation
Social culture → Entrepreneurial learning → rural entrepreneurial intention	0.128**	0.222**	0.162**	0.036	0.012	2.935	0.003	0.014 ~ 0.061	0.092*	Partial intermediation

* $p < 0.05$, ** $p < 0.01$

Type of bootstrap: Percentile bootstrap method

means that policies and regulations, financial support, entrepreneurial education, social culture, and entrepreneurial learning can explain 31.8% of the change of rural entrepreneurial intention. In the F-test of the model, it was found that the model passed the F-test ($F=46.435$, $p=0.000 < 0.05$), which means that at least one of the policies and regulations, financial support, entrepreneurial education, social culture and entrepreneurial learning will have an impact on rural entrepreneurial intention. In addition, the multi-collinearity test of the model found that, VIF values in the model are all less than 5, which means that there is no-collinearity problem; And the D-W value is near the number 2, which indicates that there is no auto correlation in the model, and there is no correlation between the sample data, and the model is good. The final concrete analysis shows that:

The regression coefficient value of policies and regulations is 0.112($t=2.519$, $p=0.012 < 0.05$), which means that policies and regulations will have a significant positive impact on rural entrepreneurial intention, H1 is supported.

The regression coefficient value of financial support is 0.231($t=5.215$, $p=0.000 < 0.01$), which means that financial support will have a significant positive

impact on rural entrepreneurial intention, H2 is supported.

The regression coefficient value of entrepreneurship education is 0.152($t=3.422$, $p=0.001 < 0.01$), which means that entrepreneurial education has a significant positive impact on rural entrepreneurial intention, H3 is supported.

The regression coefficient value of social culture is 0.092($t=2.086$, $p=0.037 < 0.05$), which means that social culture will have a significant positive impact on rural entrepreneurial intention, H4 is supported.

The regression coefficient value of entrepreneurial learning is 0.162($t=3.622$, $p=0.000 < 0.01$), which means that entrepreneurial learning will have a significant positive impact on rural entrepreneurial intention, H5 is supported.

The summary analysis shows that: policies and regulations, financial support, entrepreneurial education, social culture and entrepreneurial learning all have significant positive impact on rural entrepreneurial intention.

From the perspective of regression coefficient value, financial support regression coefficient 0.231 is greater than entrepreneurial learning regression coefficient 0.162, entrepreneurial learning regression

coefficient greater than entrepreneurial education regression coefficient 0,152, entrepreneurial education regression coefficient greater than policies and regulations regression coefficient 0,112. The regression coefficient of policies and regulations is greater than the regression coefficient of social culture 0,092.

In summary, it shows that the regression relationship between rural entrepreneurial intention and various factors is as follows: financial support > entrepreneurial learning > entrepreneurial education > policies and regulations > social culture.

5. Conclusion

5.1 The implications of college students' entrepreneurial intention in rural areas

Through empirical analysis, the actual effects of various environmental factors and the direct and indirect paths of this model are systematically tested, the intermediary effect of entrepreneurial learning is tested as well. Forming a theoretical model of "regional soft environment - entrepreneurial learning - entrepreneurial willingness" to explore the synergistic effect of internal and external factors on college students' entrepreneurial intention on rural areas. From the perspective of entrepreneurial environment, this paper reveals the important impact of entrepreneurial environment elements on college students' rural entrepreneurial behavior, which is conducive to create a better rural entrepreneurial environment for college students, formulating better and optimizing rural entrepreneurial policies, providing multiple paths for exploring comprehensive rural revitalization. From the perspective of college students' entrepreneurship, it is not only helpful for college students to realize the importance of entrepreneurial learning, improving their learning ability and opportunity identification ability, but also to guide college students to pay attention to the government's entrepreneurial support policies, which will stimulate

the endogenous motivation of college students' rural entrepreneurship. It also has certain practical significance in speeding up economic construction in rural areas.

According to the conclusion of data analysis, financial support is the strongest factor affecting college students' entrepreneurial intention in rural areas. Financial support directly affects the capital acquisition and resource allocation during the process of rural entrepreneurship. Improving college students' entrepreneurial learning ability through entrepreneurial courses, learners got the support they needed both from each other and from the teacher-researcher [16], in order to obtain financial support can effectively promote the development of college students' entrepreneurship in rural areas.

5.2 Suggestions for college students' entrepreneurial intention

Entrepreneurial passion relies on entrepreneurial self-efficacy, a major mechanism that creates social entrepreneurial intention [13]. There are many factors influencing college students' entrepreneurial intention in rural area. After establishing a theoretical model and verifying the hypothesis, this paper puts forward practical suggestions on improving college students' entrepreneurial intention in rural areas from three perspectives: college students' personal practice, university leadership and government participation.

5.2.1 From the perspective of college student

After analyzing the relationship between entrepreneurial learning and entrepreneurial intention of college students, the results show that there is a significant positive correlation between these two, that means, the higher level of entrepreneurial learning of college students, the higher entrepreneurial intention they have. Individual creativity, entrepreneurial intention and social innovation tendency and

that entrepreneurial intention mediates the relationship between creativity and social innovation tendency [10,17]. Having a high level of entrepreneurial learning is often one of the prerequisites for college students to start up a business. Students' improved employability skills increased their competitiveness and satisfaction, with competitiveness as a mediating factor [8,18]. Institutional environment influences the perceptions of desirability and feasibility, society's social and cultural environment, such as beliefs, values and attitudes, conditions behaviour and decisions made by individuals [19,20]. It can help college students improve their self-cognition level, making a reasonable match between their own conditions and the industry environment, capturing entrepreneurial opportunities, clarifying the entrepreneurial motivation and make preparations for entrepreneurial activities, and the embodiment of entrepreneurial intention will be more obvious [5,21]. Through entrepreneurial learning, college students can acquire knowledge, skills and experience related to entrepreneurship, and improve their entrepreneurial ability and competitiveness [22]. With good entrepreneurial literacy and project planning, college students are more likely to present their entrepreneurial projects to financial institutions or investors and obtain financial support, such as loans and venture capital. Improving college students' entrepreneurial learning ability can also help college students establish a good relationship and corporate image, so that to increase the opportunity to obtain financial support. By participating in entrepreneurial competitions, entrepreneurial mentor guidance, entrepreneurial training camps and other activities, college entrepreneurs can get in touch with more investors, entrepreneurial mentors and industry experts, improving the ability to communicate and cooperating with them, and then get the opportunity to obtain financial support.

5.2.2 From the perspective of college leadership

Through the analysis of the relationship between the entrepreneurial environment of universities with its various dimensions and the entrepreneurial intention of college students, it is found that there are positively correlated, which means, the more perfect the entrepreneurial environment of colleges, the higher the entrepreneurial intention of college students are. Venture funds and various financing methods in colleges can provide certain financial support for college students' entrepreneurial activities. Abundant entrepreneurship-related courses and entrepreneurial practice activities can provide effective knowledge and skills for college students' entrepreneurial groups, and providing them with various supports can continuously improve college students' entrepreneurial intention [23,24]. It shows that a good entrepreneurial environment in colleges can provide certain material and professional support for prospective entrepreneurs in the group of college students, alleviating the realistic pressure of prospective entrepreneurs, reduce worries, and thus have a positive impact on the entrepreneurial intention of college students.

5.2.3 From the perspective of government

The low level of entrepreneurial intention of college students may also due to the influence of social macro environment. College entrepreneurs are lack of experience in entrepreneurial projects and processes, and also lack of effective ways to solve entrepreneurial projects and gain entrepreneurial confidence. It is undeniable that social capital is naturally profit-driven, and when enterprises seek to maximize economic benefits, they are often not actively to cooperate with college students. The normative dimension of social capital only has a significant impact on the factor of confidence, while the trust dimension has a positive impact on the dimension of self-regulation efficacy

and the network dimension on confidence, self-regulation, and task challenge [25]. Lack of investment is one of the main reasons why so many college students' innovation and entrepreneurship projects are stranded. As the main distributor of social entrepreneurial resources, the government can promote rural entrepreneurship of college students by formulating policies, building platforms, conducting training, strengthening publicity and so on, providing them with a better environment and support for entrepreneurship can promoting rural economic development and social stability.

REFERENCES

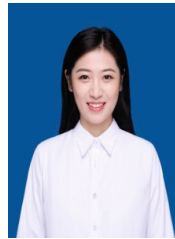
- [1] Kim, M. S., Lee, J. H., & Ko, J. W. (2013). The effectiveness of the entrepreneurship education program for seniors and the determinants of entrepreneurial intention. *Journal of Digital Convergence*, 11, 233–241.
- [2] Toutain, O., Fayolle, A., Pittaway, L., & Politis, D. (2017). Role and impact of the environment on entrepreneurial learning. *Entrepreneurship & Regional Development*, 29(9–10), 869–888.
- [3] Zhang, P. (2015). Analysis of factors and countermeasures of obstacles for college students returning home to start businesses. *Modern Economic Information*.
- [4] Zhang, F., Wei, L., Sun, H., & Tung, L. C. (2019). How entrepreneurial learning impacts one's intention towards entrepreneurship a planned behavior approach. *Chinese Management Studies*, 13(1), 146–170.
- [5] Soomro, B. A., & Shah, N. (2022). Entrepreneurship education, entrepreneurial self-efficacy, need for achievement and entrepreneurial intention among commerce students in Pakistan. *Education + Training*, 64(1), 107–125.
- [6] Ngah, Rohana, Osman, Che, & Asniza. (2017). Entrepreneurship education and entrepreneurial learning on students' entrepreneurial intention in Malaysia: investigating the role of entrepreneurial self-efficacy. *Advanced Science Letters*, 23(8).
- [7] Du, Y. P., Ma, Y. K., & Wang, L. X. (2016). An empirical study on the impact of entrepreneurial environment cognition on entrepreneurial attitude and entrepreneurial intention: Based on the survey data of several universities in Xi'an. *Soft Science*, 30(8), 38–41.
- [8] Menshikov, V., Kokina, I., & Ruza, O. (2021). The entrepreneurial potential of Latvian students: The role of the university environment. *Entrepreneurship and Sustainability Issues*, 9.
- [9] Ernest, K., Matthew, S. K., & Samuel, A. K. (2015). Towards entrepreneurial learning competencies: the perspective of built environment students. *Higher Education Studies*, 5(1).
- [10] Chiengkul, W., Tantipanichkul, T., Boonchm, W., Phuangpornpitak, W., & Suphan, K. (2023). Social entrepreneurship of small- and medium-sized entrepreneurs in Thailand: Influence of institutional environment, entrepreneurial passions, and entrepreneurial self-efficacy. *Social Enterprise Journal*, 19(4), 370–389.
- [11] Jusoh, O., Koku, P. S. (2016). The efficacy of providing entrepreneurship education to junior high school students. *World Review of Science Technology & Sustainable Development*, 12(3).
- [12] Liang, C. X., & Shen, H. (2020). An analysis on the dimensions of college students' entrepreneurial learning from the perspective of experiential learning. *Journal of Hunan Agricultural University (Social Science Edition)*, 21(4): 83–92.
- [13] Cunha, J., Madalena Araújo, Ferreira, C., & Nunes, M. L. (2022). The mediating role of entrepreneurial intention between creativity and social innovation tendency. *Social Enterprise Journal*, 18(2), 383–405.
- [14] Gao, J., Jiang, F. Y., & Li, X. B. (2006). *Global Entrepreneurship Watch China Report: Analysis based on 2005 data*. Beijing: Tsinghua University Press.

- [15] Bouichou, E. H., Abdoulaye, T., Allali, K., Bouayad, A., & Fadlaoui, A. (2021). Entrepreneurial intention among rural youth in Moroccan agricultural cooperatives: The future of rural entrepreneurship. *Sustainability*, 13.
- [16] Hietanen, & Lenita. (2015). Entrepreneurial learning environments: supporting or hindering diverse learners?. *Education & Training*, 57(5), 512-531.
- [17] Chen, S. H., Wang, W. T., & Lu, C. T. (2021). Exploring the development of entrepreneurial identity in a learning-by-doing entrepreneurial project environment. *Education and Training*.
- [18] Junejo, S., Pitafi, A., & Bhutto, A. (2022). Economic development and growth perspectives in entrepreneurship. *Developing Entrepreneurial Ecosystems in Academia*.
- [19] Khalifa, A. H., & Dhiaf, M. M. (2016). The impact of entrepreneurship education on entrepreneurial intention: The UAE context. *Polish Journal of Management Studies*, 14(1), 119-128.
- [20] Diaz-Casero, J. C., Ferreira, J. J. M., Mogollon, R. H., & Raposo, M. L. B. (2012). Influence of institutional environment on entrepreneurial intention: A comparative study of two countries university students. *International Entrepreneurship and Management Journal*, 8(1), 55-74.
- [21] Javier, A., Sánchez-Torres, Arango-Botero, D., & Valencia-Arias, A. (2022). Promoting entrepreneurship based on university students' perceptions of entrepreneurial attitude, university environment, entrepreneurial culture and entrepreneurial training. *Higher Education, Skills and Work-Based Learning*, 12(2), 328-345.
- [22] Bruce Mwiya & Moffat Chawala (2015). Exploring the combined influence of entrepreneurial environment and entrepreneurship education on graduates' start-up intention: Need for entrepreneurial ecosystems, *Zambia Institute of Marketing Conference Paper*.
- [23] Razak, N. S. N. A., Buang, N. A., & Kosnin, H. (2018). The influence of entrepreneurship education

towards the entrepreneurial intention in 21st century learning. *The Journal of Social Sciences Research*.

- [24] Gerba, T., & Dugassa. (2012). Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia. *African Journal of Economic & Management Studies*, 3(2), 258-277.
- [25] So, Y. N., & Mo, J. H. (2023). The effects of beauty entrepreneurship and social capital in university students majoring in beauty on entrepreneurial self efficacy and entrepreneurial intention. *Journal of The Korean Society Design Culture*.

왕 이 가 (Wang Yike)



- 2021년 6월~현재: 세한대학교 대학원 경영학과 박사
- 2015년 8월~현재: 절강공상대학 항저우상과대학 교사
- 2012년 8월~2013년 10월: 홍콩대학교 교육관리과 졸업
- 2008년 9월~2012년 6월: 호주 La Trobe대학교 금융학과 졸업
- 관심분야: 창조적 창업, 창업 교육
- E-mail: 1099144202@qq.com

정 기 영 (Chung Giyoung)



- 1978년 3월~1984년 2월: 조선대학교 공학(공학학사)
- 1984년 9월~1987년 2월: 명지대학교 대학원(경영학석사)
- 1988년 1월~1990년 9월: 코네티컷 브리지포트대학교 대학원(경영학석사)
- 1990년 9월~1993년 9월: 금문대학교 대학원 경영학과(경영학박사)
- 1997년 3월~현재: 세한대학교 경영학과 교수
- 관심분야: 글로벌경영관리, 관리정보시스템
- E-mail: crose@sehan.ac.kr