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The Influence of Entrepreneurship Education on E-Commerce Entrepreneurial Intention among University Students

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Abstract

Background and Aims: Digital transformation creates new avenues for university students to pursue entrepreneurship in the e-commerce sector. Grounded in the Theory of Planned Behavior, this study examines how four dimensions of entrepreneurship education—curriculum, education quality, facilities, and opportunity recognition—influence students' e-commerce entrepreneurial intentions in Shaanxi Province, China. Focusing on e-commerce entrepreneurial intention emphasizes the unique opportunities and challenges posed by the digital economy.

Methodology: This quantitative study surveyed 406 university students in Shaanxi Province using a validated 27-item questionnaire covering entrepreneurship education and entrepreneurial intention. The sample was purposively selected based on Yamane's formula to ensure representativeness. The instrument underwent pilot testing, demonstrating strong internal consistency (overall Cronbach's alpha = 0.953). Data were collected online with informed consent and analyzed using SPSS Version 27, employing descriptive statistics, Pearson's correlation, and multiple regression to examine the predictive influence of entrepreneurship education.

Results: The 406 participants represented balanced genders and diverse academic backgrounds. Mean scores across all entrepreneurship education dimensions exceeded 4.0, and the mean entrepreneurial intention score was 4.21. Correlation and regression analyses revealed a significant positive relationship between all education dimensions and entrepreneurial intention. The regression model accounted for 70.9% of the variance in entrepreneurial intention, underscoring the strong predictive power of comprehensive entrepreneurship education.

Conclusion: Multidimensional entrepreneurship education, which includes curriculum, instructional quality, facilities, and opportunity recognition, significantly influences students' intentions to start e-commerce ventures in Shaanxi, China. Among these factors, access to practical support resources such as incubators and mentorship programs exerted the greatest

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influence. These findings offer both theoretical and practical implications, highlighting the critical role of institutional resources in shaping entrepreneurial mindsets in the digital era.

Keywords: Entrepreneurship Education; Entrepreneurship; Education Quality; Teaching Quality; Facilities; Opportunity Recognition; E-Commerce Entrepreneurial Intention

Introduction

The accelerating global shift toward digitalization has transformed business landscapes, driving fundamental changes in the structure and processes of modern commerce. Technological advancements have lowered entry barriers and expanded access to international markets, enabling e-commerce to emerge as a dominant avenue for entrepreneurial activity and reshaping both consumer behavior and competitive dynamics (Sun et al., 2023). This digital transformation demands not only new technical and managerial competencies but also a shift in entrepreneurial mindset, making adaptability, innovation, and digital proficiency essential for success (Lackéus, 2014; Xu et al., 2023).

For university students, digital entrepreneurship is increasingly viewed as an attractive and viable career pathway, particularly amid economic uncertainty and evolving labor markets. Grounded in Ajzen's Theory of Planned Behavior, which posits that entrepreneurial intentions are shaped by attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991), this study underscores the pivotal role of higher education institutions in cultivating such intentions. By equipping students with relevant skills, knowledge, and confidence, universities can enhance their capacity to thrive in rapidly evolving online business ecosystems.

In the context of the People's Republic of China, and particularly within Shaanxi Province, entrepreneurship education has evolved into both a national priority and a key regional development strategy (Sun et al., 2023). Recent policy measures have strengthened university-level entrepreneurship education through the introduction of specialized curricula and the establishment of innovation hubs designed to nurture a vibrant entrepreneurial culture. Despite these advancements, significant challenges persist, including uneven program implementation, variability in instructional quality, and limited access to practical support. According to entrepreneurial intention theories, such as the Theory of Planned Behavior, these shortcomings may diminish students' perceived feasibility and desirability of entrepreneurial careers, thereby reducing their confidence and motivation to engage in entrepreneurial activities (Ajzen, 1991; Jin, 2022; Lackéus, 2015). Addressing these gaps requires sustained reform efforts grounded in empirical evidence and reinforced by close collaboration among policymakers, university administrators, and industry stakeholders, ensuring that entrepreneurship education remains responsive to the evolving demands of the digital economy.

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Although numerous studies have examined the impact of entrepreneurship education on students' entrepreneurial intentions (Hou et al., 2022; Gao & Qin, 2022; Sun et al., 2023), most have treated it as a unidimensional construct. This oversimplification overlooks the distinct pathways through which specific components such as curriculum design, teaching quality, available facilities, and opportunities for idea recognition may independently or interactively shape entrepreneurial intentions. Consequently, prior research provides limited insight into how multifaceted educational experiences influence entrepreneurial outcomes, particularly within the rapidly evolving context of China's digital transformation (Wu et al., 2022). To address this gap, the present study adopts a multidimensional perspective to explore how varied aspects of entrepreneurship education contribute to students' intentions to launch e-commerce ventures.

To address this gap, the present study conceptualizes entrepreneurship education as comprising four interrelated dimensions: curriculum, education quality, facility, and opportunity recognition. The curriculum dimension refers to the organization and delivery of formal instructional content aimed at strengthening entrepreneurial competencies and digital business acumen, which in turn can foster positive attitudes toward entrepreneurship (Xu et al., 2023). Education quality encompasses the expertise of instructors, the availability of mentorship, and the overall effectiveness of teaching methods. These factors can enhance students' self-efficacy and perceived behavioral control, both of which are recognized as key antecedents of entrepreneurial intention in models such as the Theory of Planned Behavior (Fayolle & Gailly, 2015; Ajzen, 1991). The facility dimension covers both tangible and intangible resources, including incubation centers, maker spaces, and institutional support. Such resources provide practical experience while reinforcing students' confidence and access to support networks, thereby influencing perceived behavioral control (Lu et al., 2021). Opportunity recognition refers to students' capacity to identify, evaluate, and pursue emerging market possibilities, a skill that strengthens entrepreneurial attitudes, intentions, and perceived feasibility (Sun et al., 2023; Baron & Ensley, 2006). By explicitly examining how these dimensions interact and contribute to entrepreneurial intention, this study seeks to inform curriculum design, policy development, and resource allocation, ultimately equipping students to capitalize on opportunities within the rapidly evolving e-commerce landscape (Xu et al., 2023; Liu et al., 2025).

Objectives

The objective of this study is to explore the effects of entrepreneurship education, including curriculum, education quality, facility, and entrepreneurship opportunity recognition, on students' intention to become e-commerce entrepreneurs.

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Literature Review

Entrepreneurship Education

Entrepreneurship Education (EE) is recognized as a comprehensive approach that extends beyond traditional business instruction by equipping students with entrepreneurial knowledge, technical skills, and adaptive mindsets that foster innovation, resilience, and flexibility, all of which are vital for new venture success in today's fast-changing economy (Widodo & Santoso, 2023). Drawing on human capital theory, entrepreneurship education systematically cultivates attributes such as independence, creativity, leadership, and initiative, thereby enhancing one's capacity to identify and exploit opportunities (Becker, 1964; Kaiyanan et al., 2024; Chien & Liang, 2022). The integration of mentorship, business planning, and real-world projects in entrepreneurship education also aligns with social capital theory, which emphasizes how building networks and relationships facilitates entrepreneurial action (Lin, 1999). Implementing entrepreneurship education in formal curricula helps students develop competencies required to handle uncertainty and seize new opportunities, responding to what Ajzen's Theory of Planned Behavior would term "attitude toward the behavior" and "perceived behavioral control," both essential antecedents of entrepreneurial intention (Ajzen, 1991).

Furthermore, EE blends theoretical and practical instruction through experiential learning, allowing students to construct knowledge by engaging directly in entrepreneurial activities (Kolb, 1984; Miço & Cungu, 2023). The role of educators is critical; using constructivist and learner-centered pedagogies, they empower students to build self-efficacy, enhance decision-making, and develop opportunity recognition, which together strengthen intent to found new ventures (Ncanywa & Dyantyi, 2022; Bruner, 1996; Thomas, 2023). Modern EE curricula also prioritize entrepreneurial alertness, social networking, and multidisciplinary skills, which are competencies widely acknowledged in international research as critical for adaptability in global and digital contexts (Tiberius & Weyland, 2024; Fayolle & Gailly, 2015). By integrating human and social capital development with experiential and constructivist strategies, entrepreneurship education not only fosters practical business skills but also promotes the mindsets and intentions needed for entrepreneurial success across diverse economies.

In summary, EE's multidimensional structure, which encompasses curriculum, education quality, facilities, and opportunity recognition, maps onto key components of the Theory of Planned Behavior by fostering positive attitudes, building supportive social norms through mentorship and networking, and strengthening perceived behavioral control via practical resources and institutional support. This theoretical foundation provides an analytical lens for examining how each dimension contributes differently to entrepreneurial intention, addressing

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current gaps in international and regional scholarship and supporting more precise curriculum design and educational policy.

Dimensions of Entrepreneurship Education

Entrepreneurship Education (EE) comprises four critical dimensions: curriculum, education quality, facility, and opportunity recognition. Together, these components shape students' entrepreneurial competencies, attitudes, and intentions, consistent with models such as the Theory of Planned Behavior (Ajzen, 1991), where curriculum and education quality mainly foster positive attitudes, facilities enhance perceived behavioral control, and opportunity recognition contributes to both attitude and perceived control.

1) Curriculum

The curriculum is a key element of entrepreneurship education, delivering knowledge, skills, and attitudes through mandatory, elective, and extracurricular courses often developed with business professionals to ensure real-world relevance (Chaker & Jarraya, 2021). Practical activities like business plan competitions, funding initiatives, and mentorship provide experiential learning that complements theory. Drawing on competency-based education frameworks, a well-structured curriculum systematically develops entrepreneurial competencies such as opportunity identification, resource mobilization, and value creation (Gibb, 2005; Man, 2006). In university settings, especially in agribusiness, entrepreneurship curricula nurture talent and contribute to economic development, as seen both in China and in international contexts like Europe or Africa (Higgins et al., 2018; Wang et al., 2022; Pittaway & Edwards, 2012). This study defines "curriculum" as the structured entrepreneurship education approach that equips students with essential knowledge and practical insights to apply entrepreneurial thinking and take effective action.

2) Education Quality

Education quality in entrepreneurship education reflects the effectiveness of instruction and pedagogical support. High-quality programs foster students' intentions for self-employment through engaging teaching methods, competent instructors, clear content, and learning environments that encourage entrepreneurial thinking (Chaker & Jarraya, 2021). Effective programs blend theory and practice to build essential entrepreneurial skills (Miço & Cungu, 2023). Ongoing evaluation and curriculum improvement are vital to maintaining education quality and meeting student needs (Chirume & Thondhlana, 2018). An analytical distinction is warranted: education quality refers to instructional delivery and pedagogical effectiveness, whereas curriculum refers to content and structure. Drawing on learning theory and educational psychology, particularly the roles of feedback, active learning, and student motivation, strengthens the theoretical grounding and clarifies how education quality can improve students' attitudes and perceived behavioral control as articulated in the TPB (Deci & Ryan, 1985; Pittaway & Cope, 2007).

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3) Facility

In entrepreneurship education, facilities refer to the physical and institutional infrastructure supporting entrepreneurial learning, such as innovation labs, training centers, networking spaces, and access to entrepreneurial ecosystems. These resources are crucial for developing student skills through mentoring, funding, and real-world exposure, fostering an entrepreneurial mindset (Okoli & Osi, 2018). The quality and availability of facilities strongly affect students' experiential learning and competence (Miço & Cungu, 2023). As entrepreneurial ecosystem theory posits, such facilities serve as enabling conditions for venture creation, providing the supportive environment necessary for entrepreneurial activity (Stam, 2015). Empirical research from Europe and Africa underscores that access to dedicated facilities is a key variable in international comparison as well (Korzhov & Pasko, 2020). In this study, "facility" denotes the accessibility and effectiveness of such infrastructures in nurturing students' entrepreneurial spirit and readiness for business ventures, mapping onto perceived behavioral control within the TPB.

4) Entrepreneurship opportunity recognition

Entrepreneurial opportunity recognition refers to students' ability to identify, evaluate, and pursue promising business ideas, especially in fast-moving markets such as e-commerce. This ability is supported by students' understanding of market demands, strategic decision-making, and practical experience gained through entrepreneurship education (Wiramihardja et al., 2022). Theoretical perspectives—including discovery theory (Shane & Venkataraman, 2000), which views opportunities as identified, and creation theory (Sarasvathy, 2001), which sees them as enacted—help explain how EE aims to enhance both pathways. Cognitive theories of entrepreneurship also show that analytical and creative thinking, developed through educational experiences, are vital for recognizing and seizing opportunities (Baron & Ensley, 2006). Recent research further demonstrates the roles of entrepreneurial motivation and a supportive learning environment in sharpening this capacity (Ledi et al., 2022; Tynan, 2023). In this study, entrepreneurship opportunity recognition is defined as students' capability to detect, assess, and act upon business opportunities, especially within digitally driven and innovation-focused settings; this maps to their attitudes and perceived behavioral control per TPB.

E-Commerce Entrepreneurial Intention

Entrepreneurial intention refers to an individual's cognitive orientation and motivational commitment to starting a business. Rooted in Ajzen's Theory of Planned Behavior, entrepreneurial intention is regarded as planned and deliberate behavior reflecting conscious decision-making (Ajzen, 1991; Parker, 2004). Choo and Wong (2009) define it as an individual's perceived readiness and commitment to venture creation, while Katz and Gartner (1988) emphasize it as goal-directed behavior involving strategic planning. Bird (1988) highlights that intention is formed through both

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cognitive processes and contextual influences, which is particularly important among university students embedded within entrepreneurial ecosystems.

The Theory of Planned Behavior posits that three psychological factors, namely attitude toward the behavior, subjective norms, and perceived behavioral control, jointly shape entrepreneurial intention (Ajzen, 1991). In the e-commerce context, attitude refers to students' positive or negative evaluations of pursuing e-commerce as a career. Subjective norms involve the social encouragement and expectations from peers, family, or exposure to successful e-commerce entrepreneurs, which can elevate intention (Bayona-Oré, 2023; Jin et al., 2023). Perceived behavioral control reflects one's confidence in having the skills and resources to engage in digital entrepreneurship and is enhanced by hands-on experience with online business platforms and digital tools (Jin et al., 2023; Parker, 2004).

Entrepreneurial intention in e-commerce thus merges traditional motivational factors with digital competencies. Additional influences include perceptions of the usefulness, ease of use, and the perceived risk of online business platforms (Hidayah & Nurfadilah, 2022). In this study, e-commerce entrepreneurial intention is defined as a student's strong commitment, strategic planning, and positive perception of e-commerce as a viable and attractive career path. This approach provides clear theoretical and practical application by demonstrating how curriculum, social support, and practical digital experience foster not only entrepreneurial readiness in general but also digital-specific entrepreneurial intention in higher education.

Prior Studies and Theoretical Linkages

An extensive body of scholarship has consistently affirmed the positive association between entrepreneurship education and entrepreneurial intention, especially within university contexts. Nevertheless, much of the extant literature conceptualizes entrepreneurship education as a monolithic construct, thereby neglecting the nuanced effects exerted by its components. In response to this limitation, the present study systematically dissects entrepreneurship education into four distinct dimensions, namely curriculum, education quality, facility, and opportunity recognition, and empirically examines their respective influences on students' intentions to engage in e-commerce entrepreneurship.

Previous research underscores the role of entrepreneurship education in fostering entrepreneurial orientation and intention (Widodo & Santoso, 2023; Miço & Cungu, 2023). Mediating mechanisms, such as opportunity recognition, elucidate how educational interventions are translated into tangible entrepreneurial outcomes (Zhang et al., 2022; Wiramihardja et al., 2022). Grounded in the Theory of Planned Behavior, this study posits that each dimension of entrepreneurship education positively contributes to students' e-commerce entrepreneurial intention through distinct psychological pathways. These include shaping attitudes via relevant

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curricula and instructional quality, enhancing perceived behavioral control using robust facilities and practical resources, and reinforcing subjective norms through social networks and exposure to real-world entrepreneurial activities (Ajzen, 1991).

Furthermore, the conceptual framework of this research acknowledges not only the direct effects of each dimension but also the possibility of interactive or synergistic impacts. For instance, the effectiveness of a high-quality curriculum may be amplified when delivered within environments that provide substantial institutional support, while the capacity for opportunity recognition is likely heightened where both instructional rigor and practical facilitation coexist. Although the primary focus rests on the independent contributions of each component, the potential interplay among them is identified as a significant avenue for subsequent inquiry. By elucidating these multi-dimensional and interrelated mechanisms, the study seeks to inform the development of more nuanced and theoretically integrated entrepreneurship education programs for university students in the digital economy, both within Asian contexts and internationally.

Conceptual Framework and Research Hypotheses

This study investigates how four distinct dimensions of entrepreneurship education, namely curriculum, education quality, facility, and entrepreneurship opportunity recognition, affect university students' intentions to start e-commerce ventures. The conceptual framework is illustrated in Figure 1. The overarching hypothesis is formulated to capture the combined influence of these dimensions:

H1: The combined dimensions of entrepreneurship education positively influence undergraduate students' intention to become e-commerce entrepreneurs in Shaanxi Province, China.

The following directional sub-hypotheses specify the expected positive effects of individual dimensions on entrepreneurial intention:

H1a: Curriculum positively influences entrepreneurial intention.

H1b: Education quality positively influences entrepreneurial intention.

H1c: Facility positively influences entrepreneurial intention.

H1d: Entrepreneurship opportunity recognition positively influences entrepreneurial intention.

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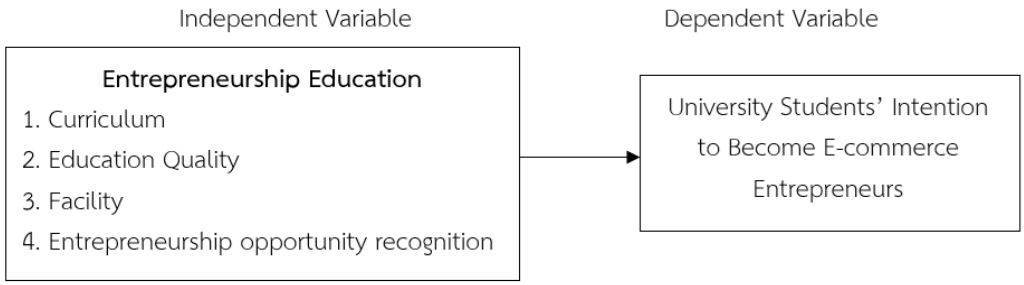


Figure 1 Conceptual Framework of the Study

To ensure analytical precision, this study conceptually distinguishes between curriculum and education quality. Curriculum refers primarily to the content, structure, and delivery of entrepreneurship education programs, including courses and experiential activities. In contrast, education quality encompasses instructional effectiveness, pedagogical approaches, instructor competency, and the overall learning environment that supports entrepreneurial development. Addressing this distinction is essential as some elements, such as instructor competency, may overlap but are treated differently within the framework of this research.

Methodology

Research Design

This study employs a quantitative research design to investigate the effects of four dimensions of entrepreneurship education, namely curriculum, education quality, facilities, and entrepreneurship opportunity recognition, on university students' intentions to engage in e-commerce entrepreneurship. Data were collected through structured questionnaires and analyzed using SPSS. The quantitative approach was selected to facilitate hypothesis testing grounded in the Theory of Planned Behavior, enabling objective measurement of the relationships among the key variables.

Population and Sample

The target population for this study consisted of 152,134 university students enrolled in higher education institutions across Shaanxi Province, China. Based on Yamane's (1967) formula with a 5% margin of error, the minimum required sample size was calculated to be approximately 399 students. To account for potential non-response bias, a total of 406 valid responses were collected.

A purposive sampling technique was employed, as the study specifically aimed to recruit students who were actively participating in entrepreneurship-related courses or programs. This ensured that respondents had direct exposure to the constructs under investigation. The inclusion

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criteria required participants to be enrolled in coursework or activities relevant to e-commerce entrepreneurship. While this sampling approach increases the relevance and validity of the data in addressing the research objectives, it also inherently limits the generalizability of the findings to the broader population of university students in Shaanxi Province. This limitation is acknowledged accordingly.

Research Instruments

A structured questionnaire consisting of 27 items was developed to assess the impact of entrepreneurship education on students' e-commerce entrepreneurial intentions. Of these, 20 items captured four key dimensions—curriculum, education quality, facility, and entrepreneurship opportunity recognition—while 7 items measured entrepreneurial intention. All items were rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The items were adapted from previously validated instruments based on relevant theoretical frameworks to ensure content validity.

A pilot study with 30 respondents was conducted to ensure item clarity. Reliability analysis demonstrated strong internal consistency (Cronbach's alpha = 0.869–0.938). Exploratory and confirmatory factor analyses confirmed the construct and discriminant validity of each scale, supporting the use of the finalized instrument for data collection.

Data Collection Procedures

Data were collected over one month using structured online questionnaires distributed via widely used university-affiliated social media platforms in China, including WeChat, QQ, and Weibo. Eligible participants were current university students enrolled in institutions across Shaanxi Province, expected to graduate in 2024.

Before participation, electronic informed consent was obtained to ensure compliance with ethical standards concerning anonymity and confidentiality. To improve response rates and enhance the representativeness of the sample, periodic reminders were issued on the aforementioned platforms. Where appropriate, small incentives were provided to encourage participation. These measures collectively contributed to improving data completeness and reliability, thereby reinforcing the overall validity of the study's findings.

Data Analysis Techniques

Data were analyzed using IBM SPSS Statistics Version 27 (IBM Corp., 2020). Descriptive statistics were employed to summarize participants' demographic characteristics and key study variables. Pearson's product-moment correlation analysis was conducted to explore the relationships between the four dimensions of entrepreneurship education (curriculum, education quality, facility, and opportunity recognition) and students' e-commerce entrepreneurial intention.

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To assess predictive relationships, multiple linear regression analysis was performed with the four dimensions as independent variables. Before interpreting the results, key assumptions of regression analysis (linearity, normality of residuals, homoscedasticity, and absence of multicollinearity) were examined and satisfactorily met. As the study focused exclusively on the direct effects of entrepreneurship education components, no control variables were included.

Results

Respondent Demographics

A total of 406 university students participated in the study. The gender distribution was nearly equal, with 50.5% identifying as female and 49.5% as male. The largest age group was 20 years (29.8%), followed by students aged 22 (19.5%) and 19 (19.0%). In terms of institutional type, the majority of participants were enrolled in public universities (58.6%), while 41.4% were from private institutions. The respondents represented 29 distinct universities, each contributing 14 participants (3.4%), ensuring a balanced and diverse representation across various higher education institutions.

Descriptive Statistics of Variables

This section reports the descriptive statistics of the primary variables: the four components of Entrepreneurship Education and students' Intention to become E-Commerce Entrepreneurs. Table 1 summarizes the mean scores, standard deviations, and interpretation levels for each variable.

Table 1 Descriptive Statistics of Main Variables (n = 406)

Variable	Mean	Standard Deviation	Interpretation
Entrepreneurship Education			
Curriculum	4.15	0.649	Agree
Education Quality	4.07	0.579	Agree
Facility	4.17	0.623	Agree
Entrepreneurship opportunity recognition	4.16	0.677	Agree
Overall Entrepreneurship Education	**4.14**	**0.563**	**Agree**
E-Commerce Entrepreneurial Intention	**4.21**	**0.573**	**Strongly Agree**

The descriptive analysis revealed that respondents expressed consistent agreement across all dimensions of Entrepreneurship Education. Among the components, Facility (M = 4.17, SD = 0.623) and Opportunity Recognition (M = 4.16, SD = 0.677) exhibited slightly higher levels of agreement, followed closely by Curriculum (M = 4.15, SD = 0.649) and Education Quality (M =

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4.07, SD = 0.579). The aggregated score for Entrepreneurship Education was 4.14 (SD = 0.563), indicating an overall positive perception.

Regarding E-Commerce Entrepreneurial Intention, the mean score was 4.21 (SD = 0.573), falling within the "Strongly Agree" interpretation range. This finding reflects a high level of motivation among students to engage in e-commerce entrepreneurship.

The comparatively higher ratings for Facility and Opportunity Recognition may indicate a greater sense of perceived behavioral control among respondents. This aligns with the Theory of Planned Behavior (Ajzen, 1991), which posits that access to enabling resources and the ability to identify entrepreneurial opportunities contribute positively to the intention to act. These results suggest that students' favorable perceptions of educational infrastructure and their opportunity awareness are significant contributors to their entrepreneurial motivation—particularly within the context of the growing prominence of digital commerce.

Examining relationships between variables

Pearson product-moment correlation results indicate a strong, statistically significant positive relationship between entrepreneurship education and e-commerce entrepreneurial intention ($r = 0.844$, $p < 0.01$), as shown in Table 2. This finding suggests that students who perceive higher levels of entrepreneurship education—comprising curriculum, education quality, facilities, and opportunity recognition—tend to report stronger intentions to engage in e-commerce ventures. The magnitude of this correlation is notably high, underscoring a substantial association that supports intention-based frameworks such as the Theory of Planned Behavior (Ajzen, 1991). According to this theory, educational experiences shape psychological constructs, including attitudes and perceived behavioral control, which drive entrepreneurial intentions.

Table 2 Pearson Correlation between Entrepreneurship Education and E-Commerce Entrepreneurial Intention

Variable	E-Commerce Entrepreneurial Intention	
	r	Sig. (2-tailed)
Entrepreneurship Education	0.844**	0.000

Note: n = 406, p < 0.01 (2-tailed).

Although the overall correlation provides valuable insight, future research should further analyze the individual relationships between each dimension of entrepreneurship education (Curriculum, Education Quality, Facility, and Opportunity Recognition) and entrepreneurial intention. Such a detailed investigation could clarify which components exert the greatest

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influence, offering deeper theoretical insights and practical guidance for designing effective entrepreneurship education programs.

Hypothesis Testing

To assess the effect of entrepreneurship education on students' intentions to engage in e-commerce entrepreneurship, multiple linear regression was performed using the Enter method in SPSS. The hypotheses were specified as follows:

- H_0: Entrepreneurship education does not significantly influence students' e-commerce entrepreneurial intention.
- H_1: Entrepreneurship education significantly influences students' e-commerce entrepreneurial intention.

Table 3 ANOVA Summary for Regression Model (n = 406)

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	94.831	4	23.708	248.232	0.000*
Residual	38.298	401	0.096		
Total	133.129	405			

*Significant at $p < 0.05$.

As shown in Table 3, the ANOVA results indicate that the overall regression model is statistically significant, $F(4, 401) = 248.232$, $p < 0.001$. This finding confirms that the combined four dimensions of entrepreneurship education collectively predict students' e-commerce entrepreneurial intention, leading to the rejection of the null hypothesis (H_0) in favor of the alternative (H_1).

Table 4 Regression Coefficients for Predicting E-Commerce Entrepreneurial Intention

Predictor Variable	B	SE	t	Sig.
(Constant)	0.648	0.117	5.535	0.000
Curriculum (X_1)	0.233	0.040	5.855	0.000*
Education Quality (X_2)	0.205	0.039	5.264	0.000*
Facility (X_3)	0.246	0.050	4.978	0.000*
Entrepreneurship opportunity recognition (X_4)	0.176	0.043	4.137	0.000*

*Significant at the $p < 0.05$ level

r=0.844, Adjusted R2=0.709$R2$=0.709, R2=0.712$R2$=0.712, SE = 0.309

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The regression coefficients in Table 4 indicate that all four dimensions significantly and positively affect entrepreneurial intention: Curriculum (β = 0.233, $p < 0.001$), Education Quality (β = 0.205, $p < 0.001$), Facility (β = 0.246, $p < 0.001$), and Opportunity Recognition (β = 0.176, $p < 0.001$). Collectively, these predictors explain 70.9% of the variance in entrepreneurial intention (adjusted R^2 = 0.709), demonstrating the robustness and explanatory strength of the model within a social science context.

The predictors collectively explained 70.9% of the variance in entrepreneurial intention (adjusted R^2 = 0.709), indicating a relatively high explanatory power for social science research. This result confirms that the dimensions of entrepreneurship education are strong determinants of students' intentions to pursue e-commerce entrepreneurship in the current context. The regression equation derived from the model is as follows:

Y = 0.648 + 0.233(Curriculum) + 0.205(Education quality) + 0.246(Facility) + 0.176(Entrepreneurship Opportunity Recognition)

In terms of relative influence, Facility (β = 0.246) exerted the largest positive effect, followed by Curriculum (β = 0.233) and Education Quality (β = 0.205), while Entrepreneurship Opportunity Recognition had a comparatively smaller but still significant effect (β = 0.176). These findings highlight the critical role of tangible institutional resources, supported by relevant curriculum and quality instruction, in shaping entrepreneurial intentions.

Table 5 Summary of Hypothesis Testing

Hypothesis	β (B coefficient)	Result
H1a: Curriculum positively influences entrepreneurial intention	0.233	Supported
H1b: Education quality positively influences entrepreneurial intention.	0.205	Supported
H1c: Facility positively influences entrepreneurial intention	0.246	Supported
H1d: Entrepreneurship opportunity recognition positively influences entrepreneurial intention	0.176	Supported

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Discussion

The findings confirm that entrepreneurship education, comprising curriculum design, education quality, facilities, and entrepreneurship opportunity recognition, significantly enhances students' intentions to engage in e-commerce entrepreneurship. Among these dimensions, facilities emerged as the most influential predictor (β = 0.246), emphasizing the critical role of accessible entrepreneurial spaces, incubation programs, mentorship opportunities, and experiential learning environments. In line with Resource-Based Theory, distinctive institutional resources reduce perceived barriers and increase the feasibility of venture creation (Fayolle & Gailly, 2015). Well-equipped environments also help build social capital through professional networks and mentorship, both of which are recognized as catalysts for entrepreneurial intention.

Curriculum relevance and teaching quality were significant predictors, underscoring their role in equipping students with essential knowledge and skills. This finding is consistent with Human Capital Theory, which posits that structured curricula and effective instruction build competencies that support entrepreneurial activity (Baron & Ensley, 2006). By contrast, opportunity recognition, although theoretically critical, had a comparatively weaker effect (β = 0.176). This suggests the presence of structural barriers, such as limited practical exposure, insufficient industry collaboration, and gaps in faculty expertise. These constraints are consistent with research on deficits in "entrepreneurial alertness" (Zhou, Rashid, & Cheng, 2024; Xu, Fu, & Zhang, 2023) and point to the need for curriculum reforms that emphasize hands-on learning, faculty development, and robust academia–industry partnerships, consistent with Experiential Learning Theory (Kolb, 2014).

The model's strong explanatory power (adjusted R^2 = 0.709) affirms the multidimensional nature of entrepreneurship education and its central role in shaping entrepreneurial intention within China's digital economy (Darman et al., 2025). Nevertheless, the remaining unexplained variance suggests potential contributions from other factors, including personal traits, family background, and institutional culture (Bu et al., 2023). To capture a more comprehensive picture, future studies should integrate these variables and employ longitudinal designs to assess whether entrepreneurial intentions translate into actual business creation (Belchior et al., 2021). Overall, the results underscore the need for an integrated approach combining infrastructure, relevant curricula, high-quality teaching, and structured opportunity-recognition training. Universities should prioritize targeted investments in facilities, sustained mentorship, and industry linkages to build entrepreneurial ecosystems that prepare students for the digital era.

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Conclusion

This study demonstrates that multidimensional entrepreneurship education, encompassing curriculum design, teaching quality, facilities, and opportunity recognition, significantly influences undergraduate students' intentions to engage in e-commerce entrepreneurship in Shaanxi Province, China. Facilities emerged as the strongest predictor, underscoring the pivotal role of institutional resources in building entrepreneurial confidence. Complementary mechanisms, including incubators, mentorship, and practical training, further strengthen students' capacity to identify and pursue opportunities in the digital economy.

The findings reinforce the Theory of Planned Behavior (Ajzen, 1991) and Social Cognitive Theory (Bandura, 1986), illustrating that entrepreneurship education shapes intentions by enhancing attitudes, strengthening perceived social norms, and improving self-efficacy. For policymakers and educators, the results emphasize the importance of investing in advanced facilities, sustaining mentorship programs, and fostering university–industry partnerships to create enabling ecosystems for digital entrepreneurship. Future research should evaluate the long-term effects of educational interventions, compare alternative pedagogical models, and examine moderating factors such as technology adoption and demographic diversity.

Policy Implications and Future Research Directions

Policy Implications

Universities should prioritize the development of comprehensive entrepreneurial ecosystems by improving access to dedicated entrepreneurial spaces, expanding mentorship networks, and embedding experiential learning into entrepreneurship programs. These investments align with the entrepreneurial university model and the regional innovation systems framework, which emphasize institutional capacity as a driver of local and regional economic development. Informed by Human Capital Theory, resource allocation toward faculty development, curriculum enhancement, and infrastructure directly increases the skills and competencies that shape entrepreneurial intention. Similarly, Social Capital Theory supports the role of mentorship and professional networks in facilitating knowledge exchange, opportunity recognition, and venture creation. Drawing on best practices in entrepreneurship education (e.g., Qwabe, Ngibe, & Bingwa, 2025; Kraiem, 2024; Fayolle & Gailly, 2015), policymakers should integrate these strategies into national and regional innovation agendas to strengthen both individual capabilities and institutional competitiveness in the digital economy.

Future Research Directions

Future studies should adopt longitudinal designs to examine the temporal dynamics of entrepreneurial intention and test theoretical models such as the Theory of Planned Behavior

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over time. Comparative cross-country research would enhance the generalizability of findings and illuminate how cultural, institutional, and policy contexts influence outcomes. Building on pedagogical innovation theory and technology adoption models, researchers should investigate how emerging digital formats—such as online incubators, hybrid learning platforms, and AI-driven mentoring—impact entrepreneurial competencies and intentions.

To deepen theoretical understanding, future work should explore mediators (e.g., entrepreneurial self-efficacy, digital literacy) and moderators (e.g., gender, socio-economic background) in the relationship between entrepreneurship education and entrepreneurial intention. Employing experimental or quasi-experimental designs would help establish causal relationships and assess the effectiveness of specific interventions. Qualitative research on students' lived experiences with entrepreneurship resources can complement quantitative findings, uncovering mechanisms that explain how and why certain educational approaches succeed or fail. This integrated methodological agenda would both fill current literature gaps and advance theoretical models in entrepreneurship education.

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