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THE INFLUENCE OF ENTREPRENEURIAL INTENTION
AND ENTREPRENEURIAL CAPABILITY ON ENTREPRENEURIAL
PERFORMANCE

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การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบของความตั้งใจของผู้ประกอบการและความสามารถของผู้ประกอบการต่อการปฏิบัติงานของผู้ประกอบการในหมู่นักศึกษามหาวิทยาลัยตลอดจนบทบาทการกลั่นกรองของพลวัตด้านสิ่งแวดล้อมเพื่อให้บรรลุเป้าหมายนี้ จึงมีการนำแนวทางเชิงปริมาณมาใช้โดยมุ่งเน้นไปที่นักศึกษามหาวิทยาลัยที่มีส่วนร่วมในกิจกรรมการเป็นผู้ประกอบการ ข้อมูลถูกเก็บรวบรวมผ่านแบบสอบถามแบบสำรวจ ส่งผลให้มีผู้ตอบถูก 424 รายวิเคราะห์โดยใช้การวิเคราะห์ปัจจัยเชิงยืนยัน ผลการวิจัยระบุว่าความตั้งใจของผู้ประกอบการมีอิทธิพลเชิงบวกต่อผลการดำเนินงานของผู้ประกอบการและความสามารถของผู้ประกอบการยังช่วยเพิ่มประสิทธิภาพของผู้ประกอบการอย่างมีนัยสำคัญอีกด้วย นอกจากนี้พลวัตด้านสิ่งแวดล้อมยังช่วยกลั่นกรองความสัมพันธ์เชิงบวกระหว่างความตั้งใจของผู้ประกอบการและประสิทธิภาพของผู้ประกอบการเช่นเดียวกับระหว่างความสามารถของผู้ประกอบการและประสิทธิภาพของผู้ประกอบการ

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Abstract

The purpose of this study is to investigate the effects of entrepreneurial intention and entrepreneurial capability on entrepreneurial performance among university students, as well as the moderating role of environmental dynamics. To achieve this goal, a quantitative approach was adopted, focusing on university students engaged in entrepreneurial activities. Data were collected through survey questionnaires, resulting in 424 valid responses, which were analyzed using confirmatory factor analysis. The findings indicate that entrepreneurial intention positively influences entrepreneurial performance, and entrepreneurial capability also significantly enhances entrepreneurial performance. Moreover, environmental dynamics positively moderate the relationships between entrepreneurial intention and entrepreneurial performance, as well as between entrepreneurial capability and entrepreneurial performance.

Keywords: Entrepreneurial Intention, Entrepreneurial Capability, Entrepreneurial Performance, Environmental Dynamics

Introduction

The Chinese government emphasizes innovation and entrepreneurship as key national policies. According to Startup Blink's Global Entrepreneurial Ecosystem Index 2022, China ranks 10th among the world's 100 largest economies (Blink, 2023). The Global Innovation Index Report 2022 by the World Intellectual Property Organization ranks China 11th in innovation and entrepreneurship (WIPO, 2022). These reports indicate significant improvements in China's entrepreneurial environment. The China Youth Entrepreneurship Development Report 2022 highlights that individual aged 19-23, including college students, fresh graduates, and the unemployed, are central to youth entrepreneurship, with 90% holding a college education or higher and 70% of ventures in sectors like agriculture, trade, education, and entertainment (Kangtao, 2022).

Despite supportive policies such as tax reductions, creative office spaces, and guaranteed loans, the entrepreneurship success rate among Chinese college students remains low at 2-3%, compared to over 20% in the U.S. (Mycos, 2017; Sieger, 2016). Research has explored the effects of entrepreneurial intention and capability on performance, but key issues remain. The mechanisms by which these factors influence performance are unclear, as is the moderating role of environmental dynamics. Additionally, there is limited research on the entrepreneurial performance of university students.

This study aims to address these gaps by investigating the impact of entrepreneurial intention and capability on university students' entrepreneurial performance. The objectives are to examine the relationships between entrepreneurial intention, capability, and performance, investigate the moderating role of environmental dynamics, and provide evidence-based recommendations for educators, entrepreneurs and policymakers.

Literature Review

Entrepreneurial Intention

The concept of intention, deeply rooted in psychology, serves as an early indicator of anticipated behavior and is closely linked to individuals' specific beliefs about the future. Intent, characterized by its dynamic and tension-laden nature, empowers individuals to adhere to their values, demonstrate perseverance, and exert sustained effort in the face of adversity and resistance (Bugental et al., 1985). The incorporation of intention research from psychology into the entrepreneurial domain has significantly enriched entrepreneurship studies, particularly with the concept of entrepreneurial intention. This concept is a pivotal construct in entrepreneurship research, acting as an intermediate stage between entrepreneurial education and entrepreneurial action (Krueger et al., 2000). Some scholars also refer to it as "entrepreneurial orientation" or "entrepreneurial inclination."

Entrepreneurial intention is a paramount research indicator in entrepreneurship literature. However, its dimensions vary. For instance, Liu, Zhi posits that entrepreneurial intention includes perceived desirability, entrepreneurial behavioral tendencies, and entrepreneurial feasibility (Liu, 2014). Guo Rui propose personal background, entrepreneurial attitudes, entrepreneurial beliefs, and entrepreneurial tendencies as dimensions (Guo, 2014). Studies on entrepreneurial intention often follow the Theory of Planned Behavior (TPB), which includes attitudes, subjective norms, and perceived behavioral control. Shapero's Entrepreneurial Event Model categorizes entrepreneurial intention into perceived desirability, perceived feasibility, and inclination towards action. Krueger further refines this model by exploring factors influencing perceived desirability and feasibility, highlighting the roles of specific needs and self-efficacy (Krueger & Carsrud, 1993).

Despite the lack of a unified understanding of the dimensional structure of entrepreneurial intention, it is generally agreed that it comprises three basic dimensions: behavioral tendency, aspiration, and feasibility. This study uses the theory of planned behavior as its theoretical basis and selects key variables from Shapero's entrepreneurial event model to predict entrepreneurial intention, employing perceived desirability (PD), perceived feasibility (PF), and propensity to act (PA).

Research on the outcome variable of entrepreneurial intention primarily focuses on its impact on entrepreneurial behavior, a central concern in entrepreneurship research. Entrepreneurial intention pertains to an individual's psychological inclination and eagerness to engage in entrepreneurial activities, while entrepreneurial behavior encompasses actual engagement in such pursuits (Bird, 1988). Studies consistently show a positive correlation between entrepreneurial intention and subsequent entrepreneurial behavior (Kautonen et al., 2015). Although entrepreneurial intention does not always translate directly into behavior, it is a reliable predictor (Liu, 2011; Wen, 2010).

Entrepreneurial intention reflects the level of aspiration and commitment a prospective entrepreneur holds toward entrepreneurial endeavors (Ajzen, 2005). It involves beliefs and desires about one's capability to undertake entrepreneurial actions. The stronger the entrepreneurial intention, the higher the likelihood of implementation. Factors such as entrepreneurial efficacy significantly influence entrepreneurial intention (Ju, 2022). Social Cognitive Theory suggests that performance outcomes stem from self-efficacy and outcome expectations, with entrepreneurial self-efficacy exerting a positive influence on startup performance (Zhong, 2012).

This study focuses on university students engaged in entrepreneurial activities. Entrepreneurial performance refers to the extent to which entrepreneurs successfully complete tasks or achieve goals, reflected in aspects such as increased personal income and improved social status. Entrepreneurial performance is categorized into financial performance (FP) and growth performance (GP) (Su et al., 2016).

The entrepreneurial landscape is continuously shaped by economic and societal shifts, including customer behaviors, competitors, technological advancements, and regulatory frameworks (Huang, 2010). A dynamic market environment introduces challenges and unveils opportunities, spurring entrepreneurs to seek innovation and entrepreneurial prospects (Zhang et al., 2017). Environmental dynamics are categorized into the intrapreneurial environment (IE) and external environment (ETE) of the firm (Wang, 2019).

Based on the above, we propose the following hypotheses:

H1: Entrepreneurial intention significantly affects the entrepreneurial performance of college students.

H3: Environmental dynamics moderate the effect of entrepreneurial intention on entrepreneurial performance.

Entrepreneurial Capability

Entrepreneurial capability encompasses various facets such as educational attainment, professional skills, leadership, communication, decision-making, and innovative thinking (McClelland & Boyatzis, 1982; Van Horn & Harvey, 1998). It includes both specialized knowledge and psychological traits like self-efficacy, stress tolerance, and resilience (Zhao, Seibert, & Hills, 2005). Enhancing entrepreneurial capability through education and training is crucial, enabling entrepreneurs to acquire necessary skills and improve their prospects for success (Liñán et al., 2011).

Entrepreneurial capability also involves proficiency in building social networks and leveraging resources. Entrepreneurs must establish social connections, secure resources, and understand market dynamics to adapt to a continuously changing business environment (Aldrich et al., 1986). This multi-dimensional understanding emphasizes the different skills and

attributes required for entrepreneurial ventures, which can be refined through continuous learning and practical experience.

For this study, entrepreneurial capability is defined as the aptitude of college students to engage in entrepreneurial activities, both during their studies and in the one-to-five-year period following graduation (Yang, 2023). It includes opportunity identification capability (OIC), managerial capability (MC), financial readiness capability (FRC), and team-building capability (TBC).

Entrepreneurial capability is intrinsically linked to entrepreneurial behavior, fostering innovation and new ideation (Shane, 2003). Leaders with strong leadership skills excel in business operations and drive companies toward their goals (Ensley et al., 2006). Research indicates that entrepreneurial capability significantly influences entrepreneurial pursuits and success (Guo, 2014; Rasmussen et al., 2011; Zhang & Wang, 2011). Empirical studies show that entrepreneurial capability positively impacts decision-making, operational success, and overall performance of nascent businesses (Pieterse et al., 2011).

Entrepreneurial capability enables entrepreneurs to proactively seize opportunities, foster risk awareness, and conduct objective evaluations, contributing to the financial and strategic success of firms (Zhang et al., 2009). It also facilitates resource acquisition, crucial for developing and realizing opportunities (Withers et al., 2011). These capabilities collectively reinforce entrepreneurial success by identifying and harnessing growth avenues.

Based on the above, we propose the following hypotheses:

H2: Entrepreneurial capability significantly affects the entrepreneurial performance of college students.

H4: Environmental dynamics moderate the effect of entrepreneurial capability on entrepreneurial performance.

Methodology

To effectively measure the research hypotheses, this study employed a quantitative analysis approach. Established measurement scales commonly used by domestic and international scholars were adapted to develop eleven measurement items across four variables, alongside the inclusion of seven demographic questions. A Likert five-point scale was utilized for response options, spanning from strongly disagree to strongly agree. After completing the questionnaire design, seven experts were asked to score the questionnaire, and the survey questions were subsequently revised. A small pre-survey was conducted prior to the formal research. The pre-survey received positive feedback, affirming the questionnaire's consistency and reliability.

To ensure a representative sample, the study utilized a stratified sampling technique based on the categorization of Chinese universities by the Ministry of Education.

These categories encompass: HEIs under Central Ministries and Agencies, Academic HEIs, Professional HEIs, Vocational HEIs. Surveys were distributed via Questionnaire Star from December 2023 to January 2024, with a total of 600 questionnaires distributed. After removing questionnaires with consistent responses or clear inconsistencies in logic before and after, a total of 424 valid samples were collected, resulting in an effective response rate of 70.67%.

Based on measured data, the survey revealed that 74.29% of respondents were male. The age group of 23-27 years old was the largest, comprising 52.12% of the total respondents. Undergraduates constituted the majority of respondents at 69.81%. In terms of educational institution types, respondents came from HEIs affiliated with Central Ministries and Agencies (24.53%), Academic HEIs (28.30%), Professional HEIs (25.24%), and Vocational HEIs (21.93%). Management was the dominant professional category at 45.28%, followed by finance (29.95%), education (10.61%), engineering (8.37%), and other fields (5.42%). Regarding enterprise size, businesses with fewer than 10 employees comprised 76.89% of the sample, while those with 11-20 employees accounted for 17.22%, 21-50 employees for 2.83%, and over 50 employees for 3.07%. In terms of industry sectors, trade and services were predominant at 64.86%, followed by traditional manufacturing (20.28%), finance (4.01%), high-tech (3.54%), and construction/real estate (3.30%).

Discussion

Descriptive statistical and normality test of formal survey

Based on the results of the descriptive statistical and normality test for the formal survey data, the mean values of all items range from 2.870 to 3.483, indicating a relatively balanced distribution. The standard deviations of all items range from 0.957 to 1.311, suggesting minimal dispersion within the sample data.

Additionally, the skewness values for all items fall between -0.255 and 0.154, and the kurtosis values range from -1.169 to -0.434. According to Joanes and Gill, when the absolute value of skewness is less than 3 and the absolute value of kurtosis is less than 8, the observed variable is generally considered to adhere to a normal distribution (Joanes & Gill, 1998). In this study, all skewness and kurtosis values meet these criteria, indicating that the sample data likely exhibits a normal distribution pattern.

This alignment with normal distribution assumptions supports the analytical requirements of the research hypotheses outlined in this paper, ensuring the validity of the subsequent statistical analyses.

Reliability Analysis of Formal Survey

The reliability analysis still uses Cronbach's alpha reliability coefficient to test the degree of consistency of the research variables in the questionnaire for each measurement item. DeVellis argues that for a variable to have good reliability, it needs Cronbach's alpha coefficient to be greater than .7 (DeVellis et al., 1991). The measurement results are shown in table 1 below.

Table 1 Reliability Analysis of Formal Survey

Variable	Dimension	Item	CITC	Cronbach's α
EI	PD	PD1	.718	.895
		PD2	.705	
		PD3	.788	
		PD4	.754	
		PD5	.751	
	PF	PF1	.738	.893
		PF2	.720	
		PF3	.730	
		PF4	.749	
		PF5	.760	
	PA	PA1	.718	.863
		PA2	.691	
		PA3	.720	
		PA4	.726	
EC	OIC	OIC1	.726	.847
		OIC2	.728	
		OIC3	.705	
	MC	MC1	.684	.859
		MC2	.662	
		MC3	.735	
		MC4	.747	
	FRC	FRC1	.702	.894
		FRC2	.763	
		FRC3	.769	
		FRC4	.754	
		FRC5	.721	
	TBC	TBC1	.709	.855
		TBC2	.680	
		TBC3	.690	
		TBC4	.722	
ED	IE	IE1	.638	.841
		IE2	.616	
		IE3	.734	
		IE4	.736	
	ETE	ETE1	.763	.893
		ETE2	.730	
		ETE3	.726	
		ETE4	.747	
		ETE5	.731	

Table 1 Reliability Analysis of Formal Survey (Cont.)

Variable	Dimension	Item	CITC	Cronbach's α
EP	PF	PF1	.693	.838
		PF2	.710	
		PF3	.709	
	GP	GP1	.735	.903
		GP2	.724	
		GP3	.789	
		GP4	.767	
		GP5	.778	

As shown in table 1, the Cronbach's alpha coefficient for each part of the entrepreneurship intention, entrepreneurship capability, environmental dynamics, and entrepreneurship performance scale is more than .8. The CITC value is also more than .6. This means that the variables are internally consistent, and the measurement questions and items meet the needs of the study.

Validity Analysis of Formal Survey

In the formal investigation, this study will use Amos 26.0 software to construct Confirmatory Factor Analysis structural equation models for the three latent variables (EI, EC, and EP), and employ the CFA method to retest their structural validity and convergent validity. The results of the convergent validity analysis for each latent variable scale are shown in table 2.

Table 2 Convergent Validity Analysis

Construct	Item	Factor Loading	CR	AVE
EI	PD1	.780	.897	.635
	PD2	.766		
	PD3	.837		
	PD4	.808		
	PF1	.799	.894	.628
	PF2	.780		
	PF3	.782		
	PF4	.794		
	PF5	.808		

Table 2 Convergent Validity Analysis (Cont.)

Construct	Item	Factor Loading	CR	AVE
	PA1	.790	.865	.616
	PA2	.762		
	PA3	.793		
	PA4	.793		
EC	OIC1	.822	.850	.654
	OIC2	.814		
	OIC3	.790		
	MC1	.770		
	MC2	.751	.863	.611
	MC3	.790		
	MC4	.814		
	FRC1	.743		
	FRC2	.821	.896	.633
	FRC3	.817		
	FRC4	.817		
	FRC5	.776		
	TBC1	.787	.857	.600
	TBC2	.749		
	TBC3	.754		
	TBC4	.806		
EP	FP1	.785	.841	.638
	FP2	.801		
	FP3	.810		
	GP1	.791		
	GP2	.776	.904	.654
	GP3	.838		
	GP4	.808		
	GP5	.828		

Table 2 Convergent Validity Analysis (Cont.)

Construct	Item	Factor Loading	CR	AVE
ED	IE1	.788	.891	.672
	IE2	.826		
	IE3	.834		
	IE4	.831		
	ETE1	.808	.897	.636
	ETE2	.801		
	ETE3	.776		
	ETE4	.805		
	ETE5	.796		

As can be seen from Table 2, the factor loading values for each question item in the first order range from .743 to .838, all of which are greater than .7, indicating that the measurement terms meet the requirements of scale measurement and are of good quality. CR range values for all measured variables were .841-.904, all greater than .7, and AVE values ranged from .6-.672, all greater than .5.

Discriminant Validity Analysis

Table 3 Discriminant Validity

	ETE	IE	GP	TBC	MC	OIC	FP	FRC	PA	PD	PF
ETE	.947										
IE	.546	.944									
GP	.138	.227	.951								
TBC	.164	.131	.506	.926							
MC	.183	.163	.520	.671	.929						
OIC	.080	.064	.517	.631	.652	.922					
FP	.120	.257	.618	.469	.469	.448	.917				
FRC	.142	.128	.544	.668	.678	.644	.509	.947			
PA	.078	.098	.519	.419	.470	.402	.504	.445	.930		
PD	.084	.086	.423	.334	.334	.261	.431	.350	.629	.947	
PF	.065	.092	.493	.289	.368	.262	.476	.420	.672	.623	.946

Note: Diagonal numbers = squared correlation, Off-diagonal numbers= Square root of AVE

The results of the discriminant validity are shown in table 3. According to Haire et al. (2014), discriminant validity is confirmed when the square root of the Average Variance Extracted (AVE) for each construct exceeds the correlation coefficients between those constructs. The AVE numbers are higher than the correlation coefficients of the dimensional variables they represent, which is in line with the criteria for discriminative validity. This means that the study has good discriminative validity.

Proposed Structural Model Analysis

In order to clearly see the direct effects among the variables, the study deleted the moderator variable, Environmental Dynamics (ED). Figure 1 displays the path coefficients. During the CFA, this study examined the fit indices of the data, and the results showed that χ^2/df is 1.249, RMR is .045, RMSEA is .024, GFI is .912, AGFI is .900, NFI is .922, TLI is .982, CFI is .983, indicating over-fitting of the model. Table 4 displays the outcomes of direct influence.

As can be seen in table 4, entrepreneurial intention has a significant positive effect on entrepreneurial performance ($\beta=.454$, $p<.001$), and this result indicates that hypothesis H1 is supported. Entrepreneurial capability has a significant positive effect on entrepreneurial performance ($\beta=.525$, $p<.001$), and this result indicates that hypothesis H2 is supported.

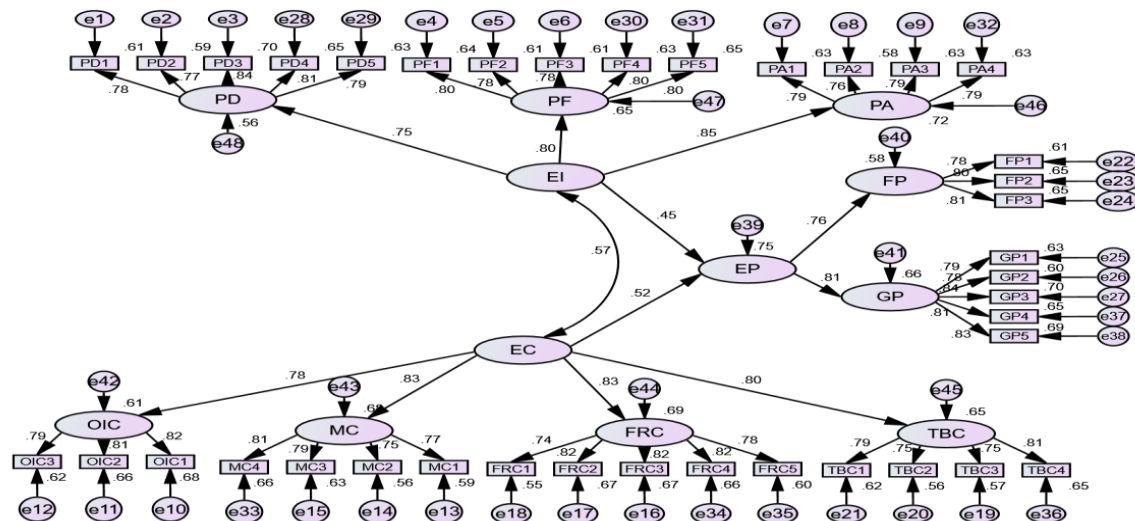


Figure 1 Structural Equation Model

Table 4 Hypothesis Testing of Model

Path	Standardized Estimate	Unstandardized Estimate	S.E.	C.R.	P	Hypothesis
EP ← EI	.454	.480	.077	6.265	***	H1
EP ← EC	.525	.488	.068	7.171	***	H2

Note: * denotes $P<.05$, ** denotes $P<.01$, *** denotes $P<.001$

Tests of Moderating Effect

In testing the moderation effect, the data were first mean-centered, followed by the creation of interaction terms (Dawson, 2014; Frazier et al., 2004; Hayes, 2018). The results of testing the moderation effect are presented below.

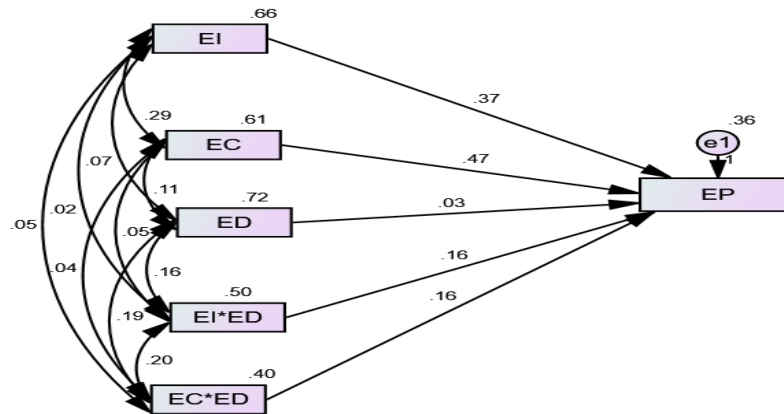


Figure 2 Path Diagram of The Moderating Effects

Table 5 The Path Coefficients for Moderating Effect

Path	Estimate	S.E.	C.R.	P
EP ← EI*ED	.133	.047	3.502	***
EP ← EC*ED	.119	.053	3.063	**

Note: * denotes $P < .05$, ** denotes $P < .01$, *** denotes $P < .001$

According to table 5, the results showed that EI (EI*ED) had a significant effect on increasing EP under favorable ED conditions, with $\beta = .133$ ($p < .001$). These findings indicate that EI (EI*ED) positively influenced EP, benefiting from favorable ED effects, thus supporting hypothesis H3. Similarly, EC (EC*ED) demonstrated a significant effect on increasing EP under favorable ED conditions, with $\beta = .119$ ($p < .05$). These findings suggest that EC (EC*ED) positively affected EP, benefiting from favorable ED effects, thereby supporting hypothesis H4.

Conclusion

The impact of entrepreneurial intention on entrepreneurial performance in the context of environmental dynamics.

Entrepreneurial intention, defined as the subjective inclination of potential entrepreneurs to engage in entrepreneurial activities, serves as the primary intrinsic motivation for university students to pursue entrepreneurship and is essential for the success of enterprises (Wang et al., 2013). Scholars assert that entrepreneurial intention is a strong predictor of entrepreneurial behavior, with higher entrepreneurial intentions positively linked

to better performance (Nabi et al., 2017). During critical stages of enterprise development, high entrepreneurial intention gained through entrepreneurship education can drive entrepreneurs to actively seek necessary growth resources, resulting in superior performance. Furthermore, participation in entrepreneurial student organizations enhances university students' learning and collaboration with peers and mentors who possess entrepreneurial tendencies or experience, reinforcing the subjective norms of entrepreneurial behavior. This supports the formation and strengthening of their entrepreneurial intentions, subsequently promoting entrepreneurial actions and improving performance. The study's findings empirically validate hypothesis H1.

The significant positive moderating effect of environmental dynamics on the relationship between entrepreneurial intention and performance confirms hypothesis H3. High environmental dynamism amplifies the effect of entrepreneurial intention on performance. In a dynamic environment, entrepreneurs encounter more opportunities and challenges. Rapid market changes and uncertainties may provide more innovation opportunities and market space. This enables entrepreneurs to identify opportunities and create paths for startups, thereby stimulating their entrepreneurial intentions (Zhang & Zhang, 2018). In such an environment, entrepreneurs with strong intentions are more proactive in addressing challenges and can more flexibly adjust their strategies to cope with market changes. Consequently, their performance improves (Lee & Chu, 2013).

The impact of entrepreneurial capability on entrepreneurial performance in the context of environmental dynamics.

University-provided entrepreneurship education offers students practical experience and direct engagement in entrepreneurial activities, honing critical skills in team building and organizational management (Sancho et al., 2022). Strong entrepreneurial capability significantly enhances performance by enabling efficient team building and maximizing team potential. Implementing incentives and team-building activities enhances cohesion and collaboration, motivating participation in entrepreneurial endeavors and improving overall performance.

Participation in innovation competitions and university-enterprise projects enhances students' ability to identify opportunities, innovate, and analyze markets through peer interactions. They develop skills in resource integration, negotiation, and collaboration with entrepreneurs, managers, and technical experts, gaining financial support, expanding networks, and compensating for capital and market insight gaps (Withers et al., 2011; Yin, 2019; Zhang et al., 2009). Entrepreneurial capability positively impacts performance, supporting hypothesis H2.

Environmental dynamics significantly moderate the relationship between entrepreneurial capability and performance, as hypothesized in H4. In dynamic environments,

entrepreneurial capability allows entrepreneurs to leverage their skills effectively (Teece et al, 1997). Effective strategic decisions and adaptability to environmental changes lead to higher performance for startups. Strong capabilities enable prompt adjustments in strategies and enhance resource integration and opportunity identification. Environmental shifts influence entrepreneurial leadership and innovation (Jansen et al., 2006; Omri, 2015) encouraging startups to innovate and respond to market demands. This co-evolution accelerates startup performance improvement, fostering internal cohesion and external competitiveness (Rubin et al., 2005; Vera & Crossan, 2004).

Managerial implication

Universities should integrate entrepreneurship education and develop robust entrepreneurial competitions, science parks, and incubators tailored to their unique characteristics. This fosters an entrepreneurial environment on and off campus, stimulating students' entrepreneurial intentions and capabilities through comprehensive, multi-stage approaches.

Entrepreneurs should actively pursue self-directed learning and practical entrepreneurial activities to achieve their ideals and enhance entrepreneurial intentions. Focus on skill development in business management, team building, critical thinking, and entrepreneurial financing enhances problem-solving, efficiency, and decision-making, thereby boosting entrepreneurial performance.

Entrepreneurs must understand and adapt to dynamic environments characterized by new technologies, evolving consumer preferences, and market shifts. Utilizing big data analysis and staying informed about industry trends allows entrepreneurs to maintain industry leadership, anticipate changes, and mitigate risks effectively.

Governments should prioritize creating a fair market environment and implementing tailored regulatory systems. Continued administrative reforms aimed at efficiency and service improvement support business development, fostering collaboration between the nation and new enterprises to enhance overall effectiveness.

Limitation and Future Research

This study is conducted within the context of China, and whether these conclusions are applicable to other countries remains subject to further investigation. The sample collection for this study was confined to a single time frame, utilizing static data selected by the authors. However, this approach lacks a dynamic perspective, which is crucial for understanding the impact of university entrepreneurship education on students' entrepreneurial performance. Additionally, it overlooks the potential evolution of respondents' entrepreneurial intentions over time.

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