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A CASE STUDY OF ENTREPRENEURSHIP COMPETITIONS TO PROMOTE ENTREPRENEURSHIP AMONG STUDENTS IN HIGHER VOCATIONAL INSTITUTIONS

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Abstract:

How can higher education institutions promote students' entrepreneurial skills through entrepreneurship competitions? We provide a case study of entrepreneurship competition activities designed to boost students' creativity and improve their entrepreneurial skills. The number of students competing in the competition, as well as the number of honours obtained for their projects, continues to grow.Through student research, we learned that students have improved their entrepreneurial ability in all aspects through the competition, which includes the ability to develop opportunities, the ability to operate and manage the business, the ability to apply professional knowledge, the ability to innovate, the ability to work in a team and manage the business, and so on, and, for some students, it also lays the groundwork for them to set up a business after participating in it. After competing in the competition, some students were able to lay the groundwork for their own businesses.

Keywords:

Entrepreneurship Competitions, Case Study And Higher Vocational Institutions

Introduction

Entrepreneurship is a vital instrument for addressing the global issues of the twenty-first century, promoting sustainable development, creating new job sectors, and driving economic

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recovery (Audretsch et al., 2021). Entrepreneurship education is seen as a significant means of influencing the competitiveness of any country or company (Liguori and Winkler, 2020). Entrepreneurship education seeks to provide students with the skills and attitudes required for business success. Entrepreneurship is a type of creativity and freedom that may be realised by making educated judgements and managing risk (Audretsch 2012). Entrepreneurship may be taught and practiced. Students, for example, can learn how to prevent typical errors that might lead to entrepreneurial failure, lowering the negative stigma associated with failure. Entrepreneurship education can assist students acquire a good attitude towards entrepreneurship and have higher success in their future employment. (Ibtida et al., 2020). Entrepreneurship education can also help students meet successful entrepreneurs. Entrepreneurship programmes can assist students in identifying possible business partners and role models. Entrepreneurship education can help students build a good entrepreneurial mindset and succeed in their future employment (Kanaan-Jebna et al.,2022). Entrepreneurship contests are an important component of entrepreneurship education. Entrepreneurship contests are a type of interactive and experiential learning that is increasingly being employed in entrepreneurship education activities at Chinese higher vocational schools. Changzhou Institute of Industrial Technology has been researching entrepreneurship education and has produced positive achievements; in 2023, it was named runner-up in the Innovation and Entrepreneurship Research Index List of Chinese Higher Vocational Schools. The college has extensive experience with entrepreneurial contests. This study examines the institution's entrepreneurship competition methods as well as the influence of entrepreneurship contests on college students' entrepreneurial abilities. Examining the impact of entrepreneurship competitions on college students' entrepreneurial skills at the individual level is the aim of the study. In the meanwhile, the study issue is: How Can Entrepreneurship Competitions Help Higher Vocational Institutions Develop Students' Entrepreneurial Skills?

Literature Review

Entrepreneurship Competitions

Entrepreneurship competition is a significant vehicle for entrepreneurship education at higher vocational schools, as well as an effective method for many college students to grasp and embrace entrepreneurship education. Entrepreneurship competitions, as an experiential and participatory learning tool, allow students to improve their entrepreneurial ability through entrepreneurial knowledge gained through "participation," from which students gain more entrepreneurial knowledge and access to relevant information and resources while competing (Wang, 2022). Entrepreneurship contests are often held through business plan and business concept competitions (Brentnall et al., 2017), which allow students to pitch their goods and ideas. Entrepreneurship contests can help students develop not only their business skills but also their entrepreneurial willingness (Watson et al., 2018).Furthermore, certain exceptional entrepreneurial ideas can acquire finance from corporations, governments, and venture capital firms, which helps to promote project landings (Wang Qi, 2020).

In 1998, Tsinghua University founded the China entrepreneurial Research Centre (CERC) and held the inaugural entrepreneurial proposal competition. Since then, there have been several entrepreneurial contests for Chinese university students. China now leads the globe in the number and magnitude of entrepreneurship contests, with the most significant being the China International Student Internet Innovation and Entrepreneurship Competition, which has been raised to an international event (Wang, 2022). The competition emphasises the role of a platform in promoting the interconnection of high-quality resources, transforming

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entrepreneurial projects, and creating a good ecosystem to support the innovation and entrepreneurship of young college students, as well as cooperating, tolerating, and supporting one another.

Entrepreneurship

Entrepreneurial competences include the capacity to meet one's physical and mental demands, possess the relevant information, and do tasks efficiently. Entrepreneurs must have a diverse set of abilities in order to succeed in their endeavours. These talents may be learned through a variety of methods, including training, experience, and mentoring. A strong grasp of these abilities assists entrepreneurs in making informed decisions and growing successful firms (Kanaan-Jebna et al,2022). Dar and Mishra (2020) emphasise the importance of social capital and networks.

According to the Council of the EU, entrepreneurial competence is essential for lifelong learning (Slišāne & Rubene, 2021). In the examination of Chinese scholars, university students' entrepreneurial competence is broadly classified into three categories: first, the business management perspective, which attaches importance to business operation, management, and operational ability, similar to the direction of foreign examination of entrepreneurial competence; second, the psychological quality perspective, which emphasises the combination of specific business ability with spirit and quality. Liu (2017) analyzed the content of college students' entrepreneurial ability from the aspects of individual traits, knowledge, skills, opportunity development ability, business management ability, professional knowledge application ability, innovation ability, teamwork and management ability.

Higher Vocational Institutions

According to Zhu and Gong (2020), higher vocational institutions are specialised schools that equip individuals with a certain level of higher education knowledge, professional skills, and technical knowledge, with an emphasis on practical and operational abilities in applied medicine. China's Plan for Building a Modern Vocational Education System China's Plan for the Construction of a Modern Vocational Education System (2014-2020) specifically indicates that vocational education is focused on educating "high-quality teachers" rather than "teaching". According to China's Plan for the Construction of a Modern Vocational Education System (2014-2020), vocational education focuses on teaching "high-quality technical and skilled personnel with mastery of new technologies and high levels of skills". It is a new style of advanced technical education that focuses on vocational and technical competency and is very practical (Li, 2019).

Methodology

We will illustrate the practice of entrepreneurial competition training camps using a descriptive case study method, drawing on the theories offered in the literature review portion. This study technique enables us to acquire a thorough picture of the programme, from its organisation and teacher training to the final stage of competition outcomes. One advantage of this procedure is that it is repeatable (Hameed and Shafique, 2021). At the same time, interviews were performed with the participating students to acquire a thorough insight of their entrepreneurial development.

Changzhou Vocational Institute of Light Industry will announce the college-level entrepreneurship competition in January of each year, which will be publicised throughout the college via the college website, public number, and entrepreneurship classroom, and students

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can sign up to form teams to participate. Each squad comprises of at least three and up to fifteen students. Each team should locate 1-2 mentors. The majority of these mentors received training at the Entrepreneurship Mentoring Bootcamp. Important dates are shown in the table below.

Table 1 Entrepreneurship competition schedule

Month	Competition Details
January	Announcement Of Student Entrepreneurship Competition
February	Teacher Training
March	Student Team Registration
April	Entrepreneurship Competition Training Camp (1)
May	University Student Entrepreneurship Competition
June	Entrepreneurship Competition Training Camps (2)
July-August	Provincial Student Entrepreneurship Competition
November	National Student Entrepreneurship Competition

Process Of Competitions

Faculty Training Prior To Competition Implementation

Mentors have a significant influence. The Academy educates teachers to better coordinate teams and guide students during competitions. Teacher training lasts around 30 hours over 5 days and focuses on design thinking and business concepts. In addition, teachers must focus on papers connected to entrepreneurship contests at the national, provincial, and university levels in order to better lead their students through the competition. The primary goals of the teacher training are to improve teachers' entrepreneurial knowledge and skills so that they can better teach students' knowledge and skills; to improve communication between teachers, entrepreneurs, and others in order to explore new ideas and initiatives for teaching; and to build a network of professors and business experts to support the implementation of entrepreneurial teaching practices.

Specific Implementation Of Competition Activities

Every year, once the Entrepreneurship Competition is announced in January, students organise teams, register for the competition, and develop their ideas with the aid of their lecturers. Around March, the institution will hold its inaugural Entrepreneurship Competition Bootcamp for students who have cleared the preliminary stages. The major goal of this camp is to encourage students' creative thinking through design thinking and business model training, as well as to assist students in developing business concepts based on design-product-commodity. The trainers were a group of instructors with extensive expertise teaching and coaching entrepreneurship contests, which included both on-campus and part-time enterprise teachers.

Training In Design Thinking Training

Design thinking is an approach for creating solutions that meet the requirements of the design object (Yang, 2024). It uses a non-linear approach; based on the feedback, you can return to

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any prior stage that needs to be changed (see Figure 1). It begins by explaining the end users' requirements and problems, seeking for resonance. In this phase, it is critical to avoid making assumptions or biases based on our expectations, beliefs, or preconceptions. Then we define the customer's problems. Brainstorming approaches are extremely beneficial in the second and third phases for identifying problems and suggesting potential solutions. When one of the solutions must be picked, the maximum number of solutions should be determined first, followed by the limitations. In this approach, we do not discard any of the ideas from the outset, since they may inspire us to tackle old issues in new ways. Then, if feasible, develop a prototype of the preferred solution or novel concept. Prototypes can assist to validate and enhance the solution by testing it with customers and repeating the process as needed (Cristina, 2020). Design Thinking Innovation education encourages students from various disciplinary backgrounds to collaborate on projects. Its central concept is that it emphasises not only traditional higher education in the accumulation of professional knowledge, but also interdisciplinary outreach, communication, and collaboration (Yang, 2024).

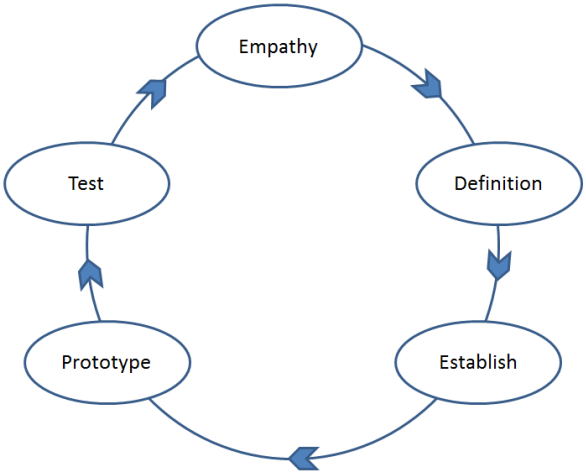

Figure 1: Design Thinking Methodology Diagram

Business Management Training

The general goal of the business management programme is to familiarise students with the full entrepreneurship process, including recognising entrepreneurial possibilities, formulating entrepreneurial strategies, and launching an entrepreneurial venture. Based on this, they will simulate and finish the selection and design of their separate teams' entrepreneurial initiatives as an entrepreneurial team. It assists students in developing innovation and entrepreneurship awareness, cultivating innovation and entrepreneurship spirit, improving students' innovation and entrepreneurship single ability and comprehensive literacy, and providing theoretical support and basic import for students' future entrepreneurship practical teaching.This training makes use of the college's own textbook "five steps to build an entrepreneurship programme," the exact content of which is provided in Table 2, and is adapted by the teaching team teachers based on the characteristics of the students and the demands of the competition training camp.

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Table 2 Five Steps to Build a Startup Program

Initial Step	Analyzing The Entrepreneurial Market	Assessing The Entrepreneurial Market Analyzing Market Size
Second Step	Analyzing Customers	What The Customer Wants Application Of The 3W Analysis Tool
Third Step	Analyzing Competitors	Classification Of Competitors Competitor's Advantage Strengths Of Our Team
Fourth Step	Developing a marketing plan	Developing A Channel Program Developing A Marketing Plan
Fifth Step	Presentation of business plans	Business Plan Writing Presentation Of Business Plan

Following the initial training camp, the University Student Entrepreneurship Competition began, requiring teams to submit entire business plans and presentation PPTs, as well as give on-stage presentations and answer questions from professional judges within a time limit (typically 10 minutes). Judges often include university entrepreneurship education specialists, entrepreneurs, venture capitalists, and so on. The competition will pick around 15-20 outstanding concepts to go to the second stage of training camp, which is also part of the preparation for the provincial entrepreneurship competition. In the second training camp, the school will invite experts to provide additional guidance to the entrepreneurial projects, and the school will provide instructors and students with a special seminar space as well as financial assistance to encourage teachers and students to further research the market, make attempts, and better plan the business model

Research Scope

This study's scope is limited to teaching sessions at Changzhou Vocational Institute, which focuses solely on light industrial.

Competition Results

The number of projects and teams registered for the college's entrepreneurship competition has risen over the last three years, from 17 in 2021 to 59 in 2023, as has the number of participating students, from 76 in 2021 to 187 in 2023. It has obtained excellent success in national and regional entrepreneurial contests. The college's outcomes are highly excellent when compared to other similar higher education institutions. As a result, the college was ranked runner-up on the 2023 China Higher Vocational Innovation and Entrepreneurship Research Index List.

Interviews With Research Participants

Each student in this study formally participated in and completed the entrepreneurship bootcamp in order to be eligible for the interviews. To acquire a diverse account of the event, the research participants were chosen using a randomised technique from the above-mentioned student group. The research participants were chosen among individuals who competed in the Entrepreneurship Competition in 2023. We focused our study on this cohort because we had more detailed information about the participants, such as contact information, which allowed the researcher to contact them and set up an appointment. This cohort had 187 eligible participants. We initially built lists of males (102) and females (85) from the database before

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randomly selecting respondents. The names on the list were written on little pieces of paper that were then folded and stored in different containers. The folded pieces of paper were completely mixed in each container before being picked up, opened, and the selected participant's name read aloud. The selected participant was then contacted by phone to schedule an appointment (Melyoki& Gielnik, 2023).Table 3 shows the characteristics of the study's participants. The average age of research participants was 20.9 years. Ten were current students and five were graduates. ten participants were male and seven were female and all of them participated in the 2023 entrepreneurship competition event.

We did seventeen sub-semi-structured interviews, each lasting 60 to 90 minutes. These interviews were adequate to obtain the necessary data, with a saturation point achieved after thirteen interviews. The saturation point is typically a reasonable cause to end the data collecting process (Boddy, 2016), as there are decreasing returns at this point, implying that further data collection will no longer yield more usable information (Mason, 2010). At this point, the interview will yield no new information (Fusch and Ness, 2015). In other words, a modest sample size is adequate to generate the information or data required to address the study question.

Wherever feasible, we employed other techniques to gather data and verify it with respondents' vocal replies. For example, we observed respondents at work and examined their products. In all situations, we watched the respondents' body language, particularly their facial expressions, which supplied us with information regarding the relationship between spoken claims and comparable body language. Furthermore, throughout the data collecting procedure, we requested clarification from respondents if we could not understand or interpret their replies consistently. These strategies assist to confirm data, eliminating bias (Johnson, 1997; Willis, 2006).

Table 3 Basic Characteristics of Interviewees

Serial Number	Age	Sexes	Grade	Major	Incorporation
S1	20	Male	Second year	Engineering	No
S2	21	Female	Third year	Engineering	No
S3	21	Female	Third year	Management	Yes
S4	21	Male	Second year	Engineering	No
S5	22	Male	Graduated	Engineering	Yes
S6	20	Male	Second year	Engineering	No
S7	20	Female	Second year	Liberal arts	No
S8	22	Male	Third year	Management	No
S9	23	Male	Graduated	Engineering	No
S10	20	Female	Second year	Art	Yes
S11	20	Female	Second year	Engineering	No
S12	22	Male	Graduated	Engineering	No

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S13	19	Male	Second year	Engineering	No
S14	22	Male	Graduated	Engineering class	Yes
S15	20	Female	Second year	Management	No
S16	20	Female	Second year	Art	No
S17	22	Male	Graduated	Engineering	No

Feedback From Students

Liu (2017) classified entrepreneurial competence into individual traits, opportunity development competence, business management competence, professional knowledge application competence, innovation competence, teamwork and management competence, and summarised the effects of competition activities on students' entrepreneurial competence from the aforementioned aspects based on the interview results of this study.

Individual Attribute

Overall, the majority of respondents said they were eager to try new things, more than half said they were motivated to start their own business, and over 90% said they had the ability to learn.

Opportunity Development Capacity

Capabilities for opportunity development include predicting and discovering business prospects, recognising and assessing business opportunities, and capturing and using business opportunities (Liu, 2017). Study participants made the following statements on opportunity development capacity:

”I've always wanted to try my hand at entrepreneurship but wasn't sure where to start. Pre-competition preparation, actual competition activities, and the assistance of my professors taught me how to generate entrepreneurial concepts from demands” - (S1).

”I used to wonder where so many brilliant business ideas originate from, but by participating in the competition, I realised the value of conducting research and being honest with the community in order to determine a path for my startup” - (S2).

“ Entrepreneurial ideas need to be evaluated, and during the competition, my team members and I learned ways to evaluate and test entrepreneurial ideas and how to turn ideas into entrepreneurial opportunities” -(S4).

“ Our entrepreneurial initiative involves robotics research and development. The competition process let me understand more about the robotics business, specifically the new demands of certain new industries, which is useful for the direction of my R&D” - (S5).

: I learnt how to develop more business ideas as well as filter and analyse them in order to form entrepreneurial concepts” - (S6).

“The competition taught me how to predict and discover prospective business prospects from a variety of angles, including market, technology, and society” - (S8).

Prior to entering the competition, I had a rough understanding of how to turn an entrepreneurial idea into a company potential, but now I believe I can use the knowledge tools for systematic analysis - (S9).

“The college's entrepreneurship competition served as a window into how to analyse market demands, laying the groundwork for my eventual real-life business” - (S10).

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"The entrepreneurship competition was the first entrepreneurial activity I participated in, and it continues to influence my way of thinking today. During the competition, I learnt to repeatedly assess the project's viability and the commercial prospect in terms of reality" - (S16).

Business Management Capability

Managerial and operational capabilities comprise conceptual, organisational, strategic, relational, and commitment capacities (Liu, 2017). Study participants made the following statements on business management capability:

"Participating in the competition expanded my understanding of strategic planning, organisational collaboration, and risk response." - (S3)
"Business covers all elements of functioning. Through the competition, I have learnt a lot about company management, and I feel confident in beginning a firm in the future."- (S4)
"I didn't know much about finance before the competition, but my team mates and I learnt a lot on our own and managed genuine financial operations, which was quite fulfilling" - (S7).
"We incorporated the firm and discovered several issues with its operations. Through the competition, we have further considered these concerns, such as how to further enhance the operation and administration of the organisation and increase work efficiency." - (S8).
" Entrepreneurship is more than simply having an idea; it also entails establishing and operating a business. And this aspect is completely foreign to us college students. We learnt a lot about the management practices of good firms during the competition's training and procedure, which will be very valuable for me when I start my own business later on." - (S10).
"As an engineering student, I had limited experience of business management; nonetheless, the competition allowed me to enhance my abilities in coordination and organisation, as well as relationship management" - (S17).

Specialized Knowledge And Ability To Apply

The capacity to use specialised knowledge include elements such as knowledge transformation, application, and learning (Liu, 2017). Study participants made the following remarks on using specialised knowledge and ability:

"My degree is marketing, and while I have some business experience, there are few possibilities to utilise it realistically. Through the competition, we repeatedly built business models, created and assessed marketing strategies, and conducted small-scale experiments, mixing theoretical knowledge with experience to increase my grasp of professional knowledge" (S3).
"The competition activities encouraged me to reflect on the robot's design aspects, which technical components needed to be improved, and how to apply my specialist knowledge" (S6).
"I was unable to effectively respond to the judges' professional questions because I lacked a thorough comprehension and command of professional knowledge. This also encouraged me to study more thoroughly" (S8).
"During the entrepreneurship competition's coaching session, our instructors encouraged us to combine our majors with entrepreneurship to create new products, which greatly increased our interest in exploring our majors and determination to apply our professional knowledge to entrepreneurship" (S12).

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Innovation Capacity

Creativity, initiative, and pioneering skill are all examples of innovative abilities (Liu, 2017). Study participants made the following remarks on innovation capacity:

"I was inspired by the numerous innovative and inventive company concepts or solutions I witnessed throughout the competition. To stand out in the competition, I learnt to look beyond the box and from many angles" (S2).

"The pre-competition training altered my natural thinking and taught me to consider innovation from a new viewpoint" (S4).

"Our teachers taught us creative thinking techniques, and we put our original ideas to the test in the competition, which helped us develop our own creative talents" (S5).

"In the competition, we constantly maintained a creative approach, including project innovation, presentation innovation, and so on, which helped us achieve good results" (S8).

"All of the competition's excellent ideas demonstrate an innovative attitude." (S9)

"The competition required creative thinking, and our participation took a new technological approach that our members were thrilled about" (S14).

Teamwork and management skills

Teamwork management talents include the capacity to build teams, collaborate effectively, and motivate and influence teams (Liu, 2017). Study participants made the following remarks on teamwork and management skills:

"During the planning phase, my team mates and I would argue over differences, but I don't see anything wrong with that. On the contrary, we improved our ability to compare and evaluate as we often clashed our points of view" (S1).

"Our team had a clear division of labour, and everyone did their own task, which was the key to our success. During the exercise, we realised the value of tight cooperation, which not only increases work productivity but also helps to create team trust "(S3).

"I am a timid person; at first, I did not speak much in the team, and it was difficult for me to share my opinions. However, my teacher and team members continued to encourage me to express myself throughout the competition, and by the end of the event, I was able to independently explain our business idea on stage. I appreciate the encouragement I received from my team mates" (S4).

"As a team leader, I learnt how to lead and manage teams more successfully. It is critical to foster team cohesion and encourage all members towards similar goals. At the same time, we must accept opposing viewpoints, but we must ultimately achieve an agreement in order to do our work more effectively" (S5).

"I will be more open-minded and accepting of differing viewpoints among team members" (S7).

"I understand that a strong team is a vital core competency. During the tournament, I believe my communication and problem-solving abilities increased. Our team was able to establish clear and detailed common goals for the team, allowing each member to explain his or her role and build a synergy." (S8).

"My management abilities have greatly increased as a result of the training and competition process, and I have learnt how to optimise team structure, bring out members' talents, inspire team members, and foster an exceptional team culture" (S10).

"I learnt how to voice my opinions and interact effectively with team members" (S13).

"I am particularly pleased with the collaboration. Our project earned the prize due to the exceptional team members' mutual cooperation, and we fully realised the complementing benefits of the communication process" (S15).

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Discussion and Conclusions

The entrepreneurial education system is based on offering experiential learning opportunities that allow students to discover and actively participate in building 21st century skills (Ghafar, 2020). The primary benefit of participation in contests is experiential learning, which comes after experiencing something (Hameed & Shafique, 2021). This is an effective method of learning since we may learn from our own errors. Experiential learning happens when students begin with an experience, reflect on it, then participate in some form of abstraction by combining those reflections into existing knowledge and utilising it to guide future actions (Von Graevenitz & Weber, 2010). According to Kulkarni (2019), entrepreneurship contests give opportunity for students to engage with business modelling tools and gain experience learning. Lemayon and Michael (2020) If trainees see that entrepreneurship is not just a rewarding activity, but also something they can accomplish, they will be more motivated to establish a firm. The study's findings indicate that strategies that allow training recipients to experience or believe that entrepreneurship is "doable" are helpful in converting people into entrepreneurs.

Entrepreneurship contests, as significant extracurricular activities, may improve students' entrepreneurial abilities. This is consistent with Bodolica et al. (2021), who suggested that students' engagement in extracurricular activities can help them acquire social entrepreneurship abilities. Although these activities are not typically found in formal entrepreneurship education, they are an essential component of a thriving university-led ecosystem meant to expose its members to a diverse range of learning experiences and possibilities. Igwe et al. (2019) emphasise the importance of 'extra-curricular' learning, which may influence changes in students' thinking, attitudes, and behaviours, as well as their social learning, allowing universities to build a better future workforce. António & Pinto, (2022) investigate the impact of engagement in a junior business on the entrepreneurial inclinations of Portuguese university students as an example of 'learning outside the classroom'. The authors believe that such extracurricular activities play an important role in the development of students' managerial abilities and so should be regarded an appropriate supplement to entrepreneurship education.

Lemayon and Michael (2020) show how action-oriented entrepreneurship training helps college students become entrepreneurs. We discovered that the transformation process consisted of three interconnected phases. These three processes are: preparing participants to gain competences through human and psychological capital development; adopting new career views; and developing or strengthening a commitment to keeping or sustaining the firm in the long run. These three processes are interconnected and frequently occur together. A shift in mentality allows for the adoption of a new professional perspective, based on the realisation that entrepreneurship is a viable choice rather than an unrealistic ideal for a select few. Courage is engaged in learners who get action-oriented training, which helps to establish or enhance commitment. This part of psychological capital helps trainees to endure in tough times, stay resilient when conditions are unfavourable to their business, and/or take decisive action when necessary. Thus, "grit" refers to a training participant's capacity to persist in functioning as an entrepreneur over time. Thus, entrepreneurship training in the framework of entrepreneurship contests contributes to the transformation of university students into entrepreneurs.

Analyzing differences in perceptions of entrepreneurship competitions between arts and science students provides a nuanced understanding of how students' academic backgrounds shape their attitudes, motivations, and outcomes. From a creative standpoint, arts students frequently view entrepreneurship as a chance to showcase their uniqueness, inventiveness, and

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originality.They could concentrate on start-ups in creative fields like fashion, media, design, or the performing arts. With the focus on social effect, arts students may use entrepreneurship contests as a chance to investigate projects that tackle cultural or social concerns, demonstrating their interest in objectives that are focused on the community. Additionally, they may be less confidence in their ability to manage the technical or financial facets of entrepreneurship and dread technical hurdles, which they see as obstacles to involvement. In contrast, scientific students tend to view entrepreneurship as a means of applying technical knowledge to address real-world issues, such as those in the fields of technology, healthcare, or the environment, when the problem-solving perspective occurs. In addition to the innovation-driven incentive, they are frequently motivated by the possibility of using their research and development skills to produce novel goods or technology. Science students may feel more equipped to manage the operational and technological challenges of entrepreneurship because they have a foundation in analytical abilities and a greater sense of feasibility.

When it comes to motivational differences, passion, self-expression, and narrative are the main sources of intrinsic drive for arts students. Additionally, they have networking chances, such as looking for contacts in the creative sectors to increase awareness and cooperation. However, because they are motivated by tangible results like obtaining financing, obtaining patents, or commercialising research, scientific students are extrinsically motivated. Additionally, with the resources and coaching, they will provide valuable technical advice and tools that will help them turn their concepts into real products.

Contribution of The Study

A detailed analysis of a case study on entrepreneurship competitions to promote entrepreneurship among students in higher vocational institutions typically contributes to several academic, practical, and policy dimensions. Here are key contributions such a study might make:

- Understanding the Role of Competitions in Fostering Entrepreneurship

Skill Development: Entrepreneurship competitions often involve activities like pitching, ideation, and business plan writing, which help students develop crucial entrepreneurial skills.
Experiential Learning: By participating, students gain hands-on experience in problem-solving, teamwork, and leadership, which are vital for entrepreneurial success.
Motivational Impact: The competitive aspect inspires students to think creatively, take initiative, and explore business opportunities.

- Highlighting Challenges and Opportunities

Challenges: Identifies barriers such as lack of resources, limited mentorship, or low participation rates, which institutions or organizers need to address.
Opportunities: Provides insights into how competitions can serve as platforms for networking, collaboration with industry professionals, and potential funding opportunities.

- Evaluating the Effectiveness of Competitions

Impact Measurement: Examines whether these competitions lead to measurable outcomes like the creation of startups, job generation, or enhanced employability of participants.
Feedback Mechanisms: Studies often assess participants' perceptions and feedback to refine the structure of such competitions for better outcomes.

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- Promoting a Culture of Innovation
Institutional Impact: Explores how entrepreneurship competitions encourage a culture of innovation within higher vocational institutions.
Interdisciplinary Collaboration: Highlights how competitions bring together students from diverse fields, fostering collaborative problem-solving and multidisciplinary approaches.

- Implications for Policy and Curriculum Development
Integration into Curriculum: Suggests ways to embed entrepreneurship competitions into academic programs as a formal or co-curricular activity.
Policy Recommendations: Provides evidence-based insights to policymakers on supporting such initiatives through funding, mentorship programs, and partnerships with private enterprises.

- Role in Career Preparation
Real-World Skills: Demonstrates how students acquire practical skills such as market research, financial planning, and effective communication, making them workforce-ready.
Transition to Entrepreneurship: Highlights how competitions serve as stepping stones for students considering entrepreneurship as a career option.

- Encouraging Inclusivity and Diversity
Broadening Access: Addresses how competitions can be designed to encourage participation from underrepresented groups, ensuring a diverse entrepreneurial ecosystem.
Impact Across Demographics: Explores the varying impacts of competitions on students from different socioeconomic and cultural backgrounds.

- Contributions to Research
Framework Development: Provides theoretical and practical frameworks to evaluate and design entrepreneurship competitions.
Comparative Insights: Enables comparisons across regions or institutions to identify best practices and scalable models.

This kind of case study bridges the gap between theory and practice, offering actionable insights for educators, administrators, and policymakers to enhance entrepreneurship education in vocational settings.

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