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THE RELATIONSHIP BETWEEN ENTREPRENEURIAL INTENTION AND ENTREPRENEURIAL EDUCATION SUCCESS AMONG VOCATIONAL STUDENTS IN GUANGDONG, CHINA

Zhen Xiaoqing[1,2*], Raja Suzana Raja Kasim[3]

[1] Faculty of Entrepreneurship and Business,Universiti Malaysia Kelantan, Malaysia
Email: xq1221@qq.com
[2] Guangzhou City Construction College,China
Email: 249382401@qq.com
[3] Faculty of Entrepreneurship and Business,Universiti Malaysia Kelantan, Malaysia
Email: rajasuzana@umk.edu.my
[*] Corresponding Author

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Abstract:

Using the Theory of Planned Behavior as a theoretical framework, the purpose of this paper was to examine the relationship between Entrepreneurial Intention (EI) and Entrepreneurial Education success (EES) among private vocational students in China. By conducting an exhaustive review of the relevant literature, this paper seeks to provide a more holistic perspective and thorough comprehension of the critical determinants that influence private vocational students to pursue entrepreneurship. This study employs a quantitative research analysis method. In the course of conducting a literature review, numerous scientific articles and reports are scrutinised. According to the findings of the literature review, a significant correlation exists between EI and EES. By examining the extent to which EES implemented these concepts, this article will assist readers in navigating the obstacles and prospects presented by vocational colleges in China. This research will have significant implications for policy makers and educators and will serve as a foundation for subsequent investigations.

Keywords:

China, Employment, Entrepreneurial Intention, Entrepreneurship Education Success, Theory of Planned Behavior, Vocational Students

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Introduction

Background

Over the course of its history, the People's Republic of China (China) has experienced exceptional economic expansion, evolving from an agriculture-based economy to a manufacturing and trade sectors. Nevertheless, in the pursuit of transitioning towards a more sustainable and innovation-oriented economy, the nation is confronted with an increasing demand for a proficient labour force capable of adjusting to a perpetually evolving commercial environment. By offering industry-specific and hands-on training, vocational education institutions are vital to the development of this labour force. In order to augment the skill sets and mindsets of their graduates, these establishments may consider integrating entrepreneurship education (Bulad, 2023).

Furthermore, employment issues among Chinese college students have become a widespread concern in society (Zhen & Kasim, 2022; Kasim & Salleh 2023a). According to Pan & Lu (2022) to avert further declines in the employment rate of Chinese college graduates and safeguard the progress of the Chinese economy, China has advocated for a mass entrepreneurship and innovation economic development strategy. This notion is supported by Zhang (2023); Zhou and Zhou (2022) and Bin Xue (2022) where all universities have acquiesced to national demands, prioritised entrepreneurship education for undergraduates, and fostered the innovative thinking and entrepreneurial spirit of their students. Nevertheless, Chinese universities continue to encounter numerous obstacles and difficulties as they strive to reform entrepreneurship education in particular among students pursuing in vocational institutions.

Problem Statement

Entrepreneurship is increasingly recognized as a key driver of economic growth, innovation, and employment. In China, the government has emphasized the importance of entrepreneurship education in vocational institutions to foster entrepreneurial skills among students. However, despite these efforts, the effectiveness of entrepreneurship education in enhancing students' entrepreneurial intentions and overall success in entrepreneurial activities remains a challenge.

Vocational students often face unique challenges, including limited access to resources, lack of business networks, and varying levels of confidence in their entrepreneurial abilities(Noor, 2024). Understanding whether and how ESE mediates the relationship between EE and EI can provide valuable insights for educators, policymakers, and institutions aiming to design more effective entrepreneurship programs.

Thus, this study seeks to address the following key questions:To what extent does entrepreneurial education influence entrepreneurial intention among private vocational students in China?How can entrepreneurship education programs be improved to enhance students' entrepreneurial intentions?

By investigating these relationships, this study aims to contribute to the growing body of literature on entrepreneurship education and provide practical recommendations for strengthening vocational students' entrepreneurial skills and career prospect.Therefore, it is vital to understand levels of the Entrepreneurial Education success (EES) and the of

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Entrepreneurial Intention (EI). In the next section, the definition of EES and EI will be discussed.

Definition of Entrepreneurial Education success

In this paper, EES is defined as cultivates an appropriate environment, and advances students' intentions, in addition to the degree to which students perceive their entrepreneurial knowledge, skills, and abilities as being aligned with the objective of producing graduates who are prepared to initiate a business venture (Kasim, 2023).

In addition, in this study the EES is also defined as the outcomes and achievements of students in entrepreneurship education programs, with a focus on developing their entrepreneurial knowledge, skills, and abilities. The outcomes are measured by the success of students' entrepreneurial mindset, and support on learning by doing with practical skills, (Bandura, 1986, Zhao et al., 2005, Kasim & Che Azman, 2023).

Definition of Entrepreneurial Intention (EI)

As stated by Bird (1988) and Thompson (2009), early advocates of EI, EI is characterised as an individual's deliberate recognition and firm belief that they have the intention to establish a future business endeavour. Subjective norm, perceived behavioural control, and attitude toward business ownership were the three fundamental components of The Theory of Planned Behavior, which EI was primarily inspired by the research of Ajzen (1991), who established it. Individual vocational students with aspirations of starting a business may find an EI measurement from Ajzen that appears to be suitable for this study (1991). By considering three sets of factors—attitudes, perceived behavioural control, and subjective norms—EI can be delineated as the degree to which individuals intend to participate in entrepreneurial activities (Kasim, 2023).

The overall objective of this paper is to examine the relationship between EI and EES among private vocational students in China. This paper investigates whether EI that predicts EES among private vocational students in China already exists. The selection process for the private vocational students focused on their exceptional level of involvement in entrepreneurship-related knowledge, skills, and competencies, specifically within the realm of business and entrepreneurship programmes.

Literature Review

Unemployment Issues and its link to Entrepreneurship Education

The incorporation of entrepreneurship education into vocational institutions has created advantageous prospects for both employment and self-employment opportunities. According to data provided by the National Bureau of Statistics of the People’s Republic of China, the officially recorded urban unemployment rate in 2024 was 5.1 percent.

The employment rate of Chinese college graduates has declined significantly. As of October 2024, the Ministry of Education (2023) reported that China had 3,074 institutions of higher education. Among these, approximately 1,275 general universities offer undergraduate programs, 1,547 are higher vocational institutions, and 252 are adult higher education institutions.

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As of 2023, the total number of students enrolled in various forms of higher education in China had reached 47.63 million (Ministry of Education, 2023). It is estimated that by 2025, this number will exceed 50 million (Ministry of Education, 2023).It was reported that the number of college graduates in 2025 is expected to reach 12.22 million, an increase of 430,000 compared to the previous year.The pressure on Chinese college students to find employment is extremely high (China's Ministry of Education, 2023). It was further claimed graduates of vocational education had to face stiff competition to secure employment than those of graduates of general education (Higher Vocational Education Research Institution (2023). Therefore, the integration of entrepreneurship education is apt and timely. The integration of entrepreneurship education, and a focus on industry-specific skills fosters a conducive atmosphere for graduates to embark on professional careers or establish their own enterprises success (Kasim & Che Azman, 2023; Kasim & Salleh 2023b).

Vocational education that offers entrepreneurship education equips students with the knowledge, skills, and abilities required to effectively navigate the opportunities and challenges of the business world. Academic programmes that cover business planning, financial management, marketing, and entrepreneurial leadership provide hands-on experience in the diverse facets of establishing and overseeing a company. Vocational institutions frequently forge alliances with nearby businesses and entrepreneurs, thereby affording students invaluable opportunities for professional development, mentorship, and hands-on exposure, Zhang (2023); Zhou and Zhou (2022). Bin Xue (2022) also in support of this notion, that these endeavours facilitate the connection between the academic and industrial sectors, guaranteeing that graduates possess the pertinent competencies that are in high demand on the job market.

According to Ratten and Usmanij (2021) vocational entrepreneurship education has wider societal and economic ramifications, in addition to the advantages experienced by individual students. By encouraging entrepreneurship and developing human capital, and bolstering the expansion of local businesses, it can contribute to economic development of the country. Often, according to Fitouri (2023), innovation, job growth, and economic advancement are propelled by small and medium-sized enterprises (SMEs) and startups. Entrepreneurship education can cultivate a thriving better entrepreneurial success and ecosystem. This initiative helps to spur greater employment prospects and economic progress as a whole by furnishing graduates of vocational education with the requisite knowledge, skills, and abilities to initiate and expand businesses (Zhen & Kasim, 2022; Kasim & Salleh 2023c).

Building the requisite knowledge, skills, and abilities is seen as a challenge. Mia et al. (2025) assert that despite the efforts of vocational institutions, a significant number of students continue to struggle with entrepreneurial values.Furthermore, the number of individuals with a college degree in China has increased, which has implications for employment difficulties. An estimated ten million individuals who have completed their education in China and are currently job hunting, do so annually, according to Zhang (2023) . Chen (2022) concurs with Zhang (2023) that one way in which (Chen et al., 2022)

Chen (2022) also asserts that the current outcome rate of entrepreneurship among college students in China seems to be comparatively low. The entrepreneurship rate of students in vocational colleges in China was 3.66% in 2023. According to the survey report from the 2023 Annual Conference of the National Alliance for Innovation and Entrepreneurship Education in Higher Vocational Colleges, the proportion of vocational college students planning to start a

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business within two years after graduation was 3.66%. In comparison to the 20–30 percent of individuals in Europe and the United States who are engaged in entrepreneurial pursuits, the outcome rate of entrepreneurship appear to be on the downtrend (Zhang, 2023) . Malaysia, whose proportion of high-skills employment stands at 27.3 percent, signifies an additional noteworthy accomplishment in the realm of entrepreneurial outcomes from Asia (Statistics Department of Malaysia, 2023).

Entrepreneurial Education Success among Vocational Students

The possibility of a paradigm shift will exist when vocational students achieve entrepreneurial success, which can effectively tackle the issues of unemployment and skillset gaps. Thus, fostering entrepreneurial education success via its activity among vocational students is a subject that demands immediate investigation (Zhang, 2023; Blimpo & Pugatch, 2019). By offering industry-specific and hands-on training, vocational education institutions are vital to the development of this labour force. These establishments have the potential to augment the entrepreneurial intention (EI), knowledge, skills and abilities of their alumni through the integration of entrepreneurship education and boost its success outcomes (Cho & Lee, 2018).

According to Zhen and Kasim (2022) developing an EI is one of the primary objectives of entrepreneurship education success (EES) in vocational institutions. This way of thinking is characterised by an openness to risk-taking, ingenuity, and problem-solving. Kasim, Hashim & Awang (2017) assert that through the cultivation of these attributes, vocational establishments have the capacity to liberate the EI of their students, empowering them to not only pursue gainful employment but also establish and oversee their own enterprises. The entrepreneurial intention has the potential to be enculturated among vocational students and across diverse programmes, including hospitality, construction, manufacturing, and services, thereby making a significant contribution to the overall EES and growth off the human capital development (Boustanifar, Zajac & Zilja, 2021).

A comprehensive examination is necessary to delve into the substantial issue pertaining to the correlation between job prospects and labour force growth (Tseng etal., 2022). The evaluation criteria for vocational school graduates may comprise three fundamental dimensions: gainful employment, enrollment in post-secondary education, and participation in entrepreneurial initiatives. However, according to Ratten and Usmanij (2021), the availability of entrepreneurial graduates is limited due to the absence of a comprehensive framework for implementation. Varlander et al., (2020) assert that the development of entrepreneurial abilities in students is a fundamental component of the goals that underpin vocational education. This is in line with the study of Amiel et al., (2021) and Fo luo (2022) where significant progress has been made by relevant stakeholders in tackling these challenges, specifically by incorporating entrepreneurial education guidelines into vocational education and evaluates its success outcomes. It is anticipated that the execution of this approach will provide students with the fundamental entrepreneurial competencies required to explore entrepreneurship as a feasible professional trajectory after completing their studies (Kasim and Che Azman, 2023; Noor, 2024). Moreover, it is expected that the promotion of entrepreneurial endeavours in vocational education will empower aspiring graduates to create job prospects (Handayati et al., 2020).

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The primary objective of vocational institutions, as acknowledged by Pan & Lu (2022) (2021), Nguyen (2020), has been to cultivate students who possess the appropriate level of entrepreneurial self-efficacy and intention to capitalise on opportunities. In addition, the correlation between vocational students' entrepreneurial intention and success has been largely disregarded (Kasim & Che Azman, 2023). Moreover, vocational entrepreneurship education is regrettably underdeveloped (Varlander et al., 2020). Given the scarcity of empirical data regarding the correlation between entrepreneurial issues and the academic success of students pursuing entrepreneurial education, this research primarily aim to examine the conceptual rather than the definitional aspects of entrepreneurial issues (Fo luo, 2022; Kasim et al., 2017; Kasim, Husain & Merican, 2023). It appears that the definitional perspectives are theory-driven. Given that it is a subset of the definitional views and is more practice-oriented, the perspective view of entrepreneurship education success is more suitable for this type of investigation.

Entrepreneurial Intention among Vocational Students

In general, EI can be described as a mental state that guides an individual's focus, behaviour, and endeavours toward a particular objective or a trajectory towards accomplishing a specific goal (Kusumojanto et al., 2021). A deliberate behaviour has been hypothesised to constitute entrepreneurial action. It is vital to recognise the significance of intentions. In order to associate EI and TBP, the subsequent section describes the relationship between intentions and behaviour, emphasising the critical importance of comprehending intentions in order to attain purpose.

The underlying motivation behind the actions of individuals, entrepreneurs, and students is their intention. This results in behaviour being determined by intention. Certain studies, including Ajzen's (1991), have provided a positive definition of intention in relation to behaviour, in which intentions come before behaviours. Ajzen expounded upon his notion that intention encompasses individuals' predetermined desire to be in a particular position or behaviour, as well as the extent to which they have already organised their efforts to execute said behaviour. Moreover, intentions are regarded as the initial phase preceding conduct (Lee & Wong, 2004). Furthermore, past studies have provided further support for the notion that entrepreneurial behaviour is deliberate and purposeful (Mia et al. 2025). In their article, Tseng et al., (2022) endorsed Ajzen's definition and emphasised the notion that behaviour is preceded by intention.

EI has been associated with new venture creation where an individual is keen to establish his or her own enterprise or venture in the near future. The formulation of novel business ventures is contingent upon the mindset of the individual (Kasim & Che Azman, 2023). A human mindset that directs the attention of motivating forces toward the success of a specific behaviour is referred to as intention (Mia et al. 2025). Consequently, entrepreneurial behaviour is executed and delivered to a greater extent when intention is present(Zakaria et al., 2024). Scholarly investigations have established a substantial correlation between EI and EES (Bandura, 1986, Zhao et al., 2005). The concept of behaviour persists well beyond the years of study devoted to it by an entrepreneur (Cui & Bell, 2022). However, entrepreneurial behaviour does not always follow a predetermined course of action, and intention does not invariably precede entrepreneurial action (Bandura, 1986).

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EI, as one of its effects, outcomes, and deliverables concerning the formation of an intention among students and learners, was ultimately proposed as an indicator for EE (Kasim & Che Azman, 2023). The TBP is illustrated in Figure 2.3.

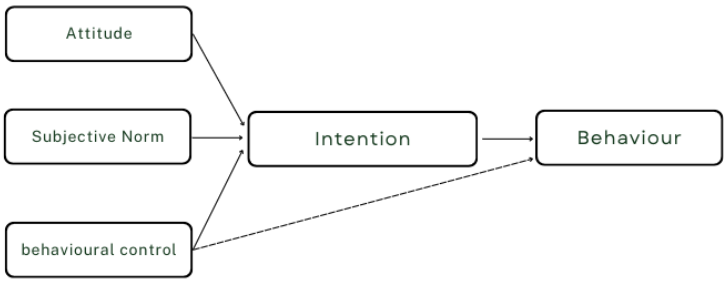

Figure 1. The Theory of Planned Behaviour (Ajzen, 1991)

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Relationship between Entrepreneurial Intention and Entrepreneurship Education Success

According to early proponents of EI, Thompson (2009) and Bird (1988), EI is defined as an individual's conscious acknowledgment and unwavering conviction that they possess the intention to launch a business venture in the future. The Theory of Planned Behavior, upon which EI was predominately based on the research of Ajzen (1991), comprised of three fundamental components: attitude toward business ownership, perceived behavioural control, and subjective norm.

It is beneficial to understand the relationship that exists between EI and EES so that outcomes from vocational students who aspire to establish their own businesses will be made available. In this research, EI is defined as the extent to which individuals intend to engage in entrepreneurial activities, taking into account three sets of factors: attitudes, perceived behavioural control, and subjective norms (Kasim & Salleh 2023a, Ajzen, 2023).

In a study by Xu, Fu and Zhang (2023), EI has a significant relationship with EES from the content of the entrepreneurship education programs and different types of individuals who have participated in the program. Xu et al., (2023) has leveraged on he SCT and TBP theories, among 243 individuals who participated in entrepreneurship education in China.

Boahemaah et al., (2020) collect information from a study sample of 255 undergraduate agriculture science students in Ghana. The study found that there is a significant relationship between EI and EES. It was further found that EES plays a major role in equipping and enhancing students with entrepreneurial knowledge and developing entrepreneurial interest among undergraduate students.

According to Deng and Wang (2023), the EES has a significant impact on the EI of Chinese college students with the possibility of entrepreneurship of students increased by 86.34% for each level of increase in entrepreneurship education success. The likelihood of starting a business increased by 47.44% and 578.19% for public and private university students and 51.14% and 142.26% for poor and nonpoor students, respectively. The study's results provide new empirical evidence for entrepreneurship and help achieve the goals of entrepreneurship, promoting economic growth and reducing poverty.

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Using TBP in his study, Ebewo, Rugimbana & Shambare (2017) revealed that EI has a significant relationship with EES when students Botswana participated well in all three immediate antecedents of EI: attitude towards entrepreneurship, subjective norm and perceived behavioural control (perceived entrepreneurial abilities). It was further observed that EES is the outcome of students' intention to become an entrepreneur by changing their attitude towards entrepreneurship and increasing their entrepreneurial abilities.

The EI level can be demonstrated throughout the training where students acquire entrepreneurial skills and psychological qualities, including EI and self-efficacy(Jihad et al., 2024). Consistent with prior investigations conducted in developed western economies, where entrepreneurship education is implemented across all educational tiers, these findings support the notion that the China, Botswana, Ghana and Malaysia where majority of students participate in enterprise education and had a significant relationship with EI. Therefore, the following hypothesis is proposed.

H1: there is a significant relationship between EI and EES.

Methodology

This study employs a quantitative approach to examine the relationship between Entrepreneurial Intention (EI) and Entrepreneurship Education Success (EES). It targets vocational students in Guangdong Province, focusing on their demographic profile, sampling frame, and unit of analysis. The questionnaire survey was conducted from June to July 2024.

Using a well-established sample size determination formula by Parel et al. (1978), a minimum of 382 participants was required for a population of 77,926. To account for an anticipated 20% drop-off, the sample size was increased to 458.

This study adopts a descriptive-correlational research design to explore the relationship between variables and explain the phenomenon by analyzing the descriptive data obtained.

Section	Construct	No. Items	Sources
A	**EI** • Attitudes • Perceive behavioural control • Subjective norms	13	• Ajzen (1991) • Kasim & Che Azman (2023)
B	**EES** • The perceived levels of success of students' entrepreneurial knowledge, skills, and abilities • The perceived success in teaching and learning	19	• Gibb (2013) • Zhao (2020) • Kasim & Che Azman (2023)
C	**Demographic Profile**	8	• Kasim (2023) & Che Azman (2023)

Figure 2. Research Instrument for EI, EES, and Demographic Profile

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An important aspect to consider before entering data into the software is the completeness of data analysis. Therefore, a thorough review and manual inspection were conducted on the 458 returned questionnaires to ensure the respondents thoroughly answered all questions. The review found 38 incomplete questionnaires (10 forms missing two or more pages and 28 missing one page). Hair et al. (2014a) suggest that missing data should be at most 15 per cent, and if it does, it must be excluded.

As a result, 38 forms were excluded, and 420 completed questionnaires were coded and entered into the IBM SPSS 26 software for analysis.

Findings

The study presents measurement and structural models, along with the details of the PLS-SEM analysis used for descriptive-correlational and hypothesis testing. Finally, the relationship between entrepreneurial intention and entrepreneurship education success is reported.

The Measurement Model

This section of the measurement model presents the results for reliability and validity, which are essential for establishing and advancing this study's structural model. The following sub-sections provide a detailed explanation of the measurement model's components used in this research.

Internal Consistency Reliability Evaluation

For this test, the values of Cronbach's Alpha (CA) and Composite Reliability (CR) were required to be ≥ 0.70. The Cronbach's Alpha values for EI and ESE exceeded 0.7 across all constructs, indicating that the items used to develop the model are reliable (Hair et al., 2013). Regarding composite reliability, the indicators demonstrated distinct loadings, with all values exceeding 0.7 for every item in the finalised model (see Table 1). The results for both indicators ranged from 0.969 to 0.982. According to Hair et al. (2013), indicators can be considered reliable if their values exceed 0.7.

Table 1: Reliability Analysis (Final)

Construct	Cronbach Alpha (CA)	Composite Reliability (CR/rho_c)
EES	0.982	0.983
EI	0.969	0.973

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

Convergent Validity

The outer loadings of all remaining items used to measure variables in this study met the required threshold, with standardized values ≥ 0.70 (see Appendix I). Consequently, the results confirm that the construct indicators fall within an acceptable and reliable range of outer loadings.

Furthermore, the AVE (Average Variance Extracted) results presented in Table 2 for all constructs exceed 0.5, indicating sufficient convergent validity (Hair et al., 2013). This result

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shows that each construct explains more than half of the variance of its indicators (Hair et al., 2014).

Table 2: ESEIESQ Average Variance Extracted (AVE)

Construct	AVE
EES	0.773
EI	0.764

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

Discriminant Validity

The Fornell-Larcker criterion evaluates discriminant validity at the construct level. Specifically, the square root of each construct's AVE is higher than its correlation with other latent constructs. As a result, the Fornell-Larcker criterion, as presented in Table 3, effectively demonstrates the absence of any issues related to discriminant validity.

Table 3: Fornell-Lacker Criterion

	EES	EI
EES	0.879	
EI	0.831	0.874

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

The HTMT criterion further confirms the discriminant validity of the constructs by ensuring that the confidence intervals do not include unity (1) for any of the constructs (Kline, 2023). With a threshold value of 0.90, Table 4 verifies that there is no indication of a lack of discriminant validity, and all constructs meet the measurement criteria in this study, thereby supporting the existing literature.

Table 4: Heterotrait-Monotrait Ratio (HTMT)

	EES	EI
EES		
EI	0.849	

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

The Structural Model

In the second and final stage of the PLS-SEM approach, the structural model evaluates the path model established for the study.

Multicollinearity

The VIF values for the variables in this study are below 5, except for one relationship where the value exceeds 5, suggesting a potential risk of collinearity issues in the model (Hair et al., 2014). Therefore, it can be concluded that there is no significant issue of multicollinearity within the dataset, as shown in Table 5.

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Table 5: VIF Value for Multicollinearity

Path	VIF
EI -> EES	2.205

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

Coefficient of Determination (R^2)

Table 6 shows that the R^2 and adjusted R^2 values indicate that the model explains 74.0% and 73.9% of the variance in Entrepreneur Education Success (EES) (R^2 = 0.740 and 0.739, respectively).

Table 6: R^2 and R^2 Adjusted

	R-Square	R-Square Adjusted
Entrepreneur Education Success	0.740	0.739

Effect Size (f^2)

According to the Smart PLS results presented in Table 7, the effect of EI on EES shows a large f^2 value of 0.604. Therefore, it can be concluded that the model has achieved an acceptable effect size.

Table 7: Effect Size (f^2)

	f^2 Value	Level
EI -> EES	0.604	Large

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

Path Coefficients

The final step in the structural model evaluation is the analysis of path coefficients. Path coefficients represent the predicted relationships between constructs within the structural model. The PLS Algorithm was employed to analyse these path relationships, as shown in Table 8. The results indicate that EI has a large and significant impact on EES, with a coefficient value of 0.588.

Table 8: Path Coefficient (β)

	β
EI -> EES	0.588

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

Each path relationship was also assessed through the regression coefficient (β). The significance of β (original sample) was determined using the t-value, p-value, and confidence interval obtained through the SmartPLS 4.1.0.3 bootstrapping process with 5,000 re-samples, as illustrated in Table 9. The results demonstrate that all paths have significant relationships.

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Specifically, the relationship between EI and EES shows a significant effect (t-value = 11.853, p-value = 0.000).

Table 9 : Mean, STDEV, T-Values, and P-Values

Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
EI -> EES	0.588	0.589	0.050	11.853	0.000

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

Table 10 displays the bootstrap confidence intervals for the path model results, confirming the positive significant relationships between EI and EES. This confirmation is based on the fact that zero does not fall within the 2.5% and 97.5% confidence intervals. These findings provide a solid foundation for accepting the significant causal relationships between the constructs in the study model.

Table 10: Confidence Interval

Path	Original sample (O)	Sample mean (M)	2.5%	97.5%
EI -> EES	0.588	0.589	0.486	0.681

EES = Entrepreneur Education Success
EI = Entrepreneurial Intention

Conclusion

The success of vocational students in China in entrepreneurship education is the central focus of this paper. This study on students' level of EI is important in navigating the challenges and opportunities of the vocational colleges in China by providing insight into the degree to which EES demonstrated these concepts. In addition, vocational students may find practical knowledge regarding the intricacies of initiating and overseeing a business in the perceived EES courses that cover business planning, financial management, marketing, and entrepreneurial leadership. By establishing partnerships and networking with local businesses and entrepreneurs, EES may enable vocational students to improve their EI. This is especially true when students are granted access to practical experiences, mentorship and valuable networking opportunities(Mia et al., 2025).Fostering industry collaboration and aiding in the closure of the low EES gap guides students to possess the necessary job-relevant competencies. Therefore, in order to better equip vocational students to conquer the ongoing competitive challenges it faces, it is necessary to examine the success outcomes that result from EES analysis. This paper investigated the extent to which these practises contribute to students' entrepreneurial academic success by examining the moves that position vocational students in relation to EI activities.

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