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Fostering Entrepreneurial Intentions: Exploring the Pathways of Innovation and Entrepreneurship Education: Literature Review

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Abstract: Higher education is crucial for the growth of the knowledge economy. The fight between information and technology is indicative of a larger struggle between educational institutions and the skills they instill in their students. China's educational landscape has seen significant transformations since 1999, marked by a substantial rise in the number of students pursuing higher education. Individuals' own attitudes about entrepreneurship are significantly shaped by their subjective psychological situations, encompassing emotional and evaluative aspects. It is crucial to impart the skill of independent and creative thinking to students. Studies have shown that this teaching method has a substantial influence on students' motivation to start their own businesses. It is beneficial to promote individuals in following their entrepreneurial inclinations. Lack of sufficient education on innovation and entrepreneurship leads to a decline in entrepreneurial motivation. This is a probable outcome of the situation. Those who receive mentorship are more inclined to follow an entrepreneurial vocation compared to those who do not. Formal education is indispensable for individuals aspiring to initiate their own enterprises. One of the main factors is that when individuals uncover the complexities of entrepreneurship, it motivates them to venture out independently and establish their own enterprises. Multiple studies have demonstrated that education can effectively promote individuals' inclination towards entrepreneurship and facilitate entrepreneurial endeavors. Consequently, education has the capacity to enhance motivation and self-reliance. Entrepreneurs were more inclined to initiate or grow their businesses following their involvement in specialized entrepreneurship programs. Individuals who engage in entrepreneurship education programs have a higher probability of transitioning into entrepreneurs.

Introduction

Colleges and universities must prioritize the development of students' intellectual and entrepreneurial skills if they are to remain relevant in the modern world. The quantity and quality of a nation's future entrepreneurs are directly influenced by the amount and quality of its potential college entrepreneurs. Thus, entrepreneurial education programs for university students have proliferated over the globe, with varying degrees of success in each country. Tsinghua University offered the first course on innovation and entrepreneurship in 1997, marking the beginning of more than 20 years of entrepreneurship education in China. A thorough system for teaching entrepreneurship to college students has been refined over years of testing and refinement. Not only does it help college students get work, but it's also a great way to teach people about entrepreneurship, which is becoming more popular as a whole. It is believed that entrepreneurship education will help college students become more entrepreneurial, inspire them to pursue entrepreneurial endeavors, and create a society that values innovation and entrepreneurship. This will take the field of entrepreneurship education to the next level, fostering creative and risk-taking minds and boosting national innovation and entrepreneurship.

In 2003, Markman and Baron were the first to theoretically present the idea of entrepreneurship (Markman & Baron, 2003). The importance of human elements and how they affect entrepreneurial effort outcomes is emphasized by them. It was called the "person-entrepreneurship fit" framework. Differentiating between them required the development of a theoretical model. They also try to put each component of perceived compatibility into action. This ground-breaking theoretical framework is thus serving as the compass for this inquiry. There is a fundamental difference between perceived fit and actual or objective fit. According to an outsider, like a researcher, a perceived fit exists when certain personality qualities are congruent with entrepreneurialism. The success of a business is directly related to how well an entrepreneur's temperament is evaluated (Markman & Baron, 2003). But this degree of compatibility might not be understood before someone starts their own business. For many, the allure of starting their own business stems from the idea of a perfect fit. Improving our comprehension of perceived fit will have positive effects on entrepreneurial education, practice, and theory in general. Wanting to be happy is a strong motivator. To further develop various contexts that correspond to the idea of person-environment fit, they center their attention on the aspect of perceived person-entrepreneurship fit, as described by Deci and Ryan (n.d. 2004).

Entrepreneurship encompasses a wide range of intricate concepts. An entrepreneur is someone who starts a business and runs it with the intention of making a profit and expanding it (Sally Smith, Hamilton, & Fabian, 2019). There is more to entrepreneurship than just launching a business. Right now, more than ever, it is critical to teach children to think like entrepreneurs. Several studies in the recent past have highlighted the importance of entrepreneurial education in shaping students' future professions (Wei Xing jian et al., 2019; Robert et al., 2018; Franke and Luthje, 2004, Fayolle, 2013). According to Kassaan et al. (2015) and Kubberød and Pettersen (2017), students' views on entrepreneurship and their awareness of different career paths can be influenced by the incorporation of enterprise and entrepreneur methods into higher education. By boosting their chances of survival, expanding their capacity to create profit, and nurturing their entrepreneurial attitude, entrepreneurial education has the power to impact entrepreneurs' success (Ho M-HR, 2018).

Higher education is essential to the growth of the knowledge economy, and the competition between knowledge and technology is a microcosm of the larger struggle between schools and the abilities they teach. Enrollment in China's higher education has increased dramatically since 1999, leading to a marked leap in the country's educational landscape. The gross enrollment rate for China's higher education increased from about 17% in 2003 to 51.6% in 2019, as reported by Zhong, Li, and Wang X (2019). This indicates that China has accomplished its goal of universally developing higher education, since the percentage has increased to 59.6% since 2023. Meanwhile, from about 85,000 in 1999 to more than 9 million in 2021, the yearly total of college grads from Chinese institutions has skyrocketed. More and more people are getting bachelor's degrees every year, and that has people worried about the employment prospects for recent grads. Every year about this time, people start talking about graduation. The growth and development of higher education in China brings with it a wide range of challenges, including an increase in the number of students from diverse backgrounds, higher expectations from society, and more individualized needs for students' personal and academic development. At the moment, China's system for cultivating talent and higher education is unrivaled in the world. But there is worry about the standard of higher education, especially about the ever-present problem of uneven and inadequate growth. University graduates are unprepared for the workforce because institutions have been slow to adjust their talent cultivation practices to match societal needs. Due to the increasing social competition, the fast changing and unpredictable social and economic growth backdrop, and the growing demand for inventive and entrepreneurial abilities in society, these skills are in high demand. For China to achieve its goal of becoming a developed nation and implement its innovation-driven growth plan, college students are vital. Social innovation and entrepreneurship are mostly propelled by them. It is imperative that modern institutions of higher learning fulfill the

important role that the modern era has bestowed upon them by educating students to think and act like entrepreneurs. C. X. Liang, 2019

Literature Review

The subjective psychological condition of an individual is the primary factor that determines the individuals' emotional and evaluational traits, which are included in entrepreneurial personal attitudes. For the purpose of evaluating the assessment factors, the "expected value model" is utilized. Because of the malleability of attitudes, educators and practitioners have the potential to influence the attitudes of entrepreneurs. According to Robinson et al. (1991), educators have the ability to positively influence students' attitudes about entrepreneurship by cultivating students' innovative awareness, accomplishment pursuit, and self-esteem. There is a considerable correlation between entrepreneurial attitude and entrepreneurial intention (Austio et al., 2001), and there are very few respondents who have high individual attitudes but low behavioral intention for certain actions. This is because of the close link between the two. When it comes to encouraging businesses to engage in entrepreneurial activities, a positive attitude toward entrepreneurship is an ideal starting point. Bridge, O'Neill, and Cromie (1998), Gorman et al. (1997), and McMullan and Long (1987) all recognize that there are numerous approaches to entrepreneurship education, each of which is tailored to a particular stage of development. Various types of entrepreneurship education have been recognized by scholars for distinct audiences, such as entrepreneurship intention education (Jamieson, 1984; Liñán, 2004). This style of education assists students in acquiring entrepreneurial qualities and selecting vocations that have the potential to be lucrative. According to Garavan and Cinneide (1994) and Weber (2011), the purpose of entrepreneurship education in higher education is to increase the awareness of entrepreneurship and to assist in the development of future entrepreneurs. Jamieson (1984) asserts that education in entrepreneurship should be designed to achieve three distinct sorts of objectives: the development of entrepreneurial awareness, the enhancement of entrepreneurial skill, and the improvement of firm operation capability. In point of fact, the primary objective of entrepreneurship education in higher education is to cultivate entrepreneurial consciousness. This means that the primary objective is to provide students with the entrepreneurial skills, attitudes, and values that are necessary to establish, own, run, and manage their own firms themselves. Individuals who have a strong desire to start their own businesses are the target audience for entrepreneurship education, which is designed to assist them in being ready to launch and run their own companies. The majority of the third category The third category is sometimes referred to as "entrepreneurship training projects" as a consequence of this finding. Similarly, Watts (1984) distinguished between two distinct types of entrepreneurship education: the first is the cultivation of entrepreneurial consciousness, and the second is the practical education of entrepreneurs. After that, further research on the classification of entrepreneurial education was carried out by Garavan et al. (1994), Feit (2000), and Laukkanen (2000), amongst others, and they arrived at results that were comparable to those previously mentioned.

The education of entrepreneurs is widely recognized as one of the most effective methods for the development of aspiring and aspiring entrepreneurs. According to Villasana et al. (2014), universities are in a unique position to impact and shape students' attitudes toward entrepreneurship. Additionally, universities are in a position to cultivate students' entrepreneurial perspectives, which enables students to play multiple roles in the process of entrepreneurship. There are many instances in which education on entrepreneurship has progressed beyond the realm of traditional education. In addition to teaching students the skills they need to be successful, the entrepreneurial spirit must also be included into other areas of study (Mars, 2013). According to Kourilsky and Walstad (1998), education on entrepreneurship is an essential component in the process of cultivating individual innovation awareness and entrepreneurial spirit, which in turn leads to an increase in individual entrepreneurial passion and the stimulation of entrepreneurial activities. It has been established by a number of studies (Rasheed, 2003; Bonnett & Furnham, 1991; Chen, Wen & Hsu, 2010) that students' entrepreneurial tendencies can be increased by the training that they receive through educational entrepreneurship projects.

According to Mclntyre and Roche (1999), the process of educating individuals about entrepreneurship involves providing them with the knowledge and skills that should enable them to recognize possibilities that they may have overlooked and to take action at the appropriate moment.

Discussion

Researchers investigate the ways in which entrepreneurial attitude, perceived behavioral standards, and perceived behavioral control interact with one another in this study that is based on the idea of planned behavior. In addition, the purpose of the study was to investigate the ways in which these factors influenced the behaviours and attitudes of persons toward entrepreneurship. According to the theory of planned behavior, there are a number of practical considerations that influence an individual's entrepreneurial behavior. These considerations include the individual's behavioral preferences, social network connections, entrepreneurial skills, and available resources, in addition to the individual's intention to engage in entrepreneurial activity. When all of the necessary criteria are satisfied, the entrepreneurial intent of an individual can have a direct influence on the actions that they take in the entrepreneurial realm. The individual's perceived behavioral control, which is sometimes referred to as entrepreneurial self-efficacy, is another aspect that holds the potential to influence the entrepreneurial behaviors of an individual. The majority of the elements that influence an individual's mentality and actions regarding entrepreneurship are contextual. These factors include, but are not limited to, gender, race, personality, experience, and socioeconomic standing when it comes to entrepreneurship.

People who desire to start and run their own enterprises do so because they have an entrepreneurial intention, which is independent of any constraints or influences that come from the outside world. According to Bird (1988), the purpose of an entrepreneur is the mental state that drives them to pursue the objective of taking risks in order to pursue possibilities. According to Ajzen (2015), it is generally accepted that the majority of individuals make the decision to launch their own enterprises on purpose and with intention, rather than as a complete and utter coincidence. According to Ajzen (1991), the term "intention" refers to the degree to which individuals are determined to carry out a specific activity. One of the arguments put out by Ajzen (2005) is that intentions are not transformed into acts until the moment is right. As a result, one way to think about intention is as a measurement of how determined and devoted a person is to making an effort to do a certain activity. In accordance with Ajzen, "intention" is characterized by "the degree to which an individual is committed to making an effort to carry out a specific behavior" (1991). According to Ajzen (2005), a person's intention is their tendency to behave in a specific manner and their effort to put that tendency into actuality when the circumstances are favorable. Therefore, intention can be defined as the amount of determination and effort that an individual puts forth in order to do a task up until the point at which the possibility to proceed with the work presents itself. According to Bird (1988), the two primary objectives of entrepreneurs are to either establish a new business or to enhance the value of an existing business.

To put it another way, the goal of an entrepreneur is their mentality with regard to the creation of new value for an existing company or the launch of an entirely new business enterprise. When we talk about entrepreneurial conduct, we are referring to the attitudes and capabilities that a person demonstrates in relation to entrepreneurship, as well as their perspective on the subject. The mental reaction of an individual to the idea of beginning a new company venture is referred to as entrepreneurial intention. The only thing that there is to it is a mental picture of what it takes to start a company from the ground up. According to Thompson (2009), the definition of entrepreneurial intention is the future purposeful objective of an individual to develop a new firm. Based on the findings of Bagozzi and Yi (1989), the most effective method for predicting the behavior of an individual is to have an understanding of the reasons behind their current conduct. There has been a long-standing consensus that the "intention" of entrepreneurs (Katz & Gartner, 1988) is of utmost importance when it comes to the establishment of new firms (Thompson, 2009). Numerous research have demonstrated that this "intention" properly predicts the actions

that entrepreneurs will actually take. Krueger et al. (2000) made the observation that the majority of entrepreneurial initiatives are planned out in advance that they are undertaken. (Crant, 1996) or (Krueger et al., 2000) define entrepreneurial ambition as the desire to create one's own firm or to own one's own organization. This is a typical description of entrepreneurial ambition. According to Ajzen (1991) and Ajzen and Fishbein (1977), the term "intention" has been used for a very long time to describe the process of anticipating one's own action. According to specialists in the field of social psychology (Bagozzi et al., 1989), the best indication of future conduct is one's intention. The idea that one ought to anticipate a corresponding action to follow the establishment of an intention is held by a significant number of people. Entrepreneurial intention, which may be defined as the mental state that one enters shortly before taking action, is a significant factor that plays a significant role in determining whether or not an individual will decide to start a new business endeavor. A significant number of individuals are of the opinion that it is the most accurate predictor of future entrepreneurial behavior. In accordance with the findings of Li ñá n and Fayolle (2015), the concept of entrepreneurial intention has been widely acknowledged as an essential component of the field of entrepreneurial research due to its ability to accurately forecast and forecast long-term entrepreneurial actions. As a result, the entrepreneurial aspirations of university students have become the focus of an increasing body of research (Pa et al., 2011; Sánchez 2013; Støren 2014; Zhang et al., 2014). To put it another way, Fishbein et al. (1975) found that the most significant correlation between an individual's entrepreneurial action and their behavioral intention was found to be on the other side of the coin. When it comes to predicting future conduct, behavioral intention is the most dependable sign. In his article from 1988, Bird makes the argument that genuine entrepreneurial conduct can only develop from individuals who have an intense drive to achieve success. In the same vein, the level of education that a person possesses has a major impact on the likelihood that they will engage in entrepreneurial activities (Pittway, 2007). The objective of this study is to construct a mechanistic model and carry out research on the ways in which education about innovation and entrepreneurship influences the intention to engage in entrepreneurial activity.

In addition to having a stronger desire to see their enterprises flourish, those who have the aspiration of becoming entrepreneurs are more inclined to engage in activities that are associated with entrepreneurship. Therefore, it is of the utmost importance to ascertain the elements that influence the willingness to initiate the process of starting a business. It is believed that the decision to launch a new business is influenced by a variety of different elements. Su, Bird, and others (1988) state that an individual's intention to engage in entrepreneurial activity can be impacted by both internal and external factors depending on the circumstances. According to Indarti and Rostiani (2008), there are three primary elements that have an impact on the intention to engage in entrepreneurial activity. To begin, there are aspects of one's personality that include a strong desire to achieve success and a self-assured belief in one's own capabilities. The second aspect of environmental influences is the accessibility of knowledge, social networks, and financial resources. The last category of characteristics is known as demographic characteristics, and it include aspects such as age, gender, level of education, and years of experience working in the workforce. Furthermore, an individual's predisposition to engage in entrepreneurial endeavors can be influenced by a variety of characteristics, including but not limited to age, gender, family history, religious beliefs, degree of education, and years of work experience. Both Reynolds et al. (1994) and Storey (1994) are frequently mentioned as examples of demographic factors (Robinson et al., 1991). An investigation was conducted by Espiritu and Sastre (2007) to study a number of factors that inspire college students to pursue their goals of becoming entrepreneurs. There were a number of factors that were taken into consideration, including academic readiness, personality, ethics, social and humanistic characteristics, and personality. Skudiene et al. (2010) investigated the ways in which the contextual conditions, psychological and non-psychological attributes, and the intention to establish a business among college students in Lithuania influenced their decision to pursue entrepreneurship. In addition, research conducted by Pines et al. (2010), Cohoon et al. (2010), Teixeira (2008), and Fischer et al. (2003) has demonstrated that male students are more likely to have entrepreneurial objectives than female students. Furthermore, according to Shmidt

(2008), students who come from an entrepreneurial background are more likely to demonstrate a high level of independence and innovation in their entrepreneurial ventures during their time in school.

In this regard, education that places an emphasis on innovation and entrepreneurship is of the utmost importance, as empirical evidence demonstrates that said education has an effect on an individual's desire to engage in entrepreneurial endeavors. People should be encouraged to pursue their entrepreneurial impulses (Hattab, 2014; Franke & Lutjhe, 2014). This is of the utmost importance. Inadequate education on innovation and entrepreneurship will lead to decreased levels of entrepreneurial intention. This will be the result of the situation. According to Silva (2013), those who have been instructed to become entrepreneurs are more likely to go on an entrepreneurial journey than those who have not received such instruction. Cho (1998) makes a similar argument, arguing that formal education is essential for encouraging people who are interested in starting their own businesses. For the straightforward reason that by gaining an understanding of the fundamentals of entrepreneurship, individuals are motivated to embark on their own journey and establish their own companies. Consequently, it follows that supporting education as a means of encouraging entrepreneurial activity can, as a result of learning, inspire individual entrepreneurship (Gorman et al., 1997; Kuratko, 2003; Donckels, 1991). This is because education is a way to encourage entrepreneurial activity. According to research conducted by Gorman et al. (1997) and McMullan et al. (2002), specific programs that encourage entrepreneurship have been demonstrated to motivate entrepreneurs to initiate or strengthen their business operations. A larger predisposition towards entrepreneurship has also been noted among students who have participated in entrepreneurship education programs.

Conclusion

The rise of the knowledge economy is impossible without higher education, and the competition between information and technology is a microcosm of the larger fight between educational institutions and the skills they instill in their pupils. China's educational landscape has changed dramatically since 1999, when enrollment in higher education began to rise. Personal attitudes about entrepreneurship, which include emotional and evaluative traits, are heavily influenced by an individual's subjective psychological state. Teaching students to think creatively and independently is critical, as research indicates that this type of training increases students' desire to start their own businesses. Hattab (2014) and Franke and Lutjhe (2014) contend that individuals should be encouraged to pursue their entrepreneurial instincts. Your attention to this topic is crucial. Inadequate education in innovation and entrepreneurship leads to lower entrepreneurial intention. The situation will result in this outcome. Some people are more likely to pursue an entrepreneurial career after obtaining assistance (Silva, 2013) than those who do not. Cho (1998) says that formal education is essential for encouraging people to start their own businesses. The most basic reason is that knowing the intricacies of entrepreneurship motivates people to go out on their own and start their own firms. According to Gorman et al. (1997), Kuratko (2003), and Donckels (1991), education can encourage people to become entrepreneurs and promote entrepreneurial activity. Schooling can encourage initiative and self-sufficiency. Both Gorman et al. (1997) and McMullan et al. (2002) discovered that engaging in focused entrepreneurial programs increased entrepreneurs' likelihood of starting or expanding their enterprises. Participants in entrepreneurship education programs have also been shown to have a greater proclivity for entrepreneurship.

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