Student Satisfaction and Entrepreneurial Intention Based on Entrepreneurship Education in Higher Education Institutions

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Abstract A survey was conducted among 616 students from six private undergraduate universities in Hefei City, Anhui Province. Using Likert 5-point scale measurements and SPSS 27.0 for data analysis, the study revealed that students with prior entrepreneurial experience demonstrated lower satisfaction with university entrepreneurship education, and their past entrepreneurial attempts showed a negative correlation with future entrepreneurial intentions. However, high-quality entrepreneurship education exhibited a positive mediating role in this relationship. This study reveals the intrinsic mechanisms through which personal experiences and entrepreneurship education influence college students' entrepreneurial intentions, providing theoretical references for higher education institutions to optimize entrepreneurship education programs and enhance students' entrepreneurial motivations. These findings will contribute to the national strategy of "promoting employment through entrepreneurship".

Key words Entrepreneurial experience of college students, Innovation and entrepreneurship education, Entrepreneurial intention

0 Introduction

In 2007, the 17th National Congress of the Communist Party of China proposed the development strategy of "promoting employment through entrepreneurship"[1-2]. The *Government Work Report* (2021) encouraged universities to "carry out entrepreneurship education and cultivate innovative and entrepreneurial talents"[3]. In this context, Chinese universities have deepened the reform of innovation and entrepreneurship education[4] and supported college students' self-employment initiatives[5]. However, the *China Undergraduate Employment Report* (2023) reveals that the proportion of "self-employed" graduates from the 2018 - 2022 has declined year by year, with a five-year change of -0.6[6-7], indicating that increased policy and educational investments have not effectively enhanced college students' self-employment rate. External factors influencing college students' entrepreneurship mainly include socioeconomic environment, entrepreneurship support policies, and entrepreneurship education guidance[6], while internal factors primarily involve "self-efficacy", "attitudes toward money", and "personal experiences"[7-8]. This study starts from the satisfaction with entrepreneurship education and, through questionnaire surveys of college students in Hefei City, Anhui Province, explores key factors influencing students' entrepreneurial intentions, providing evidence for improving the "self-employment rate" among college students.

1 Literature review

1.1 Entrepreneurship education Entrepreneurship education courses originated from Harvard Business School in 1947[9]. With its development, related research has increasingly diversified, but academia has not yet reached a consensus on the classification and measurement of entrepreneurship education[10]: some scholars classify it through theoretical entrepreneurship education and practical entrepreneurship education; others treat it as an independent variable to explore its impact on entrepreneurial performance and entrepreneurial intention.

1.2 Entrepreneurship education and entrepreneurial intention Existing studies have shown that entrepreneurship education can exert beneficial effects on entrepreneurs and potential entrepreneurs[11], such as enhancing confidence in mastering skills, identifying business opportunities, and applying business models[11]. Therefore, increasing investment in entrepreneurship education is conducive to improving college students' entrepreneurial intention. Based on this, the following hypotheses are proposed:

H1: Entrepreneurship education has a positive influence on entrepreneurial intention;

H2: Entrepreneurship education plays a mediating role between entrepreneurial experience and entrepreneurial intention.

1.3 Entrepreneurship experience Past experiences exert significant influence on future development. Some scholars argue that previous entrepreneurial experiences can enhance students' personal capabilities[13-14], while others point out that entrepreneurial setbacks may reduce entrepreneurial enthusiasm[15]. Given the inconsistency in research findings, the following hypotheses are proposed:

H3: Entrepreneurial experience has a positive correlation with entrepreneurship education;

H4: Entrepreneurial experience exerts a positive influence on entrepreneurial intention.

Based on the aforementioned theoretical analysis and hypotheses, the study's theoretical model is constructed (Fig. 1).

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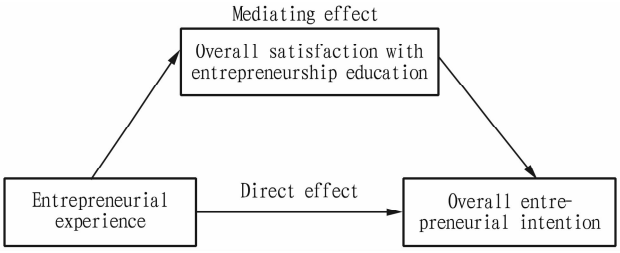

Fig. 1 Theoretical model

2 Study design

2.1 Sample source and sample characteristics This study conducted a survey on entrepreneurial intention among students from six private undergraduate universities in Hefei City, Anhui Province in August 2024. A total of 660 questionnaires were distributed to freshmen through seniors at Anhui Xinhua University (abbreviated as AX), Anhui Sanlian University (abbreviated as AS), Anhui Wenda University of Information Engineering (abbreviated as AWD), Anhui International Studies University (abbreviated as AWG), Hefei City College (abbreviated as HC), and Hefei University of Economics (abbreviated as HJ). 616 valid questionnaires were collected, yielding a valid return rate of 93.3%. The questionnaire contained 14 questions covering four sections: subjects' background, entrepreneurial experience, satisfaction with entrepreneurship education, and entrepreneurial intention. Sample distribution characteristics are presented in Table 1.

Table 1 Sample distribution characteristics

Attribute	Type	Q'ty	Percentage//%	Attribute	Type	Q'ty	Percentage//%
Gender	Male	216	35.0	Discipline	Science and engineering	191	30.9
	Female	402	65.0		Humanities	323	52.3
Colleges	AX	101	16.3		Economics and management	11	1.8
	AS	101	16.3		Arts	51	8.3
	AWD	102	16.5		Others	42	6.8
	AWG	101	16.3	Duty	No	424	68.6
	HC	108	17.5		Monitor or League secretary	42	6.8
	HJ	105	17.0		Other class committee members	98	15.9
Household registration	City	165	26.7		Community organizations, vice-ministers of student unions and above cadres	54	8.7
	Countryside	453	73.3				
Personal entrepreneurial experience	Yes	25	4.0	Relatives' entrepreneurial experience	Yes	274	44.3
	No	593	94.0		No	344	55.7

2.2 Measurement of variables In the theoretical model of this study, the independent variable is entrepreneurial experience, the mediating variable is entrepreneurship education, and the dependent variable is entrepreneurial intention, which are measured by Likert 5-level scoring method.

3 Data analysis

3.1 Reliability and validity test SPSS 27.0 was employed to test the reliability and validity of the questionnaire data (Table 2), and the results showed that the scale had high reliability and validity and could be used for subsequent analysis.

Table 2 Reliability and validity test

	Item	Cronbach's α	KMO sampling goodness-of-fit	Bartlett's test		
				Approximate chi-square	Degree of freedom	Significance (*P*)
Overall satisfaction with entrepreneurship education	5	0.976	0.900	4 702.373	10	0.000
Overall entrepreneurial intention	3	0.914	0.754	1 299.509	3	0.001
Total scale	16	0.688	0.870	6 627.047	120	0.000

3.2 Difference analysis on the overall satisfaction of entrepreneurship education The study employed independent samples *t*-tests and one-way ANOVA to investigate the correlation between personal backgrounds and satisfaction with entrepreneurship education (Table 3). The results indicated that female students showed higher overall satisfaction with entrepreneurship education than male students; among institutions, HJ had the highest satisfaction level, while HC showed the lowest; regarding academic majors, humanities majors reported the highest satisfaction, whereas arts majors had the lowest; students without any official positions demonstrated the highest satisfaction, while those holding positions as deputy minister or above in student organizations or student unions exhibited the lowest satisfaction. Household registration type showed no significant difference in satisfaction with entrepreneurship education.

Table 3 Difference analysis results

		Mean ± SD	*T*	*P*			Mean ± SD	*T*	*P*
Gender	Male (*N* = 216)	3.77 ± 1.02	−5.30	<0.001	Discipline	Science and engineering (*N* = 191)	3.83 ± 0.95	14.53	<0.001
	Female (*N* = 402)	4.20 ± 0.82				Humanities (*N* = 323)	4.27 ± 0.82		
Colleges	AX (*N* = 101)	4.16 ± 0.88	10.43	<0.001		Economics and management (*N* = 11)	4.13 ± 0.79		
	AS (*N* = 101)	4.20 ± 0.90				Arts (*N* = 51)	3.43 ± 0.85		
	AWD (*N* = 102)	4.26 ± 0.82				Others (*N* = 42)	4.05 ± 1.01		
	AWG (*N* = 101)	3.83 ± 0.94			Duty	No (*N* = 424)	4.11 ± 0.43	5.52	<0.001
	HC (*N* = 108)	3.59 ± 0.86				Monitor or League secretary (*N* = 42)	4.10 ± 0.14		
	HJ (*N* = 105)	4.27 ± 0.91				Other class committee members (*N* = 98)	4.01 ± 0.10		
Household registration	City (*N* = 165)	3.99 ± 0.99	−0.83	0.41		Community organizations, vice-ministers of student unions and above cadres (*N* = 54)	3.58 ± 0.14		
	Countryside (*N* = 453)	4.07 ± 0.89							

The study applied independent samples t tests to explore the correlation between entrepreneurial experience and satisfaction with entrepreneurship education (Table 4). The findings revealed that students without personal entrepreneurial experience demonstrated significantly higher satisfaction than those with entrepreneurial experience ($P < 0.005$), while the relatives' entrepreneurial experience showed no significant effect on satisfaction with entrepreneurship education ($P > 0.05$).

3.3 Analysis of differences in entrepreneurial intention

The independent samples t tests and one-way ANOVA (Table 5) revealed significant differences in entrepreneurial intention across institutions, academic disciplines, and duties. Specifically, students from HJ exhibited the highest entrepreneurial intention, while those from HC showed the lowest; among academic majors, humanities majors reported the highest entrepreneurial intention, whereas arts majors demonstrated the lowest; students without official positions displayed the highest entrepreneurial intention, while those holding vice minister or higher positions in student organizations or student unions had the lowest.

Table 4 Independent samples *t* tests

Entrepreneurial experience		Mean ± SD	*T*	*P*
Personal	Yes (*N* = 25)	3.04 ± 0.86	5.76	<0.001
	No (*N* = 593)	4.09 ± 0.90		
Relatives'	Yes (*N* = 274)	4.12 ± 0.91	1.64	0.10
	No (*N* = 344)	3.99 ± 0.92		

Table 5 Difference analysis results of entrepreneurial intention

		Mean ± SD	*T*	*P*			Mean ± SD	*T*	*P*
Gender	Male (*N* = 216)	3.69 ± 1.06	0.44	0.66	Disciplines	Science and engineering (N = 191)	3.83 ± 0.95	14.53	<0.001
	Female (*N* = 402)	3.33 ± 0.91				Humanities (*N* = 323)	4.27 ± 0.83		
Colleges	AX (*N* = 101)	4.16 ± 0.88	10.43	<0.001		Economics and management (*N* = 11)	4.13 ± 0.79		
	AS (*N* = 101)	4.20 ± 0.90				Arts (*N* = 51)	3.43 ± 0.85		
	AWD (*N* = 102)	4.26 ± 0.82				Others (*N* = 42)	4.05 ± 1.01		
	AWG (*N* = 101)	3.83 ± 0.94			Duty	No (*N* = 424)	4.11 ± 0.87	5.52	<0.001
	HC (*N* = 108)	3.60 ± 0.86				Monitor or League secretary (*N* = 42)	4.10 ± 0.88		
	HJ (*N* = 105)	4.27 ± 0.91				Other class committee members (*N* = 98)	4.01 ± 0.98		
Household registration	City (N = 165)	3.33 ± 0.97	−0.62	0.54		Community organizations, vice-ministers of student unions and above cadres (*N* = 54)	3.58 ± 1.03		
	Countryside (*N* = 453)	3.36 ± 0.97							
	No (*N* = 593)	3.37 ± 0.96				No (*N* = 344)	3.26 ± 0.97		

Pearson correlation analysis (Table 6) showed that there was a significant positive correlation between the five dimensions of entrepreneurship education satisfaction and the overall entrepreneurial intention ($P < 0.005$). The overall entrepreneurial intention increased by 0.465.

Table 6 Correlation

		Overall satisfaction with entrepreneurship education	Overall entrepreneurial intention
Overall satisfaction with entrepreneurship education	Pearson correlation	1	0.465**
	Significance (two-tailed)		<0.001
	Quantity of cases	618	

NOTE ** indicates significant correlation at 0.01 level (two-tailed).

Independent samples *T* tests (Table 7) demonstrated significant differences in entrepreneurial intention based on personal and relatives' entrepreneurial experiences. Students with personal entrepreneurial experience exhibited significantly lower post-gradua-

tion entrepreneurial intention compared to those without such experience ($P<0.05$), while students having relatives with entrepreneurial experience showed higher entrepreneurial intention than those without family entrepreneurial exposure.

3.4 Regression analysis

3.4.1 The influence mechanism of independent variables and mediating variables on dependent variables. Regression analysis was carried out to explore the influence mechanism of each variable, and the results are shown in Table 8.

Table 7 Independent samples *T* tests

Entrepreneurial experience		Mean ± SD	*T*	*P*
Personal	Yes ($N=25$)	2.60 ± 0.66	3.98	<0.001
	No ($N=593$)	3.37 ± 0.96		
Relatives'	Yes ($N=274$)	3.45 ± 0.95	2.49	0.01
	No ($N=344$)	3.26 ± 0.97		

Table 8 Regression model

Variable type	Variable name	Model 1			Model 2			Model 3		
		β	*t*	Significance	β	*t*	Significance	β	*t*	Significance
Independent variable (X)	Personal entrepreneurship experience	−0.180	−4.455	<0.001	−0.205	−5.312	<0.001	−0.082	−2.230	0.026
	Relatives' entrepreneurship experience	−0.127	−3.166	0.002	−0.096	−2.506	0.012	−0.081	−2.259	0.024
Mediating variable (Z)	Entrepreneurship education satisfaction							0.477	12.671	<0.001
Control variable (μ)	Gender	−0.034	−0.844	0.399	0.210	5.388	<0.001	−0.135	−3.625	<0.001
	Colleges	−0.046	−1.144	0.253	−0.111	−2.908	0.004	0.007	0.205	0.838
	Discipline	0.020	−0.499	0.618	−0.061	−1.573	0.116	0.009	0.245	0.806
	Duty	−0.016	−0.408	0.683	−0.112	−2.931	0.004	0.037	1.037	0.300
Constant		4.030	18.705	<0.001	4.173	21 331	<0.001	1 932	7.624	<0.001
R			0.213			0.356			0.494	
Adjusted R^2			0.036			0.118			0.235	
F			4.817			14.801			28.145	
Significance			<0.001			<0.001			<0.001	

The three models all passed the F test, and the goodness of fit (R^2) of the model gradually improved, indicating that there was a causal relationship between the variables and entrepreneurial intention. The specific analysis is as follows:

Model 1 presents the influence of independent variables (personal entrepreneurship experience, family entrepreneurship experience) on dependent variables (entrepreneurial intention). Among them, the personal entrepreneurship experience $\beta=-0.180$ ($P<0.001$), showing a significant negative impact, that is, the more entrepreneurial attempts in the past, the lower entrepreneurial intention after graduation, which is contrary to the hypothesis H3. It is speculated that negative entrepreneurial experience weakens entrepreneurial intention, and the influence of entrepreneurial experience of relatives is not significant, so the hypothesis H4 is not valid.

Model 1: The influence mechanism of entrepreneurship experience on entrepreneurial intention (Y denotes entrepreneurial intention).

$$Y=-0.18X1-0.127X2+4.03-0.034\mu1-0.046\mu2+0.02\mu3-0.016\mu4$$

Model 2 presents the influence of independent variables (personal entrepreneurship experience, relatives' entrepreneurship experience) on the mediating variable (entrepreneurship education satisfaction). The personal entrepreneurship experience $\beta=-0.205$, $\beta=-0.205$ ($P<0.001$), significant negative correlation. It means that students with entrepreneurship experience have lower entrepreneurship education satisfaction for colleges and universities, so hypothesis H3 is not valid.

Model 2 indicates the influence of entrepreneurship experience on entrepreneurship education satisfaction (Y denotes entrepreneurship education satisfaction).

$$Y=-0.205X1-0.096X2+0.21\mu1-0.111\mu2-0.061\mu3-0.112\mu4+4.173$$

Model 3 reveals the common influence of independent variables and mediating variables on dependent variables. Entrepreneurship education satisfaction $\beta=0.477$ ($P<0.001$), positively significant, It shows that it can effectively regulate the negative effect of entrepreneurial experience on entrepreneurial intention, and the hypothesis **H2** has been verified.

Model 3 indicates the influence of entrepreneurship education on entrepreneurial intention (Y denotes entrepreneurial intention).

$$Y=-0.082X1-0.081X2+0.477\lambda-0.135\mu1+0.007\mu2+0.009\mu3+0.037\mu4+1.932$$

3.4.2 Test and comparison of mediating effect. To further test the mediating effect and explore the specific mechanism of entrepreneurship education on entrepreneurial intention, the results are shown in Table 9.

Table 9 Results of mediating effect

Effect	Path	Effect	Se	LLCI	ULCI	Percentage//%
Overall effect	Personal entrepreneurship experience → entrepreneurial intention	−0.775 5	0.194 9	−1.158 2	−0.392 8	
Direct effect	Personal entrepreneurship experience → entrepreneurial intention	−0.274 7	0.179 1	−0.626 5	0.077 1	35.42
Indirect effect	Personal entrepreneurship experience → overall satisfaction with entrepreneurship education → entrepreneurial intention	−0.500 9	0.097 9	−0.696 1	−0.319 5	64.58
Overall effect	Relatives' entrepreneurship experience → entrepreneurial intention	−0.206 7	0.077 6	−0.359 1	−0.054 4	
Direct effect	Relatives' entrepreneurship experience → entrepreneurial intention	−0.128 6	0.070 6	−0.267 3	−0.010 1	62.21
Indirect effect	Relatives' entrepreneurship experience → overall satisfaction with entrepreneurship education → entrepreneurial intention	−0.078 1	0.033 5	−0.144 7	−0.012 7	37.79

According to the above data, the mediating effect of entrepreneurship education satisfaction between personal entrepreneurship experience and entrepreneurial intention is −0.500 9 (confidence interval excluding 0), accounting for 64.58% of that total effect; The mediating effect value between relatives' entrepreneurship experience and entrepreneurial intention was −0.078 1 (confidence interval excluding 0), accounting for 37.79% of the total effect. This fully verifies the hypothesis H2, that is, entrepreneurship education satisfaction plays a significant mediating role between the two types of entrepreneurship experience and entrepreneurial intention. To sum up, the study confirms that entrepreneurship education satisfaction is positively correlated with entrepreneurial intention; the entrepreneurship education indirectly affects entrepreneurial intention through the mediating variable of satisfaction. This shows that colleges and universities can effectively enhance students' entrepreneurial intention by improving the quality of entrepreneurship education.

4 Conclusions

4.1.1 Students with personal entrepreneurship experience have lower entrepreneurship education satisfaction. A comparison of the results shows that, Students with personal entrepreneurship experience were significantly less satisfied with entrepreneurship education (3.04 ± 0.86) than those without entrepreneurship Students of experience (4.09 ± 0.90), which is contrary to hypothesis **H3**. Students with entrepreneurship experience have five dimensions in the entrepreneurship education satisfaction survey: theoretical education (3.0), practical education (3.04), teaching team (3.24), support policies (2.84) and cultural atmosphere (3.08) showed low satisfaction levels. Among them, the satisfaction of entrepreneurship support given by schools is the lowest. It can be seen that students with entrepreneurship experience have higher requirements for entrepreneurship courses in colleges and universities, and have higher expectations for "entrepreneurship support policy". Therefore, colleges and universities need to investigate the needs of students and provide targeted policy assistance.

4.1.2 There was a significant negative correlation between personal entrepreneurship experience and entrepreneurial intention. The results of the study showed that, the entrepreneurial intention of students with entrepreneurship experience (2.60 ± 0.66) was significantly lower than that of students without entrepreneurship experience (3.37 ± 0.96). This result is contrary to the hypothesis **H4**. It can be inferred that there may be a negative impact on students' past entrepreneurial experience, which in turn reduces their future entrepreneurial intention. Therefore, colleges and universities should set up consulting teams to help students solve the negative problems of past entrepreneurship and enhance their confidence in entrepreneurship.

4.1.3 There was a significant positive correlation between entrepreneurship education satisfaction and entrepreneurial intention. The results of this study showed that for every 1-point increase in overall satisfaction with entrepreneurship education, overall entrepreneurial intention increased by 0.465 points. Then the hypothesis **H1** was verified. High-level entrepreneurship education focuses on systematic entrepreneurship theory teaching and entrepreneurship practice exercises, and promotes the interaction between college students and successful entrepreneurs by introducing lectures on successful entrepreneurs and training high-level teaching teams. It is helpful for them to obtain resources such as cooperative relationship, market consultation and entrepreneurial experience, and to provide supporting policies such as space platform and cultural atmosphere, which will help to promote the communication and interaction among potential entrepreneurs and lay the foundation for college students' entrepreneurship.

4.1.4 Entrepreneurship education satisfaction plays a mediating role between entrepreneurial experience and entrepreneurial intention. The results reveal that the higher the entrepreneurial intention of students, the lower the entrepreneurial intention after graduation, but the high level of entrepreneurship education satisfaction slows down the negative correlation between the two. The hypothesis H2 was verified. By imparting systematic entrepreneurship knowledge to college students, entrepreneurship education in colleges and universities guides students to produce new ideas and methods for past problems or market problems, which helps to improve students' confidence in second entrepreneurship and long-term entrepreneurship ability.

4.2 Policy recommendations

4.2.1 Improving the entrepreneurship education system and stimulating students' enthusiasm for entrepreneurship. Private colleges and universities should base on the actual situation, improve the education system of entrepreneurship theory, enrich the content of entrepreneurship practice, optimize the teaching team of entrepreneurship education, improve the policy of entrepreneurship support, and create a good atmosphere of entrepreneurship culture. Improve entrepreneurship education satisfaction and stimulate students' entrepreneurial intention.

4.2.2 Attaching importance to teaching students in accordance with their aptitude and classified teaching for different students.

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4 Conclusions and reflections

Within the integrated framework of teaching, learning, and evaluation, the educational process emphasizes the importance of a strong alignment between teaching objectives and evaluation objectives, as well as the close integration of learning tasks and evaluation activities. This alignment allows teachers to meticulously design teaching content, methods, and evaluation methods from a holistic perspective, thereby significantly improving the effectiveness of classroom teaching[6]. In this model, students are situated within a problem-solving environment that involves real tasks. Through practical engagement and exploration, they inherently enhance their knowledge and develop effective learning methods. This learning process not only fosters the interconnection of knowledge but also enhances the development of cognitive structures. This teaching method underscores the coherence and systematic nature of education, facilitating the interdependence of teaching, learning, and evaluation, thereby allowing these elements to mutually support and advance one another. Compounds of iron are prevalent and utilized in both industrial production and everyday life. Firstly, by highlighting the essential role of iron in the human body, students' interest in learning is effectively stimulated, encouraging them to engage in active and proactive study. Secondly, through group experiments, students engage with the chemical properties of iron ions in a hands-on manner. This experiential learning fosters genuine interest and stimulates critical thinking, significantly enhancing their motivation to investigate the underlying mechanisms of oxidation-reduction reactions involving iron ions. Thirdly, from the perspectives of substance classification and the valence states of elements, students can gain a comprehensive understanding of iron and its compounds, thereby acquiring knowledge pertinent to the element of iron. Through the implementation of group experiments, multimedia presentations, and various instructional aids, abstract and complex concepts are contextualized within real-life scenarios. This approach not only diminishes the learning challenges faced by students but also fosters a more conducive and relaxed learning environment.

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Due to the differences of different types of students, colleges and universities should pay attention to the classification of students with and without entrepreneurship experience, excavate entrepreneurship problems, solve entrepreneurship problems, build self-efficacy for students who have tried entrepreneurship, and then transfer knowledge related to entrepreneurship, so as to realize the integration of theory and practice.

4.2.3 Finding out the key problems and turning "negative influence" into positive promotion. In order to improve the entrepreneurial intention of college students, it is necessary to pay attention to the negative impact of college students' past entrepreneurial experience and find out the crux of the potential impact on students' entrepreneurial intention. Targeted improvement and promotion will transform the negative impact into a positive impact.

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