

อิทธิพลของความรู้การเป็นผู้ประกอบการของครูต่อพฤติกรรมการเป็นผู้ประกอบการ  
ของนักศึกษามหาวิทยาลัย หลินอวี่ สังกัดมณฑลซานตง

INFLUENCE OF TEACHERS EDUCATION ENTREPRENEURSHIP ON STUDENTS'  
ENTREPRENEURIAL BEHAVIOR AT LINYI UNIVERSITY UNDER SHANDONG PROVINCE

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**Abstract**

The objectives of this research were: (1) to study the level of teachers education entrepreneurship at Linyi University under Shandong province; (2) to study level of student's entrepreneurial behavior at Linyi University under Shandong province; and (3) to study the influence of teachers education entrepreneurship on students' entrepreneurial behavior at Linyi University under Shandong province.

The research was survey methodology research. The population was 1,200 teachers at Linyi University, in academic year 2024. Sample was 291 teachers in Linyi University. The sample size was determined by Krejcie and Morgan's tables and obtained by simple random sampling technique. The instruments used for data collection was a 5 points rating scale questionnaire. The statistical used for data analysis was frequency, percentage, mean, Standard Deviation and Pearson's correlation.

The research results revealed that: (1) teachers education entrepreneurship at Linyi University under Shandong province, overall was at high level; (2) student's entrepreneurial behavior at Linyi University under Shandong province, overall was at high level; and (3) the influence of teachers education entrepreneurship on students' entrepreneurial behavior at Linyi University under Shandong province, there was positively correlated with statistic significance at .01 level.

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**Keywords:** Education Entrepreneurship, Entrepreneurial Behavior, Linyi University

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**บทคัดย่อ**

วัตถุประสงค์ของการวิจัยนี้เพื่อ (1) ศึกษาระดับความรู้การเป็นผู้ประกอบการของครูที่มหาวิทยาลัย หลินอวี่ สังกัดมณฑลซานตง (2) ศึกษาระดับพฤติกรรมการเป็นผู้ประกอบการของนักศึกษาที่มหาวิทยาลัย หลินอวี่ สังกัดมณฑลซานตง และ (3) ศึกษาอิทธิพลของความรู้การเป็นผู้ประกอบการของครูต่อพฤติกรรมการเป็นผู้ประกอบการของนักศึกษาที่มหาวิทยาลัย หลินอวี่ สังกัดมณฑลซานตง

การวิจัยครั้งนี้เป็นการวิจัยเชิงวิธีการสำรวจ ประชากรคือครู 1,200 คนของมหาวิทยาลัย หลินอวี่ ในปีการศึกษา 2024 กลุ่มตัวอย่างคือครู 291 คนของมหาวิทยาลัย หลินอวี่ ขนาดตัวอย่างกำหนดโดยตารางของเครจซี่และมอร์แกน และได้มาจากเทคนิคการสุ่มอย่างแบบง่าย เครื่องมือที่ใช้ในการรวบรวมข้อมูลคือแบบสอบถามมาตราส่วนการประเมิน 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าสหสัมพันธ์ของเพียร์สัน

ผลการวิจัยพบว่า (1) ความรู้การเป็นผู้ประกอบการของครู ที่มหาวิทยาลัยหลินอวี่ มณฑลซานตง โดยรวมอยู่ในระดับมาก (2) พฤติกรรมการเป็นผู้ประกอบการของนักศึกษา ที่มหาวิทยาลัยหลินอวี่ สังกัดมณฑลซานตง โดยรวมอยู่ในระดับมาก และ (3) อิทธิพลของความรู้การเป็นผู้ประกอบการของครูที่มหาวิทยาลัยหลินอวี่ ต่อพฤติกรรมการเป็นผู้ประกอบการของนักศึกษาที่ มหาวิทยาลัยหลินอวี่ สังกัดมณฑลซานตง มีความสัมพันธ์กันในทางบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

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**คำสำคัญ:** ความรู้การเป็นผู้ประกอบการ พฤติกรรมการเป็นผู้ประกอบการ มหาวิทยาลัยหลินอวี่

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## Introduction

In today's China, the economy is undergoing unprecedented transformation and change. The speed of economic growth is shifting, structural adjustment has brought certain difficulties, and the implementation of previous stimulus policies has also faced multiple challenges. These changes have made the job market particularly severe, especially for college graduates. The society's demand for talents is limited, and the large number of graduates pouring into the market every year has undoubtedly exacerbated the difficulty of finding employment. This mismatch between social supply and demand and the development of higher education has become the focus of attention.

In such a challenging era, entrepreneurship has become a new possibility. It not only injects new vitality into economic development, but also provides new ideas for solving employment problems. In recent years, more and more young people have chosen to embark on the road of entrepreneurship, including a large number of college graduates. Their entrepreneurial behavior is not only a challenge to their own abilities, but also a contribution to society.

Although many colleges and universities are actively carrying out entrepreneurship education and have achieved certain results, the development of entrepreneurship education is still in its infancy. How to form a complete and effective education system to cultivate their entrepreneurial ability, enhance their entrepreneurial confidence and willingness, and improve entrepreneurial behavior has become a topic of common concern in all sectors of society. Since entrepreneurship is a highly practical behavior, it takes a long time from the idea of entrepreneurship to the actual development of entrepreneurship. Therefore, the entrepreneurial behavior of college students is a long-term behavior, with time lag and difficult to measure. This paper analyzes and compares the measurement dimensions of entrepreneurial behavior at home and abroad, and believes that entrepreneurial behavior is a kind of preparatory behavior for college students before entrepreneurship. They spend their spare time and energy to find undiscovered potential business opportunities, prepare entrepreneurial funds and form entrepreneurial teams, and finally create new enterprises. This paper selects Linyi University, which has achieved certain results in carrying out entrepreneurship education, to conduct research, and takes teachers in university as the survey objects, and conducts field research to understand the current situation of entrepreneurship education in Linyi University, as well as the factors affecting the entrepreneurial behavior of college students. Based on the results of empirical analysis, the research

conclusions of this paper are drawn and suggestions for optimizing the investment in entrepreneurship education in colleges and universities are put forward. It is conducive to higher vocational colleges to discover problems in the process of entrepreneurship education according to their own actual conditions, break through the bottleneck of entrepreneurship education, and carry out entrepreneurship education in a more targeted manner; it is conducive to optimizing and integrating on-campus educational resources, providing precise services, improving students' learning of professional skills and entrepreneurial knowledge, and promoting the cultivation of high-quality talents; it is conducive to improving the entrepreneurial willingness of potential entrepreneurs in higher vocational colleges, actively participating in entrepreneurial actions, and alleviating the current severe social reality of employment problems.

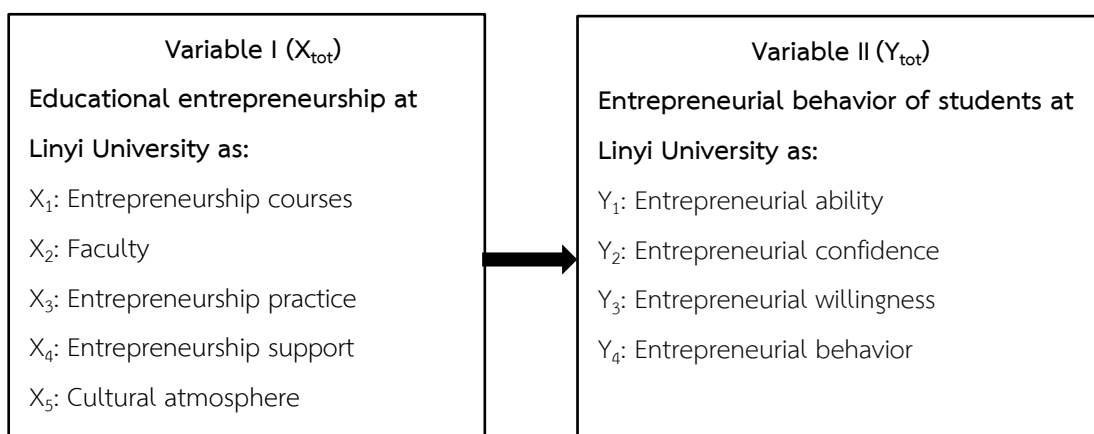
### Research objectives

- 1.to study the level of entrepreneurship education at Linyi University under Shandong province.
- 2.to study level of entrepreneurial behavior of at Linyi University under Shandong province.
- 3.To influence of education entrepreneurship on students' entrepreneurial behavior at Linyi University under Shandong province.

### Research Hypothesis

Entrepreneurship education has a positive impact on students' entrepreneurial behavior.

### Research framework



### Methodology

The study adopts stratified random sampling. The following is a specific implementation plan for the research method: 1). The survey situation between different colleges in Linyi University is sampled to ensure that the research covers the characteristics and needs of different types of students. 2) Teacher discipline: In the teacher sampling, the representation of different majors, including education, art,

science and engineering, can indirectly reflect the different measures and understandings of teachers in different aspects. Perform the following random sampling: At each level, teachers are selected by random sampling. Entering the list into the applet and randomly selecting can ensure that every teacher has an equal chance of being selected. The random order and objects generated by the computer can ensure the randomness of the sample.

### **Scope of Population/Sample**

*Population:* The population of this study is 1200 teachers at Linyi University, and the data ends in 2024.

*Sample:* The sample group is 291 teachers in Linyi University Business University. The sample size was determined using Krejcie and Morgan's tables (1970) and obtained by simple random sampling.

### **Research variables:**

I<sup>st</sup> variables: Educational entrepreneurship including 5 aspects such as entrepreneurship courses, faculty, entrepreneurial practice, entrepreneurial support and cultural atmosphere. And II<sup>nd</sup> variables: Entrepreneurial behavior of students in 4 aspects as: entrepreneurial ability, entrepreneurial confidence, entrepreneurial willingness and entrepreneurial behavior.

### **Research Instruments**

This study will use a 5-point rating scale questionnaire, to interview outlines, and to collect data. The questionnaires will covert question's relate to educational entrepreneurship and entrepreneurial behavior of students.

The research dimensions and scales of entrepreneurial behavior are divided into 4 dimensions: entrepreneurial ability, entrepreneurial confidence, entrepreneurial intention and entrepreneurial behavior, with a total of 17 questions. Question- survey was a 5-point rating scale questionnaire. As an important part of the study, the questionnaire will be carefully designed to ensure the effective collection of data on entrepreneurship education and students' entrepreneurial behavior. The following is a specific plan for questionnaire design and implementation: Questionnaire design: Based on theory, the questionnaire is designed according to relevant literature reviews and theoretical frameworks to ensure comprehensive coverage of research variables. To create the questionnaires under advisor guidance. To check content validity by IOC (Index of Item-Objective Congruence) the result of IOC each question between 0.67-1.00 that a good for content validity. To try out the questionnaire to another population who are not sample with total 30 people after that to check alpha coefficient by Cronbach's alpha coefficient for reliability must more 0.7 that acceptance.

## Results

The research procedures consisted of three steps:

**Table 1** General Information of the Samples:

General Information	Number	Percentage
1.Age		
1.1 20-30 years old	109	37.5
1.2 30-40 years old	90	30.9
1.3 Over 40 years old	92	31.6
Total	291	100
2. Gender		
2.1 Male	139	47.8
2.2 Female	152	52.2
Total	291	100
3.. Work experience		
3.1 1-3 years	95	32.6
3.2 3-6 years	87	29.9
3.3 More than 6 years	109	37.5
Total	291	100
4. Educational level		
4.1 Bachelor's degree	105	36.1
4.2 Master's degree	97	33.3
4.3 Master's degree or above	89	30.6
Total	291	100

**Table 2:** The results of entrepreneurship education for teachers at Linyi University under Shandong Province.

No.	Educational entrepreneurship	$\bar{x}$	S.D.	Level
1	Entrepreneurship courses (X1)	4.00	0.521	high
2	Faculty (X2)	3.92	0.380	high
3	Entrepreneurship practice (X3)	3.93	0.392	High
4	Entrepreneurship support (X4)	3.92	0.371	High
5	Cultural atmosphere (X5)	3.96	0.469	High
	<b>Total</b>	<b>3.95</b>	<b>0.411</b>	<b>High</b>

There is a positive correlation between teacher entrepreneurship education and different variables. Among them, entrepreneurial support and entrepreneurial behavior have a high correlation, followed by faculty and entrepreneurial behavior. There is a relatively high correlation. Thirdly, cultural atmosphere has a high correlation with entrepreneurial behavior ( $r=.672^{**}$ ), and finally entrepreneurship courses have a high correlation with entrepreneurial behavior. As shown in table 3:

**Table 3:** The average, Standard Deviation and level of entrepreneurial behavior of Linyi University students in Shandong Province.

No.	Entrepreneurial behavior	$\bar{x}$	S.D.	Level
1	Entrepreneurial ability (Y1)	3.93	0.484	high
2	Entrepreneurial confidence (Y2)	3.80	0.352	high
3	Entrepreneurial willingness (Y3)	3.97	0.468	high
4	Entrepreneurial behavior (Y4)	3.95	0.552	high
	Total	3.91	0.426	high

The university Entrepreneurship education (X) and Entrepreneurial behavior (Y) have a positive relationship ( $r=.895^{**}$ ) with a statistical significance at the level .01. As shown in table 4:

**Table 4:** The relationship between teachers' entrepreneurship education and students' entrepreneurial behavior in Linyi University, Shandong Province.

Variable	Entrepreneurship courses (X1)	Faculty (X2)	Entrepreneurship practice (X3)	Entrepreneurship support (X4)	Cultural atmosphere (X5)	Educational entrepreneurship (X)
Entrepreneur-ability (Y1)	.848**	.471**	.538**	.063**	.408**	.798**
Entrepreneur-confidence (Y2)	.730**	.311**	.700**	.028**	.058**	.633**
Entrepreneur-willingness (Y3)	.455**	.250**	.214**	.641**	.568**	.633**
Entrepreneur- behavior (Y4)	.625**	.879**	.294**	.577**	.019**	.801**
Entrepreneur-behavior (Y)	.587**	.702**	.649**	.703**	.672**	.895**

\*\*the correlation was significant at 0.01 level

## Discussion

Entrepreneurship courses, teaching staff, entrepreneurial practice, entrepreneurial support and cultural atmosphere respectively affect the entrepreneurial behavior of college students. This conclusion is consistent with the research hypothesis proposed in this article. Therefore, for college students, entrepreneurship courses with reasonable design, complete team of entrepreneurship instructors, teaching methods close to students, rich and diverse entrepreneurial practices, comprehensive entrepreneurial support, and strong entrepreneurial culture construction can improve college students' entrepreneurial confidence and achieve the effect of increasing their entrepreneurial willingness. to enhance actual entrepreneurial behavior.

The second goal is to explore the level of entrepreneurial behavior of college students. The research results show that entrepreneurship education implemented by teachers has certain significance in promoting students' entrepreneurial behavior. Students' entrepreneurial behavior will also give teachers certain suggestions for improvement to a certain extent. Entrepreneurship courses, teaching staff, entrepreneurial practice, entrepreneurial support and cultural atmosphere respectively affect college students' entrepreneurial confidence. This conclusion is consistent with the research hypothesis proposed in this article. The influencing factors of entrepreneurship education on college students' entrepreneurial behavior include: entrepreneurship courses, teaching staff, entrepreneurial practice, entrepreneurial support, and cultural atmosphere. Consistent with the research of **Rui Guo. (2021)** *Research on the Influence of Entrepreneurship Education on Entrepreneurship Intention of College Students*. For students, reasonable design of entrepreneurship courses, complete team of entrepreneurial tutors, close teaching methods to students, rich and diverse entrepreneurial practices, comprehensive entrepreneurial support, and strong entrepreneurial culture construction can improve college students' confidence in entrepreneurship and achieve the effect of increasing entrepreneurial willingness. Actual entrepreneurial behavior.

The third goal of this study is to explore the relationship between Linyi University teachers' entrepreneurship education and students' entrepreneurial behavior. The results of this study definitely illustrate how entrepreneurship education directly affects entrepreneurial behavior, and verify that teachers' entrepreneurship education plays a key role in promoting students' entrepreneurial behavior.

Research shows that distinctive entrepreneurship courses, high-quality teachers, providing opportunities for entrepreneurial practice, providing entrepreneurial support, and creating a good cultural atmosphere can provide a good foundation for students' entrepreneurial behavior. These teachers improve students' abilities, inspire students' confidence and willingness, and thus promote students' entrepreneurial behavior.

Teachers' entrepreneurship education is positively correlated with students' entrepreneurial behavior and is statistically significant. This shows that Linyi University teachers' entrepreneurship education is directly related to entrepreneurial behavior. Consistent with the research of Kong (2022), it

is believed that teachers' entrepreneurial education has an inseparable relationship with students' entrepreneurial behavior.

### Suggestion

For college students, it is necessary to cultivate students' interest in entrepreneurship, focus on cultivating students' entrepreneurial willingness, help them establish a positive attitude and correctly view entrepreneurial behavior, let them participate more in the entrepreneurial process, and improve their entrepreneurial willingness. The stronger the entrepreneurial ability of college students, the stronger their willingness to start a business; the stronger the students' entrepreneurial confidence, the stronger their willingness to start a business. At the same time, entrepreneurial ability and entrepreneurial confidence can indirectly affect entrepreneurial behavior through entrepreneurial willingness. According to the results of the analysis, universities should focus on improving students' entrepreneurial abilities. On the one hand, they should teach entrepreneurship-related knowledge and skills in the classroom; on the other hand, they should carry out practices to improve students' understanding of the entire process of entrepreneurship and master the relevant knowledge and skills for entrepreneurship. Skill. Only when students possess the knowledge and skills related to entrepreneurship can they find and identify entrepreneurial opportunities in potential markets, integrate various favorable resources, enhance college students' entrepreneurial willingness, and improve college students' actual entrepreneurial behavior.

Factors affecting college students' entrepreneurial ability include: entrepreneurship courses, teaching staff, entrepreneurial practice, entrepreneurial support and cultural atmosphere. With high quality entrepreneurship courses, excellent teaching staff, good entrepreneurial practice, strong entrepreneurial support, and a good cultural atmosphere, college students' entrepreneurial abilities will also be improved. Therefore, as the main venue for talent training, universities should strengthen the content and quality construction of entrepreneurship courses.

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