

THE IMPACT OF ENTREPRENEURSHIP EDUCATION INNOVATION ON COLLEGE STUDENTS' ENTREPRENEURIAL INTENTION: ANALYSIS OF THE MEDIATING EFFECT MODEL BASED ON TEAMWORK

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Abstract: This study explores the impact of entrepreneurship education innovation on college students' entrepreneurial intention, with a focus on the mediating role of teamwork. By constructing a mediating effect model based on teamwork, the study reveals how entrepreneurship education innovation enhances students' teamwork skills and cohesion, thereby indirectly promoting their entrepreneurial intentions. The results indicate that teamwork plays a significant mediating role between entrepreneurship education and entrepreneurial intention, providing empirical evidence and practical recommendations for the effective design and implementation of entrepreneurship education programs.

Keywords: Entrepreneurship Education Innovation, Entrepreneurial Intention, Teamwork

Introduction

In today's dynamic global economy, entrepreneurship has emerged as a fundamental catalyst for innovation, economic growth, and job creation. As the world becomes increasingly interconnected and competitive, the role of entrepreneurs in driving technological advancements, creating new markets, and addressing societal challenges has never been more critical. Universities, as centers of knowledge and innovation, are uniquely positioned to nurture the next generation of entrepreneurs. Through comprehensive entrepreneurship education programs, universities aim to equip students with the necessary knowledge, skills, and mindset to succeed in entrepreneurial ventures.

Entrepreneurship education programs are meticulously designed to provide a holistic understanding of the entrepreneurial process. These programs encompass a wide range of topics, including opportunity recognition, business planning, financial management, marketing, and strategic decision-making. Beyond imparting technical skills, entrepreneurship education also emphasizes the development of soft skills such as leadership, creativity, resilience, and the ability to work effectively in teams. By fostering an entrepreneurial culture on campus, universities inspire students to envision and pursue entrepreneurial careers, ultimately contributing to the broader economic and social fabric.

This study delves into the impact of innovative entrepreneurship education on college students'

entrepreneurial intentions. It explores how modern educational practices, characterized by experiential learning, mentorship, and real-world project engagement, shape students' aspirations to embark on entrepreneurial paths. Central to this investigation is the mediating role of teamwork. Team-based projects and collaborative learning environments are integral components of contemporary entrepreneurship education, reflecting the reality that entrepreneurship often involves working within diverse teams to achieve common goals.

By employing a mediating effect model, this research seeks to elucidate the pathways through which innovative educational practices influence students' entrepreneurial intentions. Specifically, it examines how teamwork mediates the relationship between educational innovation and entrepreneurial aspirations. The study posits that engaging students in collaborative projects enhances their interpersonal skills, exposes them to diverse perspectives, and builds their confidence in pursuing entrepreneurial endeavors. Furthermore, it investigates the extent to which teamwork experiences during entrepreneurship education contribute to the development of essential entrepreneurial competencies, such as problem-solving, adaptability, and strategic thinking.

In summary, this study aims to provide a comprehensive understanding of the mechanisms through which entrepreneurship education fosters entrepreneurial intentions among college students. By highlighting the pivotal role of teamwork, it offers valuable insights into how educational institutions can design and implement effective entrepreneurship programs that not only impart knowledge but also inspire and prepare students to become the innovators and leaders of tomorrow.

Research Objective (s)

- H1: Entrepreneurship education innovation has a positive impact on college students' entrepreneurial intention.
- H2: Teamwork has a positive impact on college students' entrepreneurial intention.
- H3: Teamwork plays a mediating role between entrepreneurial education innovation and entrepreneurial intention.

Literature Review

Traditional entrepreneurship education courses are mostly theoretical, while modern innovative entrepreneurship education courses emphasize more on practicality. For example, Oosterbeek et al. (2010) pointed out that practical courses such as entrepreneurship simulation, business incubator projects, and business plan writing can effectively improve students' entrepreneurial ability and practical experience. In addition, Rae (2006) proposed that incorporating practical projects into course design can not only enhance students' interest in learning, but also improve their ability to solve practical problems.

The teaching methods of entrepreneurship education are also constantly innovating. Active teaching methods such as problem-based learning (PBL), case analysis, and experiential learning are gradually replacing traditional lecture-based teaching. Gibb (2002) emphasized that PBL and case analysis can better stimulate students' critical thinking and innovation, while experiential learning helps students better master entrepreneurial skills through practical operations and experience.

The development of information technology has provided new opportunities for the innovation of entrepreneurship education. The application of online collaborative tools, virtual reality (VR) technology, online entrepreneurship platforms and other technical means has not only broadened the breadth and depth of teaching, but also provided more opportunities for interaction and practice. Pittaway and Cope (2007) pointed out that the application of technology can break the limitations of time and space, enabling students to obtain entrepreneurial resources and support anytime and anywhere.

Entrepreneurial intention, as an important variable in predicting entrepreneurial behavior, has received widespread attention. Ajzen's Theory of Planned Behavior (1991) proposed that entrepreneurial intention is mainly determined by three factors: personal attitude, subjective norms and perceived behavioral control.

An individual's positive or negative evaluation of entrepreneurial behavior directly affects his or her entrepreneurial intention. Research by Krueger et al. (2000) shows that a positive entrepreneurial attitude can significantly improve an individual's entrepreneurial intention. Shapero and Sokol (1982) also pointed out that individuals' positive cognition and positive emotions towards entrepreneurship are key factors in the formation of their entrepreneurial intention.

Subjective norms refer to the entrepreneurial pressure or support an individual feels from the social environment. Liñán and Chen (2009) found that the support or expectations of family, friends and society for individual entrepreneurship will significantly affect their entrepreneurial intention. Davidsson and Honig (2003) emphasized that entrepreneurial network and social capital are important factors affecting subjective norms.

Teamwork plays an important role in entrepreneurship education, and relevant research shows that teamwork has a multi-faceted positive impact on entrepreneurial intention. Through teamwork, students develop key entrepreneurial skills. Loughry et al. (2007) pointed out that teamwork can improve students' leadership, communication skills, problem solving skills and conflict resolution skills, and these skills are crucial to entrepreneurial success. Bandura's (1977) social learning theory suggests that individuals can learn by observing and imitating the behavior of others. Teamwork provides students with a platform to observe and learn from the entrepreneurial behaviors of others, thereby promoting their entrepreneurial learning and growth. Kirkman and Rosen (1999) proposed that teams provide a support system in which students can share ideas and obtain feedback, thereby

enhancing entrepreneurial self-efficacy. Smith et al. (2005) found that support and feedback from team members can significantly improve individual self-confidence and entrepreneurial intention.

Networking opportunities: Team projects often bring networking opportunities with mentors, industry professionals, and other entrepreneurs. Granovetter's (1973) weak tie theory argues that through teamwork, students can expand their social networks and gain access to more entrepreneurial resources and opportunities. Stuart and Sorenson (2007) found that a broad social network is essential for obtaining entrepreneurial resources and information.

Through the above literature review, it can be seen that innovation and teamwork in entrepreneurship education play an important role in improving college students' entrepreneurial intention. This study will further explore the mediating role of teamwork between innovation in entrepreneurship education and entrepreneurial intention, and provide theoretical basis and practical guidance for optimizing entrepreneurship education. It is assumed that teamwork plays a mediating role between innovation in entrepreneurship education and college students' entrepreneurial intention.

Methodology

In order to explore the impact of entrepreneurship education innovation on college students' entrepreneurial intention and analyze the mediating role of teamwork, this study adopted a mixed research method, including quantitative analysis and qualitative analysis.

Quantitative analysis

The quantitative part of this study selected students in a university entrepreneurship education course as the research subjects. These students came from different academic backgrounds and had participated in at least one semester of entrepreneurship courses. In order to ensure the representativeness and validity of the data, a stratified random sampling method was used to randomly select students from each grade and major, with a total sample size of 368. Data were collected through a questionnaire survey.

Data analysis

After data collection, SPSS and AMOS software were used for data analysis:

Descriptive statistical analysis: understand the basic characteristics of the sample and the distribution of each variable.

Reliability and validity analysis: Cronbach's Alpha coefficient and factor analysis were used to test the reliability and validity of the questionnaire.

Structural equation model (SEM): AMOS software was used to conduct structural equation model analysis to examine the relationship between entrepreneurial education innovation, teamwork and entrepreneurial intention, and to test the mediating effect of teamwork.

Specific steps are as follows:

Model construction: A structural equation model was constructed based on the theoretical hypothesis, setting entrepreneurial education innovation as the independent variable, entrepreneurial intention as the dependent variable, and teamwork as the mediating variable.

Model fit test: The model fit was evaluated using indicators such as chi-square test, RMSEA, and CFI.

Path analysis: test the significance of each path coefficient and verify H1, H2 and H3.

Through the above research methods, this study aims to comprehensively reveal the impact of entrepreneurial education innovation on college students' entrepreneurial intention, and deeply explore the mediating role of teamwork in it, so as to provide theoretical basis and practical guidance for optimizing entrepreneurship education.

Results

Reliability and validity analysis

Cronbach's Alpha coefficient: 0.85 for entrepreneurship education innovation, 0.83 for teamwork, and 0.87 for entrepreneurial intention, indicating that the questionnaire has high internal consistency.

Factor analysis: The KMO value is 0.89, and Bartlett's test of sphericity is significant ($p < 0.001$), indicating that the data is suitable for factor analysis. The factor loadings are all greater than 0.7, indicating that each indicator has high construct validity.

Model fit

Chi-square test: $\chi^2 / df = 2.5$, indicating that the model fits well.

RMSEA: 0.05, indicating that the model fits well.

CFI: 0.95, indicating that the model fits well.

Path analysis

Entrepreneurship education innovation → Entrepreneurship intention: path coefficient $\beta = 0.35$, $p < 0.01$, hypothesis H1 is established.

Teamwork → Entrepreneurial Willingness: Path coefficient $\beta = 0.40$, $p < 0.01$, assuming H2 is true.

Entrepreneurship education innovation → teamwork: path coefficient $\beta = 0.45$, $p < 0.01$.

The mediating effect of teamwork: Tested by the Bootstrap method, the indirect effect is significant, indicating that teamwork plays a mediating role between entrepreneurial education innovation and entrepreneurial intention, and hypothesis H3 is established.

Discussion

The findings of this study underscore the critical role that innovative entrepreneurship

education plays in shaping college students' entrepreneurial intentions. In the context of today's dynamic global economy, where innovation and entrepreneurship are essential drivers of growth, the role of educational institutions in fostering entrepreneurial mindsets is paramount. This discussion delves into the implications of the study's results, particularly focusing on the mediating role of teamwork, and offers insights into how educational practices can be enhanced to further stimulate entrepreneurial aspirations.

Impact of Innovative Educational Practices

The study confirms that innovative educational practices significantly influence students' entrepreneurial intentions. These practices include experiential learning opportunities such as internships, real-world project engagements, and business simulations. By providing students with practical experiences and exposing them to the realities of entrepreneurial ventures, these educational methods bridge the gap between theoretical knowledge and practical application. This hands-on approach not only enhances students' understanding of the entrepreneurial process but also increases their confidence in their ability to launch and manage new ventures.

Mediating Role of Teamwork

A key finding of this study is the mediating role of teamwork in the relationship between innovative educational practices and entrepreneurial intentions. Team-based learning environments and collaborative projects are integral to contemporary entrepreneurship education. These experiences simulate the collaborative nature of real-world entrepreneurship, where diverse teams work together to achieve common goals.

Implications for Educational Institutions

The results of this study have significant implications for how educational institutions design and implement entrepreneurship programs. To maximize the impact of these programs on students' entrepreneurial intentions, universities should consider the following strategies:

1. **Integrating Team-Based Learning:** Programs should prioritize team-based projects and collaborative learning environments. These should be structured to not only enhance skill development but also to simulate real-world entrepreneurial challenges.

2. **Providing Real-World Experiences:** Institutions should facilitate internships, mentorship programs, and partnerships with industry to provide students with real-world entrepreneurial experiences. These opportunities help students apply theoretical knowledge in practical settings and gain valuable insights into the entrepreneurial landscape.

3. **Fostering an Entrepreneurial Ecosystem:** Universities should create a supportive entrepreneurial ecosystem that includes access to resources such as incubators, accelerators, funding opportunities, and networking events. Such an ecosystem encourages students to experiment with their ideas and supports them in their entrepreneurial journeys.

4. Emphasizing Soft Skills Development: Entrepreneurship education should go beyond technical skills and focus on developing soft skills such as leadership, adaptability, and resilience. These skills are crucial for navigating the complexities of entrepreneurial ventures.

Conclusions

This study provides valuable insights into the mechanisms through which entrepreneurship education innovation influences college students' entrepreneurial intentions, emphasizing the crucial mediating role of teamwork. The results indicate that fostering effective teamwork within entrepreneurship education programs can significantly enhance students' entrepreneurial intentions. For educators and policymakers, these findings underscore the importance of integrating teamwork-focused activities and support structures into entrepreneurship curricula.

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