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Research on the Impact of Entrepreneurship Education Pedagogy on College Student Entrepreneurship Intention

Yiping Liu*
College of Economics and Management Nanjing University of Aeronautics and Astronautics, Nanjing 211106, China

Danqing Ma
College of Economics and Management, Nanjing University of Aeronautics and Astronautics, Nanjing 211106, China

Abstract

In response to the policy of Ministry of Education, colleges in China revised their undergraduate degree curriculum to include entrepreneurship education. We conducted a research on 318 undergraduate students from Nanjing University of Aeronautics and Astronautics to study the impact of seminar-based and traditional entrepreneurship education pedagogy on college student entrepreneurial intention, by hierarchical regression analysis. In addition, the article researched the moderation effect caused by the different education pedagogy on 'entrepreneurial attitude affects entrepreneurial intention' and 'entrepreneurial confidence affects entrepreneurial intention' by introducing the segmentation variables of entrepreneurial attitude and entrepreneurial confidence to the model. The findings of this research have important empirical implications toward future college education reformation.

Keywords: Entrepreneurship education; Entrepreneurial intention; Entrepreneurial attitude; Entrepreneurial confidence.

1. Introduction

According to the requirements of the Ministry of Education of people's republic of china, the current domestic colleges and universities generally add entrepreneurship education in the training program. Through the investigation of the development of entrepreneurship education courses in some colleges and universities in Nanjing, we found that the way to conduct entrepreneurship education courses is mainly traditional classroom style and learning style, referred to as 'traditional style' and 'lecture style'. Traditional entrepreneurship education means that only one teacher is responsible for each entrepreneurship education course. At present, the college entrepreneurship education textbook available in the market mainly consist of the following chapters: entrepreneurial overview, entrepreneurial opportunities, entrepreneurs and entrepreneurial teams, business plans, start-up financing, start-up of new ventures, management of new ventures. Some textbooks cover the extended chapters of laws and policies related to entrepreneurship. The lecture-style entrepreneurship education means that entrepreneurship education courses are conducted in the form of lectures and are taught by teachers in different professional fields such as law, management, finance, and marketing. Instructors are experts in their respective fields. Taking the *Entrepreneurial Foundation* course conducted by Nanjing University of Aeronautics and Astronautics as an example, the lecture-style entrepreneurship education course covers four topics: entrepreneurship management, entrepreneurial law, entrepreneurial marketing, and entrepreneurial finance and the *Entrepreneurship Foundation* course has a total of 32 academic hours, each topic for 8 hours.

However, what is the effect of the current entrepreneurship courses in universities? Does the traditional and lecture-style entrepreneurship education lead to different results because of different ways of conducting education and the difference in the content of the lectures? We can't get the answer according to the existing research .In order to solve above doubt, this paper is based on survey data on the educational effectiveness of the *Entrepreneurship Foundation* course conducted by the Foundation Group for Entrepreneurship of the School of Economics and Management, Nanjing University of Aeronautics and Astronautics. So, this paper mainly study the impact of the two types of education pedagogy-traditional style and lecture style *Entrepreneurship Foundation* course on university students' entrepreneurial intention. This research will make great theoretical and practical significance for the reform of entrepreneurship education in China's universities and the improvement of the effectiveness of entrepreneurship education.

2. Literature review and research hypothesis

Entrepreneurship is a conscious and planned behavior. Entrepreneurial intention can measure the actual effect of entrepreneurship education, which is a pre-requisite to implement entrepreneurial behavior (Kolvereid, 1996) and can express individual entrepreneurial willingness (Mueller and Thomas, 1988) so entrepreneurial intention is the best predictor of entrepreneurial action (Bird, 1988). College students' entrepreneurial intention mainly refers to the possibility of choosing entrepreneurship in the future (Liu, 2016). The object of this paper is the college undergraduate students, so the entrepreneurial intention of the college students in this article refers to the possibility of undergraduate students. The effectiveness of entrepreneurship education means students' entrepreneurial willingness, not the entrepreneurial rate and not the entrepreneurial success rate (Sun *et al.*, 2017). Therefore, it is

*Corresponding Author

entrepreneurial willingness that this paper regards as a variable to test the effectiveness of university entrepreneurship courses.

2.1. Entrepreneurship Education and College Students' Intention to Start an Enterprise

Some scholars have summarized the influencing factors of entrepreneurial intention as individual factors, family factors, social environment factors, and school education factors (Peng and Lu, 2013). With the gradual development and implementation of entrepreneurship education in Chinese universities, the research on the relationship between entrepreneurship education and college students' entrepreneurial intention has achieved certain results. Some studies have found that studying entrepreneurial courses, participating in entrepreneurship lectures (Wang X. H. *et al.*, 2016) and having internship experience of new start-up companies (Lou, 2008) will increase the entrepreneurial willingness of college students, while participating in entrepreneurial competition has less impact on college students' entrepreneurial intention (Wang X. H. *et al.*, 2016) .

Entrepreneurship courses teach college students about their entrepreneurial knowledge and skills. The higher the degree of entrepreneurial knowledge acquisition is, the more they can improve their entrepreneurial intentions (Du and Wang, 2015). From the perspective of human capital theory, the entrepreneurial knowledge and skills acquired by college students will become the wealth that will be found in the future (Kuratko, 2005). Based on this, the following hypothesis was proposed:

Hypothesis 1: Traditional and lecture-style entrepreneurship education has a positive impact on college students' entrepreneurial intentions.

2.2. University Students' Entrepreneurial Attitude, Entrepreneurial Confidence and Entrepreneurial Intention

Undergraduate entrepreneurial attitude refers to their views on entrepreneurial behavior. As an individual factor, entrepreneurial attitudes are often divided into different dimensions to introduce into entrepreneurial intention models. The scholars draw conclusions that entrepreneurial attitudes have a significant impact on entrepreneurial intentions (Guo *et al.*, 2009; Li Y. Q. *et al.*, 2008; Li Y. *et al.*, 2013). College students' entrepreneurial confidence refers to the self-confidence in their ability to create a company, and self-evaluation is usually used to measure this ability. Some scholars have concluded that self-assessment and willingness are directly related from the respective of the self-evaluation of communicative competence in foreign languages and the willingness to communicate (Wu, 2008). This article measures the entrepreneurial confidence through self-assessment of students' self-employment ability to explore the influence of college students' entrepreneurial confidence on entrepreneurial intention. Therefore, the following hypotheses were proposed:

Hypothesis 2a: The more positive the entrepreneurial attitudes of college students are, the higher the entrepreneurial intention is.

Hypothesis 2b: The stronger the entrepreneurial confidence of college students, the higher the entrepreneurial intention.

2.3. The Regulating Role of Entrepreneurship Education

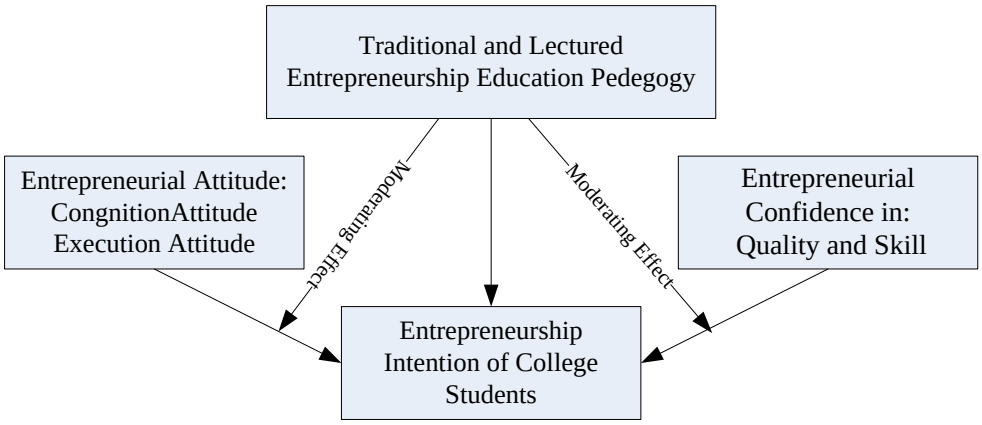
Entrepreneurship education can not only directly affect the college students' entrepreneurial intentions, but also adjust the 'influence of entrepreneurial attitudes on entrepreneurial intentions' to some extent. From the perspective of the subdivision of entrepreneurial attitudes, entrepreneurship courses enhance the 'impact of economic pursuits on the entrepreneurial intention of college students' and weaken the 'impact of social contribution on entrepreneurial intention' (Wang X. H. *et al.*, 2016). At present, no one is involved in the study about the regulation of entrepreneurship course in entrepreneurial confidence. Since the entrepreneurial confidence directly affects the entrepreneurial intention and college entrepreneurship education make contributions to enhance the entrepreneurial knowledge of college students, entrepreneurial education will also have a moderating effect on the 'influence of entrepreneurial confidence on entrepreneurial intention.' Based on this, the following hypotheses were proposed:

Hypothesis 3a: Traditional and lecture-style entrepreneurship education will regulate 'the impact of entrepreneurial attitudes on college students' entrepreneurial intentions.'

Hypothesis 3b: Traditional and lecture-style entrepreneurship education will regulate 'the impact of entrepreneurial confidence on college students' entrepreneurial intentions.'

In the follow-up empirical research, we divided entrepreneurial attitudes into attitudes to entrepreneurship cognition and attitudes to entrepreneurship execution, and divided entrepreneurial confidence into entrepreneurial quality confidence and entrepreneurial skill confidence in entrepreneurial intention models. Based on the above assumptions, the theoretical model of this paper was shown in Figure 1:

Figure-1. The Theoretical Model



3. Research Design

3.1. Sources of Data

The data of this paper came from the survey of entrepreneurial intentions of college students organized by the Basic Entrepreneurship Teaching Group of Nanjing University of Aeronautics and Astronautics. The survey was carried out in the form of a paper questionnaire that was conducted by undergraduate students of the Nanjing University of Aeronautics and Astronautics who underwent the *Entrepreneurship Foundation* course for the 2017 year and undergraduate students who had not studied entrepreneurial related courses at the same time. The survey divided the sample into three groups: no entrepreneurial course group, traditional entrepreneurship education group, and lecture-style entrepreneurship education group. The same survey was conducted twice for three groups before and after the completion of the course. Additionally, the survey covered a total of 354 students and the number of valid samples was 318. Therefore, a total of 708 survey questionnaires were distributed cumulatively and all 708 were recovered, but 636 valid questionnaires were used and the effective rate was 89.83%. The distribution of effective samples was shown in Table 1.

Table-1. Effective Sample Distribution

Variable	Category	Number of Samples	Percent (%)
Gender	Male	174	54.72
	Female	144	45.28
Discipline	Science and Technology, including Electronic Information, Electrical Engineering and Automation, Detection Guidance and Control Engineering	198	62.26
	Liberal Arts including Japanese, Aviation English, International Trade English, Politics and Administration, Law and Nonprofit Management）	120	37.74
Growth Environment	Countryside	117	36.79
	Town	201	63.21
Family Environment	Parents with entrepreneurial experience	61	19.18
	Parents with entrepreneurial experience	257	80.82
Entrepreneurship Education Pedagogy	No entrepreneurial course group	88	27.67
	Traditional entrepreneurship education group	110	34.59
	Lecture-style entrepreneurship education group	120	37.74

3.2. Measurement and Verification of Variables

The questionnaire content included four parts: entrepreneurial intention, entrepreneurial confidence, entrepreneurial attitude and personal background. Entrepreneurial intentions, entrepreneurial confidence, and entrepreneurial attitudes were all measured in multiple variables. Each problem was measured on the *Likert* scale (number 1 was strongly disagreeable, and number 5 was strongly agreeable). Personal background factors included profession, gender, parental entrepreneurial experience, and growing environment. The specific measurement and test of the variables of entrepreneurial intention, entrepreneurial confidence and entrepreneurial attitude were as follows:

(1) Entrepreneurial Intention

Based on the relevant study of the entrepreneurial intention vector table (Liu, 2016; Raijman, 2001), the article measured entrepreneurial intentions from six aspects: consideration, goals, occupation preferences when they are restricted, plans, behavioral expectations, and behavioral commitments. The detailing problems of entrepreneurial intentions in questionnaire were shown in table 2.

Table-2. Results of validity and reliability analysis of entrepreneurial intentions

Subdivision Dimensions	Measurement Problems of Entrepreneurial Intention	Factor Loading Coefficient
Goals	1. My career goal is to become a successful entrepreneur	0.880
Consideration	2. I have seriously thought about creating a company	0.737
Plans	3.I decide to start a company after graduating from university	0.779
Occupation Preferences When Restricted	4. I will overcome all difficulties to establish and manage my own company	0.859
Behavioral Commitments	5. I firmly believe that one day I will definitely create a company	0.881
Behavioral Commitments	6. I will do my best to become a successful entrepreneur	0.865
Cronbach α Coefficient		0.913
KMO and Bartlett Spherical Test P Value		0.882,0.000

(2) Entrepreneurial Attitude

Entrepreneurial attitudes were divided into as ‘attitudes to entrepreneurship cognition’ and ‘attitudes to entrepreneurship execution’. Some scholars have proposed that entrepreneurial attitudes refer to the attitudes that individuals form after the evaluation of entrepreneurial behaviors is conceptualized (Du and Wang, 2015). Evaluations of entrepreneurial behaviors include aspects such as independence, challenges, rights, wealth, and social recognition (Xiang and Lei, 2011). This study summarized the entrepreneurial attitudes under the above definition as ‘attitudes to entrepreneurship cognition’. In addition, we thought that the entrepreneurial attitude also included the attitude to taking the venture into practice that we summarized as ‘attitude to entrepreneurship execution’. The detailing problems of it in questionnaire were shown in table 3.

Table-3. Results of validity and reliability analysis of entrepreneurial attitude

Subdivision Dimensions	Measurement Problems of Entrepreneurial Attitude	Factor Loading Coefficient
attitudes to entrepreneurship cognition	1. For me, the benefits of being an entrepreneur are more than disadvantages	0.851
	2. It is very attractive for me to take entrepreneurship as my future career	0.886
	3. Being an entrepreneur will give me a great sense of accomplishment	0.840
attitude to entrepreneurship execution	4. If I have the opportunity and resources, I will go to create a company	0.842
	5. If you give me a few choices, I will choose to be an entrepreneur	0.864
Cronbach α Coefficient		0.909
KMO and Bartlett Spherical test P Value		0.880,0.000

(3) Entrepreneurial Confidence

Entrepreneurial confidence refers to the individual's confidence in entrepreneurial behavior. Entrepreneurial confidence was classified into ‘confidence in entrepreneurial quality’ and ‘confidence in entrepreneurial skill’. The broad sense of entrepreneurial quality includes all qualities that can promote the success of entrepreneurs, such as entrepreneurial ability and knowledge structure etc. The narrow sense of entrepreneurial quality refers to the consciousness and spirit that entrepreneurs should have, exclude entrepreneurial ability (Wang Y. Y. *et al.*, 2014). The entrepreneurial quality of this article refers to the narrow sense of entrepreneurial quality. So, under this definition, entrepreneurial quality confidence refers to the college students' self-confidence in the narrow sense of entrepreneurial qualities they possess. Confidence in entrepreneurial skills refers to the degree of self-confidence to their own level of entrepreneurial professional knowledge. It is the degree of self-confidence of entrepreneurial abilities that are not included in the narrow definition of entrepreneurship. The detailing problems in questionnaire of it were shown in table 4.

Table-4. Results of validity and reliability analysis of entrepreneurial confidence

Subdivision Dimensions	Measurement Problems of Entrepreneurial Confidence	Factor Loading Coefficient
confidence in entrepreneurial quality	1.For me, setting up a firm and keeping it run well are simple	0.742
	2.I have made enough preparations to set up a firm	0.808
	3.If I try to start up business, I will succeed	0.840
Confidence in entrepreneurial skill.	4. I can control the productive process of a new company	0.759
	5.I know the details to start up business	0.808
	6.I know how to carry on a business project	0.761
Cronbach α Coefficient		0.876
KMO and Bartlett Spherical test P Value		0.847,0.000

(4) Reliability and Validity Tests

The reliability and validity test results of the entrepreneurial intention, entrepreneurial attitude and entrepreneurial confidence scale were shown in Table 2, Table 3 and Table 4, respectively. Firstly, we used SPSS 22.0 software to analyze the reliability of data. The Cronbach α coefficients of entrepreneurial intention, entrepreneurial attitude and entrepreneurial confidence were 0.913, 0.909 and 0.876, respectively, which were all greater than 0.70, indicating that each variable had high reliability. Validity analysis included structural validity and content validity. The scale items of this article were all from the classic research results at home and abroad. The final questionnaire was formed after many revisions with a high content validity. In terms of construct validity, we used SPSS 22.0 software for EFA analysis (exploratory factor analysis), and AMOS software for CFA analysis (confirmatory factor analysis). The premise of the EFA is that the KMO value is greater than 0.7 and the Bartlett sphere test is significantly different from zero. After examination, the KMO values of entrepreneurial intention, entrepreneurial attitude, and entrepreneurial confidence were 0.882, 0.880, and 0.847 respectively, all greater than 0.8. The Bartlett's sphere test p values were 0.000, significantly different from 0, which is suitable for factor analysis. Factor loading coefficients under specific variables under the principle component analysis method were all greater than 0.5, indicating that the scale had a good structural validity.

3.3. Establishment of Impact Model of Entrepreneurial Intention

Some scholars have proposed to improve the effectiveness of entrepreneurship education in China's universities and what we should do is to pay attention to the cultivation of students' entrepreneurial attitude and entrepreneurial confidence (Lou, 2008). Based on this, this paper introduced entrepreneurship education, entrepreneurial attitude, entrepreneurial confidence and individual background into entrepreneurial intention model. Because entrepreneurship education affect the entrepreneurial attitude and confidence of students, and entrepreneurial attitude and confidence directly affect the entrepreneurial intention of students, the product-terms of entrepreneurial education approach and entrepreneurial attitude subdivision dimension, the entrepreneurship education approach and the entrepreneurial confidence segmentation dimension were separately introduced in the model in order to examine the moderating effects of entrepreneurship education on entrepreneurial attitudes and confidence.

In the end, the entrepreneurial intentions were explained variables, entrepreneurship education, entrepreneurial attitude, entrepreneurial confidence and product-terms were explanatory variables, and personal background factors were control variables. The following models were established for hierarchical regression analysis:

$$INT= \beta_k ATT_k+ \gamma_m CON_m+ \theta_n CTR_n+ \varepsilon \quad (1)$$

$$INT= \alpha_j EDU_j+ \beta_k ATT_k+ \gamma_m CON_m+ \theta_n CTR_n+ \varepsilon \quad (2)$$

$$INT= \alpha_j EDU_j+ \beta_k ATT_k+ \gamma_m CON_m+ \delta_{jk} EDU_j*ATT_k+ \theta_n CTR_n+ \varepsilon \quad (3)\ (4)$$

$$INT= \alpha_j EDU_j+ \beta_k ATT_k+ \gamma_m CON_m+ \eta_{jm} EDU_j*CON_m+ \theta_n CTR_n+ \varepsilon \quad (5)\ (6)$$

In the above models, INT referred to entrepreneurial intention, EDU referred to entrepreneurial education, ATT referred to entrepreneurial attitude, CON referred to entrepreneurial confidence, and CTR was a control variable. The specific variables were described as follows: (1) Entrepreneurial intention was set as a continuous variable. (2) Entrepreneurship education methods were set as dummy variables, including three categories: no entrepreneurial education, traditional instructional entrepreneurship education, and lecture-style entrepreneurship education. Additionally, define two dummy variables in the model to represent education methods: education mode A and education mode B. For the variable A, the value of traditional education was '1', and the value of non-entrepreneurial education and lecture-type entrepreneurship education was '0'. For variable B, the value of lecture-type entrepreneurship education was '1', and that of traditional education and non-entrepreneurial education was '0'. (3) The entrepreneurial attitude was set as a continuous variable, including two subdividing variables: attitudes to entrepreneurship cognition and executive attitudes to entrepreneurship (4) Entrepreneurial confidence was set as a continuous variable, including confidence in entrepreneurial quality and confidence in entrepreneurial skills. (5) The control variables included four variables: gender, profession, growing environment, place of birth, and whether or not parents have entrepreneurial experience. They were all set as dummy variables.

Model 1 took the impact of professionalism, gender, parental experience, growth environment and entrepreneurial attitude, and entrepreneurial confidence on entrepreneurial intentions into consideration. Model 2 introduced the entrepreneurial education approach variables to examine the impact of traditional and lectured entrepreneurial education on entrepreneurial intentions. Models 3 and 4 respectively introduced product-items of

attitudes to entrepreneurship cognition, attitudes to entrepreneurship execution and education method. Models 5 and 6 introduced product-items of confidence in entrepreneurial quality, confidence in entrepreneurial skill and entrepreneurship education respectively. In order to reduce the multi-collinearity between product-terms and independent variables, we standardized the entrepreneurial attitude segmentation variables and the entrepreneurial confidence segmentation variables, and then multiplied it with the entrepreneurial education method to introduce the model.

4. The Analysis of Results

4.1. Descriptive Statistical Analysis

Before conducting the hierarchical regression analysis, descriptive statistical analysis was performed on the sample data to compare the changes in entrepreneurial intention, entrepreneurial attitude, and entrepreneurial confidence of the three sample groups after receiving the entrepreneurship education. The statistical results were shown in Table 5. T0 columns were the sample survey results before starting the entrepreneurial education course. T1 columns were the sample group's questionnaire survey results after the completion of the entrepreneurial education course. The values in the brackets in Table 5 were the growth rate of two periods before and after the acceptance of entrepreneurship education.

Table-5. Descriptive statistics

	Mean of Entrepreneurial Intention		**entrepreneurial attitude**				**entrepreneurial confidence**			
			Mean of Attitude to Entrepreneurship cognition		**Mean of Attitude to Entrepreneurship Execution**		**Mean of Confidence in Entrepreneurial Quality**		**Mean of Confidence in Entrepreneurial Skill**	
	T0	**T1**	**T0**	**T1**	**T0**	**T1**	**T0**	**T1**	**T0**	**T1**
Traditional Group	2.58	2.93	3.46	3.49	3.40	3.54	2.19	2.55	2.07	2.93
	（13.57%）		（0.87%）		（4.12%）		（16.44%）		（41.54%）	
Lecture-style Group	2.52	2.74	3.43	3.46	3.43	3.47	2.36	2.40	2.08	2.56
	（8.73%）		（0.87%）		（1.17%）		（1.69%）		（23.08%）	
NO-education Group	3.37	3.31	3.94	3.98	3.82	3.90	2.72	2.73	2.48	2.73
	（-1.78%）		（1.02%）		（2.09%）		（0.37%）		（10.08%）	

From Table 5, it could be seen that after receiving entrepreneurial education, the traditional group students and lecture group students' entrepreneurial intention, attitude to entrepreneurship cognition, attitude to entrepreneurship execution, From Table 5, it could be seen that after receiving entrepreneurial education, the traditional group students and lecture group students' entrepreneurial intention, attitude to entrepreneurship cognition, attitude to entrepreneurship execution, confidence in entrepreneurial quality and confidence in entrepreneurial skill all increased to different extends. Among them, confidence in entrepreneurial skills increased the most, followed by entrepreneurial intentions. In the three different groups, attitudes to entrepreneurial cognition changed little.

The entrepreneurial intentions of this group of students have declined from the data of the entrepreneurship education sample group, while the traditional group and the lecture group students' increased substantially. Based on this, it can be initially explained that entrepreneurial education had a galvanising effect on The entrepreneurial intentions of this group of students have declined from the data of the entrepreneurship education sample group, while the traditional group and the lecture group students' increased substantially. Based on this, it can be initially explained that entrepreneurial education had a galvanising effect on entrepreneurial intentions, which verified hypothesis 1. The increase in confidence in entrepreneurial quality and confidence in entrepreneurial skills of the traditional group and the lecture group was much greater than that in the sample group without entrepreneurial education, which verified that entrepreneurship education adjusted the entrepreneurial confidence of college students to some extent.

4.2. Regression Analysis of Influencing Factors of Entrepreneurial Intention

In order to test the impact of different entrepreneurial education methods on college students' entrepreneurial intention, this paper used SPSS software to perform hierarchical regression analysis. The results were shown in Table 6.

Table-6. Hierarchical Regression Analysis of Influencing Factors of University Students' Entrepreneurial Intention

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
variable	-0.388***	-0.363***	-0.316***	-0.180***	-0.015***	-0.044***
specialty（Humanities=0）	0.062**	0.102**	0.099**	0.114**	0.120**	0.115**
gender（female=0）	0.028	0.028	0.027	0.024	0.025	0.025
Parents experience (without entrepreneurship experience=0)	0.069**	0.072**	0.071**	0.068**	0.069**	0.072**
Growth environment (countryside=0）	0.021	0.016	0.012	0.015	0.015	0.017
attitude to entrepreneurship cognition	0.201***	0.182***	0.181***	0.032***	0.066***	0.061***
attitude to entrepreneurship execution	0.431***	0.438***	0.429***	0.541***	0.540***	0.542***
Confidence in Entrepreneurial Quality	0.220***	0.208***	0.211***	0.211***	0.113***	0.136***
Confidence in Entrepreneurial skill	0.095**	0.114**	0.110**	0.110**	0.112**	0.075*
Education Pedagogy-Traditional		0.071*	0.074**	0.067*	0.693**	0.065**
Education Pedagogy-Lecture		0.080**	0.085**	0.080*	0.072*	0.075**
Product -term			attitude to entrepreneur-ship cognition	attitude to entrepreneur-ship execution	Confidence in Entrepreneurial Quality	Confidence in Entrepreneurial skill
Traditional *			0.075	-0.015	0.111*	-0.004**
Lecture *			0.146*	0.030	0.057*	0.071**
F statistic	81.504	73.263	59.836	50.833	44.532	39.291
Adjusted R square	0.6708	0.6719	0.6730	0.6721	0.6739	0.6732
Changes of R square		0.0011	0.0011**	0.0002*	0.0020***	0.0013***

Note: ***, **, and * means significant at the 1%, 5%, and 10% levels

From results of model 1, specialty and parental entrepreneurial experiences had a prominent impact on students' entrepreneurial intentions. The entrepreneurial intention of the science and engineering majors' was significantly higher than that of the liberal arts majors' and parents with entrepreneurial experience' were significantly higher than that of with no entrepreneurial experience'. On the contrary, gender and growth environment had no significant effect on students' entrepreneurial intention. Attitudes to entrepreneurship cognition and execution, confidence in entrepreneurial quality and skill all had a significant positive effect on entrepreneurial intentions, so assumptions 2a and 2b were established. Attitude to entrepreneurship execution influenced best, followed by entrepreneurial literacy confidence and entrepreneurial skill confidence, and entrepreneurial cognitive attitude influenced least.

From the results of Model 2 that introduced the entrepreneurial education model variables, we could conclude that traditional entrepreneurial education and lecture-type entrepreneurship education have a significantly positive impact on entrepreneurial intention, so hypothesis 1 was verified. The coefficient of 'education-traditional' was less than the 'education-lecture', indicating that entrepreneurship education was superior to traditional.

From model 3-4, we could analyze the 'lectured' and 'traditional' entrepreneurial education's moderating effects on attitudes towards entrepreneurial execution and cognition. From models 5-6, we could analyze the two kinds of entrepreneurial education's moderating effects on confidence in entrepreneurial quality and skill. From the results shown up in Table 6, both kinds of entrepreneurship education caused a certain degree of regulatory effect on entrepreneurial attitudes and confidence, so hypothesis 3a and 3b were verified. Specifically, lecture-style education positively regulated the 'impact of attitudes to entrepreneurial cognition, confidence in entrepreneurial quality and skill on entrepreneurial intention'. The traditional style education positively regulated the 'impact of confidence in entrepreneurial quality on entrepreneurial intentions' and negatively regulated the 'effect of confidence in entrepreneurial skill on entrepreneurial intentions'. Compared with model 2's R square, R square changes of model 3-6 were small but still significant.

5. Conclusions and Suggestions

5.1. The Conclusion of the Study

Based on the above analysis results, we could draw the following conclusions: (1) Traditional and lecture-style entrepreneurship education methods both have a significant positive impact on college students' entrepreneurial intention, and the effect of the lecture-style is greater than the traditional one. (2) Entrepreneurial attitudes and confidence effect college students' entrepreneurial intentions positively. From the perspective of segmentation

variables, attitude towards entrepreneurial execution has the greatest positive impact, followed by confidence in entrepreneurial quality and skill, and attitude towards entrepreneurial cognition comes last. (3) Entrepreneurship education regulates 'the impact of entrepreneurial confidence and attitudes on entrepreneurial intentions' to some extent. Traditional entrepreneurial education has weakened 'the impact of confidence in entrepreneurial skill on entrepreneurial intentions' and strengthened 'the impact of confidence in entrepreneurial quality on entrepreneurial intentions'. The lecture-style entrepreneurship education has strengthened the impact on attitudes to entrepreneurial cognition, confidence in entrepreneurial quality and entrepreneurial skill on entrepreneurial intentions.' (4) Professional and parents' entrepreneurial experience are also important factors.

5.2. Suggestions

Based on the above findings, we put forward the following recommendations: (1) Choices of entrepreneurship education. The development of entrepreneurship courses in universities should not be limited to the traditional classroom model, and the design of entrepreneurship courses should focus on the comprehensiveness and professionalism of course content. Inviting experts and scholars in different fields to teach the corresponding content can better stimulate students' enthusiasm and confidence in starting up business. (2) Cultivating positive entrepreneurial attitude of college students. This study shows that among the four segmentation variables of entrepreneurial attitude and confidence, attitudes to entrepreneurial execution have the greatest positive impact on entrepreneurial intentions, but the two kinds of entrepreneurial education don't regulate the effect significantly. Therefore, not only does entrepreneurship courses focus on acquiring entrepreneurial knowledge and skills, but also the fostering of attitudes to entrepreneurial execution should be put on agenda to enhance their willingness and confidence in the presence of entrepreneurial resources and opportunities. (3) Implementing differentiated entrepreneurship education for students of different majors to achieve a combination of professional education and entrepreneurship education. Universities' entrepreneurship education can be targeted at students majoring in science and engineering. However, that is not to ignore liberal arts students. Many entrepreneurial projects of college students are based on the professional advantages. Therefore, universities can design different entrepreneurship education programs for students of science and engineering and liberal arts to combine professional education with entrepreneurship education. For example, a comprehensive and systematic entrepreneurship education course is offered for students majoring in science and engineering. For liberal arts students, they offer corresponding entrepreneurship courses for their professional fields, such as focusing on management, law, accounting, language, and other aspects, and foster their interest in joining entrepreneurial teams or joining start-up companies.

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