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Analysis of the Influence of Entrepreneurship Education on Cyber Entrepreneurial Intention of Higher Vocational College Students in Guangdong, China

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Abstract

Cyber-entrepreneurship refers to the identification and exploitation of economic or entrepreneurial opportunities that are centred around web-based technology, as per certain definitions. In the midst of technological progress and uncertainty in the job market, it has become a revolutionary opportunity in the commercial realm. It necessitates a smaller initial investment and incurs reduced ongoing costs compared to traditional physical businesses. Entrepreneurial intention is a key focus in global entrepreneurship research and provides a valuable starting point for studying entrepreneurial conduct. Therefore, it is crucial to enhance the entrepreneurial inclination of college students while offering them support in their endeavour to engage in innovation and entrepreneurship. The urgent demand for the reform and development of entrepreneurship education in China arises from the need to implement the innovation-driven development strategy and promote economic quality, efficiency, and upgrading at the national level. Moreover, it is imperative to advocate for the total overhaul of higher education and the enhancement of entrepreneurship of superior calibre for university graduates. Entrepreneurship at the American Bison Business School is presented as a direct and practical approach, where it is seen as a lifestyle that combines theoretical ideas with real-world implementation. Taking into consideration this practical environment, this article examines the curriculum and practical education aspects of entrepreneurship education for college students and their desire to participate in cyber entrepreneurship. The aim is to identify efficient strategies for reforming entrepreneurship education in order to enhance the entrepreneurial intention of Chinese college students and guide colleges and universities towards a more supportive approach to entrepreneurship education and the development of innovative talent.

Key words: Entrepreneurial course; Entrepreneurial practice; Cyber entrepreneurial intention

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1. INTRODUCTION

1.1 Background

Given the increasing worldwide unemployment rate, several governments have required higher education institutions to play a major part in addressing this problem. Universities are seen as highly effective entities in mitigating unemployment due to their provision of entrepreneurial education programmes, which can foster the emergence of new business owners (Nur, 2019). The national entrepreneurship rate among undergraduate programme graduates in 2019, as provided by Mycos, is 1.6%. In contrast, the percentage among graduates of vocational programmes is 3.4%. According to data collected in 2010, the rate of entrepreneurial engagement among undergraduate students in developed Europe and the United States was estimated to range from 20 to 30 percent. The current level of self-employment among Chinese college students is remarkably low, as is seen from the overall success rate in this field (Yan, 2023). In spite of Guangdong Province's enduring endorsement of student startups, the province saw a comparatively low overall rate of entrepreneurial activity, measuring

0.38%, 0.39%, and 0.38% in the years 2016, 2017, and 2018, respectively. With a national entrepreneurship rate over 3%, it is apparent that the rate of entrepreneurship among college students is far lower. Individuals with baccalaureate degrees are more inclined to start their own firms in the province of Guangdong compared to those with higher vocational degrees (Hu, 2021).

Cyber entrepreneurship, often known as digital entrepreneurship, has significant promise as a business model(Tseng et al.，2022). The Internet and new media have made it easier for new opportunities for innovation and entrepreneurship to arise, leading to a time where entrepreneurship is widespread. College students, who are the main users of Internet media and play a crucial role in promoting innovation and reform, consistently become the most influential group in network platform entrepreneurship (Zhang, 2020). Understanding the factors that influence students' motivation to start online firms is crucial for promoting an entrepreneurial environment, which is necessary for driving economic growth in the rapidly changing digital economy. Understanding this is essential to promote economic growth on a countrywide scale (Ismail, Jaffar, and Hooi, 2020). The study of cyber entrepreneurial intention has become a vital method for Chinese college students to tackle the job problem, in addition to becoming a prominent channel for entrepreneurial direction research.

In 1947, Professor Myles Mace from Harvard University taught an entrepreneurship course called "Management of New Enterprises" to a group of 188 MBA students. The introduction of courses centred on innovation and entrepreneurship marked the initiation of entrepreneurship education in Chinese colleges and universities in 1997, namely at Tsinghua University. Entrepreneurship courses have become an essential and guaranteed component of entrepreneurship education in colleges and universities in recent years. This is due to the "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" and the specific investigation conducted by these institutions (Huang, 2020). The students' studies have revealed a significant difference in entrepreneurial intention between those who have taken entrepreneurship courses and those who have not (Yang, 2022). The imperative for entrepreneurship among university students is significantly amplified by the drive to secure work, and entrepreneurship courses are increasingly adopting a pivotal position in their education (Yin, 2022).

The government is increasingly prioritising entrepreneurship education and practice for college students, with the expectation that they will not only address their own employment challenges but also create job opportunities for others through entrepreneurship. They are expected to become the main drivers for strengthening the overall national authority and promoting economic prosperity (Pan, 2019). Experiential learning facilitates the more efficient application of students' knowledge and skills. Many scholars have emphasised the importance of students acquiring practical experience through entrepreneurship apprenticeships (Higgins et al., 2018). The practical education that college students get has a dramatic impact on their entrepreneurial aspirations (Zhang et al., 2020).

The aim of this research is to boost the entrepreneurial ambitions of students in vocational colleges, help them set realistic career goals, enhance their intention to engage in online entrepreneurship, and ultimately increase the rate of entrepreneurship. This will be achieved by studying the influence of entrepreneurial courses and practical experience on their intention to engage in online entrepreneurship. These aims will be achieved by analysing the relationships between cyber-entrepreneurial intent, entrepreneurial courses, and entrepreneurial practice. One potential solution to the labour shortage and employment dilemma for college students is to encourage them to start enterprises.

1.2 Problem Statement

The projected number of individuals who will complete their college education in 2023 is estimated to be 11.58 million. Simultaneously, the job opportunities for university graduates in China have been greatly affected by the severe macroeconomic conditions both within the country and globally, as well as the resulting consequences of the new COVID-19 pandemic. The General Office of the State Council has issued Guiding Opinions on Further Supporting Innovation and Entrepreneurship of College Students. These opinions emphasise the principle that innovation leads to entrepreneurship and entrepreneurship leads to employment. They aim to assist current college students in enhancing their innovation and entrepreneurship capabilities, and to promote the employment and entrepreneurship of college graduates. On a national level, the annual percentage of higher vocational college students who opt to start their own company is about 5%, indicating an exceptionally low rate of student entrepreneurship (Liu, 2021). Although the Chinese government has implemented employment policies focused on entrepreneurship, scholarly research shows that the general rate of entrepreneurship among Chinese college students remains low. Moreover, it seems that individual entrepreneurial intentions lack adequate strength and resilience. Therefore, in order to increase the rate of entrepreneurship, it is crucial to conduct thorough research on entrepreneurial ambitions (Gao and Chen,2022). College students had a higher propensity for online entrepreneurship during the post-epidemic period, as opposed to the time before the epidemic. Moreover, the online environment provides college students with several opportunities and challenges. College students has a greater level of acceptance and knowledge regarding the

Internet compared to previous generations, thus making them an emerging and expanding demographic. The results suggest that engaging in internet entrepreneurship can be a major pathway for individuals with entrepreneurial ambitions (Zhang and Huang, 2021).

However, certain researchers stated earlier argue that China has a comparatively low rate of entrepreneurship. Moreover, they firmly believe that students with steadfast business ambitions can achieve success through network entrepreneurship. In contrast, several experts maintain the perspective that the intentions of students are sufficient, and that the level of entrepreneurship in China is rather low. Currently, there is a shortage of publications that provide a thorough explanation of the entrepreneurial goals of the network, specifically addressing the requirements of higher vocational students in Guangdong. What is the cyber entrepreneurial intention level among the Vocational college students in GD, China ?

Across the country, there are more than 28,000 courses focused on innovation and entrepreneurship, and leading universities provide a total of over 2,800 courses that may be taken online or in person. There are currently over 6.3 million individuals registered in these courses, and the curriculum system for innovation and entrepreneurship education has been consistently enhanced (Zhou, 2023). Pan Bingchao and Lu Genshu have found that theoretical entrepreneurship education has a greater impact on the entrepreneurial intention of college students compared to practical entrepreneurship education. Moreover, they contend that entrepreneurship courses have a greater impact on the entrepreneurial intention of college students (Pan, Lu, 2020). Zhu Hong and Zhang Excellent conducted an examination of research data from 89 colleges and universities in the capital city. Their findings indicate that entrepreneurship education in higher education institutions has a substantial impact on enhancing students' ambition to start their own businesses. Nevertheless, the outcomes of various types of entrepreneurship education fluctuate, and entrepreneurship courses do not exert a substantial influence on students' current inclination towards entrepreneurship. Wang Xinhuan et al. conducted a comprehensive study across the country, analysing 10,128 questionnaires obtained from 15 higher vocational colleges and universities, as well as 37 undergraduate colleges and universities. The researchers found that actively participating in business operations and engaging in the entrepreneurial process had the greatest positive impact on students' intention to become entrepreneurs. Entrepreneurship classes and lectures had a somewhat diminished impact, but entrepreneurship competitions had a somewhat reduced impact. Based on the survey analysis conducted by Hu Rui et al. on 679 undergraduates at Huazhong Agricultural University, it has been determined that entrepreneurship courses do not contribute positively to the overall entrepreneurial intention of college students. Consequently, it is necessary to make modifications to entrepreneurship courses in order to achieve a more substantial impact. The entrepreneurship course is a crucial element of entrepreneurship education at higher education institutions. Although it does have an effect on students' choices to pursue entrepreneurial jobs, the extent of its influence varies significantly (Yang et al., 2021). Analysis of scientific literature demonstrates that viewpoints on the relationship between entrepreneurial intention and entrepreneurship courses differ. Academicians hold differing opinions on whether entrepreneurship courses have the ability to promote entrepreneurial intention. There are some who argue that these courses do not provide a full review of the entrepreneurial curricular system, while others support the idea of such an examination. What is the entrepreneurial course perception among the Vocational college students in GD, China ?

According to Yang Huizhu, students who have participated in entrepreneurial activities are more inclined to start their own businesses after they graduate (Yang, 2022). Presently, college students have expanded prospects for engaging in entrepreneurial activities within the existing structure of innovation and entrepreneurship education. College students who have hands-on learning experience are more aware of and confident in their own entrepreneurial abilities and pursuits. Consequently, those with prior experience in entrepreneurship exhibit a stronger inclination towards engaging in entrepreneurial activities. Higher education institutions are advised to implement a hybrid approach that combines both theoretical and practical instruction. They should also increase opportunities for entrepreneurial practice and cultivate a culture that encourages students to apply entrepreneurial theories or pursue their entrepreneurial goals (Wan, 2023). Starting with the first university entrepreneurship plan competition organised by Tsinghua University in 1998, Chinese university students have been enthusiastically participating in entrepreneurial activities. Entrepreneurship among college students aligns with the present trend of high-quality education in terms of fostering entrepreneurial skills among American college students. It not only motivates young kids to aspire to money and success, but also stimulates their imagination and creativity in their academic endeavours (Yang, 2005). Currently, higher education institutions do not give enough importance to innovation and entrepreneurship. This is evident from the fact that some instructors prioritise theory over practical application, resulting in students who are more focused on academic achievements rather than real-world experience. On the other hand, some institutions use traditional lectures or competitions to develop students' skills, but these activities mainly aim to improve competitiveness rather than nurturing practical abilities (Li, et al, 2022).

Researchers widely agree that engaging in entrepreneurial activities significantly promotes the desire to become an entrepreneur. Nevertheless, this positive outlook is accompanied by other disadvantages, such as restricted practice opportunities, insufficient practical skills among students, and a weak impact on practical experience. So, what is the entrepreneurial practice level among the Vocational college students in GD, China ?

1.3 Significance of Research

This study combines a survey on the current level of cyber entrepreneurial intention among college students with an analysis of entrepreneurship courses, entrepreneurship practice, and students' self-efficacy at higher vocational institutions. This study evaluates the various elements that impact the online entrepreneurial intention of college students. It specifically investigates the entrepreneurial intention of students in four higher vocational schools in Guangdong as a case study. Practical recommendations This study is of great scientific significance as it focuses on the difficulties that college students encounter in obtaining work and the relatively low prevalence of entrepreneurship. From a theoretical standpoint, studying the cyber entrepreneurial intention can offer a clear understanding of the factors that contribute to entrepreneurial behaviour. Therefore, it is important to motivate college students to participate in entrepreneurial activities. Currently, there is a lack of research on the cyber-entrepreneurial intention of higher vocational students. Therefore, this study aims to fill this gap by conducting in-depth research from this perspective, which will give a theoretical basis for the growth of students' entrepreneurial intention. In terms of practical significance, the issue of employment encountered by college students is a pressing subject that need prompt response from both the government and academic organisations. This study investigates the factors that influence college students' propensity to engage in cyber entrepreneurship, considering the increasing employment demands at present. The entrepreneurial motivation of pupils is evaluated at the same time, and practical approaches to boost their entrepreneurial intention are suggested. This document offers pragmatic suggestions for improving the entrepreneurial ambition of college students, a research area of utmost significance in tackling the real issue of college students securing jobs.

2. LITERATURE REVIEW AND HYPOTHESIS

2.1 Cyber Entrepreneurial Intention

Cyber-entrepreneurship refers to the creation of economic or entrepreneurial opportunities that revolve on networked technologies. Within the business domain, it has emerged as a strategy for exploiting opportunities created by technological improvements and fluctuations in the labour market. The online company model necessitates a smaller upfront capital and incurs reduced operational costs compared to traditional physical establishments. Online entrepreneurship has gradually transformed into a socially acceptable and sustainable entrepreneurial paradigm, especially among the younger generation (Chang and Chen, 2020). The 49th Statistical Report on the Development of the Internet in China reveals that the total number of Internet users in China as of December 2021 was 1.032 billion, indicating a growth of 42.96 million compared to December 2020. The Internet penetration rate was 73.0%, which opened up potential for the development of several business models in the field of online entrepreneurship (Li, 2022). Shen Bin states that the growing popularity of the Internet and the passage of time have made network entrepreneurship the favoured choice for contemporary college students (Shen,2019). Based to a survey performed by the Malaysian Communications and Multimedia Commission (2020), almost 90% of Internet users in Malaysia expect to maintain their present level of Internet usage after the epidemic. Amidst the implementation of the Motion Control Order, online commerce experienced significant growth in Malaysia, since the bulk of consumers chose to make purchases online rather than visiting brick-and-mortar businesses in order to minimise their risk of contracting Covid-19. This situation offers a favourable opportunity for individuals, especially fresh graduates who have not yet found a job after completing their studies, to start an online business. One possible solution for graduates to tackle the problem of unemployment is to pursue self-employment (Fauzy, Yusof and Nasurdin, 2021). An emerging entrepreneurial culture in India is attracting young people to technology-related companies. Online entrepreneurship is becoming a new catalyst for economic growth and advancement. A multitude of young entrepreneurs are creating e-commerce sites, such as Flipkart, Myntra, Snapdeal, Mydala, and Bakebox. The advent of the Internet and its associated information technology has brought about a profound transformation in the business sector and the way products and services are delivered. As a result, the importance of online entrepreneurship research has increased (Wahee, Dana, Gera and Vesperi, 2022).

While some experts say that college students do not have strong entrepreneurial aspirations, others assert that network entrepreneurship has become a prominent occurrence among this group. Considering the circumstances, what are the aspirations of Guangdong students seeking advanced vocational degrees when they participate in network entrepreneurship? This approach requires further examination and careful consideration.

2.2 Entrepreneurial Courses

Entrepreneurship education began in 1947 and developed gradually as Harvard University in the United States grew

(Huang, 2017). The General Office of the State Council published the Implementing Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions in May 2015. These viewpoints highlight the significance of starting a thorough and extensive reform process and creating a strong framework for teaching innovation and entrepreneurship in higher education institutions by the year 2020. In December of the same year, the Ministry of Education reiterated this argument (Dai, 2021). In order to tackle the intricacies of cyber-entrepreneurship in practical settings, educational institutions should give priority to the creation of innovative entrepreneurship courses that shape students' mindset through more effective methods than traditional courses. If entrepreneurship classes are offered, students will gain greater knowledge about business opportunities, become more actively involved in the learning process, acquire additional skills, and focus more on their future professional goals (Lynch, Kamovich, Longva and Steinert, 2019). Souitaris and other experts have proven that entrepreneurship courses, as well as lectures and training linked to entrepreneurship, can have a significant and favourable impact on students' intentions to become entrepreneurs. Entrepreneurship courses and activities, when combined with relevant education, have a clear and strong beneficial relationship with entrepreneurial goals (Souitaris, Zerbinati and Al-Laham, 2007; Dohsea and Walter, 2010; Li, 2013; Xiang and Lei, 2014; Li, 2013, as cited in Zhou, 2022). Academic institutions must offer university students a wide range of online entrepreneurship training courses to improve their entrepreneurial skills and confidence (Li, Kang and Sohaib, 2023). Based on the above research, the hypothesis is formulated:

H1: The more effective the entrepreneurial courses for college students, the stronger the cyber entrepreneurial intention.

2.3 Entrepreneurial Practice

The progression from entrepreneurial competition to entrepreneurship education is depicted, with domestic entrepreneurship practice education preceding entrepreneurship course instruction. The introduction of GMC (Global Management Challenge) to China took place in 1995. In 1998, Tsinghua University held the first Tsinghua Entrepreneurship Plan Competition, which was followed by the highly successful Challenge Cup Entrepreneurship Plan Competition in 1999. The "Challenge Cup" Entrepreneurship Plan Competition was completed successfully（huang,2017). Entrepreneurship contests primarily motivate college students to enhance the quality of their entrepreneurial practice activities through entrepreneurship education. Encouraging college students to participate in entrepreneurship competitions as part of their entrepreneurship education helps them improve their entrepreneurial intentions, as the competitions provide useful practical information (Li, 2017). According to Kangli Liao, although the percentage of college students involved in entrepreneurial activities is small, the overall level of entrepreneurial intention is strong (Kang, li and Liao, 2020). Based on the above research, we propose the hypothesis:

H2: The richer the entrepreneurial practice of college students, the stronger the cyber entrepreneurial intention.

3. RESEARCH FRAMEWORK AND METHODS

This study employs Deason & Firebaugh (1971) family resource management model to sort out the variable sequences. Therefore, according to this theory, the output will be influenced by the input. Hence, the input of the research is Respondents' Characteristics、 Entrepreneurial Courses and Entrepreneurial Practice, and the output refers to Cyber entrepreneurial intention.

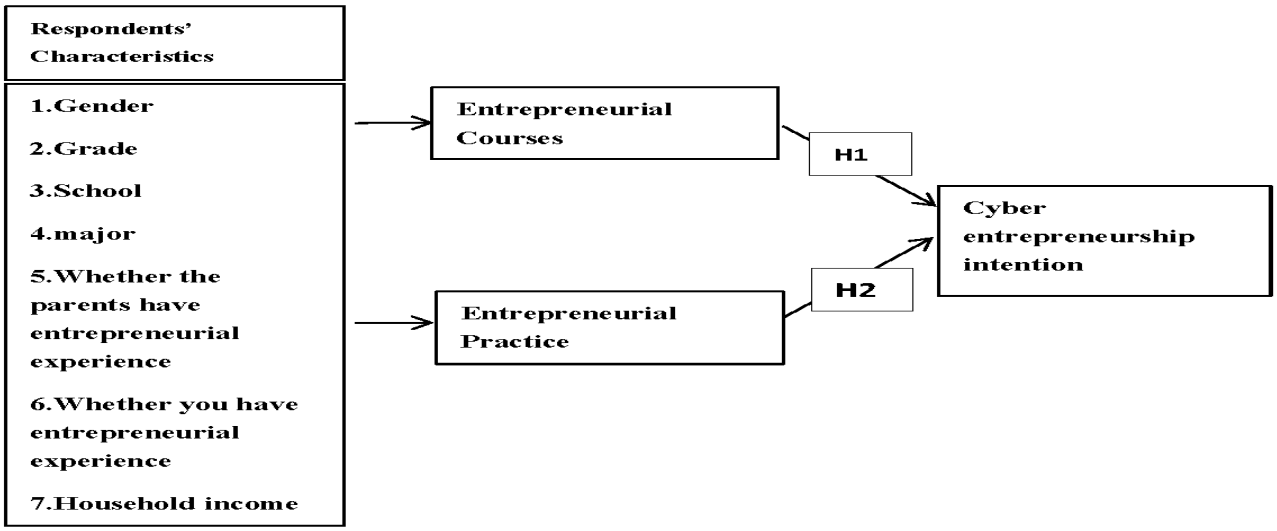

Figure 1
Research model of this paper

This study specifically targets higher vocational students in Guangdong and utilises a quantitative research methodology. A sample of 62,000 students is chosen from four universities in Guangdong. This study identifies the factors that influence the intention of college students to engage in cyber entrepreneurship. The cyber entrepreneurial intention is the dependent variable, whereas the two aspects of entrepreneurship courses and entrepreneurship activities are the independent variables. The Likert five-point scale was used to evaluate the research variables included in this publication. The questionnaire sought essential data across five dimensions: gender, academic grade, topic of study (major), parental entrepreneurship experience, and student entrepreneurial experience. The study sought to collect responses from participants regarding five characteristics of entrepreneurship practice, four dimensions of cyber entrepreneurship intention, and four dimensions of entrepreneurship course. A total of 417 valid questionnaires were obtained through an online survey using a web-based questionnaire platform. The data was analysed using the Statistical Package for the Social Sciences (SPSS 26.0).

4. ANALYSIS OF THE RESULTS

4.1 Descriptive Analysis

This study analysed the basic profile of the sample in five aspects: gender of the students, grade level, type of major studied, whether their parents have entrepreneurial experience, and whether the students have entrepreneurial experience. The sample frequency statistics are shown in Table 1.

Table1
Sample frequency statistics (N=417)

		Frequency	Percent
Gender	Male	191	45.8
	female	226	54.2
Grade	freshman	113	27.1
	sophomore	203	48.7
	junior	101	24.2
major	art	217	52
	science	200	48
Whether the parents have entrepreneurial experience	Yes	209	50.1
	No	208	49.9
Whether you have entrepreneurial experience	Yes	77	18.5
	No	340	81.5

In terms of gender, male students accounted for 45.8%, female students accounted for 54.2%, and female students were slightly more than male students. In terms of grades, freshmen accounted for 27.1%, sophomores accounted for 48.7%, and juniors accounted for 24.2%, with a slightly higher number of sophomores participating. From the perspective of arts and science, arts students accounted for 52%, science students accounted for 48%, the data gap between the two is not large. The above are reasonable from the perspective of gender, grade, and major type, indicating that the control of the study population achieved the expected effect when the questionnaire was issued. At the same time, from the perspective of whether the surveyed parents have entrepreneurial experience, 50.1% of them have entrepreneurial experience, and 49.9% of them have no entrepreneurial experience, the proportion of the two is not much different. From the perspective of whether the respondents have entrepreneurial experience, 18.5% of them have entrepreneurial experience, and 81.8% of them have no entrepreneurial experience. Although the difference between the two is large, it is more in line with the overall entrepreneurial status quo of higher vocational students in China.

In order to understand the level of cyber entrepreneurship intention, entrepreneurship courses, and entrepreneurship practice of Guangdong higher vocational students, the results of the analyses were obtained as shown in Table 2:

Table 2
Table of descriptive analyses

	N	Minimum	Maximum	Mean
Cyber entrepreneurial intention	417	1.00	5.00	3.0060
Entrepreneurial courses	417	1.00	5.00	2.5629
Entrepreneurial practice	417	1.0	5.0	2.672

The analysis shows that the mean value of cyber entrepreneurial intention is 3.01, the mean value of entrepreneurship course is 2.56, and the mean value of entrepreneurship practice is 2.67, which indicates that the sample's overall cyber entrepreneurial intention, entrepreneurship course, and entrepreneurship practice are at about the medium level, which is not considered to be high, and the reform of entrepreneurship education in colleges and universities needs to be strengthened.

4.2 Reliability Test

The credibility of the questionnaire design can be verified by the reliability test, the closer the Cronbach's Alpha value of the reliability test is to 1, the higher the reliability of the questionnaire is represented. In order to confirm whether the designed questionnaire has good stability and reliability, this paper measures the reliability of the 23-dimensional questions of the four variables, and the resultant Cronbach's Alpha coefficient is used to test the questionnaire reliability, and the specific values are shown in Table 3.

Table 3
Reliability test

	Cronbach's Alpha	N of Items
Cyber entrepreneurial intention	0.946	4
Entrepreneurial courses	0.959	4
Entrepreneurial practice	0.975	5
Total schedule	0.967	13

In general research explorations, Cronbach's Alpha values greater than 0.6 are required because when 0.6<Cronbach's Alpha value <1, it indicates scale stability. As shown in Table 3 derived cyber entrepreneurial intention, entrepreneurship courses, entrepreneurship practice Cronbach's Alpha coefficient is considered 0.946, 0.959, 0.975, respectively, are greater than 0.8, indicating that the level of reliability are high, the internal consistency of variable measurement is good, the reliability of the sample response results are strong, and can be carried out in the next stage of analysis.

4.3 Multiple Linear Regression Analysis

Multiple linear regression analysis is used to study the influence relationship between independent variables and dependent variables, in order to explore the influence factors of cyber entrepreneurial intention, this paper takes entrepreneurship course and entrepreneurship practice as independent variables, and cyber entrepreneurial intention as dependent variable to carry out multiple linear regression analysis, and the results of the analysis are shown in Table 4:

Table 4
Multiple regression analysis of cyber entrepreneurial intention

Variable	B	t	F	R Square	Adjusted R Square
（constant）	1.00	9.26***	199.18	0.490	0.488
Entrepreneurial courses	0.52	6.41***			
Entrepreneurial practice	0.26	3.36***			

Note : N=417, ** indicates P<0 .05, *** indicates P<0 .01

The results of the analysis yielded a model R-squared value of 0.490 when entrepreneurship courses and entrepreneurial practices are used as independent variables and cyber entrepreneurial intentions are used as dependent variables, indicating that self-entrepreneurship courses and entrepreneurial practices explain 49% of the variation in cyber entrepreneurial intentions. The fit of the whole model is good. At the same time, the analysis of the F-test value of entrepreneurship courses, entrepreneurial practice and cyber entrepreneurial intention is 199.18, and the significance is less than 0.05, indicating that the model passed the F-test, the model regression effect is more satisfactory, and the model is well constructed. The regression coefficient values of the independent variables are as follows: the regression coefficients of entrepreneurship course and entrepreneurship practice are all greater than 0, which means that entrepreneurship course positively affects cyber entrepreneurial intention; entrepreneurship practice positively affects cyber entrepreneurial intention. At the same time, the significance is less than 0.05, which means that the independent variables have a very significant effect on cyber entrepreneurship intention, and hypotheses H1 and H2 are verified. According to the value of regression coefficients can be derived from the model regression equation formula: cyber entrepreneurial intention = 1 + 0.52 * entrepreneurship course + 0.26 * entrepreneurship practice.

5. SUMMARY

Entrepreneurial intention is a prerequisite for entrepreneurial activity. The stronger the entrepreneurial intention is, the more likely students are to engage in entrepreneurship, which is the first prerequisite of entrepreneurial behaviour, a key indicator for the prediction of entrepreneurial activities, and influences the process of future entrepreneurship and the results of entrepreneurship among higher vocational students. Based on the Theory of Planned Behaviour, this study focuses on the group of Guangdong higher vocational students and explores the relationship between the two independent variables of entrepreneurship courses and entrepreneurship practice and the influence of Guangdong higher vocational students' cyber entrepreneurial intention, and through the questionnaire survey method and the statistical analysis of the data, we have come up with the following results:

• Advanced vocational education trainees from Guangdong Cyber entrepreneurship intention is ordinary. Entrepreneurial intention predicts entrepreneurial activity. Higher vocational students without an entrepreneurial bent are unlikely to become entrepreneurs. Due to the three-year extraordinary outbreak's economic destruction, employment prospects are poor. College students encounter tough job market conditions due to inexperience. Entrepreneurship can help them advance their careers. Network entrepreneurship gives college

students career advancement possibilities in the Internet age. However, as talent development facilitators, schools and universities should use a variety of effective methods to promote cyber entrepreneurship among students.

• Guangdong higher vocational students receive poor entrepreneurial training. However, these courses' quality directly affects cyber entrepreneurship determination. An entrepreneurship course increases students' interest in cyber entrepreneurship as they learn more about it. Higher education institutions must prioritise entrepreneurship education by offering specialised courses, creating exemplary courses that highlight entrepreneurial traits, producing high-quality teaching materials, and improving overall course and instruction quality. Emphasising education and encouraging creativity is essential.

• Guangdong higher vocational students are average entrepreneurs. Entrepreneurship and internet startup ambition are positively correlated. There is a positive association between cyber entrepreneurship ambition and practice. Entrepreneurial exercise increases cyber entrepreneurship intention. Educational institutions can boost student interest in cyberentrepreneurship by offering simulation training, project incubation, and entrepreneurial contests.

Thus, colleges and universities should create crowdsource spaces, incubation bases, and incubators to improve students' practical skills. They should also create top-notch entrepreneurial practice facilities and encourage student entrepreneurship. An ongoing incentive system should encourage college students to participate in innovation and entrepreneurship training sessions tailored to them. Training students will help them understand the business process and succeed in entrepreneurship. As part of entrepreneurship education promotion, college students' entrepreneurship competition outcomes must be included to foster an entrepreneurial and imaginative campus and spark student enthusiasm. Thus, to develop inventive potential in colleges and universities and improve innovation and entrepreneurship education, it is necessary to study the elements that influence Chinese college students' cyber entrepreneurship intentions.

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