

Prospective Industry Apprenticeship for Entrepreneurial Innovations as Influenced by Students' Behavior

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Abstract: To cope with the new normal of economic development, seek sustainable national competitive advantage, alleviate the employment problem of college students, and improve the quality of employment, it is necessary to change the employment concept of college students and change the original "passive employment" into "active employment" in the future. Integrate the cultivation of innovative consciousness, entrepreneurial thinking, entrepreneurial skills, and abilities into traditional education to improve college students' learning ability and entrepreneurial will. Modern apprenticeship and apprenticeship innovation are important talent training modes to deepen the integration of production and education and cultivate innovative talents. It can be a mutually beneficial arrangement to implement industrial innovation apprentices. Enterprises can gain new ideas and contributions from enthusiastic learners, while apprentices can gain practical experience and contribute to the development of the industry. Understanding the influencing factors and formation mechanism of entrepreneurial behavior of college students in designated universities is of great practical significance for perfecting the entrepreneurial innovation system of apprenticeship and guiding the exploration and practice of entrepreneurial innovation reform of apprenticeship.

Keywords: Apprenticeship; Entrepreneurial Innovations; Students' Behavior.

1. Introduction

1.1. Background of the Study

As China's economy enters a new normal and the world economy enters a period of transformation, economic growth slows down. How to stimulate new momentum for economic development has become the biggest focus of current economic development. On the other hand, the huge pressure on college students to find employment has brought many problems to the operation and stability of Chinese society. Many surplus labors have become the focus of social contradictions and potential instability factors.

To cope with the new normal of economic development, seek sustainable national competitive advantage, and at the same time alleviate the employment problem of college students and improve the quality of employment, it is necessary to change the employment concept of college students and transform the original "passive employment" into the future "active employment". Integrate the cultivation of innovative consciousness, entrepreneurial thinking, entrepreneurial skills, and abilities into traditional education to improve college students' learning abilities and enhance their entrepreneurial intentions.

Modern apprenticeship and apprenticeship entrepreneurial innovation are important talent training modes to deepen the integration of production and education and cultivate innovative talents. The modern apprenticeship system provides the foundation and guarantee for apprenticeship entrepreneurial innovation. Apprentices gain practical, hands-on experience in a real-world industry setting. This allows them to apply theoretical knowledge from their studies to solve actual problems and contribute to innovative projects. Apprenticeships often involve mentorship from experienced professionals in the industry. This mentorship provides guidance, support, and opportunities for apprentices to learn

from seasoned experts. The apprenticeship program specifically emphasizes innovation, encouraging participants to explore and develop new ideas, products, or processes. This focus helps industries stay competitive and adapt to changing technological landscapes. Apprentices may have the opportunity to work across different departments or disciplines within the industry, gaining a holistic understanding of how various components contribute to innovation. Apprenticeships are designed to enhance both technical and soft skills. This includes technical skills relevant to the industry as well as skills such as teamwork, communication, critical thinking, and adaptability. Apprenticeships often provide opportunities for networking with professionals in the industry. Building a network can be valuable for future career opportunities and collaborations. Apprentices may be involved in specific projects or initiatives, allowing them to see the entire lifecycle of innovation from concept development to implementation. The apprenticeship program is tailored to the needs of the specific industry, ensuring that participants are equipped with the knowledge and skills required in the current job market. Successful completion of an apprenticeship can lead to job placement within the industry, and the skills acquired can serve as a foundation for a long and successful career. Apprenticeships promote a culture of continuous learning and improvement, encouraging individuals to stay updated on the latest developments in their field. Implementing industry apprenticeships for innovations can be a mutually beneficial arrangement, where businesses gain fresh perspectives and contributions from enthusiastic learners, while apprentices acquire practical experience and contribute to the advancement of the industry.

Based on the regional entrepreneurial environment, taking the entrepreneurial behavior of local college students as the research object, it is very necessary to conduct a

comprehensive analysis and research on the impact of college entrepreneurship education on college students' entrepreneurial behavior (Zhang Tongguang, & Gao Jianjun, 2017). It has important practical significance to understand the influencing factors and formation mechanism of entrepreneurial behavior of college students in selected university to improve the apprenticeship entrepreneurial innovation system, and guide the exploration and practice of apprenticeship entrepreneurial innovation reform.

1.2. research paradigm

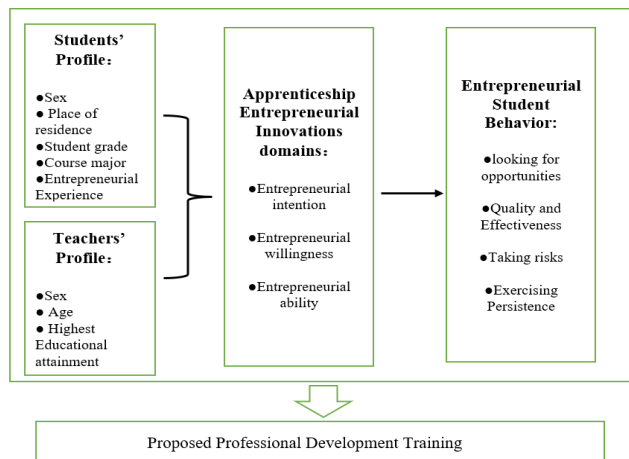


Figure 1. Illustrates the Research Paradigm

1.3. Statement of the Problem

The study determined the influence of innovation and entrepreneurial education on the entrepreneurial behavior to ensure country's modernization drive.

Specifically, it answered the following problems:

1. What is the profile of two groups of respondents with regard to their:

1.1 Student respondents' profile

1.1.1 Sex,

1.1.2 Place of residence,

1.1.3 Course presently affiliated,

1.1.4 Entrepreneurial experience?

1.2 Teachers respondents' profile

1.2.1 sex,

1.2.2 age,

1.2.3 highest educational attainment?

2. What is the assessment of the two group of respondents on the apprenticeship entrepreneurial innovation domains in terms of:

2.1 entrepreneurial intention,

2.2 entrepreneurial willingness,

2.3 entrepreneurial capability?

3. Is there a significant difference in the assessment on the apprenticeship entrepreneurial innovation of the between the two groups of respondents?

4. Is there a significant difference in the assessment on the apprenticeship entrepreneurial innovation of the two groups of respondents when their respective profiles are taken as test factors?

5. What is the respondents' assessment of the entrepreneurial behavior of respondent students with reference to the following indicators;

5.1 looking for opportunities,

5.2 quality and effectiveness,

5.3 taking risks,

5.4 persistence?

6. Is there a significant difference in the assessment of entrepreneurial behavior of the students when the two groups respondents' profile are taken as test factors?

7. Is there a significant relationship between the assessed apprenticeship entrepreneurial innovation and entrepreneurial behavior of students?

8. Based on the findings of the study, what professional development training might be proposed.

1.4. Hypotheses

The study tested the null hypothesis at .05 level of significance.

H01: There was no significant difference in the assessment of the two groups of assessment on the apprenticeship entrepreneurial innovation when their respective profiles are taken as test factors?

H02: There was no significant difference in the assessment of two groups of the respondents on the entrepreneurial behavior when their respective profile is taken as test factors.

H03: There was no significant difference in the assessment of entrepreneurial behavior between the two group of respondents.

H04: There was no significant relationship between the assessed innovation and entrepreneurial education and entrepreneurial behavior

2. Methodology

2.1. Research Design

This study employed descriptive comparative correlation research design. This method described the assessment of the respondents of group1 and group2,

Moreover, it is descriptive in nature as it describes innovation and entrepreneurial education of university students 'entrepreneurial behavior towards good proposal.

Research Locale. This study mainly used sample data of Hunan University of Arts and Sciences in Changde City, Hunan Province in China. The questionnaire responders of the study include two groups. The first group were college students (from Grade 1 to Grade 4) in school. The second group were the teachers who engaging in innovation and entrepreneurial education. It covered apprentices taught by corporate trainers and nearly 22,000 students. Using Qualtrics, 378 ideal samples was drawn with 95% confidence and 5% error rate. Students were randomly selected.

Sampling method. The Qualtrics Sample Size Calculator, a tool that generates ideal sample size recommendations based on specified parameters to achieve statistical significance and reduce error, takes a meticulous approach to determining appropriate sample sizes. With the parameters set (error of 5% and confidence level of 95%), the calculator yields a recommended sample size of 378 student respondents and 80 teacher samples from apprenticeship industry training in Changde City of 100 full-time teachers. In the context of this study, simple randomization techniques were used to select 378 students out of 22,000 enrolled undergraduate students. The sampling strategy was chosen to ensure that every member of the population had an equal chance of being selected, thereby increasing the representativeness of the sample and the generalizability of the findings. It is designed to reduce bias and promote a balanced perspective that accurately reflects the student population. The chosen sample size and sampling method was guided the acquisition of

reliable and valid data and provide a stable basis for research on enterprise innovation strategies through apprenticeships. The data gathering instruments underwent validation using the reliability test measure. As indicated below:

Table 1. Mean Reliability Analysis of a Four-Point Likert Scale Instrument on the assessments of Students and Teachers in the Apprenticeship Innovation Domains and the Entrepreneurial Behavior of Students

Variable	No. of Items	Cronbach's Alpha	Interpretation
Entrepreneurial Intention	8	.933	Excellent
Entrepreneurial Willingness	8	.950	Excellent
Entrepreneurial Capability	8	.960	Excellent
Looking for Opportunities	6	.942	Excellent
Quality and Effectiveness	6	.945	Excellent
Taking Risks	6	.940	Excellent
Exercising Persistence	6	.940	Excellent
Mean Reliability		.944	Excellent

The above data were analyzed using the rule of thumb given by George and Mallery (2003) indicating the following criteria such as: ≥ 0.9 – Excellent; ≥ 0.8 – Good; ≥ 0.7 – Acceptable, ≥ 0.6 – Questionable; ≥ 0.5 – Poor and ≤ 0.5 – Unacceptable. The mean reliability analysis showed that the instrument was excellent enough to measure consistently.

2.2. Sampling Method (locale, population, technique)

This study utilized an adopted questionnaire. This questionnaire has three parts. The scale used this study is based on the existing mature scale, only minor modifications have been made according to the research objects of this study, and followed the principles of questionnaire design to prepare the research questionnaire for this research.

The questionnaire adopted a four-point Likert scale, with positive assignments. The subjects were asked to choose according to the actual situation, with 4 as the highest and the score of 1 is the lowest mean; Hence, using the four-point Likert scale, four-point interval was practically, where 4- Completely Agree, 3-Somewhat Agree, 2-Disagree, 1- Completely Disagree.

At the begin of the questionnaire, it introduces the purpose of the questionnaire and the main uses of the data for academic research in the future. The first part of this questionnaire is the profile of the responders. The second part is university entrepreneurial education scale, which include entrepreneurial intention, entrepreneurial willingness, emphasizes students' innovative spirit and creative thinking, and entrepreneurial ability to independently discover and solve problems, propose new ideas and innovative operations.

This part includes 21 questions. The third part is entrepreneurial behavior scale including 14 questions.

2.3. Data Gathering Procedure

Permission to conduct the study was secured from the director of university student management department through an official communication. The researcher included in the communication the request to administer the questionnaire to the student respondents to get necessary data and information needed in the study. All the reminders and conditions as to the confidentiality of information and respondents background were given assurance so that respondents will be cooperative during the administration of questionnaire. A consistent follow-up of the questionnaire was done on a regular basis, giving enough time for the respondents to think to encourage the respondents to give an

honest response to the questionnaire which were distributed to them. As for the duration, the entire process of the respondents to fulfil will take more or less 10 minutes.

This study uses a researcher-made questionnaire. The study ensures the effectiveness of the questionnaire through pre-event control, in-event inspection, and post-event screening. The first is to control in advance by controlling the answering equipment (the same mobile phone or computer can only be answered once), and the questionnaire with missing items cannot be submitted. The second is to use the help of colleagues and students, and ask the relevant department counselors to help distribute and recycle the questionnaires. The researcher is a manager who works with college students. She has strong mobilization and communication skills. It would be high recycling efficiency and quality assurance for collecting questionnaires from teachers and students. The effective questionnaire recovery rate will be 95 %.

2.4. Statistical Treatment

After the data collection, the researcher organized the recovered data, entered it into an Excel table, and then import it into SPSS24.0 software for data coding and processing, and install the process plug-in for data analysis. This study used classic data analysis methods to analyze the data collected in the study.

Statistical treatment of data was set to transform results from a group of meaningless numbers into meaningful output. Such statistical treatment includes percentage, frequency distribution, standard deviation, weighted mean, one-way ANOVA, and T-test. Hence, on the statistical treatment and measurement tools for this research study entitled " Prospective Industry Apprenticeship for Entrepreneurial Innovations as Influenced by Students' Behavior " the following was used.

Percentage and Frequency Distribution. The frequency count was tabulated the counting of answers by the respondents as assessed by them. Percentage was used to show the extent of frequency distribution wherein it determines how a part relates to its whole and present quantitatively the profile of the respondents.

Standard deviation. The standard deviation was calculated as the square root of variance by determining each data point's deviation relative to the mean.

Weighted Mean. Since the options of the items of the questionnaires was assigned with points, the weighted mean was used as the measure of central tendency.

Likert scale measure the assessment of the respondents based on the questions provided. The Likert scale and descriptions are as follows.

Table 2. Rating Scale

Value	Range Mean	Description	Interpretation
4	3.51-4.00	Completely Agree	Highly Consistent
3	2.51-3.50	Somewhat Agree	Consistent
2	1.51-2.50	Disagree	Somewhat Consistent
1	1.0-1.50	Completely Disagree	Inconsistent

One Way Analysis of variance. It was used in detecting the significant differences of more than two variables.

T-Test for Independent Samples. This tool was used to get the significant difference between variables and independent groups.

3. Results and Discussion

3.1. Summary of Findings

3.1.1. Respondents' profile

In terms of students' profiles, the data showed that most of the respondents were female, Grade 1 students who were enrolled in Business and resides mostly in the rural areas and claimed that they no entrepreneurial experience.

Teachers' profiles. Majority of the teachers were female and more than 36 years old with educational level no less than Bachelor degrees.

3.1.2. Assessments on the Apprenticeship Entrepreneurial Innovation Domains

The assessment of the dimensions of apprenticeship entrepreneurial innovation provides nuanced analysis on the respondents' participation in apprenticeship. It comprised three indicators that gauged various dimensions of apprenticeship innovation in entrepreneurial activities. The assessment used a Likert scale, where the mean scores, standard deviations and ranking provides an understanding of the respondents' perceived dynamics.' The overall results showed a "Somewhat Agree /Somewhat Consistent". In particular:

a. Entrepreneurial Willingness ranked 1based on the student assessment, while this fall under ranking 2 among the teachers' assessments.

b. Entrepreneurial capability ranked 2 based on the overall assessment among students' respondents, while this dimension is number 1 among the teacher respondents.

c. Entrepreneurial Intention ranked 3rd among the two groups of respondents

3.1.3. Differences in the Assessments of the Apprenticeship Innovation Domains between the Two Groups of Respondents

The utilization of t-test independent samples yielded results that accepts the null hypothesis, thus indicating no significant difference between the student and teacher respondents in evaluating the dimensions of apprenticeship, entrepreneurial intentions, entrepreneurial willingness and, entrepreneurial capabilities.

3.1.4. Differences in the Assessments of the Apprenticeship Innovation Domains of the Two Groups of Respondents according to Profiles

3.1.4.1 Students' Profile in terms of;

Sex. Using the t-test independent sample to gauge the assessment in terms of sex, The male and female did not differ in the assessment of the dimensions of entrepreneurial intentions, entrepreneurial willingness and, entrepreneurial capabilities.

Place of Residence. Using ANOVA or F-Test, the differences in the assessments of apprenticeship domains by students' place of residence were found significant after it rejected the null hypothesis, in terms of their assessment of the dimensions of apprenticeship entrepreneurial innovations in terms of entrepreneurial intention, entrepreneurial willingness and entrepreneurial capability.

Grade level. Using ANOVA or F-Test, the differences in the assessments of apprenticeship domains by students' grade level reveals that based on the rejection of null hypothesis, their assessment did not vary, thus it shows significant difference in respondents' assessment of were found to be significant in terms of entrepreneurial intention, entrepreneurial willingness, and entrepreneurial capability.

This implied that the students have varied assessments on those domains of apprenticeship innovation with regard to grade level, more felt among Grade 1.

Course Major. The differences in the assessments of apprenticeship domains by students' course major were found to be significant, when it rejected the null hypothesis at .05 level of significance. Thus, finding showed significant difference in the assessment of dimensions of entrepreneurial intention, entrepreneurial willingness, and entrepreneurial capability among students of varied course majors.

Entrepreneurial experience. Using ANOVA or F-Test, the differences in the assessments of apprenticeship domains by students' entrepreneurial experience were found significant in terms of entrepreneurial intention, entrepreneurial willingness, and entrepreneurial capability. This implied that the students have varied assessments on those domains of apprenticeship innovation with reference to type of entrepreneurial experience, particularly with those who have none.

3.1.4.2 Teachers' Profile in terms of

Sex. The use of t-test independent samples in translating assessment of apprenticeship entrepreneurial innovation, accepts the null hypothesis, thus indicating no significant difference in the assessment between male and female teachers on the dimensions of; entrepreneurial intention, entrepreneurial willingness, and entrepreneurial capability.

Age. The use of ANOVA in translating assessment of apprenticeship entrepreneurial innovation, accepts the null hypothesis, thus indicating no significant difference in the assessment between male and female teachers on the dimensions of; entrepreneurial intention, entrepreneurial willingness, and entrepreneurial capability. Therefore, regardless of the teachers' age, no significant difference existed.

Highest Educational Assessment. Using ANOVA or F-Test, the differences in the assessments of teachers according to their highest educational attainment on the apprenticeship innovation domains of students were not found significant in terms of entrepreneurial intention, entrepreneurial willingness, and entrepreneurial capability. These implied similar assessments of teachers regardless of the highest educational attainment. The null hypothesis was accepted at a 5% level of significance.

3.1.5. Assessments on the Entrepreneurial Behavior of Students

The assessment of the dimensions of apprenticeship entrepreneurial innovation provides nuanced analysis on the respondents' participation in apprenticeship. It comprised three indicators that gauged various dimensions of apprenticeship innovation in entrepreneurial activities. The assessment used a Likert scale, where the mean scores, standard deviations and ranking provides an understanding of the respondents' perceived dynamics.' The overall results showed a "Somewhat Disagree /Somewhat Consistent". The details showed that:

Quality and Effectiveness. The student ranked this dimension highly, while the teachers similarly but tied with Quality and Effectiveness and Looking for opportunities at rank 1.5.

Looking for Opportunities. The dimension was ranked third with the student's assessment, however, teachers ranked this dimension 1.5 as it was tied with Quality and Effectiveness.

Exercising Persistence. This was ranked 2 by the students,

while the teachers ranked this at 4th place.

Taking risks. The students ranked this a 4th, while the teachers put this as third.

3.1.6. Differences in the Assessments of Entrepreneurial Behavior of Students according to Respondents Profiles

The comparative assessment based on the respondents' profile was tested using t-test and ANOVA. The assessment on the dimensions of entrepreneurial behavior based on looking for opportunities, quality, and effectiveness, taking risk and exercising persistence. The details are as follows:

Sex. Using the t-test independent sample to gauge the assessment in terms of sex. The male and female students differ in the assessment of the entrepreneurial behavior dimensions as a result of rejection of null hypothesis.

Students' Place of Residence. Using the F-test or ANOVA to gauge the assessment in terms of place of residence. The hypothesis was rejected indicating significant difference in the assessment by the students who resides large & medium, Country level, township, rural.

Grade level. Using the F-test or ANOVA the assessment in terms of grade level. Rejects the null hypothesis indicating significant difference in the assessment by the students who were in grades 1-4.

Students' Course Major. The F-test or ANOVA was utilized in the assessment in terms of Course Major. It rejects the null hypothesis indicating significant difference in the assessment by the students who were enrolled in Business, Arts and Sort, Literature, Science, and Engineering.

Students Entrepreneurial Experience. Using ANOVA or F-Test, the differences in the assessments of the entrepreneurial behavior of students according to their entrepreneurial experience were found to be significant in terms of looking for opportunities, quality & effectiveness, taking risks and exercising persistence. This implied that regardless of their entrepreneurial experiences the students differ on their assessments regarding their entrepreneurial behavior. The null hypothesis was rejected at a 5% level of significance.

Teachers' Sex. The assessments of teachers in terms of their sex on the entrepreneurial behavior of students were found no significant difference in terms of looking for opportunities, quality & effectiveness, taking risks and exercising persistence. This implied that male and female teachers have the same assessments on those aspects of entrepreneurial behavior of students. The null hypothesis was accepted at a 5% level of significance.

Teachers' Age. Using ANOVA or F-Test, the differences in the assessments of teachers according to their age on the entrepreneurial behavior of students were found no significant differences in terms of quality & effectiveness, taking risks and exercising persistence. This implied that regardless of age groupings the teachers have the same assessments on those aspects of entrepreneurial behavior of students.

Teachers Highest Educational Attainment. Using ANOVA or F-Test, the differences in the assessments of teachers according to their highest educational attainment on the entrepreneurial behavior of students were found no significant differences in terms of looking for opportunities, quality & effectiveness, taking risks and exercising persistence. This implied that teachers regardless of highest educational attainment have the same assessments on those aspects of entrepreneurial behavior of students. The null hypothesis was accepted at a 5% level of significance.

3.1.7. Relationships between the Assessed Apprenticeship Entrepreneurial Innovation and Entrepreneurial Behavior of Students

Using a Product Moment Correlation Coefficient or Pearson r, the relationships between the apprenticeship entrepreneurial innovation and the entrepreneurial behavior of students yielded significant findings at a .01 level of significance to reject the null hypothesis. This implied that apprenticeship entrepreneurial innovation of students greatly influenced their entrepreneurial behavior. Overall, the entrepreneurial intention, entrepreneurial willingness and entrepreneurial capability of students were moderately to highly correlated with their entrepreneurial behaviors of looking for opportunities, quality, and effectiveness, taking risks and exercising persistence.

3.2. Conclusion

Based on the findings of this study, has provided a comprehensive role of students on apprenticeship entrepreneurial innovations. Through a series of structured assessments, we have uncovered the entrepreneurial innovations that operates across varying degrees in shaping the individual decisions to undergo apprenticeship. Notably it is relevant to determine what personal circumstances might influence apprenticeship;

1. That the students' personal profile such as sex, grade level, place of residence, course major and experience in entrepreneurial activities could influence students' perspective in making decision affecting their apprenticeship. The teachers' profile may have profound effect on the entrepreneurial innovations of their students.

2. It can be concluded that the persons perspective of participations for apprenticeship could be attributed borne out of the individuals' deep awareness that operates across varying degrees in shaping the individual decisions to undergo apprenticeship.

3. The variations in the assessment of apprenticeship entrepreneurship innovations may have profound effect on the persons circumstances.

4. It can be inferred that individual entrepreneurial behavior are person's intention to look for opportunities, defy risk, establish qualities to become effective even to the extent of building persistency just to reach the goal of entrepreneurial decisions.

5. In general, the need for individuals' entrepreneurial behaviors to unfold in the students would need a mentor to coax an indecisive person to consistently impact the dynamics of interaction within the context of entrepreneurial innovations.

6. Now it can be said that the theory of planned behavior, an individual's actual behavior is determined by his or her behavioral intention, and apprenticeship entrepreneurial innovation that could influence a change the entrepreneur's perception of entrepreneurship, thereby changing his or her entrepreneurial intention and behavior. Thus, it could be inferred, that the greater the intention, willingness, and capability, the greater the influence it has on the entrepreneurial behavior of the entrepreneur for apprenticeship and innovations.

4. Recommendations

4.1. Recommendations

Based on the findings and conclusions the following set of recommendations aimed at leveraging the influence to enhance entrepreneurial intentions are offered to mentors and administrators for its implementation:

1. Since the result focused on male dominance in the apprenticeship decisions, the school environment should plan for inclusive environment for equity and equality.

2. The study uncovered results that having no experience in entrepreneur arena could be a disadvantage, provisions for support through intensive orientations of pep talk may impel a person to move forward with confidence.

3. The teachers, age, sex, and highest educational attainment were found to have no effect in boosting the students' intention and willingness to build capacity for successful apprenticeship, a revisit on the role of teachers in the process could unfold underlying causes for administrators to be sensitive and responsive as well.

4. A continuous improvement in the context of entrepreneurs is fervently prayed for to be revisited.

4.2. Proposed Professional Development

4.2.1. Rationale:

This study aims to provide strong intellectual support for the implementation of apprenticeship entrepreneurial innovation in selected universities in Hunan by analyzing the impact of apprenticeship entrepreneurial innovation on innovative student behavior. As cited in the People's Forum, 2023. The huge pressure on college students to find employment has brought many problems to the operation and stability of society. Many surplus labors have become the focus of social conflicts and potential factors of instability. Although the government uses various channels and means to increase the employment of graduates, there are still great difficulties in fundamentally solving the employment problem of college students in a short period of time. This requires changing the concept of employment, turning the original "passive employment" into "active employment" in the future. It is necessary to strengthen innovation and entrepreneurial education for college students, focusing on improving entrepreneurial willingness, cultivating entrepreneurial abilities, and promoting entrepreneurial behavior. Based on the findings of this study and a lot more led to the impetus of the professional development training is proposed.

4.2.2. General Objectives:

To develop and sustain the psychological quality to be competent in entrepreneurship, cultivate their motivation and thinking to start a business, and effectively enhance students'

practical ability to start a business.

Areas of Concern	Specific Objectives	Strategies	Persons Involved	Budget (in yuan)	Time frame	Expected outcome
Entrepreneurial intentions	To raise the psychological quality of readiness for entrepreneurship	Develop comprehensive plan for experts to go back to the drawing board and plan to thresh out sensitive information on entrepreneurship.	School administrators, Department Heads, Entrepreneurial teachers	300k	At beginning of semestral classes	Improved infrastructure and maps that support entrepreneurs' consciousness
Entrepreneurial Willingness	To create a conducive environment that fosters enthusiasm and engagement from boardroom to classroom To promote interdisciplinary learning to seep into the internal fiber of consciousness for entrepreneurial re-awakening To promote exclusivity, fairness in teaching and training practice.	Conduct in-service training for faculty of entrepreneurship . Revisit policy formulation for those school personnel who are engaged and immersed in apprenticeship. To include instructional methodology and motivational techniques To identify areas for improvements in dynamic class instructiveness	Entrepreneurial teachers and senior students who are slated for scheduled practicum and apprenticeship.	300k	Monthly Monthly meeting	A n engaging teachers students Improved training learning practices And hol developme
Entrepreneurial Capability	To enhance the knowledge and skills of entrepreneurship	To conduct short term courses and panel discussion among committee members	Apprentice teachers, Senior teachers	100k	Bi-monthly	Improved training teaching practices

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