

# Entrepreneurship Course, Absorption Capacity, Personal willing, Affecting the Entrepreneurial Ability of Vocational College Students Yunnan in The People's Republic of China: Moderating the Effects of Social Experiences

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## Abstract

This paper aims 1) to study the level of satisfaction in marketing mix factors among The research objectives are 1) To study the level of Entrepreneurship Courses, Absorption Capacity, Personal Willingness, and Entrepreneurial ability of Yunnan Vocational College, People's Republic of China 2) To study the level of influence of Entrepreneurship Courses, Absorption Capacity, Personal Willingness that affects Entrepreneurial Ability and 3) To create a causal model of variables that have a causal influence on Entrepreneurship Ability of students of Yunnan Vocational College, People's Republic of China. The sample group is 380 entrepreneurs who were students at the Yunnan Provincial Vocational College. This research uses a combined research method between quantitative research and qualitative research. in quantitative research. The sample group is entrepreneurs who were students at the Yunnan Provincial Vocational College Number of samples: 380. The sample size was determined using a criterion of 20 times the observed variables. A multi-stage random sampling method was used and a questionnaire was used to collect data. Data were analyzed using structural equation modeling. The qualitative research used in-depth interviews. The main group of informants is Entrepreneurial ability of vocational college students Yunnan Number of 20 people.

The research results found that 1) Entrepreneurship Courses, Absorption Capacity, Personal Willingness and Entrepreneurial Ability of Yunnan Vocational College, People's Republic of China at a high level. 2) Entrepreneurship Course, Absorption Capacity, Personal Willingness that affects Entrepreneurial Ability of students of Yunnan Vocational College, People's Republic of China Statistically and 3). Causal models of variables that have a causal influence on Entrepreneurship Ability of Yunnan Vocational College Students, People's Republic of China The researcher developed the name EPAE Model (E- Entrepreneurship Courses, P = Personal willing, A= Absorption Capacity, E= Entrepreneurial Ability)

**Keywords:** Entrepreneurship Course, Absorption Capacity, Personal Willing, Entrepreneurial Ability

## Introduction

The current employment situation has become increasingly tense due to the superposition of multiple factors such as the COVID-19 and the great downward pressure on the economy. Taking Chinese graduates as an example, in 2021, the scale of Chinese college graduates exceeded the 9 million, an increase of 350,000 year-on-year. The number of college graduates is huge, and the employment problem is increasingly prominent (Li, 2019; Li and Sun, 2019). In the post-pandemic era, the economy is facing challenges, but innovation and entrepreneurship remain resilient in the face of change (Han, Yang and Bai, 2021). Actually, given the Chinese social development reality, specialized education, particularly the vocational education, is the key driving force to promote sustainable growth in innovation and entrepreneurship.

The factors that affect how strongly or weakly social experiences affect a person or group are referred to as moderating the impacts of social experiences. The effects of social interactions can be amplified or diminished by these moderating factors, producing varying results.

Individual characteristics include personality traits, attitudes, beliefs, values, and past experiences. For example, a person with a high sense of self-efficacy may be less affected by negative social feedback than someone with poor self-esteem.

However, when it comes to the practices in Chinese entrepreneurship education, especially entrepreneurship courses, it could be found that there are still many aspects that need to be strengthened and improved in the cultivation of innovative and entrepreneurial talents. Liu (2021) pointed out that entrepreneurship courses are still not systematic with too many entrepreneurship theatrical courses but a lack of practical courses. Zhang, Zhang and Guan (2018) proposed that the management process for developing real practical entrepreneurship education to completely meet the needs of current Chinese society is still far behind, although several studies have been carried out. An and Xu (2021) ensured that it is the education core of colleges to improve students' self-efficacy and ability of becoming self-employed.

## Objective

1. Study the level of Entrepreneurship Courses, Absorption Capacity, Personal Willingness and Entrepreneurial Ability of Yunnan Vocational College, People's Republic of China

2. Study the influence of Entrepreneurship Course, Absorption Capacity, Personal Willingness that affects Entrepreneurial Ability

3. To create a causal model of variables that have a causal influence on Entrepreneurship Ability of students of Yunnan Vocational College, People's Republic of China.

### Research hypothesis

H1: Entrepreneurship Courses have a direct influence on Absorption Capacity

H2: Entrepreneurship Courses have a direct influence on Entrepreneurial ability of vocational college students Yunnan in The People's Republic of China.

H3: Entrepreneurship Courses have a direct influence on Personal willing

H4: Personal willing have a direct influence on Entrepreneurial ability of vocational college students Yunnan in The People's Republic of China.

H5: Absorption Capacity have a direct influence on Entrepreneurial ability of vocational college students Yunnan in The People's Republic of China.

### Literature Review

**Entrepreneurship course:** Entrepreneurship courses serve as specialized lectures aimed at providing students with entrepreneurship and employment guidance. Their intention is to stimulate the independent consciousness of college students' career development and encourage them to plan their future rationally. These courses achieve this goal through the coordinated development of students' knowledge, abilities, and personalities. Let's break down this definition: **Specialized Lectures:** Entrepreneurship courses are structured educational sessions specifically focused on topics related to entrepreneurship and employment. They may cover a wide range of subjects, including business planning, opportunity identification, market analysis, financial management (Srimulyani et al., 2023), marketing strategies, and networking skills. **Entrepreneurship and Employment Guidance:** The primary purpose of entrepreneurship courses is to provide students with guidance and support in exploring entrepreneurial opportunities and preparing for future employment. These courses offer insights, resources, and practical advice to help students navigate the complexities of the job market and entrepreneurial landscape. **Stimulating Independent Consciousness:** Entrepreneurship courses aim to foster students' independent thinking and decision-making abilities regarding their career development (Craig et al., 2022).

**Entrepreneurship ability:** encompasses a diverse array of skills, traits, and competencies that enable individuals to identify, evaluate, and capitalize on entrepreneurial opportunities effectively. Covers a wide range of skills, traits, and abilities. This enables individuals to effectively identify, evaluate, and exploit entrepreneurial opportunities. To comply with this Those with strong entrepreneurial abilities will be well positioned to take advantage of these opportunities. create something new in their industry (Srimulyani et al., 2023) Entrepreneurs

(Putro & Takahashi, 2024) must be able to communicate their vision, influence others, and lead by example to cultivate a culture of creativity, responsibility and excellence

Personal willing: External factors also play a significant role in motivating individuals, providing additional incentives or rewards that encourage action. External motivators may include tangible rewards such as financial incentives, promotions, or material possessions, as well as intangible rewards such as recognition, praise, or social approval. For example, employees may be motivated to work harder and achieve success in their careers by the prospect of receiving bonuses or promotions (Melović et al., 2020)

Absorption capacity (Chi et al., 2021) is actually a common personal ability, which runs through all stages of in the field of entrepreneurship. When focusing on the absorption capacity in the field of entrepreneurship, it is actually based on individual abilities of organization members, is perceived mainly as an organizational construct (Müller et al., 2021). Absorption capacity is initially considered as the ability of a firm to recognize the value of new, external information, assimilate it, or in other words, the ability of a firm to identify, digest, utilize knowledge from the external environment (Cohen and Levinthal, 1997),

### Research methodology

This research has the following objectives: 1) to study the level of Entrepreneurship Courses, level of Absorption Capacity, level of Personal Willingness, and level of Entrepreneurial Ability of Yunnan Vocational College, People's Republic of China 2) To study the level of influence of Entrepreneurship Course, Absorption Capacity, Personal Willingness towards Entrepreneurial Ability 3) To create a causal model of variables that have a causal influence on Entrepreneurship Ability of Yunnan Vocational College Students, People's Republic of China The researcher conducted a study of 4,286 students of the Yunnan Vocational College in the People's Republic of China. The researcher selected the study based on the qualifications of those with evidence indicating that they were actually students at the said college. The researcher has established a mixed method (Mixed Methods Research).

Using quantitative research methods and qualitative research methods in order to get the strengths of each method to support the quality of the research to be reliable (Johnson & Turner, 2003). The researcher chose to use a research format combining internally supported methods (Embedded Design).

Quantitative research methods

Defining the population and sample

The population used in this research includes students of Yunnan Vocational College, People's Republic of China. The researcher conducted a study of 4,286 students of the Yunnan Vocational College in the People's Republic of China. The researchers chose to study the

qualifications of individuals who have evidence to indicate they are college students. (D. Israel, 1993)

#### Sample

The sample used in this research is the sample used for confirmatory factor analysis. (Confirmatory Factor Analysis: CFA) as well as used to test hypotheses and analyze influence paths (Path Analysis), all of which are part of the methodology of studying Structural Equation Modeling (SEM) with guidelines to determine the appropriate sample size according to the method of structural equation modeling study as follows:

Considering the number of observed variables in each potential variable applied by researchers from related research, the total number of observed variables can be calculated as follows:

Number of observed variables that are components of the latent variable. There are 3 Entrepreneurship Courses.

The number of observable variables that are components of the Absorption Capacity latent variable is 4 items.

The number of observable variables that are components of the Personal Willing latent variable is 3 items.

Number of observed variables that are components of the latent variable. Entrepreneurial Ability has 3 items.

This makes the number of observable variables used in this research before the analysis according to the procedure total 13 items.

Based on the number of observed variables, there were 13 variables. The sample size used for the confirmatory factor analysis of this research was based on the sample size determination concept based on the literature by Hair et al. (2010), which proposed an appropriate sample size for use. Confirmatory factor analysis should have a size in the range of 200 to 400 samples, or at least 10-20 samples per parameter or 5 samples per observed variable (Bentler & Chou, 1987). Natthaya Phattharapisetwong (2013) suggested that for structural equation statistical analysis, using a sample size of 300 would be considered good. And if using 500 samples is considered very good. For this research, the researcher determined the appropriate sample size to be 380 samples, excluding backup data collection and data use to check the quality and reliability of the questionnaire.

#### Data collection method

The researcher used the tools used to collect data for this research by creating a questionnaire as a tool. The resulting questionnaire will be put into form through an online data collection platform. and create a channel to connect with embedded sources of information, namely Yunnan Vocational College students, by forwarding them through social network groups that are allowed for use within the People's Republic of China. In addition, there is a survey area that collects information directly from students in the college area.

## Research Results

The sample group that collected data were mostly male, 212 people, accounting for 55.79 percent, under 30 years of age, 281 people, accounting for 73.95 percent, having marital status, 193 people, accounting for 50.79 percent, and most of them were in occupations. There are 285 employees of private organizations, accounting for 17.37 percent.

1. Results of the study at the variable level Entrepreneurship Courses, Absorption Capacity variable, Personal Willing variable, and Entrepreneur Ability variable. It was found that the Entrepreneurship Courses variable (mean value was 3.59), Absorption Capacity variable (mean value was 3.83), and Personal Willing variable (mean value was 3.84) were at a high level. As for the Entrepreneur Ability variable. (The average is 3.28) is at a moderate level.

2. The results of the analysis of the structural equation model that was developed and adjust model found that the developed structural equation model was consistent with the empirical data at a good level, with the index of harmonious as follows: CMIN/df = 2.611, GFI = 0.941, NFI = 0.944, RFI = 0.927, IFI = 0.965, TLI = 0.954, CFI = 0.964 and RMSEA = 0.065. In this regard, the relationship path between the latent variables that has occurred in the said model, all assumptions that the researcher has set are as follows.

3. From quantitative and qualitative analysis it was found that entrepreneurial ability of vocational college students Yunnan in The People's Republic of China are variables Entrepreneurship Courses Persona willing and Absorption Capacity it is developed from the structural equation of variables that affect entrepreneurial ability of vocational college students Yunnan in The People's Republic of China found a variable Entrepreneurship Courses Persona willing and Absorption Capacity directly affect entrepreneurial ability of vocational college students Yunnan in The People's Republic of China with this idea, the researchers created. model entrepreneurial ability of vocational college students Yunnan in The People's Republic of China name EPAE Model (E- Entrepreneurship Courses, P = Persona willing, A= Absorption Capacity, E= Entrepreneurial Ability)

## Research Hypothesis

Research Hypothesis 1. Entrepreneurship Courses has a positive direct effect on Absorption Capacity” The test results found that accept the hypothesis at the statistical significance level of 0.01 with a P-value lower than 0.001 with an influence weight value of 0.152 “Research Hypothesis 2. Absorption Capacity has a positive direct effect on Entrepreneur Ability” The test results found that Accepting the hypothesis at the statistical significance level of 0.01 has a P-value of 0.009 with an influence weight of 0.191. “Research Hypothesis 3. Entrepreneurship Courses has a positive direct effect on Personal Willing”

found that the hypothesis was accepted at a statistical significance level of 0.01 with a P-value lower than 0.001 with an influence weight of 0.629 “Research Hypothesis 4. Personal Willing has a positive direct effect on Entrepreneur Ability” found that the hypothesis was accepted at a statistical significance level of 0.01 with a P-value lower than 0.001 and an influence weight of 0.389. “Research Hypothesis 5. Entrepreneurship Courses has a positive direct effect on Entrepreneur Ability” found that the hypothesis was accepted at a statistical significance level of 0.01 with a P-value lower than 0.001 and an influence weight of 0.332, which from the analysis of the model Structural equations found that the variables Entrepreneurship, the Courses Absorption Capacity variable, and the Personal Willing variable together predicted influence with 45 percent accuracy.

## Discussion

1. The research results from the findings according to research objective number 1 found that the level of Entrepreneurship Courses level of Absorption Capacity and Personal Willingness level are at a high level. As for Entrepreneurial Ability level of Yunnan Vocational College, People's Republic of China. It was found to be at a moderate level. The results of the survey reveal that in terms of curriculum design and quality of Yunnan Vocational College, the format of course content is the ordering of learning content is accurate and appropriate for students in terms of both quantity and quality. This is a good thing and is the basic suitability of a good educational institution. In addition to the teaching methods and teaching methods of the instructor, it is also necessary to have good methods that are consistent with the guidelines of the curriculum that has been designed (Castro et al., 2021). Absorption capacity level, or the ability of learners to recognize and incorporate knowledge into their own learning process. which is related to the ability to perceive and process information in learning content. In addition, knowledge exchange itself is important. Knowledge absorption in educational institutions often involves creating conditions. A learning environment filled with skills. Appropriate teaching using appropriate technology and learning media creating a supportive learning culture Systematic learning and skill development of students and developing teachers or educational personnel to understand and be able to use knowledge in teaching and creating learning resources appropriately. Therefore, the absorption of knowledge in educational institutions is an important thing that helps create learning spaces. that is strong and creates valuable learning outcomes for students and the local learning community efficiently and sustainably (Garcia-Morales et al., 2020). As for the level of Personal Willing, it is still something that has a unique context for each person. From the level surveyed in this research, it was found that students and alumni of the Yunnan Vocational College, People's Republic of China. It was found to be at a high level, which is considered a good thing because the level of Personal Willing is related to educational achievement in producing personnel with knowledge as expected by the curriculum or educational institution

(Pishghadam et al. ,2023). Promoting students' "Personal Willing" in learning can be achieved by creating a neutral learning environment and creating enthusiasm for learning. Encouragement and support from teachers or people in educational institutions Creating clear and achievable goals Providing opinions and assistance in solving problems and creating opportunities for students to participate in the learning process, such as choosing subjects that are interesting or related to career paths that they are interested in, etc., in order for students to be willing and enter the learning process with stability and maximum efficiency. (Wang, 2022; Pan, 2020; Zheng et al., 2022)

Level of Entrepreneurial Ability it is an expectation of both graduates and educational institutions that want graduates to be able to apply the knowledge gained from their studies. Continue and apply it to your professional life. Students who graduate often have business abilities or Entrepreneurial Ability that are different It depends on the learning experiences, interests, and work experience gained during your studies. There may be some people who are good at creating and developing businesses because of their creativity. self-confidence and readiness to take risks Others may have strong business skills in management, planning, or leading teams. Students with good business abilities often have the creativity, determination, and strong will to build a business and make it successful. By learning and developing various business skills Including learning from real- life experiences greatly enhances business capabilities (Lv et al., 2021; Bauman & Lucy, 2021).

2. Discussion of the research results from the findings according to the second research objective, which is to study the level of influence of Entrepreneurship Courses, Absorption Capacity, Personal Willingness that has Entrepreneurial Ability results show Entrepreneurship Courses which has 3 components: Outcome, Content and Teaching Pedagogy directly affect Absorption Capacity Direct influence on Absorption Capacity This is because the design of a good learning curriculum often places great emphasis on creating intention and stimulating interest in learning among students. Teaching methods and knowledge transfer are also very important for students to absorb and receive knowledge from teachers. Teaching that is adapted according to the characteristics of the students is important. Understanding the level of knowledge, intelligence, and learning methods of students allows teachers to tailor teaching techniques to suit the needs of students appropriately. Using a variety of teaching tools such as teaching media, using technology and interesting activities, etc., help make learning fun and increase students' understanding of the content. Creating learning experiences that are connected to the life experiences of students Helps the learning content relate to the real situation of the learner. Supporting and stimulating students' enthusiasm for learning by creating a conducive learning environment and providing appropriate support, these things affect the level of knowledge absorption capacity of all students. This discussion is consistent with the literature of Peng et al., 2021;

Zadeh, Hackney and Zeng, 2022; Mahmood & Mubarik, 2020. The results show that Absorption Capacity, which has four components: Acquisition, Assimilation, Transformation, and Exploitation, has a direct influence on Entrepreneur Ability of the learner, especially the level of Absorption Capacity the higher it is, it indicates to a certain extent that the achievement of receiving knowledge from the curriculum or from studying education is at a high level. In addition, having good absorption capacity allows people in the organization to use their knowledge and experience to solve problems that arise in operations. By bringing knowledge from previous experiences to analyze and solve new problems. These things bring Helping to increase the work efficiency of individuals and the organization as a whole. Because they can apply their knowledge and experience to solve problems or carry out various operations more efficiently (Srimueang and Piatanom, 2022; Hulaikah et al., 2020; Dzhengiz & Niesten; 2020). The research found that Personal Willing has three components: Advantage, Income, and Happiness. It has a direct influence on the Entrepreneur Ability of the learner. The determination of the learner is something that comes from a driving force. Choosing a field of study or educational institution that suits each individual's interests and abilities affects the development of skills and abilities after graduation. Learning in the field that you are interested in and are talented in will strengthen your ability and readiness to enter the industry or related fields in the future. In the case of the Yunnan Vocational College's Entrepreneurship Program, it can be considered a curriculum that aims to produce personnel to become entrepreneurs. However, this still depends on the student. These are consistent with the literature of Kriss et al., 2021; Garcua-Perez et al., 2020; Weatherton & Schussler, 2021.

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