FACTORS AFFECTING INTENTION TO PARTICIPATE ENTREPRENEURIAL COURSES AMONG STUDENTS IN SICHUAN COMMUNICATIONS VOCATIONAL AND TECHNICAL COLLEGE

Luo Jie
School of Marxism, Sichuan Transportation Vocational and Technical College, China.
Corresponding author e-mail: 360869399@qq.com

Received: 23 January 2025
Revised: 24 February 2025
Accepted: 8 March 2025

Abstract

This paper aims to study the factors affecting Chinese Sichuan students' learning satisfaction with an innovative entrepreneurial course and their intention to participate. The conceptual framework puts forward the teaching method, course management, satisfaction, teaching team, course content quality, course usefulness, and intention to participate. The researchers used quantitative techniques (n=500) to survey students from Sichuan Communications Vocational and Technical College in Chengdu, Sichuan, China. Non-probability sampling includes students in software technology, big data, accounting, marketing management, and four majors in architectural engineering technology. Quota sampling can determine the sample size, facilitate data collection, and enable the distribution of questionnaires online. The investigator used the structural equation model (SEM) and confirmatory factor analysis for data analysis, including model fitting, reliability, and construct validity. The results showed that teaching methods and course administration had a significant impact on student satisfaction, teaching team, and course content quality; course usefulness also had a strong impact on student satisfaction, with satisfaction as an intermediate variable affecting students' intention to participate.

Keywords: Teaching Method, Course Management, Satisfaction, Teaching Team, Course Content Quality, Course Usefulness, Intention to Participate

Introduction

China attaches great importance to students' innovation and entrepreneurship courses. General Secretary Xi Jinping pointed out at the 19th National Congress that "innovation is the primary driving force for development and the strategic support for building a modernized economy. "On February 11, 2022, the National Development and Reform Commission, the Ministry of Education, and eight other departments also jointly issued the Notice on Implementing the Demonstration Action of Entrepreneurship and Employment to Promote College Graduates to Start Businesses and find jobs, to encourage college graduates to start businesses and find jobs in the new era. As the state attaches great importance to entrepreneurship and employment of college students, the establishment of entrepreneurship and entrepreneurship education courses in colleges and universities is not only the implementation of national policies but also the practice of new ideas of innovation and entrepreneurship education, and the key force to cultivate students' innovation and entrepreneurship ability.

Literature Review

1. Teaching Method

An important aspect of influencing students' learning effectiveness is choosing the appropriate teaching method (Bourner, 1997). Nava et al. (2005) showed that teaching methods and curriculum management are key factors in achieving student satisfaction and subsequent loyalty; therefore, select appropriate teaching methods for new students to achieve the established educational goals of the curriculum. Shea and Parayitam (2019) believe that professors' teaching tools and teaching methods are directly proportional to the relationship between learning and student satisfaction. The results showed that the teaching methods positively impacted course satisfaction and were very influential. Therefore, the investigators proposed the following hypothesis based on previous studies.

H1: Teaching method has a significant impact on satisfaction.

2. Course Administration

The study by Nava et al. (2005) showed that course management is key to achieving student satisfaction and subsequent loyalty. Scholar Walid El Ansari (2002), according to the British Institute of Higher Education, issued college students satisfaction questionnaire from course teaching, course organization and management, course learning resources six aspects of Brooks University nursing students' course satisfaction level, the influence factor of the course teaching and academic level, course learning objectives and learning style, course organization and management ability can significantly affect the students' satisfaction with the course. Filak and Sheldon (2008) in journalism professional 220 students for the survey sample, the support for teachers, students learning motivation, students 'demand satisfaction demand sequence study, the results show that the curriculum, the implementation of the curriculum,

teachers' teaching behavior and the control of the classroom ability, students' learning motivation and enthusiasm will affect students of journalism learning.

H2: Course administration has a significant impact on satisfaction.

3. Teaching Staff

Nava et al. (2005) suggested that the teaching staff element is also a potential determinant of student satisfaction. In this respect, the elements grouped in this dimension refer to the quality and effectiveness of guidance. Shea and Parayitam (2019) reported that learning, teaching dedication, course content, teacher participation, and teaching methods were positively correlated with student satisfaction. A significant positive correlation existed between the professor's dedication and student satisfaction. Therefore, the investigators proposed the following hypothesis based on previous studies.

H3: Teaching staff has a significant impact on satisfaction.

4. Course Content Quality

Shea and Parayitam (2019) results showed that course content was significantly positively associated with student satisfaction. Cheng et al. (2020) results show that students' perceptions of interaction, course content quality, and course design quality significantly affect the usefulness, confirmation, and satisfaction with cloud-based e-learning systems, and that these perceptions, in turn, directly or indirectly influence their intention to continue using the system.

H4: Course content quality has a significant impact on satisfaction.

5. Course Usefulness

Usefulness refers to a user's belief that a system can improve performance (Davis, 1989). Venkatesh et al. (2003) note that usefulness is key to adoption and post-adoption behaviors. It can positively influence user satisfaction (Davis, 1989). Guo and Stevens (2011) describe usefulness as the degree to which a system effectively performs tasks. Integrating appropriate IT systems into the learning process can enhance perceived usefulness and improve problem-solving skills (Giannakos et al., 2016; Liaw, 2008). In the context of innovation and entrepreneurship courses, if learners find the content useful, they are more likely to engage and continue using the course, influencing their entrepreneurial behavior. Thus, the perceived usefulness of a course is a key factor that impacts learner satisfaction. Based on this, the following assumptions are made:

H5: Course usefulness has a significant impact on satisfaction.

6. Satisfaction

Hsu et al. (2019) pointed out that students 'satisfaction with course teaching is an important indicator of teaching quality and an important factor affecting students' learning effect and willingness to continue learning. (Kangas et al., 2017) noted that course satisfaction can be defined as a sense of achievement generated from a learner's participation in a particular course or activity. Baltagi (2001) proved that users who are satisfied with a particular

technology will continue to use it. Customer satisfaction occurs when a technology-related product or service is delivered in a way that meets consumer expectations.

H6: Satisfaction has a significant impact on intention to participate.

7. Intention to Participate

Ajzen's (1987) theory of planned behavior also states that when people engage in a specific behavior, they will consider the external environment to support their behavior. Scholar Ajzen (1991) noted that an individual's behavioral intention can predict any behavior that requires a plan. Krueger and Brazeal (1994) believe that self-efficacy can predict entrepreneurial achievement and argue that the development of entrepreneurial intention can overcome the obstacles to entrepreneurship. Liñán and Chen (2009) established a model of intention to participate based on the theory of planning behavior, one of the most widely used models of intention to participate.

Research Framework

The conceptual framework of this study is based on the planned behavior theory, the technical acceptance model, the expectation confirmation theory, and the American Customer Satisfaction Model. Based on this we developed a conceptual framework for this study, including teaching method, course administration, satisfaction, teaching team, course content quality, course usefulness, and intention to participate, as shown in Figure 1:

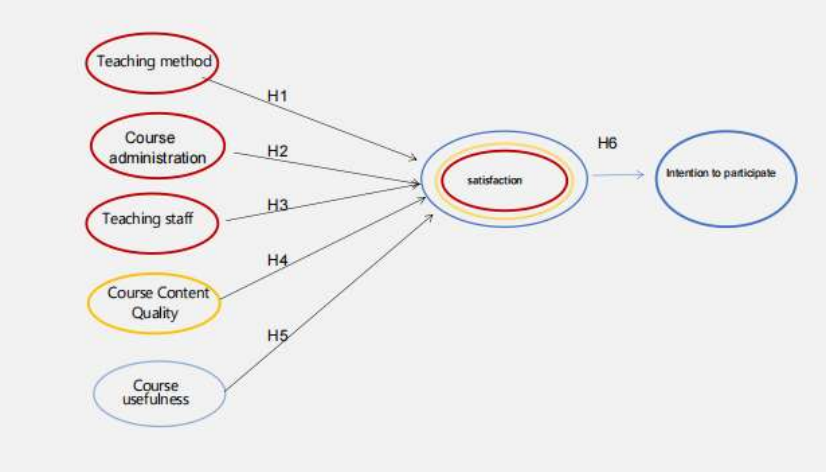


Figure 1 Conceptual Framework

The hypotheses of the research variables based on the conceptual framework are;

H1: Teaching method has a significant impact on satisfaction.

H2: Course administration has a significant impact on satisfaction.

H3: Teaching staff has a significant impact on satisfaction.

H4: Course content quality has a significant impact on satisfaction.

H5: Course usefulness has a significant impact on satisfaction.

H6: Satisfaction has a significant impact on intention to participate.

Research Methodology

The researchers used a quantitative non-probability sampling method to distribute an online questionnaire to higher vocational students from Sichuan, China, specifically from Sichuan Communications Vocational and Technical College. Participants who had studied innovation and entrepreneurship courses volunteered. The questionnaire, consisting of three sections, measured six hypotheses using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and collected demographic data. The IOC index results from three experts were above 0.5. A pilot test with 50 respondents confirmed reliability, with and Cronbach's alpha above 0.7. After distributing the questionnaire, 500 valid responses were analyzed using SPSS AMOS, with confirmatory factor analysis (CFA) and structural equation modeling (SEM) to test validity and convergence.

1. Population and Sample Size

The process of data screening ensures that the target population is suitable. These four majors are students majoring in software technology, big data and accounting, marketing management, and architectural engineering technology as case studies. Kline (2011) recommends that the sample size for a structural equation model be at least 200 respondents. In this study, 575 responses were returned and screened to remove both extreme and missing values, yielding 500 responses.

2. Sampling Techniques

This study used multistage sampling techniques, including judgment, stratified random, and convenience sampling.

Results and Discussion

1. Demographic Information

The demographic information collected from the participants was about the gender of the students and the grade level they were taught (Van Veen & Sleegers, 2009).

Table 1 Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	390	78%
	Female	110	22%
Innovation and entrepreneurship courses: Experience	About 1 year	350	70%
	About 2 years	125	25%
	More than 3 years	25	5%

The first group contained 390 males (78%) and 110 females (22%) subjects. They all have over a year of experience learning Chinese innovation and entrepreneurship courses. They volunteered to participate in the questionnaire survey of this study. Their feedback data contributed to this study, which examined college students' satisfaction and intention to participate in Sichuan, China. Because the research objects of this study are all engineering schools, the male group of entrepreneurs in data collection in the whole society is far higher than the female group, and the awareness of entrepreneurship and the probability of success are higher.

2. Confirmatory Factor Analysis (CFA)

A confirmatory factor analysis (CFA) was used for each variable in the conceptual framework of this study. The measurement results showed significance for all scale items for each variable. Furthermore, the factor loadings for each scale item were acceptable, indicating that the conceptual framework of this study can be well-fitted.

Table 2 Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Latent Variables	Source of Questionnaire	No. of Items	Cronbach's Alpha	Factors Loading	CR	AVE
Teaching Method (TM)	Bourner (1997)	3	0.890	0.834-0.879	0.891	0.731
Course Administration (CA)	Nava et al. (2005)	3	0.879	0.836-0.849	0.88	0.709
Satisfaction (SA)	Kangas et al. (2017)	4	0.913	0.829-0.881	0.913	0.726
Teaching Staff (TS)	Nava et al. (2005)	3	0.885	0.837-0.867	0.886	0.721
Course Content Quality (CCQ)	Shea and Parayitam (2019)	3	0.890	0.848-0.878	0.891	0.731
Course Usefulness (CU)	Venkatesh et al. (2003)	3	0.912	0.824-0.868	0.913	0.723
Intention to participate (IP)	Ajzen (1987)	4	0.915	0.829-0.874	0.915	0.729

Source: Created by the author.

Table 2. shows all of these values. All factor loading values in this study were greater than 0.30, all p-values were less than 0.05, all structural confidence was greater than 0.70,

and the mean-variance of all extractions was greater than 0.50. These estimates are all important.

Table 3 Goodness of Fit for Measurement Model

Index	Acceptable Values	Statistical Values After Adjustment
CMIN/df	<5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	237.749/231 or 0.366
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.964
AGFI	≥0.80 (Sica & Ghisi, 2007)	0.953
NFI	≥0.80 (Wu & Wang, 2006)	0.971
CFI	≥ 0.80 (Bentler, 1990)	0.999
TLI	≥ 0.90 (Hair et al., 2006)	0.999
RMSEA	< 0.08 (Hu & Bentler, 1999)	0.008
Model summary		**Acceptable Model Fit**

Note: CMIN/DF = the ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index, and RMSEA = root mean square error of approximation

Table 3 shows the square root of the extracted level differences, and these values indicate that the correlation of all variables in this study is appropriate. This study used the CFA test model-fitting indicators for the GFI, AGFI, NFI, CFI, TLI, and RMSEA.

Table 4 Discriminant Validity

	TM	CA	SA	TS	CCQ	CU	BI
TM	**0.855**						
CA	0.193	**0.842**					
SA	0.325	0.245	**0.852**				
TS	0.261	0.344	0.242	**0.849**			
CCQ	0.275	0.272	0.327	0.178	**0.855**		
CU	0.209	0.303	0.257	0.334	0.183	**0.850**	
IP	0.330	0.223	0.282	0.277	0.336	0.188	**0.854**

Note: The diagonally listed value is the AVE square roots of the variables.

Table 4 shows this study's convergent and discriminant validity. These two values have been verified as acceptable. All measurements verify the validity of the structural model estimated in this paper.

3. Structural Equation Model (SEM)

Awang (2012) suggested that the measured chi-square/degree of freedom (CMIN / DF) ratio is less than 5.00, which is also supported by Al-Mamary and Shamsuddin (2015). According to Sica and Ghisi (2007), both AGFI and NFI are greater than 0.80. Bentler (1990) considered the CFI to be greater than 0.80. Hair et al. (2006) said a TLI was greater than 0.90. Hu and Bentler (1999) considered the RMSEA to be less than 0.08.

Table 5 Goodness of Fit for Measurement and Structural Model

Index	Acceptable Values	Statistical Values After Adjustment
CMIN/df	<5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	548.299 / 224or 2.448
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.898
AGFI	≥0.80 (Sica & Ghisi, 2007)	0.874
NFI	≥0.80 (Wu & Wang, 2006)	0.928
CFI	≥ 0.80 (Bentler, 1990)	0.956
TLI	≥ 0.90 (Hair et al., 2006)	0.950
RMSEA	< 0.08 (Hu & Bentler, 1999)	0.054
Model summary		**Acceptable Model Fit**

Note: CMIN/DF = the ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index, and RMSEA = root mean square error of approximation

In Table 5, the researchers performed SEM calculations using SPSS AMOS version 26 and adjusted the model. The results of the fitting indicators in this study showed that the fit was good. CMIN/df = 3.849, GFI = 0.899, AGFI = 0.874, NFI = 0.928, CFI = 0.956, TLI = 0.950 and RMSEA = 0.054.

4. Hypothesis Testing Result

The study model is significance based on each variable's regression weights and r^2 variance. Table 6 shows the calculation results. These results support all of this study's hypotheses: satisfaction (β =0.247), course management (β =0.103), teaching staff (β =0.096), course content quality (β =0.265), course usefulness (β =0.138), and intention to participate (β =0.322).

Table 6 Hypothesis Results of the Structural Equation Model

Hypothesis	(β)	t-value	Result
H1: SA → TM	0.247	5.132*	Supported
H2: SA → CA	0.103	2.162*	Supported
H3: SA → TA	0.096	2.021*	Supported
H4: SA → CCQ	0.265	5.497*	Supported
H5: SA → CU	0.138	2.956*	Supported
H6: IP → SA	0.322	6.511*	Supported

Note: * $p<0.05$

Source: Created by the author

Based on the results in Table 6, the researchers concluded that establishing H1 showed that the teaching method is one of the key drivers of satisfaction, with a standard coefficient value of 0.247. The establishment of H2 shows that course management is one of the key drivers of satisfaction, with a standard coefficient value of 0.103. The establishment of H3 shows that the teaching team is one of the key drivers of satisfaction, with a standard coefficient value of 0.096 on its structural path. Establishing H4 shows that course content quality is one of the key drivers of satisfaction, with a standard coefficient value of 0.265 on its structural path. The establishment of H5 suggests that course usefulness is one of the key drivers of satisfaction, with a standard coefficient value of 0.138 on its structural pathway. Establishing H6 shows that satisfaction is one of the key drivers of intention to participate, with a standard coefficient value of 0.322 on its structural path.

Conclusions, Recommendations, Limitations and Future Research

1. Conclusions

This study aims to comprehensively analyze the factors affecting college students' satisfaction and intention to participate in entrepreneurship courses. In China, General Secretary Xi Jinping pointed out at the 19th National Congress that "innovation is the primary driving force for development and the strategic support for building a modernized economy. “On February 11, 2022, the National Development and Reform Commission, the Ministry of Education, and eight other departments also jointly issued the Notice on Implementing the Demonstration Action of Entrepreneurship and Employment to Promote College Graduates to Start businesses and find jobs, to encourage college graduates to start businesses and find jobs in the new era. As the state attaches great importance to the entrepreneurship and employment of college students, the establishment of entrepreneurship and entrepreneurship education courses in colleges and universities is not only the implementation of national policies but also the practice of new ideas of innovation and

entrepreneurship education, and also the key force to cultivate students' innovation and entrepreneurship ability. Therefore, it is necessary to study in-depth the satisfaction and intention to participate that affect students learning innovative entrepreneurship courses. This study proposed six hypotheses that explored the relationship between these factors. The target population of this study is higher vocational students of Sichuan Communications Vocational and Technical College, who all studied innovation and entrepreneurship courses. This paper conducts an in-depth survey of students in four majors in China Sichuan Communications Vocational and Technical College. It collects a questionnaire survey of 500 college students from this school. We analyzed the data obtained from these questionnaire responses. The analysis of these data supports the conceptual framework of this study.

Based on previous related studies, we used satisfaction as a mediating factor influencing students' learning of innovation and entrepreneurship courses (Bartleet, 2001). The 500-point sample data for this study were analyzed. The conceptual framework of this study supported the project factor structure of this study. The CFA confirmed the study's factor structure and the validation model's applicability, and the relevant data is a reasonable fit (West, 2002). Data collected from the 500 questionnaires passed the confirmatory factor analysis CFA measure. These results indicate that the conceptual model of this study holds through the validity and reliability tests. The test results for convergent validity (composite reliability, Cronbach's alpha), factor loadings, mean-variance extraction analysis, and discriminant validity supported the study's concept (Steigenberger, 2015). This study used the structural equation model (SEM) to analyze the factors influencing satisfaction and intention to participate. These results suggest that the research hypotheses presented here are valid. They supported all six study hypotheses.

The results show that, first of all, the teaching method, course management, teaching team, course content quality, and course usefulness directly affect the satisfaction of the course and indirectly affect the college students' intention to participate. This is the operating mechanism found in this study. This quantitative study provides further support and a foundation for implementing curricular policies on innovation and entrepreneurship in China. It also provides new ideas for implementing innovative entrepreneurship courses in China to facilitate the optimal allocation of relevant policies and resources.

2. Recommendations

Based on the findings of this paper, we recommend the following points. First, the curriculum structure can be optimized by developing targeted curriculum management and teaching methods to enhance students' intention to participate. For example, establish a more effective long-term management mechanism or strengthen entrepreneurial practice activities to improve the success rate of student entrepreneurship. Secondly, it is suggested that the teaching team regularly conduct training or salon activities, adapt the course to changing circumstances and policies, and improve the course's teaching quality. The teaching

team can use the Internet to guide students in starting their businesses. Finally, innovative entrepreneurship courses provide a feasible set of student feedback mechanisms with timely improvements in course content quality. On this basis, the innovation and entrepreneurship course are combined with optimizing the training knowledge of higher vocational students. It continuously enhances the feedback, which creates a good learning effect for students and lays a good foundation for their entrepreneurship.

3. Limitations and Future Research

The limitation of this study is that the variables were at the individual level, and the data measuring these variables came from a centralized period (Glick, 1985). College students providing these data came from specific schools. It would be useful to include variables similar to this study in future studies, using a longitudinal or experimental design and consistently collecting data at different time points, which will further the study.

References

Ajzen, I. (1987). Attitudes, traits, and actions: Dispositional predictions of behavior in personality and social psychology. *Advances in Experimental Social Psychology, 20,* 1-63. https://doi.org/10.1016/s0065-2601(08)60411-6

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179-211. https://doi.org/10.1016/0749-5978(91)90020-T

Al-Mamary, Y. H., & Shamsuddin, A. (2015). Testing of the technology acceptance model in context of Yemen. *Mediterranean Journal of Social Sciences, 6*(4 Suppl. 1), 268–275. https://doi.org/10.5901/mjss.2015.v6n4s1p268

Awang, Z. (2012). *Research methodology and data analysis* (2nd ed.). UiTM Press.

Baltagi, B. (2001). *Econometric analysis of panel data* (2nd ed.). John Wiley & Sons.

Bartleet, K. R. (2001). The relationship between training and organizational commitment: A study in the health care field. *Human Resource Development Quarterly, 12*(4), 335-352. https://doi.org/10.1002/hrdq.1030

Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin, 107*(2), 238–246. https://doi.org/10.1037/0033-2909.107.2.238

Bourner, T. (1997). Education + training. *Education + Training, 39*(9), 344–348. https://doi.org/10.1108/00400919710182245

Cheng, Y., Canuto, V. M., Howard, A. M., Ackerman, A. S., Kelley, M., Fridlind, A. M., Schmidt, G. A., Yao, M. S., Del Genio, A., & Elsaesser, G. S. (2020). A second-order closure turbulence model: New heat flux equations and no critical Richardson number. *Journal of the Atmospheric Sciences, 77*(8), 2743–2759. https://doi.org/10.1175/JAS-D-19-0240.1

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319-340. https://doi.org/10.2307/249008

El Ansari, W. (2002). Student nurse satisfaction levels with their course: Part 2—Effects of academic variables. *Nurse Education Today, 24*, 176-183. https://doi.org/10.1016/S0260-6917(02)00113-1

Filak, V. F., & Sheldon, K. M. (2008). Teacher support, student motivation, student need satisfaction, and college teacher course evaluations: Testing a sequential path model. *Educational Psychology, 28*(6), 669-684. https://doi.org/10.1080/01443410802207496

Giannakos, M. N., Krogstie, J., & Aalberg, T. (2016). Video-based learning ecosystem to support active learning: Application to an introductory computer science course. *Smart Learning Environments, 3*(1), 11. https://doi.org/10.1186/s40561-016-0035-3

Glick, W. (1985). Conceptualizing and measuring organizational and psychological climate: Pitfalls in multilevel research. *Academy of Management Review, 10*(3), 601-616. https://doi.org/10.5465/amr.1985.4279020

Guo, Z., & Stevens, K. J. (2011). Factors influencing perceived usefulness of wikis for group collaborative learning by first-year students. *Australasian Journal of Educational Technology, 27*(2), 221-242. https://doi.org/10.14742/ajet.971

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.). Pearson Prentice Hall.

Hsu, H.-C. K., Wang, C., & Levesque-Bristol, C. (2019). Reexamining the impact of self-determination theory on learning outcomes in the online learning environment. *Education and Information Technologies, 24*(1), 1-16. https://doi.org/10.1007/s10639-019-09863-w

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*(1), 1–55. https://doi.org/10.1080/10705519909540118

Kangas, M., Koskinen, A., & Krokfors, L. (2017). A qualitative literature review of educational games in the classroom: The teacher's pedagogical activities. *Teachers and Teaching: Theory and Practice, 23*(4), 451–470. https://doi.org/10.1080/13540602.2016.1206523

Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). Guilford Press.

Krueger, N., & Brazeal, D. (1994). Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship Theory and Practice, 18*(3), 91-104. https://doi.org/10.1177/104225879401800307

Liaw, S.-S. (2008). Investigating students' perceived satisfaction, behavioral intention, and effectiveness of e-learning: A case study of the Blackboard system. *Computers & Education, 51*(2), 864-873. https://doi.org/10.1016/j.compedu.2007.11.004

Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship: Theory and Practice, 33*(3), 593-617. https://doi.org/10.1111/j.1540-6520.2009.00318.x

Nava, S., Gregoretti, C., Fanfulla, F., Squadrone, E., Grassi, M., Carlucci, A., Beltrame, F., & Navalesi, P. (2005). Noninvasive ventilation to prevent respiratory failure after extubating in high-risk patients. *Critical Care Medicine, 33*(11), 2465–2470. https://doi.org/10.1097/01.ccm.0000186416.44752.72

Shea, C. M., & Parayitam, S. (2019). The impact of culture on entrepreneurship: A study of entrepreneurial intentions and behaviors in China and the U.S. *Journal of International Business Studies, 50*(4), 608-629. https://doi.org/10.1057/s41267-019-00241-3

Sica, C., & Ghisi, M. (2007). The Italian versions of the Beck Anxiety Inventory and the Beck Depression Inventory-II: Psychometric properties and discriminant power. In M. A. Lange (Ed.), *Leading-edge psychological tests and testing research* (pp. 27-50). Nova Science Publishers.

Steigenberger, N. (2015). Emotions in sensemaking: A change management perspective. *Journal of Organizational Change Management, 28*(3), 432-451. https://doi.org/10.1108/JOCM-05-2014-0101

Van Veen, K., & Sleegers, P. (2009). Teachers' emotions in a context of reforms: To a deeper understanding of teachers and reforms. In P. A. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teachers' lives* (pp. 233-251). Springer. https://doi.org/10.1007/978-1-4419-0564-3_15

Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly, 27*(3), 425-478. https://doi.org/10.2307/30036540

West, M. A. (2002). Sparkling fountains or stagnant ponds: An integrative model of creativity and innovation implementation in work groups. *Applied Psychology, 51*(3), 355-387. https://doi.org/10.1111/1464-0597.00989

Wu, J., & Wang, Y. (2006). What drives mobile commerce? An empirical evaluation of the revised technology acceptance model. *Information & Management, 43*(5), 537-550. https://doi.org/10.1016/j.im.2006.03.003