

Gender Difference of Students' Entrepreneurship Views in Higher Vocational College in China

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ABSTRACT: *Entrepreneurship has been an important research topic worldwide in recent years. In order to improve economic efficiency and employment level, more and more countries begin to attach importance to the development of entrepreneurship education, hoping to establish young people's entrepreneurship concept, guide and help them to start a business. The purpose of this study is to investigate the gender difference in entrepreneurship view of students in higher vocational college in China. A descriptive research design was employed in this quantitative study. The sample are 400 students (200 females, 200 males) from a higher vocational college in Guangdong Province, China. The researcher distributed questionnaire which consists of five parts (views on entrepreneurship education, personal attitude towards entrepreneurship, social norms in entrepreneurship, perceived behavioral control in entrepreneurship and entrepreneurial intention) to investigate students' entrepreneurship views. Prior to the actual study a pilot test was conducted to obtain the reliability of the questionnaire. SPSS Program for Windows version 25 was used to analyze the data (Independent samples t-test). The findings of this study show that female college students have significantly lower views in these five areas than male college students. This study has crucial practical implication as it suggests that more attention and efforts should be made to provide a more suitable learning environment for female college students to enhance their entrepreneurship education.*

Keywords: *Entrepreneurship Views, Entrepreneurship Education, Entrepreneurial Intention, Higher Vocational College student, Gender.*

I. Introduction

The development of entrepreneurial economies is an important factor to sustain growth of the global economy. As early as 1947, Harvard Business School opened the first course "New Business Management" to develop entrepreneurship education system which comprehensively improve the entrepreneurial ability of college students and provide continuous vitality for the development of American society (Zhao, 2019). Entrepreneurship plays a positive role in national economic and social development and is valued by more and

more countries. In September 2014, Chinese Premier Li Keqiang delivered a speech of “Mass entrepreneurship and innovation” at the *Summer Davos Forum*, it can be seen that entrepreneurship plays a decisive role in promoting social and economic development of a country and solve the employment problem (Zhang, Duysters & Cloudt, 2013).

At present, entrepreneurship education is widely carried out in Chinese colleges and universities, aiming at improving students' entrepreneurial views and ability through entrepreneurship education, thus providing support for the formation of comprehensive entrepreneurship among undergraduates. Research on entrepreneurship education in higher vocational colleges in China is very limited. Therefore, current research on entrepreneurship views of higher vocational college students is helpful to provide theoretical and empirical basis for entrepreneurship education of higher vocational colleges. It is hoped that the findings of this research will promote entrepreneurial intention and guide the practical activities of innovation and entrepreneurship education of higher vocational college students.

In recent years, gender differences in entrepreneurship have attracted more and more scholars' attention. Studies have found that men have higher entrepreneurial intentions than women (De Wit & Van Winden, 1989; Crant, 1996; Peng & Lu, 2013). Whether this result is consistent with that of the college student population is somewhat debatable. Deng's (2019) study on 208 male and 230 female students showed that males have higher average scores in entrepreneurship education, entrepreneurial intention and entrepreneurial behavior than females. According to the study by Li, Qi, Yang and Li (2018) there was no significant difference between men's and women's views on entrepreneurship education in five universities in China. Studies on entrepreneurship education are more carried out at university level compared to vocational colleges. Therefore this study aims to fill the gap on entrepreneurship education in higher vocational college in China.

1.1 Research Hypothesis:

Six hypotheses were formulated and tested in this study.

Ho1: There is no significant difference in higher vocational college students' mean scores for entrepreneurship views according to gender.

Ho2: There is no significant difference in higher vocational college students' mean scores for entrepreneurship education according to gender.

Ho3: There is no significant difference in higher vocational college students' mean scores for personal attitude towards entrepreneurship according to gender

Ho4: There is no significant difference in higher vocational college students' mean scores for social norms in entrepreneurship according to gender.

Ho5: There is no significant difference in higher vocational college students' mean scores for perceived behavioral control in entrepreneurship according to gender.

Ho6: There is no significant difference in higher vocational college students' mean scores for entrepreneurial intention according to gender.

II. Literature Review

The research on college students' entrepreneurship in China and abroad mainly focuses on the influence of various factors on college students' entrepreneurship. Among them, the research on entrepreneurial intention and entrepreneurial education is a popular direction, so this paper mainly explores the entrepreneurial views of higher vocational college students from these two directions. In addition, the influence of personal

factors on college students' entrepreneurship has always been the focus of research, so this paper chooses the influence of gender on higher vocational college students' entrepreneurial views to explore. Therefore, the literature review is mainly carried out from the following two aspects, namely dimensions of entrepreneurial view and studies related to entrepreneurial view according to gender.

3.1. Dimensions of Entrepreneurial View

According to Huang (2014) the concept of entrepreneurial view refers to people's views and attitudes towards starting their own businesses. It governs the attitude of entrepreneurs towards entrepreneurial activities and defines the direction and intensity of their attitudes. The research on entrepreneurial view mainly focuses on two aspects. One is to study entrepreneurial intention based on the Theory of Planned Behavior proposed by Ajzen (1991). This theoretical model uses three variables: personal attitude, social norms and perceived behavioral control to explain intention (Ajzen, 1991, 2001, 2002, 2011). Ajzen's theory has been widely used in the study of entrepreneurship among students (Krueger & Carsrud, 1993; Liñán & Chen, 2009). Personal attitude towards entrepreneurship refers to an individual's idea of entrepreneurship, which will affect his or her motivation to participate in and execute entrepreneurial behavior. Social norms in entrepreneurship refers to the fact that individuals are influenced (expected, supported, etc.) by important people around them, such as family members and friends, to decide whether to start a business. Perceivable behavior control in entrepreneurship is the individual's judgment of his or her ability to control the whole entrepreneurship actions and the degree of difficulty in taking it. Finally, there are many definitions for entrepreneurial intention. In summary, it refers to the strong belief that an individual is likely to carry out entrepreneurial practice in the future, which can promote a person to carry out entrepreneurial activities.

On the other hand most researches mainly focus on entrepreneurship education. Moses and Izedonmi (2010) believe that the purpose of entrepreneurship education is to cultivate people's entrepreneurial passion and improve their entrepreneurial skills, so as to help them reduce their entrepreneurial risks. Zhao (2019) believes that entrepreneurship education is a process of cultivating students' entrepreneurial consciousness through the combination of curriculum education and practical education, effectively enhancing their entrepreneurial skills and intention through mastering entrepreneurial theoretical knowledge and practical application activities. Studies on entrepreneurship education are mainly divided into two categories: one is about how to set the content of entrepreneurship education, that is, what knowledge system should be included in entrepreneurship education and which teaching methods are more effective. The second category mainly aimed at the evaluation of entrepreneurship education, which measures the impact of entrepreneurship education on students' entrepreneurial behavior, entrepreneurial intention, entrepreneurial ability and entrepreneurial performance.

Therefore, this research focuses on higher vocational college students' entrepreneurial views is mainly divided into the following aspects: their views of entrepreneurship education, their personal attitude towards entrepreneurship, their views of social norms in entrepreneurship, their perceived behavioral control in entrepreneurship and their entrepreneurial intention.

3.2. Studies related to Entrepreneurial View according to gender

Gender, as an important part of personal characteristics, is often used as an independent variable in the literature on entrepreneurship (Sullivan & Meek, 2012). Women themselves do not agree with entrepreneurship and believe that entrepreneurship is the main leading domain of the male (de Bruin, Brush, & Welter, 2006). Study by Ajzen (2001, 2002) showed that female's attitude towards entrepreneurship is significantly less positive than that of male. Female have negative entrepreneurial attitudes and are more inclined to choose stable

employees (Fielden, Davidson, Dawe, & Makin, 2003). Men have more positive attitude towards entrepreneurship and were slightly more willing to start a business than women (Strobl, Kronenberg, & Peters, 2012). Yordanova and Tarrazon (2010) conducted a study of Bulgarian university students found that female students showed lower personal attitudes, lower supportive subjective norms and lower perceived behavioral control towards entrepreneurship, and were less willing to start a business than their male counterparts. On the other hand, women tend to avoid starting a business because of their lack of necessary abilities (Koellinger, Minniti, & Schade, 2007, Chen, Greene, & Crick, 1998), and their fear of failure in starting a business is higher than that of men (Shapero & Sokol, 1982). Sidanius and Pratto (2001) believed that male are more independent and believed in themselves when making entrepreneurial decisions, while female would rely on the opinions of important family members and friends when making key decisions. Due to the influence of social norms, the number of female students choosing entrepreneurship courses are less than that of male students and they think entrepreneurship courses are not suitable for them (Menzies & Tatroff, 2006).

Students' views towards entrepreneurial education were difference according to gender (Petridou, Sarri, & Kyrgidou, 2009). Males are generally found to be more interested in entrepreneurship education than females because males have a greater entrepreneurial intention to launch their new business than females in different geographical regions (Yordanova & Tarrazon, 2010; Zhao, Seibert & Hills, 2005). Subsequently, the number of female entrepreneurs is smaller than that of men (Karimi, Biemans, Lans, Chizari, & Mulder, 2014). The effect of gender on perceived behavioral control in entrepreneurship and consequently on entrepreneurial intention was highlighted in different studies. Some studies found that females are less frequently perceive themselves as entrepreneurs due to the lack of perceived behavioral control in entrepreneurship (BarNir, Watson & Hutchins, 2011; Wilson, Kickul & Marlino, 2007).

Study by Venkatapathy and Pretheeba (2014) of Indian students showed that males and females are considered to be significantly different in terms of social norms, attitudes and entrepreneurial intentions, while females may be affected by influence of the traditional social norms and have lower levels of entrepreneurial intentions. A study by the European Commission (2012) on graduates' entrepreneurship programs showed that female had lower perceived behavioral control in starting businesses than their male counterparts. Peng and Lu (2013) conducted a study among 1,241 male and 769 female students from nine universities in Xi'an, China. Their findings indicated that there was a significant difference in entrepreneurial intention between male and female college students, and male college students' entrepreneurial intention is significantly higher than female college students.

The study of Zhang et al. (2013) provides some evidence for the influence of gender on entrepreneurship education and entrepreneurial intention. They find that among female and male who receive the same entrepreneurship education, male is more willing to start a business than female. Gerba (2012) conducted a study on 236 engineering and business graduates from two universities in Ethiopia and found that male students' entrepreneurial intention was significantly higher than that of female students. Jiang, Li, and Huang's (2017) surveyed 276 undergraduates in Peking University on their entrepreneurial intention. Their findings showed that male undergraduates have a higher intention to start their own business than female undergraduates. Deng's (2019) carried out a research in five higher vocational colleges in three cities in southwest China. The results revealed that there were significant differences between male and female students in their entrepreneurship education, entrepreneurial intention and perception ability. In addition, the male students were found to be more sensitive than female students in all the three dimensions. He believes that the reason for this may be that male have stronger entrepreneurial education initiative and demand than female, and are more willing to take risks.

III. Methodology

In this study, descriptive research design is employed. The population is about 8,000 second year students, aged between 18 to 20 years old and have taken at least one of entrepreneurship courses provided by the college. The sample are 400 higher vocational college students (200 females and 200 males) from Guangdong Polytechnic Science and Technology in Zhuhai, Guangdong Province, China. Purposive sampling was used to select 400 samples for this study.

The data of this study was collected through a questionnaire adopted from previous studies of Liñán & Chen (2009). The questionnaire contains five parts, namely entrepreneurship education (5 items), personal attitude of entrepreneurship (5 items), social norm in entrepreneurship (8 items), perceived behavior control in entrepreneurship (6 items), entrepreneurial intention (5 items) and used a 7-point Likert Scale.

The researcher also did a pilot test among 60 students to obtain the reliability of the instrument. The reliability of the questionnaire was tested using Cronbach's Alpha and the value of Alpha was 0.930, which indicated that the questionnaire was highly reliable, and could be used in the study (Sekaran & Bugie, 2016). The students' questionnaires (quantitative data) were analyzed using the Statistical Package for the Social Sciences (SPSS). The data was analyzed using descriptive statistics (Mean and Standard Deviation) and the inferential statistics (Independent Samples t-test).

IV. Results and Discussion

Ho1: There is no significant difference in higher vocational college students' mean scores for entrepreneurship views according to gender.

This part analyzes the difference in the students' mean scores for their views of entrepreneurship between the male and female. The data was collected (using questionnaire) from 400 students, 200 males and 200 females. The overall scores for entrepreneurship views were obtained by summing up the scores for the following 5 parts: entrepreneurship education, personal attitude towards entrepreneurship, social norms in entrepreneurship, perceived behavioral control in entrepreneurship and entrepreneurial Intention. Then averaged overall scores was used to obtain students' mean scores for their entrepreneurship views. The results for students' mean scores for their views of entrepreneurship are shown in Table 1.

Table 1 *Comparison of the student's mean scores for their entrepreneurship views according to gender*

Group	N	Mean	Std. Deviation	Mean Difference	t-value	df	p-value
Male	200	5.36	.663				
Female	200	4.90	.666	.464	6.984	398	.000

Level of significance is at $p < 0.05$

Table 1 indicates the mean scores of the male and female students in their entrepreneurship views. The mean score for the male students is higher (Mean=5.36, SD=.663) than the female students (Mean=4.90, SD=.666). Findings from the independent samples t-test revealed that there is a significant difference in the mean scores for their views of entrepreneurship between the male students and female students (Mean Difference=.464, $t = 6.984$, $df = 398$, $p = 0.000$). Therefore, the findings reject null hypothesis 1. The findings clearly indicate that the

male students views on entrepreneurship are significantly higher than the female students. These findings are parallel to findings by Shahriar (2018) which indicated that females' views on starting their own business is lower than male. In addition, These findings are consistent with previous researches of Chen et al. (1998) which showed that females are less likely than males to think of success in starting a business, and more likely to worry about their skills insufficient and failure in business. Current findings are also consistent with results by Ajzen (2001) which indicated that that female's views towards entrepreneurship is significantly less positive than males.

Ho2: There is no significant difference in higher vocational college students' mean scores for entrepreneurship education according to gender.

This part analyzes students' mean score for their views of entrepreneurship education between the male and female. The results of 400 students' mean scores for entrepreneurship education are shown in Table 2.

Table 2 Comparison of the mean scores for entrepreneurship education between male and female students

Group	N	Mean	Std. Deviation	Mean Difference	t-value	df	p-value
Male	200	5.72	.693				
Female	200	5.14	.744	.576	8.009	398	.000

Level of significance is at $p < 0.05$

Table 2 shows the mean scores of male and female students' on entrepreneurship education. The mean score for the male students is higher (Mean=5.72, SD=.693) than the female students (Mean=5.14, SD=.744). Findings from the independent sample t-test indicate that there is a significant difference in the mean scores for entrepreneurship education between the male and female students and the males have significantly better views of the entrepreneurship education than their female counterparts (Mean Difference=.576, $t=8.009$, $df=398$, $p=0.000$). Therefore, these findings reject null hypothesis 2. These findings are consistent with findings by Wilson et al. (2007), Zhang et al. (2013) and Deng (2019) which stressed that the females' views of entrepreneurship education is lower than that of males mainly because they perceive that entrepreneurship education has less incentive effect on them than males in terms of entrepreneurial opportunities or entrepreneurial environment. Current findings also support findings by Yordanova and Tarrazon (2010) which revealed that males are generally found to be more interested in entrepreneurship education than females because males have a greater entrepreneurial intention to launch their new business than females. These findings are also supported by Petridou et al. (2009) which indicated that females have lower score than males in pertaining to interest in the subject of entrepreneurial education programme.

Ho3: There is no significant difference in higher vocational college students' mean scores for personal attitude towards entrepreneurship according to gender.

This part analyzes the difference in mean scores for personal attitude towards entrepreneurship between male and female students. Male and female students may have different attitudes towards starting a business, which may also affect their views of entrepreneurship. The results of all the 400 students' mean scores for personal attitude towards entrepreneurship are shown in Table 3

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Table 3 Comparison of the mean scores for personal attitude towards entrepreneurship between male and female students

Group	N	Mean	Std. Deviation	Mean Difference	t-value	df	p-value
Male	200	5.59	.772				
Female	200	5.11	.751	.477	6.262	398	.000

Level of significance is at $p < 0.05$

Table 3 presents the mean scores for personal attitude towards entrepreneurship between male and female students. The mean score for the male students are higher (Mean=5.59, SD=.772) than the female students (Mean=5.11, SD=.751). Findings from the independent sample t-test show that there is a significant difference in the mean scores for personal attitude towards entrepreneurship between the male and female students (Mean Difference=.477, $t=6.262$, $df=398$, $p=0.000$). Therefore, the findings reject null hypothesis 3. The findings clearly indicate that there is a significant difference in the mean scores for personal attitude towards entrepreneurship between male and female students, and the personal attitude of male students towards entrepreneurship is obviously better than that of female students. These results support findings by Karimi and Alipour (2011) which indicated that attitudes towards entrepreneurship of male students were higher than female students. Current findings are also consistent with the findings of Strobl et al. (2012) in Australia, Yordanova and Tarrazon (2010) in Bulgaria which clearly showed that females scored lower than males on their personal attitude towards entrepreneurship.

Ho4: There is no significant difference in higher vocational college students' mean scores for social norms in entrepreneurship according to gender.

This part analyzes the difference in the mean scores for social norms in entrepreneurship between male and female students in their entrepreneurship views. Social norm of entrepreneurship refers to the views of people around entrepreneurs on entrepreneurship. Male and female students may face different social pressures when starting a business. This question aims to explore whether they feel different social norms of entrepreneurship. The results of all the 400 students' mean scores for social norms in entrepreneurship are shown in Table 4

Table 4 Comparison of mean scores for social norms in entrepreneurship between male and female students

Group	N	Mean	Std. Deviation	Mean Difference	t-value	df	p-value
Male	200	5.54	.668				
Female	200	5.29	.699	.246	3.601	398	.000

Level of significance is at $p < 0.05$

Table 4 presents the mean scores for social norms in entrepreneurship given by male and female students in entrepreneurship views. The mean score for the male students are higher (Mean=5.54, SD=.668) than the female

students (Mean=5.29, SD=.699). Findings from the independent sample t-test reveal that there is a significant difference in the mean scores for social norms in entrepreneurship between the male and female students (Mean Difference=.246, $t=3.601$, $df=398$, $p=0.000$). Therefore, the findings reject null hypothesis 4. The findings clearly indicate that there is a significant difference in the mean scores for social norms in entrepreneurship between male and female students, male students are more likely to feel supported by social norms in entrepreneurship compared with the female students. These findings are parallel with findings by Venkatapathy and Pretheeba (2014) which indicated that male and female students were significantly differ on their scores on social norms in entrepreneurship. Most male students said family members and significant others encouraged them to participate in entrepreneurial activities. But female students received less encouragement than their male counterparts. These findings also have consistence with the findings of Yordanova and Tarrazon (2010) which indicated that women exhibit less supportive subjective norms about entrepreneurship. Gender plays a role in social norms about entrepreneurship, allowing male to benefit more than female in terms of division of household responsibilities, access to resources and distribution of rewards. These findings are also consist with findings by Díaz-García and Jiménez-Moreno (2010) which showed that women themselves feel less support from social norms for their entrepreneurship than men, and the overall social values think it is not desirable for women to start businesses.

Ho5: There is no significant difference in higher vocational college students' mean scores for perceived behavioral control in entrepreneurship according to gender.

This part analyzes the difference in mean scores for perceived behavioral control in entrepreneurship between male and female students. Through this question we hope to explore male and female students in the perception of easiness or difficulty in performing entrepreneurial behaviors. The results of all the 400 students' mean scores for perceived behavioral control in entrepreneurship are shown in Table 5

Table 5 Comparison of the mean scores for perceived behavioral control in entrepreneurship between male and female students

Group	N	Mean	Std. Deviation	Mean Difference	t-value	df	p-value
Male	200	4.89	1.16	.616	5.358	398	.000
Female	200	4.27	1.14				

Level of significance is at $p<0.05$

Table 5 demonstrates the mean scores for perceived behavioral control in entrepreneurship between male and female students. The mean score for the male students is higher (Mean=4.89, SD=1.16) than the female students (Mean=4.27, SD=1.14). Findings from the independent sample t-test reveal that there is a significant difference in the mean scores for perceived behavioral control in entrepreneurship between male and female students (Mean Difference=.616, $t=5.358$, $df=398$, $p=0.000$). Therefore, the findings reject null hypothesis 5. The findings clearly indicate that there is a significant difference in perceived behavioral control in entrepreneurship between male and female students, and male students significantly rated themselves as more capable and more likely to start a business than the female students. These findings are consistent with findings by Wilson et al. (2007) who found that females have significantly lower perceived behavioral control in entrepreneurship than

males. These findings are supported by BarNir et al. (2011) which indicated there is significant evidence to suggest that gender differences in perceived behavioral control in entrepreneurship, females are more likely than males to limit their entrepreneurial behaviour because they are less confident about their ability to start a business. Therefore these findings also have consistence with the findings of the European Commission (2012) on graduates' entrepreneurship programs which showed that young women may still limit their career ambitions because feel the lack of necessary skills and abilities in entrepreneurship.

Ho6: There is no significant difference in higher vocational college students' mean scores for entrepreneurial intention according to gender.

This part analyzes the difference in the mean scores for entrepreneurial intention between male and female students. In the entrepreneurial view of male and female students, there may be a strong or not strong difference in entrepreneurial desire or intention. This question is to explore whether such a difference really exists. The results of all the 400 students' mean scores for entrepreneurial intention are shown in Table 6

Table 6 Comparison of the mean scores for entrepreneurial intention between male and female students

Group	N	Mean	Std. Deviation	Mean Difference	t-value	df	p-value
Male	200	5.07	.995				
Female	200	4.56	1.026	.506	5.006	398	.000

Level of significance is at $p < 0.05$

Table 6 demonstrates the mean scores for entrepreneurial intention between male and female students. The mean score for the male students are higher (Mean=5.07, SD=.995) than the female students (Mean=4.56, SD=1.026). Findings from the independent sample t-test reveal that there is a significant difference in the mean scores for entrepreneurial intention between male and female students (Mean Difference=.506, $t=5.006$, $df=398$, $p=0.000$). Therefore, the findings reject null hypothesis 6. The findings clearly indicate that there is a significant difference in entrepreneurial intention between male and female students and male students have stronger intention to start their own business than the female students. These findings are consistent with findings by Yordanova and Tarrazon (2010) who pointed out that gender differences exist in entrepreneurial intentions, entrepreneurial intentions were higher for males than for females. These findings also have consistency with several findings in China, such as Zhao et al. (2005), Peng and Lu (2013), Zhang et al. (2013), Jiang et al. (2017) and Deng (2019), all these findings showed that male college students in China have higher entrepreneurial intentions than their female counterparts.

V. Conclusion

The findings from the quantitative data of this study show that there are significant gender differences in higher vocational college students' views of entrepreneurship. Female student's views of entrepreneurship education, personal attitude towards entrepreneurship, views of social norms in entrepreneurship, perceived behavioral control in entrepreneurship and entrepreneurial intention were lower than the male students.

This study has crucial theoretical, pedagogical and practical implications. In terms of theoretical implications,

the findings verifies that gender have a great impact on entrepreneurial views which cannot be ignored and the findings also support previous studies. However, the purpose of current study is not only to reveal the existence of such differences, but also to improve the entrepreneurial views of female vocational college students and promote gender equity in entrepreneurial activities.

In addition, these findings also have strong pedagogical implications for Chinese universities, higher vocational colleges and their entrepreneurship curriculum. No entrepreneurship education is perfect for everyone. To help female college students overcome barriers to realizing their entrepreneurial potential, colleges and entrepreneurial lecturers need to understand gender differences and issues faced by them. The findings suggest that they should target development of entrepreneurship education courses suitable for male and female college students to improve the degree of entrepreneurship education for female college students. Higher learning institutions should design effective courses to meet the needs of students of different gender to enhance the impact of entrepreneurship education and ultimately train them to become great female entrepreneurs.

In relation to the practical implications, entrepreneurship education is important in developing China's trade and economy globally. For college students, especially higher vocational students, through entrepreneurship education provide them with effective entrepreneurial knowledge and skills is likely to affect their career choice and become a new generation of entrepreneurs. Female graduates' role in developing business are equally important as males. They not only have the characteristics of women, but also have the unique vision and ability to cultivated business and international trade. At present, in higher vocational colleges and universities, the proportion entrepreneurship education of female student are gradually rising. As such, China should face the challenges in providing entrepreneurship support and entrepreneurship education for male and female students.

On the other hand, with regard to the gender differences of social norms in entrepreneurship, it often reflects the values and attitudes of the society as a whole towards female entrepreneurship. This study revealed that female college students received less support from their families, teachers and friends than male college students to start their own businesses, which affected their view of entrepreneurship and reflected the insufficient value evaluation of female entrepreneurship in Chinese society. In such an environment, female college students face greater social pressure to start a business, which may also be the reason why they are lower than male college students in terms of entrepreneurial views, perceived behavioral control and entrepreneurial intention. The parents of female college students and their relatives and friends should timely change their attitude by encouraging and guiding female college students to start their own business, and provide spiritual and material support for them. The society should create a positive atmosphere to arouse the entrepreneurial passion of contemporary female college students, and encourage them to embark the challenges in entrepreneurship.

It is also important to note that there are limitations in this study. First of all, the sample size of this study is only 400 students and they are all from the same vocational college in Guangdong Province. The responses provided by participants concerning entrepreneurial views may be unique and therefore cannot be generalized to the larger population, which is another limitation. Therefore, future studies should have a larger sample from different colleges and different regions in China. In addition, the data collection of this study lasted about two months, and only collected the current opinions of students who just finished the entrepreneurship course. Therefore, this study cannot provide information about the change of students' entrepreneurial views and entrepreneurial intention in their final year. In the future, we hope researchers will carry out continuous research on the entrepreneurial views of higher vocational college students in their final or even longer after graduation.

Moreover, this paper only points out that gender has a significant impact on higher vocational college students' entrepreneurial views, other influencing factors are not studied. As such, it is hoped future studies will explore other influencing factors of students' entrepreneurial views in vocational colleges.

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