

The Affecting Mechanism of Climate for Inclusion on Senior Students' Sustainable Entrepreneurial Intention in Jiangxi Province, China

Li Lei, Li Jiasheng, Zhang Ke

[**Abstract**] Sustainable entrepreneurship is a major channel for future economic development, and the environment is related to sustainable entrepreneurial intention. Therefore, combining the triadic reciprocal determinism and sustainable entrepreneurship integration framework, the relationship between the climate for inclusion and senior students' sustainable entrepreneurial intention, and the facilitating effects of trait awe and virtuous personality are investigated with a sample of 2539 senior students in Jiangxi Province, China. The results confirm for the first time that the climate for inclusion is positively related to senior students' sustainable entrepreneurial intention and the trait awe and virtuous personality have facilitating effects. This suggests that senior students in Jiangxi Province, China, need not only the synergistic inclusion of multiple subjects of schools, teachers and peers, but also the connection between trait awe and intrinsic psychological qualities to adequately enhance their propensity to create sustainable new ventures.

[**Key words**] climate for inclusion; sustainable entrepreneurial intention; trait awe; virtuous personality

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1 Introduction

Abdelwahed and Alshaikhmubarak (2023), Dieguez, Sobral and Conceição (2023), and Antonie et al. (2023) pointed out that sustainable entrepreneurship is the main channel to drive the future economy. Meanwhile, Baber, Ivanovici and Lalangui (2023), Lopes, Suchek and Gomes (2023), and Sharma et al. (2024) also emphasized that sustainable entrepreneurship not only inhibits environmental degradation but also advances long-term ecological development. Thus, Elshaer and Sobaih (2023), Li, Murad and Ashraf (2023), and Shahid (2023) stated that sustainable entrepreneurship is a core driver of modern social economics and how to stimulate sustainable entrepreneurial intention among the youth has become a global focus.

In addition, Ke, Jia and Zhou (2023) showed that the climate for inclusion is associated with home-returning entrepreneurial intention. In addition, studies by Bergner, Auburger and Paleczek (2023), Brás, Daniel and Fernandes (2024), and Mehraj et al. (2023) also confirmed that environment, personality, and traits are related to entrepreneurial intentions. However, it is not clear how the climate for inclusion is related to sustainable entrepreneurial intention and whether the relationship is influenced by trait awe and virtuous personality.

On the other hand, He and Ding (2023), Shenmiao and Kamruddin (2024), and Wang and Liu (2024) pointed out that Jiangxi Province in China has a large number of excellent senior students, but few of them participate in sustainable entrepreneurship. Therefore, Zhang et al. (2024) emphasized how to stimulate sustainable entrepreneurship among students in Jiangxi Province, China is the most urgent task nowadays.

Therefore, the purpose of this study is to investigate the relationship between schools' climate for inclusion and senior students' sustainable entrepreneurial intention in Jiangxi Province, China, as well as the facilitating effects of trait awe and virtuous personality, to clarify the antecedents and facilitating mechanisms that affect the sustainable entrepreneurial intention of senior students in Jiangxi Province, China, to help the local area to enhance the long-term development of the economy in the future.

2 Literature review and hypothesis development

2.1 Triadic reciprocal determinism

Bandura's (1989) triadic reciprocal determinism suggests that the interaction of environment and individual difference traits influences behaviors. Therefore, this study categorizes climate for inclusion as environment, trait awe and virtuous personality as individual difference factors and sustainable entrepreneurial intention as behavior. Therefore, the interaction of the climate for inclusion with trait awe and virtuous personality can influence sustainable entrepreneurial intention.

2.2 Sustainable entrepreneurship integration framework

Bird's (1988) implementation model of entrepreneurial ideas suggests that environment, trait, and ability factors can, directly and indirectly, influence entrepreneurial intentions and behaviors. On the other hand, Shootk et al.'s (2003) OMEI model suggests that trait and cognitive and psychological factors can influence entrepreneurial intentions and behaviors. Therefore, this study combines Bird's (1988) and Shootk et al.'s (2003) models to develop a sustainable entrepreneurship integration framework. It is shown in Figure 1 below:

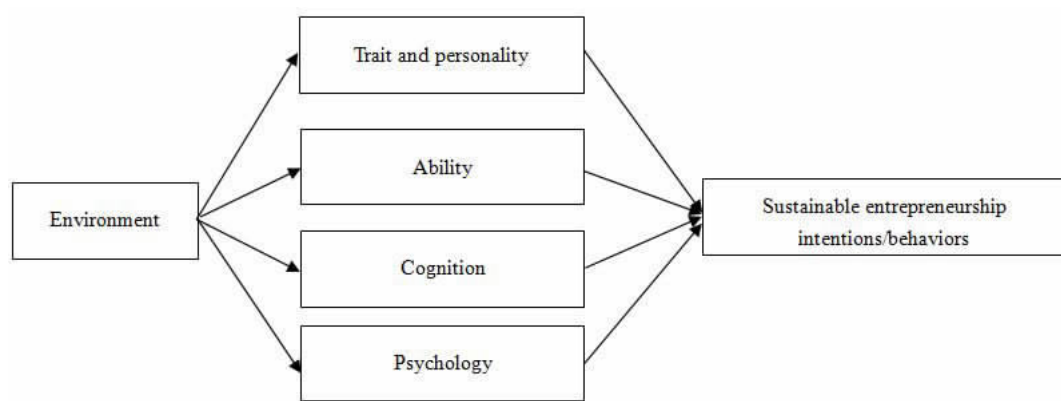


Figure 1. Sustainable entrepreneurship integration framework

2.3 Climate for inclusion and sustainable entrepreneurial intention

Yasir et al. (2023) defined sustainable entrepreneurial intention as a commitment that includes the tendency to newly create sustainable new businesses or rebuild companies within existing organizations. In contrast, Ke et al. (2023) described climate for inclusion as college students' experiences and perceptions of their school's respect for, and fairness towards, their differences, acceptance of, and assistance in overcoming barriers to economic, developmental, and group inclusion. Ke et al.'s (2023) study showed that the climate for inclusion is positively correlated with home-returning entrepreneurship intentions. As stated by Ke et al. (2023), in the climate for inclusion, students have access to material and moral support. This a priori knowledge and experience allows them to anticipate that they will be able to get the help they need. As a result, they will be more confident and optimistic, which in turn promotes their positive psychological and behavioral development. Thus, the climate for

inclusion in schools can provide students with diversified support, including material and psychological resources, and enhance their entrepreneurial beliefs, thereby stimulating their sustainable entrepreneurial intention. Therefore hypothesis:

H1: Climate for inclusion is positively related to sustainable entrepreneurial intention.

2.4 The moderator role played by trait awe

Zhao, Xu and Zhang (2019) described the trait awe as a characteristic of individuals who have the “spirit of reverence”. Furthermore, Nezlek and Cypriańska’s (2023) study showed that climate for inclusion is positively correlated with the trait. On the other hand, Xu, Wang and Ni (2023) found that traits can facilitate the relationship between entrepreneurial resources acquisition and entrepreneurial intentions. As stated by Zhao, Zhang and Xu (2021) and Zhang and Li (2023), the transcendent experience of the composite states that individuals with positive psychological qualities enable one to maintain emotional stability and also inhibit the occurrence of unethical behaviors. The interaction of climate for inclusion and trait awe not only can obtain more external resources for senior students, but also stimulate their moral consciousness. Under this moral control, sustainable entrepreneurship is a preferred choice because it is conducive to the long-term development of society. Therefore hypothesis:

H2: Trait awe has a positive moderating effect between climate for inclusion and sustainable entrepreneurial intention.

2.5 The moderator role played by virtuous personality

Jiao et al. (2020) described the virtuous personality as an intrinsic psychological quality that is socially and morally evaluative and is developed by an individual during the process of socialization. Schwab, Zurbruggen and Venetz’s (2020) study showed that climate for inclusion is positively correlated with the trait. Furthermore, Huang and Xu (2023) found that proactive personality can facilitate the relationship between entrepreneurship education and intentions. As stated by Jiao et al. (2023), Xin, Du and Li (2023), and Zhang, Zhao and Xu (2018), individuals with proactive personalities are more adept at resolving crises and are also able to deal with problems flexibly with humility and respect. The interaction of climate for inclusion and virtuous personality can better shape students’ good qualities, making them more humble, better at dealing with interpersonal relationships, and obtain more resources related to sustainable entrepreneurship, which further promotes the formation of sustainable entrepreneurial intention. Therefore hypothesis:

H3: Virtuous personality has a positive moderating effect between climate for inclusion and sustainable entrepreneurial intention.

3 Methodology

3.1 Research framework

Construct the framework based on the hypotheses, as shown in Figure 2 below:

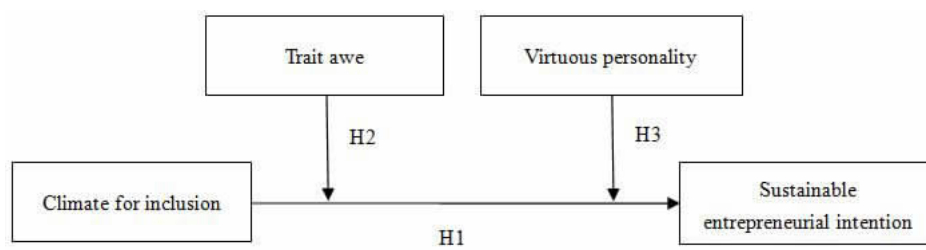


Figure 2. Depiction of the study’s framework

3.2 Samples and procedures

The survey was conducted in July 2024, using purposive sampling to select a group of senior students in Jiangxi Province, China, and electronic questionnaires to investigate their perceptions of climate for inclusion,

sustainable entrepreneurial intention, trait awe, and virtuous personality. The final valid sample is 2539 (validity rate of 97.653%).

3.3 Measures

Climate for inclusion scale: designed by Ke et al. (2023), divided into economic help, development support and group inclusion, 3 factors with 15 questions ($\alpha=0.931$).

Sustainable entrepreneurial intention scale: adapted from Chen's (2017) instrument, divided into propensity, aspiration and feasibility for sustainable entrepreneurship, 3 factors with 10 questions (SRMR=0.04).

Trait awe scale: streamlining Zhao et al.'s (2019) instrument ($\alpha=0.81$), divided into respect, humility and appreciation, 3 factors with 16 questions (SRMR=0.03).

Virtuous personality scale: designed by Jiao et al. (2020), divided into altruistic risk-taking, tolerant and generous, dutiful and honest, and benevolent and friendly, 4 factors with 15 questions ($\alpha=0.89$).

The questionnaire adopts 5-point method and self-assessment, with gender, experience in environmental activities, and foreign travel experience as demographic variables.

4 Results

4.1 Reliability and validity of the sustainable entrepreneurial intention scale

A total of 2539 samples were collected in the pre-test (validity rate 97.653%). In addition, the deleted items of the scale are $\alpha > 0.8$ after deletion of the title item and the correlation coefficient is greater than 0.3. Therefore, all 10 question items are retained (as shown in Table 1).

Table 1. Analysis of the sustainable entrepreneurial intention scale

Dimension	Number	Title	α after deletion of the title item	Correlation coefficient
Propensity	SEI1	I am interested in sustainable entrepreneurship	0.925	0.553
	SEI2	I will choose sustainable entrepreneurship after graduation	0.936	0.598
	SEI3	I will be well prepared before implementing sustainable entrepreneurship	0.933	0.536
	SEI4	I will take an educational course on sustainable entrepreneurship during my school years	0.937	0.528
	SEI5	I have a clear plan for my future career	0.936	0.556
Aspiration	SEI6	Sustainable entrepreneurship should be widely taught in schools	0.929	0.568
	SEI7	I choose sustainable entrepreneurship as a way to express my values	0.935	0.654
	SEI8	I dare to take the consequences even if my business fails	0.928	0.65
Feasibility	SEI9	I can take the risks of sustainable entrepreneurship	0.935	0.67
	SEI10	I have the necessary qualities for sustainable entrepreneurship	0.936	0.602

Note: N=2539.

In addition, all the α in the scale is above 0.8, which shows good internal consistency (as shown in Table 2).

Table 2. Reliability analysis

Variant	α	Dimension	α
Sustainable entrepreneurial intention	0.903	Propensity	0.869
		Aspiration	0.872
		Feasibility	0.839

Note: N=2539.

On the other hand, the SRMR of the scale equals 0.04, which is a good match (as shown in Table 3).

Table 3. Root mean square error

	Initial sample	Mean	95%	99%
Saturated model	0.04	0.039	0.043	0.045
Estimated model	0.04	0.039	0.043	0.045

Note: * = $p < 0.05$.

4.2 Distribution of population characteristics

The sample is slightly dominated by female students (69.20%); students having experience in environmental activities (71.01%); and students having no experience in traveling abroad (54.63%) (as shown in Table 4).

Table 4. Distribution of population characteristics

Background variable	Category	N	%
Gender	Male	782	30.80
	Female	1757	69.20
Experience in environmental activities	Yes	1803	71.01
	No	736	28.99
Foreign travel experience	Yes	1152	45.37
	No	1387	54.63

Note: N = 2539.

4.3 Model fit

The SRMR of the overall model equals 0.05, which is a good match (as shown in Table 5).

Table 5. Root mean square error

	Initial sample	Mean	95%	99%
Saturated model	0.05	0.037	0.039	0.040
Estimated model	0.05	0.037	0.039	0.040

Note: * = $p < 0.05$.

4.4 Correlation analysis

The correlation matrix shows that climate for inclusion is positively correlated with sustainable entrepreneurial intention ($\beta = 0.557$ ***, $p < 0.001$), and hypothesis H1 is valid (as shown in Table 6).

Table 6. Narrative and correlation coefficient matrix

Variable	M	SD	1	2	3	4
1. Climate for inclusion	3.27	0.72	0.760			
2. Trait awe	3.18	0.70	0.374 ***	0.760		
3. Virtuous personality	3.09	0.77	0.476 ***	0.181 ***	0.747	
4. Sustainable entrepreneurial intention	3.15	0.78	0.557 ***	0.343 ***	0.586 ***	0.773
α			0.795	0.896	0.898	0.852
CR			0.798	0.807	0.852	0.657
AVE			0.578	0.579	0.559	0.598

Note: * = $p < 0.05$.

4.5 Regulation analysis

Regulation analysis shows a significant model with $R^2 = 0.218$ and $F = 21.71$ *** for M3. In addition, the interaction between climate for inclusion and trait awe is significant ($\beta = 0.255$ ***, $p < 0.001$), suggesting that the dynamic trait awe facilitates the relationship between climate for inclusion and sustainable entrepreneurial intention, and hypothesis H2 is valid. On the other hand, M6 has a significant model with $R^2 = 0.323$ and $F = 35.50$ ***. In addition, the interaction between climate for inclusion and virtuous personality is significant ($\beta = 0.124$ ***, $p < 0.001$), indicating that the dynamic virtuous personality facilitates the relationship between climate for inclusion and sustainable entrepreneurial intention, and hypothesis H3 is established (as shown in Table 7).

Table 7. Regulation analysis

	Sustainable entrepreneurial intention					
	M1	M2	M3	M4	M5	M6
Gender	0.004	0.012	0.011	0.004	0.009	0.013
Experience in environmental activities	0.015	0.023	0.023	0.015	0.015	0.013
Foreign travel experience	0.016	0.011	0.011	0.016	0.008	0.009
Climate for inclusion	0.550 ***	0.498 ***	0.521 ***	0.550 ***	0.521 ***	0.523 ***
Trait awe		0.120 ***	0.153 ***			
Climate for inclusion \times Trait awe			0.255 ***			
Virtuous personality					0.127 ***	0.129 ***
Climate for inclusion \times Virtuous personality						0.124 ***
R^2	0.318	0.338	0.218	0.318	0.290	0.323
Adj R^2	0.313	0.338	0.213	0.313	0.280	0.314
F	61.24 ***	58.25 ***	21.71 ***	61.24 ***	38.05 ***	35.50 ***
DW			2.009			2.031

Note: * = $p < 0.05$.

As depicted in Figure 3, trait awe reinforces the relationship between climate for inclusion and sustainable entrepreneurial intention.

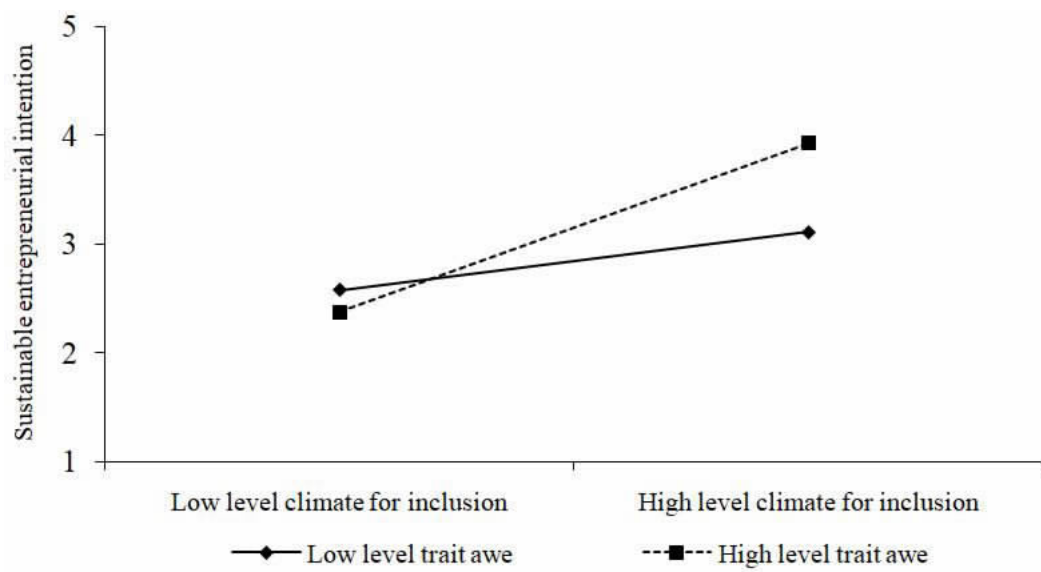


Figure 3. Moderating effect of trait awe on the relationship between climate for inclusion and sustainable entrepreneurial intention

As depicted in Figure 4, virtuous personality reinforces the relationship between climate for inclusion and sustainable entrepreneurial intention.

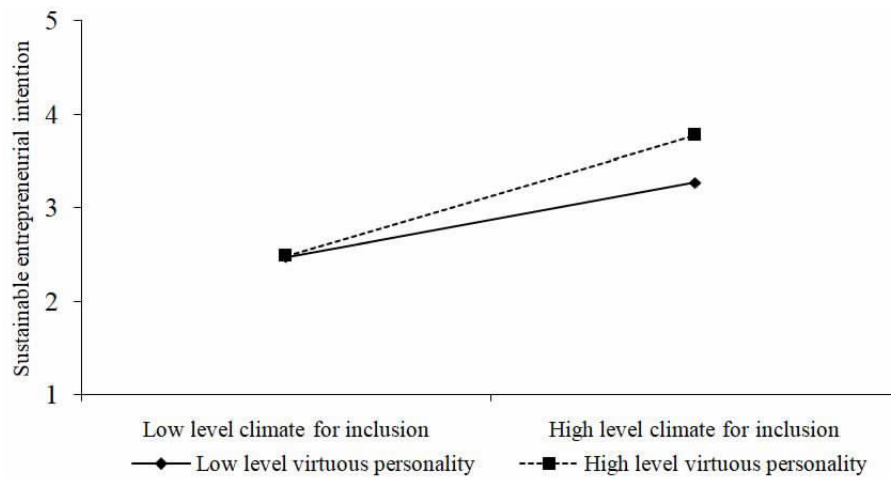


Figure 4. Moderating effect of virtuous personality on the relationship between climate for inclusion and sustainable entrepreneurial intention

5 Discussion

5.1 Discussion and conclusion

The results confirm for the first time that climate for inclusion is positively correlated with sustainable entrepreneurial intention. That is, the thicker the climate for inclusion is, the stronger the sustainable entrepreneurial intention will be. The multi-subjective collaborative inclusion of colleges, teachers, and fellow students in higher vocational schools in Jiangxi Province, China, can provide students with material and spiritual support, so that they will be more confident and optimistic, which will effectively promote their practice of sustainable entrepreneurship in the future.

The results confirm for the first time that trait awe can promote the relationship between climate for inclusion and sustainable entrepreneurship intention. That is, the stronger the trait awe is, the greater the effect of climate for inclusion on the promotion of sustainable entrepreneurial intention will be. The interaction between trait awe and climate for inclusion of higher vocational students in Jiangxi Province, China, can not only obtain more external resources for senior students, but also stimulate their moral consciousness, and will ultimately promote their sustainable entrepreneurial intention.

The results confirm for the first time that virtuous personality can facilitate the relationship between climate for inclusion and sustainable entrepreneurial intention. That is, the stronger the virtuous personality is, the greater the effect of climate for inclusion on the promotion of sustainable entrepreneurial intention will be. The interaction between the heart and inner psychological qualities of senior students in Jiangxi Province, China, and the climate for inclusion can better shape students' good qualities, making them more humble, more adept at interpersonal relationships, and obtain more resources related to sustainable entrepreneurship, which further promotes their sustainable entrepreneurial intention.

5.2 Research contributions

This study combines the triadic reciprocal determinism and sustainable entrepreneurship integration framework to explore the relationship between schools' climate for inclusion and senior students' sustainable entrepreneurial intention in Jiangxi Province, China, as well as the facilitating roles of trait awe and virtuous personality. This study contributes to the development of the field of sustainable entrepreneurship in the following three ways:

First, previous studies have addressed little about sustainable entrepreneurial intention in China and even less about the research framework for sustainable entrepreneurial intention. Therefore, this study proposes a new

sustainable entrepreneurship integration framework for the first time to fill this gap.

Second, this study clarifies the relationship between climate for inclusion and sustainable entrepreneurial intention and endeavors to understand the impact of individual characteristic differences as well as highlights the facilitating roles of trait awe and virtuous personality. This not only deepens existing explanations of the antecedents of sustainable entrepreneurship but also expands its process mechanisms.

Third, the findings expand the development of the triadic reciprocal determinism and sustainable entrepreneurship integration framework in the field of sustainable entrepreneurship, which is further advanced by this study's construction of a model for influencing sustainable entrepreneurial intention from the cross-level factors of environment (climate for inclusion) versus personality (virtuous personality) versus trait (trait awe).

5.3 Research implications

The establishment of sustainable entrepreneurship ecosystem by relevant organizations in Jiangxi Province, China, has been relatively well-developed, and has contributed to the sustainable development of the local area to a certain extent. However, although the relevant institutions have diversified policies to support sustainable entrepreneurship, they have not taken maximum initiatives to support sustainable entrepreneurship among senior students. The problems are multifaceted, such as the long period required for the approval of funds and other resources, and the poor attitude of the grassroots staff of the relevant organizations towards the projects supporting senior vocational students' entrepreneurship, which is one of the main problems that prevent the economy of Jiangxi Province in China from leaping forward. As Liu and Chen (2023), Peng, Zhou and Geng (2022), and Yang (2022) stated, it is very unfortunate that the grassroots staff of the organizations related to entrepreneurship support lack initiative and patience towards university students' entrepreneurship, which results in entrepreneurship policies losing their original role. Therefore, it is suggested that the relevant institutions in Jiangxi Province, China, must establish a performance mechanism and require all personnel to take the initiative and actively help higher vocational students to develop sustainable entrepreneurship and try their best to solve the obstacles in the process of entrepreneurship. This will greatly promote the enthusiasm of senior students for sustainable entrepreneurship, which is the main source of promoting the future of the economy of Jiangxi Province. As He, Lei and Wu (2023), Wang (2023), and Zhao, Chen and Wu (2022) suggested, only when entrepreneurship-related organizations take the initiative to serve university students' entrepreneurship, and supportive policies are put in place, can the future prosperity of the local economy be truly activated.

5.4 Limitations and future research directions

Due to the limitation of time and manpower, it is impossible to obtain large-scale samples from other provinces in China. This study only selects senior students in Jiangxi Province as the target group, which will lead to the fact that its results may not be able to be generalized to other provinces. In addition, it is recommended that more antecedents and facilitating mechanisms, such as teachers' digital leadership, beliefs in sustainable education, and learning agility, be constructed in future studies to maximize the development of the field of sustainable entrepreneurship.

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