

Research on the Influencing Factors of College Students' Live Streaming Entrepreneurial Intention

Guangyuan Ding¹, and Zhongwu Li^{2*}

¹International College, National Institute of Development Administration, Thailand, and
College of Art and Design, Shangqiu Normal University, China

^{2*}International College, National Institute of Development Administration, Thailand

**Corresponding author. E-mail: dingguangyuan@squ.edu.cn¹, zhongwuli@nida.ac.th^{2*}*

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Abstract

This study used quantitative research to explore the factors influencing college students' intentions to engage in live-streaming entrepreneurship, focusing on the roles of perceived entrepreneurial skills, school support, external environment perception, perceived competency, and perceived value. Employing a purposive sampling method, data were collected from participants of the 2023 China International College Student Innovation and Entrepreneurship Competition, yielding 392 valid responses, and SPSS and AMOS were used to analyze the data. The findings reveal that students' perceptions of their entrepreneurial skills and the support received from educational institutions significantly affect their perceived competency and the value they attribute to entrepreneurial endeavors. Additionally, the external environment's perception was found to influence perceived value, which, along with perceived competency, positively impacts entrepreneurial intentions. The study also highlights the mediating roles of perceived competency and perceived value in transforming perceptions into entrepreneurial intentions. These insights underscore the importance of fostering an ecosystem that enhances students' skills, confidence, and valuation of entrepreneurship.

Keywords: live streaming entrepreneurship; entrepreneurial intention; perceived competency; perceived value; digital entrepreneurship

Introduction

The landscape of digital entrepreneurship and consumer behavior is profoundly influenced by technological advancements, societal shifts, and evolving market dynamics. Studies by Cakici et al. (2019) and Grover et al. (2019) underscore the intricate relationships between perceived value, customer satisfaction, and subsequent loyalty within digital markets, suggesting a nuanced interplay of expectations and experiences that shape consumer loyalty and retention strategies. This dynamic is further nuanced when considering gender, revealing distinct challenges and opportunities for female entrepreneurs (Brush et al., 2019). The landscape of digital entrepreneurship and consumer behavior is profoundly influenced by technological advancements, societal shifts, and evolving market dynamics.

Studies by Cakici et al. (2019) and Grover et al. (2019) underscore the intricate relationships between perceived value, customer satisfaction, and subsequent loyalty within digital markets, suggesting a nuanced interplay of expectations and experiences that shape consumer loyalty and retention strategies. This dynamic is further nuanced when considering gender, revealing distinct challenges and opportunities for female entrepreneurs (Brush et al., 2019).

The integration of blockchain technology, as analyzed by Grover et al. (2019), into digital transactions exemplifies the critical role of perceived usefulness and ease of use in the adoption of new technologies. This is echoed in the context of wearable technology for the elderly by Tsai et al. (2020), highlighting the impact of technology anxiety and resistance to change.

The entrepreneurial landscape is profoundly shaped by individual characteristics and societal influences. Tan et al. (2021) and Karimi and Makreet (2020) delve into the role of personality traits and personal values in fostering social entrepreneurial intention, suggesting that perceived desirability and feasibility mediate these relationships. Theoretical models such as the Expectation–Confirmation Theory (Hossain & Quaddus, 2012) and the extended Technology Acceptance Model (TAM) (Davis et al., 1989) offer frameworks for understanding the acceptance and continued use of information systems.

Cultural context plays a pivotal role in shaping the adoption and success of digital technologies and platforms. The work of Guan et al. (2022) and Guo et al. (2022) emphasizes the importance of cultural sensitivities in the design and implementation of technologies, particularly in the realm of live streaming and cross–cultural design. This cultural dimension is further explored in the regulatory challenges and societal implications of live streaming in China by Gu (2021),

highlighting the ongoing mediation between private and public interests, and the balance between national policies and market forces.

Objectives

This study aims to comprehensively explore the key factors influencing college students' willingness to initiate live broadcast businesses, grounded in perceived value theory, competency theory, and technical–organizational environment theory. The primary objectives of the study are as follows:

1. This objective seeks to uncover how students' perceptions of their live-streaming skills influence their confidence and perceived abilities, thereby fostering their entrepreneurial intentions.
2. This objective examines how school resources and support systems can bolster students' self-efficacy and perceived value of live entrepreneurship.
3. This objective aims to understand how students connect their live-streaming skills with the potential value of entrepreneurship.
4. This objective investigates how external market conditions and social environments influence students' perceptions of the value of live-streaming entrepreneurship.
5. This objective seeks to understand how perceived competence and perceived value jointly contribute to or hinder students' willingness to initiate live broadcast businesses.
6. This objective explores how perceived competence and perceived value mediate the relationships between live entrepreneurship skills, school support perceptions, and entrepreneurial intentions in the context of live broadcasting.

Scope of Research

This research examines the factors influencing Chinese college students' inclination to start a live broadcast business, targeting senior undergraduates and junior college students nearing graduation. It employs perceived value theory, competency theory, and technical–organizational environment theory to explore how perceptions of entrepreneurial skills, school support systems, and external influences like market dynamics and social support impact students' confidence, competence, and entrepreneurial intentions. The study uses quantitative analysis of survey data to

provide insights that inform educational strategies and support systems, aiming to nurture entrepreneurial development among college students in the live broadcasting sector.

Literature Review

The intricate dynamics between individuals' perceptions and their resultant behavioral intentions, particularly in the domain of digital entrepreneurship, underscore the essence of this research. Drawing on the foundational work of Grover et al. (2019) on the acceptance of blockchain technology and the insights from Tan et al. (2021) regarding the impact of personality traits on entrepreneurial intentions, this study probes into the realm of live broadcast entrepreneurship among college students. Additionally, the research is grounded in the theoretical underpinnings provided by Hossain and Quaddus (2012) concerning information system research, weaving a comprehensive narrative around the factors influencing entrepreneurial intentions.

The perception of live broadcast entrepreneurial skills is crucial in shaping the perceived competency of college students towards entrepreneurship in the live streaming sector. The theoretical framework supported by research on technology acceptance models (Grover et al., 2019) and studies on the influence of educational support systems (Brush et al., 2019) highlights the direct correlation between skill perception and competency levels. Moreover, the emphasis on practical learning experiences (Yen & Lin, 2022) suggest that a well-rounded understanding and hands-on experience in live broadcast technologies enhance students' self-efficacy and entrepreneurial readiness. Hence, the proposed hypothesis is: The perception of live broadcast entrepreneurial skills is crucial in shaping the perceived competency of college students towards entrepreneurship in the live streaming sector. The theoretical framework supported by research on technology acceptance models (Grover et al., 2019) and studies on the influence of educational support systems (Brush et al., 2019) highlights the direct correlation between skill perception and competency levels. Moreover, the emphasis on practical learning experiences (Yen & Lin, 2022) suggests that a well-rounded understanding and hands-on experience in live broadcast technologies enhance students' self-efficacy and entrepreneurial readiness. Hence, the proposed hypothesis is:

H1: Perception of live broadcast entrepreneurial skills positively affects perceived competency.

The nexus between perceived school support and competency in live broadcast entrepreneurship is underscored by research across several domains. Educational frameworks and

support systems, as highlighted by Brush et al. (2019), play a critical role in shaping entrepreneurial ecosystems, directly influencing student competency. Similarly, the importance of learning environments equipped with the necessary resources and mentorship, as discussed by Maulida et al. (2024), enhances students' skill sets, preparing them for entrepreneurial endeavors. Lastly, Grover et al. (2019) demonstrate the critical role of perceived usefulness and ease of use in technology adoption, implying that school support in technological training enhances perceived competency in digital entrepreneurship domains. Hence, the proposed hypothesis is:

H2: Perceived school support positively affects perceived competency.

The perceived value of engaging in live broadcast entrepreneurship is significantly influenced by one's perception of their entrepreneurial skills, a concept supported by multiple studies. The findings of Tan et al. (2021), which illustrate the mediating effects of perceived desirability and feasibility on entrepreneurial intentions, can be extended to understand how skill perception elevates the perceived value of entrepreneurship. Grover et al. (2019) insights on user acceptance of blockchain technology for digital transactions, due to perceived usefulness and ease of use, mirror the impact of skill perception on perceived value in live broadcasting. Lastly, the emphasis by Maulida et al. (2024) on competency-based perspectives in education underlines the intrinsic link between skill development and the increased value seen in entrepreneurial pursuits. Hence, the proposed hypothesis is:

H3: Perception of live broadcast entrepreneurial skills positively affects perceived value.

Perceived school support enhances the value attributed to live broadcast entrepreneurship, a relationship underscored by foundational studies. The supportive role of educational institutions in fostering a conducive entrepreneurial ecosystem, as detailed by Brush et al. (2019), directly contributes to the perceived value of entrepreneurial endeavors. This is further exemplified by the work of Maulida et al. (2024), where competency-based education, including mentorship and access to resources, significantly influences students' perceptions of entrepreneurship's worth. The regulatory insights provided by Bismala (2021) suggest that the framework within which students operate can enhance or diminish the value they perceive in entrepreneurship, depending on the support provided. Hence, the proposed hypothesis is:

H4: Perceived school support positively affects perceived value.

The external environment of live-streaming entrepreneurship, encompassing market trends, regulatory policies, and technological advancements, significantly influences its perceived value

among college students. Maulida et al. (2024) emphasis on a competency-based approach to entrepreneurship education can be extended to understand how external validations and recognitions contribute to perceived value. Lastly, the insights from Karimi and Makreet (2020) about the role of personal values in shaping entrepreneurial intentions underscore the influence of the external environment in aligning entrepreneurial opportunities with personal and societal values, thereby enhancing their perceived value. Hence, the proposed hypothesis is:

H5: Perception of the external environment of live-streaming entrepreneurship positively affects perceived value.

The direct influence of perceived competency on the intention to engage in live-streaming entrepreneurship is supported by a confluence of research findings. The relationship between skill acquisition and entrepreneurial intention, as evidenced by the work of Tan et al. (2021), demonstrates the critical role of perceived competency in motivating entrepreneurial pursuits. Maulida et al. (2024)'s discussion on the competency-based perspective in entrepreneurship education further highlights the importance of perceived competency in fostering a proactive entrepreneurial stance among students. The regulatory context analyzed by Bismala (2021) indicates that a sense of competency in navigating legal and market conditions is essential for developing entrepreneurial intentions. Hence, the proposed hypothesis is:

H6: Perceived competency positively affects live-streaming entrepreneurial intention.

The transition from perceiving value in live broadcast entrepreneurship to the willingness to initiate such a venture is critically influenced by an intricate interplay of factors documented across several studies. The role of external factors, including regulatory environments explored by Bismala (2021), highlights how perceptions of the broader ecosystem influence the value attributed to entrepreneurship and, consequently, the willingness to engage in it. Lastly, the importance of competency and personal values, as emphasized by Maulida et al. (2024) and Karimi and Makreet (2020), respectively, suggests that a strong perception of value, underpinned by skills and alignment with personal beliefs, is pivotal in motivating students towards entrepreneurial initiatives. Hence, the proposed hypothesis is:

H7: Perceived value positively affects willingness to start a live broadcast business.

College students' willingness to dive into live broadcast entrepreneurship is significantly shaped by their perception of the external environment, which encompasses market dynamics, technological infrastructure, and regulatory frameworks. Similarly, the work by Bismala (2021) on

regulatory facilitation highlights how conducive policies and frameworks can motivate students by reducing perceived barriers to entrepreneurship. The influence of perceived competencies and values on decision-making, as detailed by Maulida et al. (2024) and Karimi and Makreet (2020), further suggests that a favorable external environment enhances students' confidence and aligns with their personal values, thereby increasing their willingness to engage in entrepreneurship. Hence, the proposed hypothesis is:

H8: Perception of the external environment of live broadcast entrepreneurship positively affects college students' willingness to start live broadcast entrepreneurship.

The bridge between the perception of live-streaming entrepreneurial skills and the formation of entrepreneurial intention is critically mediated by perceived competency. Maulida et al. (2024) and Karimi and Makreet (2020) emphasis on competency and values in shaping entrepreneurial outcomes underscores the pivotal mediating role of perceived competency in aligning entrepreneurial skills with intentions. Lastly, the contextual influence of regulatory frameworks, as analyzed by Bismala (2021), indirectly suggests that competency mediates the relationship between environmental perceptions and entrepreneurial intentions by equipping students with the necessary confidence and navigational skills. Hence, the proposed hypothesis is:

H9: Perceived competency plays a mediating role between the perception of live-streaming entrepreneurship skills and live-streaming entrepreneurship intention.

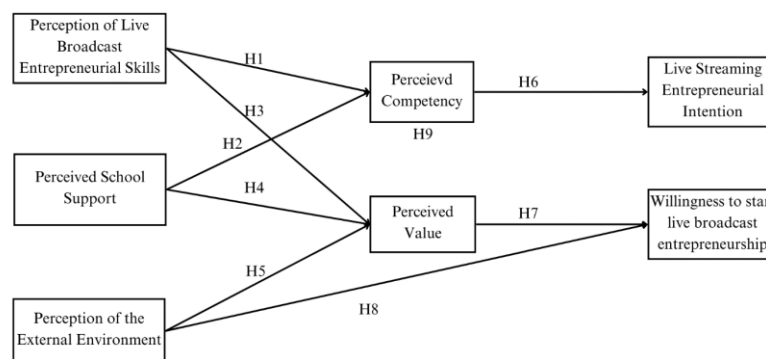


Fig.1 Theoretical framework of the study

Methodology

This study adopts a quantitative method and collects sample data through a questionnaire survey.

Population and key informants

Following purposive sampling, 400 questionnaires were distributed among participants of the 2023 China International College Student Innovation and Entrepreneurship Competition, yielding 392 valid responses for an effective recovery rate of 98%. The data collected was analyzed using SPSS and AMOS software tools.

This study utilizes several established scales to measure various constructs related to live broadcasting entrepreneurship among college students. Entrepreneurial intention is assessed using nine questions adapted from Anwar et al. (2020), Chen et al. (2019, 2021), and Linan (2005). Perceived competency is measured with five questions based on the work of Rodgers (2014) and others. Perceived value is evaluated with six questions referencing scales by Kim et al. (2017), Chen et al. (2019), and Zhao et al. (2019). Perception of entrepreneurial technology is measured using six questions from Lin et al. (2021) and Cao et al. (2022). School support for live-streaming entrepreneurship is assessed with five questions adapted from Moberg (2014). Finally, the perception of the external environment is measured with five questions based on scales by Schwarz et al. (2020) and Yao et al. (2016).

Research Tools

Questionnaire Cronbach's alpha coefficients for the various scales ranged from 0.923 for perceived competency to 0.928 for live broadcast entrepreneurial intention, indicating high internal consistency across measures.

Data Collection

The main data collection sources are questionnaires from October 2023 to November 2023.

Data Validation

To ensure the reliability and accuracy of the questionnaire survey data, the researcher implemented a thorough data validation process. After the initial data collection, the researcher provided respondents with an opportunity to review their responses (member checks). This involved sending a summary of their answers back to the respondents, allowing them to verify the accuracy and completeness of the recorded data. The researcher also included any feedback or comments made by the respondents during the survey for clarity.

Results

Objective 1. Analyze the Impact of Perceived Live Broadcast Entrepreneurial Skills on College Students' Perceived Competence.

First, the result found that perceptions of live broadcast entrepreneurial skills significantly enhance students' confidence and competence, indicating that skill development is crucial for fostering entrepreneurial intentions.

Objective 2. Evaluate the Role of School Support in Enhancing College Students' Perceived Competence and Perceived Value.

Second, school support, including entrepreneurship education and access to resources, was shown to significantly boost students' self-efficacy and perceived value of live broadcast entrepreneurship.

Objective 3. Explore the Relationship Between Perceived Entrepreneurial Skills and Perceived Value.

Third, there is a strong connection between perceived skills and the perceived value of entrepreneurship, with students who feel more skilled also perceiving higher potential benefits.

Objective 4. Analyze the Impact of the External Environment on the Perceived Value of Live-Streaming Startups.

Fourth, external market conditions and social environments positively influence the perceived value of live-streaming startups, demonstrating the importance of favorable external factors in encouraging entrepreneurial ventures.

Objective 5. Examine the Impact of Perceived Competence and Perceived Value on the Intention to Start a Live Broadcast Business: This objective seeks to understand how perceived competence and perceived value jointly contribute to or hinder students' willingness to initiate live broadcast businesses.

Fifth, perceived competence and value were significant predictors of entrepreneurial intentions, underscoring their critical role in shaping students' willingness to start a live broadcast business.

Objective 6. Evaluate the Mediating Role of Perceived Value.

Lastly, perceived competence and value were found to mediate the relationship between various influencing factors and entrepreneurial intentions, suggesting that enhancing these

perceptions can effectively bridge the gap between external influences and students' entrepreneurial aspirations.

The Confirmatory Factor Analysis (CFA) results validate the measurement model used in this study, focusing on key constructs: Entrepreneurial Intention (EI), Perceived Competency (PC), Perceived Value (PV), Technology Perception (TP), School Support Perception (SSP), and External Environment Perception (EP). Reliability indicators, such as Cronbach's Alpha, ranged from 0.871 to 0.928, demonstrating excellent internal consistency. Composite Reliability (CR) values, all exceeding 0.90, further confirmed the high reliability of the constructs. Average Variance Extracted (AVE) values, all above the 0.50 threshold, indicated satisfactory convergent validity. These findings validate the constructs' reliability and distinctiveness, ensuring they accurately measure the intended latent variables.

Table 1 Variables Correlation Matrix

	EI	PC	PV	TP	SSP	EP
EI	1					
PC	0.319	1				
PV	0.121	0.231	1			
TP	0.284	0.389	0.248	1		
SSP	0.268	0.319	0.207	0.388	1	
EP	0.260	0.393	0.240	0.334	0.422	1

Note: All correlations are significant at the 0.01 level (2-tailed).

Table 1 displays the correlation matrix for the variables involved in the study, highlighting the inter-relationships among Entrepreneurial Intention (EI), Perceived Competency (PC), Perceived Value (PV), Technology Perception (TP), School Support Perception (SSP), and External Environment Perception (EP). All correlation coefficients are significant at the 0.01 level (2-tailed), demonstrating significant inter-relationships between these constructs. Notably, the correlations are positive, indicating that as one variable increases, so do the others. However, the varying degrees of correlation coefficients suggest different strengths of relationships between the pairs of constructs. This matrix is critical for understanding the underlying relationships that will be explored through structural equation modeling. It lays the groundwork for hypothesis testing by showing preliminary evidence of associations among the key variables, hence providing a statistical basis for further exploring the direct and indirect effects within the structural model.

Table 2 Structural Equation Model (SEM) Direct Path Analysis

Path	Standardized Coefficient	CR	P-value
TP → PC	0.193	3.38	<0.001
TP → PV	0.202	3.46	<0.001
SSP → PC	0.359	6.17	<0.001
SSP → PV	0.270	4.53	<0.001
EP → PV	0.145	2.69	0.007
EP → EI	0.129	2.48	0.013
PC → EI	0.188	3.65	<0.001
PV → EI	0.381	6.70	<0.001

Table 2 highlights the results of the Structural Equation Modeling (SEM) direct path analysis, quantifying the impact of various predictors on perceived competency, perceived value, and entrepreneurial intention. The standardized coefficients indicate the strength and direction of these relationships, with all paths showing significant p-values, thereby supporting the hypothesized direct effects. For instance, Technology Perception (TP) positively influences Perceived Competency (PC) and Perceived Value (PV), suggesting that students' technology understanding directly enhances their competency and value perceptions. Similarly, School Support Perception (SSP) significantly impacts both PC and PV, indicating the vital role of institutional support in fostering entrepreneurial intentions among college students. The significant positive effects across all paths validate the proposed theoretical model, demonstrating how external factors and perceptions contribute to shaping students' entrepreneurial motivations and intentions. This analysis provides concrete evidence supporting the hypothesized relationships within the study's conceptual framework.

Table 3 Mediation Analysis Results

Mediator	Path	Indirect Effect	95% CI	P-value
PC	TP → PC → EI	0.036	0.007 to 0.074	0.006
PC	SSP → PC → EI	0.068	0.017 to 0.133	0.004
PV	TP → PV → EI	0.077	0.029 to 0.128	0.002
PV	SSP → PV → EI	0.103	0.047 to 0.167	<0.001
PV	EP → PV → EI	0.055	0.009 to 0.105	0.024

CI: Confidence Interval

Table 3 delineates the mediation analysis results, uncovering the intricate mechanisms through which Technology Perception (TP), School Support Perception (SSP), and External Environment Perception (EP) influence Entrepreneurial Intention (EI) via Perceived Competency (PC) and Perceived Value (PV). The indirect effects, denoted by standardized coefficients, reveal significant mediating roles of PC and PV across various paths. Notably, the impact of TP and SSP on EI through PC and PV showcases how perceptions and support systems enhance students' competency and value perceptions, subsequently affecting their entrepreneurial intentions. The confidence intervals and significant p-values further affirm the robustness of these mediating effects. This analysis extends the understanding of the dynamic interplay between external perceptions, internal evaluations, and entrepreneurial aspirations, highlighting the critical roles of perceived competency and value as intermediary mechanisms that translate external influences into concrete entrepreneurial intentions among college students.

Table 4 Hypotheses Testing Results Summary

Hypothesis	Description	Outcome	P-value
H1	Perception of live broadcast entrepreneurial skills positively affects perceived competency	Supported	<0.001
H2	Perceived school support positively affects perceived competency	Supported	<0.001
H3	Perception of live broadcast entrepreneurial skills positively affects perceived value	Supported	<0.001
H4	Perceived school support positively affects perceived value	Supported	<0.001
H5	Perception of the external environment of live-streaming entrepreneurship positively affects perceived value	Supported	0.007
H6	Perceived competency positively affects live-streaming entrepreneurial intention	Supported	<0.001
H7	Perceived value positively affects willingness to start a live broadcast business	Supported	<0.001
H8	Perception of the external environment of live broadcast entrepreneurship positively affects college students' willingness to start live broadcast entrepreneurship	Supported	0.013
H9	Perceived competency plays a mediating role between the perception of live-streaming entrepreneurship skills and live-streaming entrepreneurship intention	Supported (Mediating effect)	0.006

The hypotheses testing results, summarized in Table 4, encapsulate the study's core findings. Each hypothesis is outlined with the predicted relationship, the outcome based on SEM analysis, the p-value, and remarks on significance. The results demonstrate empirical support for all proposed relationships within the theoretical framework. Significant positive effects of Technology Perception, School Support Perception, and External Environment Perception on Perceived Competency, Perceived Value, and ultimately Entrepreneurial Intention, underscore the multifaceted influences on college students' entrepreneurial aspirations. These findings highlight the pivotal roles of external perceptions and internal evaluations in shaping entrepreneurial motivations, contributing to a deeper understanding of the determinants of entrepreneurial intentions among college students.

Discussion

The exploration of live streaming entrepreneurship among college students reveals key factors influencing their willingness to start a live broadcast business, focusing on perceived value, perceived competence, and the technical-organizational environment.

The study confirms that perceived competence and value are critical determinants of entrepreneurial intentions. Students' perceptions of their live broadcast skills boost their self-confidence and entrepreneurial intentions, highlighting the importance of skill development and practical applications in education. This finding aligns with the assertions by Bandura (1977), emphasizing the influence of self-efficacy on motivation and action in uncertain entrepreneurial landscapes. School support significantly influences perceived competence and value, suggesting that resources, mentorship, and entrepreneurial culture within educational settings are crucial for nurturing entrepreneurial readiness. This aligns with the findings of Kara et al. (2023), who highlighted the role of university support in entrepreneurial activities.

The external environment's perception affects perceived value, indicating that awareness of market dynamics, technological advancements, and regulatory frameworks influences the valuation of entrepreneurial opportunities in live streaming, echoing the sentiments of Khuong and Van (2022) regarding the ecosystem's role in entrepreneurial activities. The direct impact of perceived value on entrepreneurial intention emphasizes the motivational power of recognizing potential rewards and societal contributions of entrepreneurship.

Conclusion

This study analyzes the factors influencing Chinese college students' willingness to start a live broadcast business, focusing on perceived competence, perceived value, and the technical–organizational environment. Using perceived value theory, competency theory, and technical–organizational environment theory, it highlights the roles of perceived competence and value in shaping entrepreneurial intentions.

The findings confirm that perceptions of live broadcast entrepreneurial skills and school support significantly enhance students' perceived competence and value, suggesting that increased skills and support boost students' confidence and sense of worth in live streaming entrepreneurship. The study also emphasizes the importance of a supportive external environment in nurturing entrepreneurial aspirations.

Perceived competency and value directly impact entrepreneurial intentions, underscoring the role of self–efficacy and perceived benefits in motivating students to pursue entrepreneurship. Additionally, the study reveals that perceived competency and value mediate the relationship between entrepreneurial skills, school support, external environment, and entrepreneurial intentions, highlighting the complex interplay of internal and external factors in driving entrepreneurial aspirations.

Suggestion

This study provides valuable insights into live–streaming entrepreneurship among college students and identifies areas for future research. Expanding the participant pool to include diverse geographic, academic, and cultural backgrounds could enhance the generalizability of the findings. Future studies should use mixed–method approaches, such as qualitative interviews and case studies, to mitigate potential biases from self–reported data and gain deeper insights into the motivations and challenges faced by aspiring entrepreneurs. Additionally, longitudinal research could track the evolution of entrepreneurial intentions into actual behaviors over time, considering the impacts of market trends, technological advancements, and policy changes. This would offer a comprehensive understanding of the entrepreneurial journey and inform educational and policy strategies to support entrepreneurial talent.

New Knowledge

This study highlights key factors influencing Chinese college students' interest in live broadcast entrepreneurship. Integrating perceived value, competency, and technical–organizational environment theories validates the importance of perceived competence and value in shaping entrepreneurial intentions. Educational and institutional support are shown to enhance students' self-efficacy and perceived value of entrepreneurship. The findings suggest the need for tailored entrepreneurship education and supportive environments. Future research should explore cultural influences, long-term effects, and factors like personality traits and digital literacy to better foster entrepreneurial behavior in live broadcasting.

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