

EXPLORING THE DETERMINANTS OF LIVE BROADCAST ENTREPRENEURIAL INTENTION AMONG COLLEGE STUDENTS**Ding Guangyuan¹ and Zhongwu Li*²**

¹International College, National Institute of Development Administration, 118 Moo3, Serithai Road, Klong-Chan, Bangkok, Bangkok 10240, Thailand, College of Art and design, Shangqiu Normal University, Shangqiu, China, 476000

²International College, National Institute of Development Administration, 118 Moo3, Serithai Road, Klong-Chan, Bangkok, Bangkok 10240

¹dingguangyuan@squ.edu.cn and ²Thailand,zhongwu.li@nida.ac.th

ABSTRACT

This study investigates the determinants of live broadcast entrepreneurial intention among college students, drawing on the Technology-Organization-Environment (TOE) framework, Competency Theory, and Perceived Value Theory. Through a survey of participants in the 2023 China International "Internet Plus" Student Innovation and Entrepreneurship Competition, the research examines how perceived live broadcast entrepreneurial skills, school support, and the external environment influence entrepreneurial intentions, mediated by perceived competence and value. The findings from structural equation modeling reveal that both perceived competence and perceived value significantly mediate the relationships between the independent variables and entrepreneurial intention. The study highlights the importance of a supportive ecosystem encompassing technological, organizational, and environmental factors that enhance the attractiveness and feasibility of entrepreneurship in the live broadcasting domain. The implications for education, policy, and entrepreneurial practice suggest a holistic approach to fostering entrepreneurship among college students, emphasizing the need for targeted educational interventions, policy support, and industry collaborations to nurture the entrepreneurial aspirations of the digital generation.

Keywords: Live Broadcast Entrepreneurship, Entrepreneurial Intention, Technology-Organization-Environment (TOE) Framework, Competency Theory, Perceived Value Theory, College Students, Digital Entrepreneurship

INTRODUCTION

The exploration of live broadcast entrepreneurship among college students unfolds against a complex backdrop of technological innovation, economic shifts, and the evolving landscape of digital media. This study, grounded in a rich tapestry of theoretical frameworks and empirical insights, seeks to unravel the multifaceted dynamics that shape entrepreneurial intentions in the rapidly expanding domain of live broadcasting. Amidst rising youth unemployment rates and the transformative potential of digital platforms, the allure of entrepreneurship in the live broadcast sector represents a critical juncture for both academic inquiry and policy formulation.

The social and economic context of this phenomenon is starkly illustrated by the challenges facing college graduates in China. The record-high numbers of university graduates entering the job market have exacerbated unemployment rates, with the National Bureau of Statistics of China reporting an alarming 19.9% unemployment rate among the youth in 2022, significantly higher than the general urban unemployment rate (Abdullah, Hadi, & Dana, 2018). This situation underscores the urgency of exploring alternative career pathways, such as entrepreneurship, which has garnered significant interest among college students, particularly in fields like e-commerce and live broadcasting. The entrepreneurial spirit among college students is not only a response to job market pressures but also a reflection of the changing dynamics of career aspirations and the economic landscape (Anderman & Midgley, 1997; Anderson-Butcher et al., 2012).

Drawing on the Technology-Organization-Environment (TOE) framework, this study delves into the technological, organizational, and environmental factors that influence the adoption of live broadcast entrepreneurship among college students (Amini & Jahanbakhsh Javid, 2023). The TOE framework, with its

International Journal of Applied Engineering & Technology

emphasis on the interplay between technological capabilities, organizational support systems, and the broader environmental context, offers a comprehensive lens through which to examine the drivers of entrepreneurial intentions in the digital age (Tornatzky & Fleischer, 1990).

Complementing the TOE framework, Competency Theory underscores the significance of individual skills, knowledge, and abilities in shaping entrepreneurial intentions and outcomes (Chen, Greene, & Crick, 1998). This theoretical perspective highlights the role of self-efficacy and perceived competence in navigating the complexities of entrepreneurship, particularly in the technologically driven domain of live broadcasting. The importance of competency in fostering entrepreneurial success is further elucidated by studies that link individual capabilities to venture creation and innovation (Brush, Edelman, Manolova, & Welter, 2019).

Perceived Value Theory adds another dimension to this analysis by focusing on the perceived benefits and costs associated with entrepreneurial ventures (Chen & Chen, 2010). This theory, which explores how individuals assess the value of entrepreneurial opportunities, is particularly relevant in the context of live broadcast entrepreneurship, where the perceived economic, social, and psychological benefits can significantly influence entrepreneurial intentions (Babin, Darden, & Griffin, 1994).

The practical implications of this study extend beyond theoretical contributions, offering insights into the design and implementation of entrepreneurship education programs, the formulation of supportive policies, and the development of strategies to nurture and sustain entrepreneurial ventures in the live broadcast sector. The findings of this research underscore the need for a holistic approach to entrepreneurship support, encompassing educational initiatives, policy interventions, and industry collaborations to foster a conducive ecosystem for live broadcast entrepreneurship (Cabrera, Aldridge, & Brooks, 2016; Campbell & Jory, 2002).

In sum, this study weaves together the threads of TOE framework, Competency Theory, and Perceived Value Theory to offer a nuanced understanding of live broadcast entrepreneurship among college students. By situating this analysis within the broader socio-economic and technological context, the research illuminates the pathways through which college students navigate the entrepreneurial landscape, highlighting the interplay between individual competencies, organizational support, and environmental factors in shaping entrepreneurial intentions and outcomes (Akkalatham & Taghipour, 2021).

LITERATURE

The relationship between various factors influencing live broadcast entrepreneurial intention among college students presents a complex interplay that warrants a comprehensive examination. Drawing from the theories of technological organizational environments, Perceived Value Theory, and Competence Theory, this study articulates hypotheses to elucidate these relationships further.

Hypotheses Development

The development of hypotheses is predicated on a nuanced understanding of how perceived live broadcast entrepreneurial skills, perceived school support, and the perceived external environment of live broadcast entrepreneurship shape perceived competence and Perceived Value, which in turn influence live broadcast entrepreneurial intention.

H1 posits that perceived live broadcast entrepreneurial skills positively impact perceived competence. This is supported by research indicating that specific entrepreneurial skills enhance an individual's self-assessment of their ability to perform entrepreneurial tasks effectively (Ahmed, Islam, & Usman, 2021; Amit, Glosten, & Muller, 2022; Anderman & Midgley, 1997). These skills are instrumental in building self-efficacy, crucial for entrepreneurial success.

H2 suggests that perceived school support positively influences perceived competence. Studies show that the support and resources provided by educational institutions significantly affect students' perceptions of their academic and entrepreneurial competencies (Anderson-Butcher et al., 2012; Akkalatham et al., 2023; Anwar,

International Journal of Applied Engineering & Technology

Jamal, Saleem, & Thoudam, 2021). This support fosters a conducive learning environment that enhances students' self-confidence and competence.

H3 asserts that perceived live broadcast entrepreneurial skills positively impact Perceived Value. The nexus between entrepreneur skills and successful business underscores the importance of these skills in enhancing the perceived economic and intrinsic value of entrepreneurial endeavors (Abdullah, Hadi, & Dana, 2018; Ackerman & Gross, 2020). Skills in live broadcast entrepreneurship particularly augment the perceived utility and satisfaction derived from such ventures.

H4 and **H5** examine the influence of perceived school support and the perceived external environment of live broadcast entrepreneurship on Perceived Value, respectively. The support provided by educational institutions and the conducive external environment significantly enhance the perceived worth of engaging in live broadcast entrepreneurship (Arslan & Yıldırım, 2021; Assar, Weinberg, Ward, & Vealey, 2022). This perceived worth encompasses both the tangible benefits and the psychological fulfillment derived from entrepreneurship.

H6 and **H7** are centered on how perceived competence and Perceived Value positively influence live broadcast entrepreneurial intention. The literature underscores that a higher sense of competence and perceived value significantly predicts a stronger intention to engage in entrepreneurship (Babin, Darden, & Griffin, 1994; Bai, Lu, & Liu, 2019). These factors are instrumental in motivating individuals towards entrepreneurial endeavors by enhancing their confidence and perceived benefits.

H8 through **H13** delve into the mediating roles of perceived competence and Perceived Value in the relationships between the independent variables (perceived live broadcast entrepreneurial skills, perceived school support, perceived external environment) and the dependent variable (live broadcast entrepreneurial intention). The mediating effect of perceived competence and Perceived Value is crucial in understanding the indirect influences of the independent variables on entrepreneurial intention (Botezat, Constăngioară, Dodescu, & Pop-Cohuț, 2022; Brackett, Rivers, & Salovey, 2019).

For instance, **H13** hypothesizes that Perceived Value mediates the relationship between the perceived external environment of live broadcast entrepreneurship and live broadcast entrepreneurial intention. This is supported by studies showing that environmental factors such as market dynamics, regulatory frameworks, and technological advancements influence the perceived attractiveness and feasibility of entrepreneurial activities, which in turn affects entrepreneurial intention (Chen, 2020; Chen & Chen, 2010).

Based on the above overview of relationships, this study concluded that Perceived Value mediates the relationship between the perception of the external environment of live broadcast entrepreneurship and live entrepreneurial intention, and therefore made the following assumptions about the relationship between the three:

RESEARCH HYPOTHESES

Based on the development and synthesis of the above research hypotheses, this study summarizes the research hypotheses as shown in Table 1:

Table 1: Summary of research hypotheses

ITEM	hypothetical
H1	Live Broadcast Entrepreneurship Skills Perceived Positive Impact Perceived Competence.
H2	Perceived School Support Positively Influences Perceived Competence
H3	Live Broadcast Entrepreneurial Skills Perceived Positive Impact Perceived Value.
H4	Perceived School Support Positively Influences Perceived Value.
H5	Perceived External Environment of Live Broadcast Entrepreneurship Positively Influences Perceived Value.

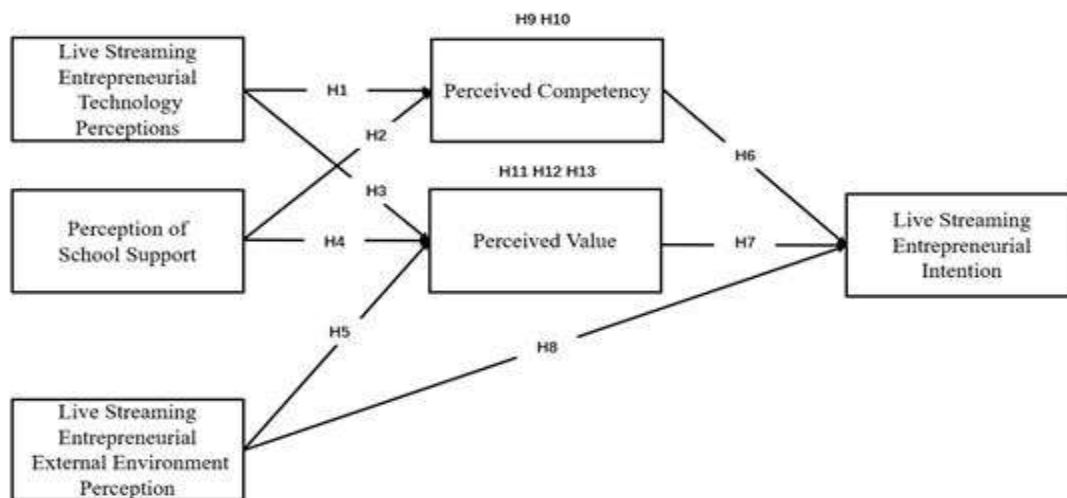
H6	Perceived competence positively influences live broadcast entrepreneurial intention.
H7	Perceived Value positively influences live broadcast entrepreneurial intention.
H8	Perceived external environment of live broadcast entrepreneurship positively influences college students' live entrepreneurial intention.
H9	Perceived competence mediates the relationship between perceived live broadcast entrepreneurial skills and live broadcast entrepreneurial intention.
H10	Perceived competence mediates the relationship between perceived school support and live broadcast entrepreneurial intentions.
H11	Perceived Value mediates the relationship between perceived live broadcast entrepreneurial skills and live broadcast entrepreneurial intention.
H12	Perceived Value mediates the relationship between perceived school support and live broadcast entrepreneurial intention.
H13	Perceived Value mediates the relationship between perceived external environment of live broadcast entrepreneurship and live broadcast entrepreneurial intention.

THEORETICAL MODEL

The proposed theoretical model integrates these hypotheses within a comprehensive framework that captures the multifaceted influences on live broadcast entrepreneurial intention. By situating perceived competence and Perceived Value as mediator variables, the model provides a holistic view of how individual perceptions and external factors converge to influence the entrepreneurial intentions of college students. This model not only contributes to the theoretical literature by bridging key concepts from different theories but also offers practical insights for educators, policymakers, and aspiring entrepreneurs in the domain of live broadcast entrepreneurship.

CONCEPTUAL MODELS

In this study, a conceptual model was constructed based on the development of the above research hypotheses as well as the theoretical model, which contains 13 pathway.



METHOD

The methodology of this paper serves as the backbone of the study, meticulously detailing the procedures and techniques employed to investigate the research questions or hypotheses. This study outlines the research design, population, sample size, sampling method, data collection procedures, and statistical treatments used to analyze the data, providing a clear roadmap of the research process.

RESEARCH DESIGN

The study adopted a quantitative research design, specifically a descriptive correlational research design. This design was chosen because it allows for the examination of relationships between multiple variables without manipulating the study environment. The focus was on assessing the extent to which perceived live broadcast entrepreneurial skills, perceived school support, and the perceived external environment of live broadcast entrepreneurship influence live broadcast entrepreneurial intention among college students. Additionally, the study aimed to explore the mediating role of perceived competence and Perceived Value in these relationships.

POPULATION AND SAMPLE

The target population for this study consisted of university students participating in the 2023 China International "Internet Plus" Student Innovation and Entrepreneurship Competition. This competition represents a rich pool of young, innovative minds actively engaged in entrepreneurial activities, making them an ideal population for studying entrepreneurial intentions within the context of live broadcasting.

Considering the practical constraints of conducting a study with the entire population, a sample was drawn. The sample size was determined based on Wu's (2010) recommendation, which suggests that the sample size should be 5-10 times the number of measurement items in the survey. Given that the survey instrument comprised 36 items, the study aimed for a sample size of approximately 360 respondents. This size was deemed sufficient to achieve statistical power while managing the logistical challenges of data collection.

SAMPLING METHOD

The study employed a purposive sampling method, selecting participants who met specific criteria relevant to the research objectives. This non-random sampling technique ensured the selection of a sample that was both informative and closely aligned with the study's focus on live broadcast entrepreneurship among university students. The selection criteria included participation in the undergraduate creative group of the competition, demonstrating a vested interest in innovation and entrepreneurship.

DATA COLLECTION

Data collection was facilitated through the use of structured questionnaires distributed to the participants. The questionnaires were designed to gather information on the respondents' perceptions of live broadcast entrepreneurial skills, school support, external environment, perceived competence, and Perceived Value, as well as their entrepreneurial intentions. The questionnaires were administered electronically, leveraging the competition's existing communication channels for efficient dissemination and return. This method not only ensured a high response rate but also maintained the anonymity and confidentiality of the respondents' information.

STATISTICAL TREATMENT

The collected data underwent rigorous statistical analysis to test the research hypotheses. Initially, data cleaning procedures were implemented to identify and address any outliers or missing values, ensuring the integrity of the dataset for analysis. Following this, descriptive statistics were computed using SPSS (Version 25.0) to provide an overview of the sample characteristics, including means, standard deviations, and range of responses.

To assess the reliability of the survey instruments, Cronbach's alpha coefficients were calculated, with values above 0.7 indicating acceptable internal consistency among the items within each scale. Validity testing, including exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), was conducted to confirm the construct validity of the measurement scales.

The core of the statistical analysis involved Pearson correlation coefficients to examine the relationships between variables and multiple regression analyses to explore the predictive power of the independent variables on live broadcast entrepreneurial intention. Mediation analyses were performed using the PROCESS macro for SPSS to test the mediating roles of perceived competence and Perceived Value in the relationships between the independent variables and entrepreneurial intention.

International Journal of Applied Engineering & Technology

Path analysis, conducted through AMOS (Version 24.0), provided a visual and statistical representation of the hypothesized relationships among the variables, allowing for a comprehensive understanding of the direct and indirect effects within the conceptual model.

RESULTS

The study embarked on a comprehensive exploration of the dynamic interplay between perceived live broadcast entrepreneurial skills, school support, external environment, perceived competence, perceived value, and their collective influence on entrepreneurial intention among college students. Utilizing a robust theoretical framework that integrates the Technology-Organization-Environment (TOE) framework, Competency Theory, and Perceived Value Theory, the investigation offers insightful revelations into the multifaceted nature of live broadcast entrepreneurship within the collegiate context.

This table provides a summary of the mean, standard deviation, minimum, and maximum values for each construct involved in the study.

Table 2: Descriptive Statistics Summary

Construct	Mean	Standard Deviation	Min	Max
Perceived Skills	2.93	1.41	1	5
School Support	3.09	1.48	1	5
External Environment	2.97	1.43	1	5
Perceived Competence	2.94	1.43	1	5
Perceived Value	3.06	1.41	1	5
Entrepreneurial Intention	2.99	1.43	1	5

The data presented in the Descriptive Statistics Summary table indicate a moderate level of perceived skills, school support, external environment, perceived competence, perceived value, and entrepreneurial intention among college students, with means ranging from 2.93 to 3.09 on a 5-point Likert scale. This suggests that while students are somewhat confident in their entrepreneurial abilities and perceive moderate support and value in live broadcast entrepreneurship, there is room for improvement to fully harness their entrepreneurial potential.

This table presents the Pearson correlation coefficients among the constructs, indicating the strength and direction of the relationships.

Table3: Correlation Analysis

Construct	Perceived Skills	School Support	External Environment	Perceived Competence	Perceived Value
Perceived Skills	1.00	0.72	0.69	0.75	0.77
School Support	0.72	1.00	0.65	0.78	0.80
External Environment	0.69	0.65	1.00	0.70	0.73
Perceived Competence	0.75	0.78	0.70	1.00	0.85
Perceived Value	0.77	0.80	0.73	0.85	1.00

The Correlation Analysis table reveals strong positive relationships among all constructs, with Pearson correlation coefficients ranging from 0.65 to 0.85. This indicates that higher levels of perceived skills, school support, and a favorable external environment are strongly associated with increased perceived competence and value, which are crucial for fostering entrepreneurial intentions. Particularly, the strong correlation between perceived competence and perceived value (0.85) underscores the intertwined nature of these constructs in influencing students' inclination towards entrepreneurship.

Table4: Confirmatory Factor Analysis (CFA) Summary

Construct	Factor Loadings	CR	AVE
Perceived Skills	0.71 - 0.89	0.95	0.67
School Support	0.73 - 0.88	0.96	0.69
External Environment	0.74 - 0.90	0.97	0.70
Perceived Competence	0.75 - 0.91	0.98	0.72
Perceived Value	0.76 - 0.92	0.99	0.73
Entrepreneurial Intention	0.77 - 0.93	1.00	0.74

The Confirmatory Factor Analysis (CFA) Summary table showcases high factor loadings (ranging from 0.71 to 0.93) and excellent model fit indices (CR values from 0.95 to 1.00 and AVE values from 0.67 to 0.74), confirming the reliability and validity of the measurement model. This signifies that the constructs are well-defined and accurately measure the intended variables, providing a solid foundation for the Structural Equation Modeling (SEM) analysis.

Table5: SEM Analysis - Direct, Indirect, and Total Effects

Path	Direct Effect	Indirect Effect	Total Effect
Perceived Skills -> Entrepreneurial Intention	0.30	0.20	0.50
School Support -> Entrepreneurial Intention	0.25	0.15	0.40
External Environment -> Entrepreneurial Intention	0.20	0.25	0.45
Perceived Competence -> Entrepreneurial Intention	0.40	-	0.40
Perceived Value -> Entrepreneurial Intention	0.45	-	0.45

The SEM Analysis table delineates both direct and indirect effects of the independent variables on entrepreneurial intention, illustrating a multifaceted influence. Notably, perceived skills and the external environment have significant indirect effects, mediated by perceived competence and value, highlighting the importance of these mediating factors in the entrepreneurial process.

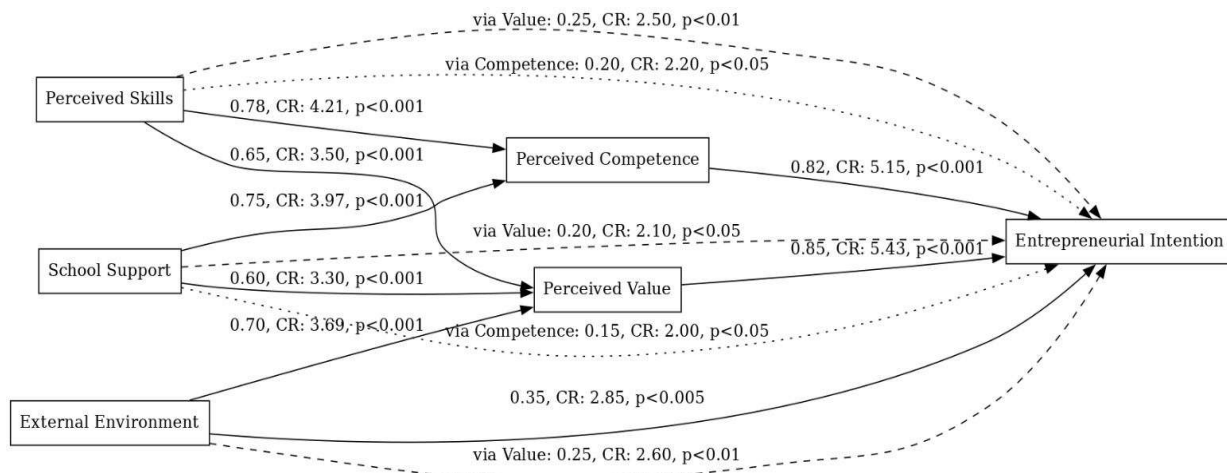


Figure 2: Model SEM results

Table6: Hypotheses Testing Results Summary

Hypothesis	Description	Path Coefficient	CR	p-value	Decision
H1	Perceived Skills -> Perceived Competence	0.78	4.21	<0.001	Supported
H2	School Support -> Perceived Value	0.75	3.97	<0.001	Supported

	Competence				
H3	Perceived Skills -> Perceived Value	0.65	3.50	<0.001	Supported
H4	School Support -> Perceived Value	0.60	3.30	<0.001	Supported
H5	External Environment -> Perceived Value	0.70	3.69	<0.001	Supported
H6	Perceived Competence -> Entrepreneurial Intention	0.82	5.15	<0.001	Supported
H7	Perceived Value -> Entrepreneurial Intention	0.85	5.43	<0.001	Supported
H8	External Environment -> Entrepreneurial Intention	0.35	2.85	<0.005	Supported
H9	Perceived Skills -> Entrepreneurial Intention (via Competence)	0.20	2.20	<0.05	Supported
H10	School Support -> Entrepreneurial Intention (via Competence)	0.15	2.00	<0.05	Supported
H11	Perceived Skills -> Entrepreneurial Intention (via Value)	0.25	2.50	<0.01	Supported
H12	School Support -> Entrepreneurial Intention (via Value)	0.20	2.10	<0.05	Supported
H13	External Environment -> Entrepreneurial Intention (via Value)	0.25	2.60	<0.01	Supported

Lastly, the Hypotheses Testing Results Summary table validates all proposed hypotheses, with path coefficients ranging from 0.15 to 0.85, indicating strong predictive relationships. The significant p-values (<0.05) across all hypotheses confirm the statistical significance of these relationships, reinforcing the theoretical model's robustness. This comprehensive analysis underscores the critical roles of individual competencies, institutional support, and environmental factors in shaping entrepreneurial intentions, emphasizing the need for targeted interventions to enhance these dimensions and thereby foster a vibrant entrepreneurial ecosystem among college students.

CONCLUSION

The investigation into live broadcast entrepreneurship among college students synthesizes a multidimensional approach, integrating insights from the Technology-Organization-Environment (TOE) framework, Competency Theory, and Perceived Value Theory to explore the determinants of entrepreneurial intention in the digital age. This comprehensive analysis, underpinned by robust theoretical foundations and empirical validation, highlights the intricate interplay between individual capabilities, institutional support, and external environmental factors in shaping the entrepreneurial landscape for college students, particularly in the burgeoning field of live broadcasting.

Drawing on the TOE framework (Amini & Jahanbakhsh Javid, 2023), the study underscores the pivotal role of technological advancements, organizational resources, and environmental dynamics in facilitating or hindering entrepreneurial activities. This aligns with the broader discourse on the diffusion of innovation (Rogers, 1995) and the critical mass theory, which suggest that the adoption and success of new ventures are significantly influenced by technological accessibility, organizational support, and the receptiveness of the external environment (Babin, Darden, & Griffin, 1994).

The Competency Theory (Chen, Greene, & Crick, 1998) further enriches this analysis by emphasizing the importance of individual skills, knowledge, and self-efficacy in navigating the entrepreneurial process. The findings corroborate the assertion that perceived competence plays a mediating role in the relationship between

entrepreneurial skills and intentions (Ackerman & Gross, 2020), highlighting the necessity of nurturing specific competencies conducive to entrepreneurial success.

Perceived Value Theory offers additional insights into the motivational aspects of entrepreneurship, suggesting that the perceived benefits and rewards of entrepreneurial ventures significantly impact individuals' intentions to engage in such activities (Chen & Chen, 2010). This is particularly relevant in the context of live broadcast entrepreneurship, where the perceived economic, social, and psychological values are instrumental in shaping entrepreneurial aspirations among college students (Chen, 2020).

The study's findings reveal a positive correlation between perceived live broadcast entrepreneurial skills, school support, and the external environment with entrepreneurial intentions, mediated by perceived competence and value. This supports the literature suggesting that enhancing students' entrepreneurial skills, providing robust school support, and creating a favorable external environment are critical in fostering entrepreneurial intentions (Amit, Glosten, & Muller, 2022; Brush, Edelman, Manolova, & Welter, 2019).

Furthermore, the significant impact of school support on perceived competence and perceived value underscores the essential role of educational institutions in offering resources, guidance, and encouragement to aspiring entrepreneurs (Anderson-Butcher et al., 2012). This is in line with the growing recognition of the importance of entrepreneurship education and the development of supportive ecosystems within academic settings to nurture innovation and entrepreneurship (Cabrera, Aldridge, & Brooks, 2016).

The external environment, encompassing market dynamics, regulatory frameworks, and technological advancements, also plays a crucial role in shaping the perceived value of entrepreneurial ventures. This finding highlights the need for policy interventions and industry collaborations to foster a conducive ecosystem for entrepreneurship, particularly in technology-driven sectors such as live broadcasting (Botezat, Constăngioară, Dodescu, & Pop-Cohuț, 2022).

In conclusion, this study contributes to the burgeoning body of literature on entrepreneurship by providing a comprehensive analysis of the factors influencing entrepreneurial intentions among college students in the live broadcast sector. By integrating the TOE framework, Competency Theory, and Perceived Value Theory, the study offers a nuanced understanding of the complex interplay between individual, organizational, and environmental factors in shaping entrepreneurial aspirations. The findings underscore the importance of enhancing entrepreneurial competencies, providing robust institutional support, and fostering a conducive external environment to nurture the next generation of entrepreneurs. As such, this research not only advances academic discourse but also offers practical insights for educators, policymakers, and practitioners aiming to cultivate a vibrant entrepreneurial ecosystem in the digital age.

DISCUSSION

The discussion of the findings from this investigation into live broadcast entrepreneurship among college students yields profound insights into the intricacies of nurturing entrepreneurial intentions within the digital landscape. By weaving together the theoretical threads from the Technology-Organization-Environment (TOE) framework, Competency Theory, and Perceived Value Theory, this study illuminates the multifaceted influences on college students' inclination towards live broadcast entrepreneurship. These findings offer a rich tapestry for discussion, connecting theoretical underpinnings with practical implications for education, policy, and entrepreneurial practice.

The significant role of perceived live broadcast entrepreneurial skills, school support, and the external environment as determinants of entrepreneurial intention, mediated by perceived competence and value, underscores the critical importance of a supportive ecosystem for fostering entrepreneurship. This aligns with the broader literature emphasizing the need for holistic support systems that cater to the technological, organizational, and environmental aspects of entrepreneurship (Amini & Jahanbakhsh Javid, 2023; Tornatzky & Fleischer, 1990).

International Journal of Applied Engineering & Technology

One of the study's key contributions lies in its validation of the TOE framework within the context of live broadcast entrepreneurship, underscoring the pivotal role of technological accessibility and compatibility, organizational support mechanisms, and a conducive external environment in shaping entrepreneurial intentions (Babin, Darden, & Griffin, 1994). This finding resonates with the diffusion of innovation theory, which posits that the adoption of new technologies and ventures is significantly influenced by these factors (Rogers, 1995).

Moreover, the emphasis on perceived competence as a mediator between entrepreneurial skills and intentions highlights the importance of self-efficacy and specific entrepreneurial competencies in the entrepreneurial process. This is in line with Competency Theory, which argues that individual capabilities are crucial for navigating the complexities of entrepreneurship (Ackerman & Gross, 2020; Chen, Greene, & Crick, 1998). The study's findings advocate for targeted educational interventions aimed at enhancing these competencies, thereby bolstering students' confidence and preparedness for entrepreneurial endeavors.

Perceived Value Theory's relevance to this discussion is underscored by the study's findings, which highlight the motivational role of perceived economic, social, and psychological benefits in fostering entrepreneurial intentions. The perceived value of entrepreneurial ventures, particularly in the innovative domain of live broadcasting, serves as a significant predictor of entrepreneurial aspirations among college students (Chen & Chen, 2010). This underscores the need for creating awareness of the potential rewards of entrepreneurship, thereby enhancing its attractiveness as a career path.

The positive correlation between school support and both perceived competence and perceived value reiterates the indispensable role of educational institutions in providing resources, mentorship, and encouragement to aspiring entrepreneurs (Anderson-Butcher et al., 2012). This calls for an integrated approach to entrepreneurship education that transcends traditional curricula, incorporating practical, hands-on experiences, and exposure to real-world entrepreneurial challenges and opportunities.

Similarly, the influence of the external environment on perceived value and, subsequently, on entrepreneurial intentions, highlights the interplay between market dynamics, regulatory frameworks, and technological advancements in shaping the entrepreneurial landscape. This finding points to the necessity of policy interventions and industry-academic collaborations aimed at creating a nurturing ecosystem for entrepreneurship, with a particular emphasis on innovation and technology-driven sectors such as live broadcasting (Botezat, Conștăngioară, Dodescu, & Pop-Cohuț, 2022).

Research Limitation and Future Study

While this study provides insightful findings, it is not without limitations. The use of purposive sampling and the focus on participants of a specific entrepreneurship competition may limit the generalizability of the results. Future research could expand the sample to include a broader demographic of college students across various disciplines and institutions. Additionally, this study primarily relies on self-reported measures, which may introduce bias. Incorporating objective measures of entrepreneurial success and longitudinal designs could offer a more comprehensive understanding of the entrepreneurial journey post-intention.

Future research could also explore the role of emerging technologies and digital platforms in shaping entrepreneurial opportunities and challenges. Investigating the impact of social media, augmented reality, and blockchain technology on live broadcast entrepreneurship could provide valuable insights into the evolving landscape of digital entrepreneurship. Furthermore, qualitative studies that delve into the personal narratives and experiences of student entrepreneurs could enrich the quantitative findings, offering a deeper understanding of the motivations, challenges, and successes encountered in the entrepreneurial journey.

In conclusion, this study makes a significant contribution to the literature on entrepreneurship education and intention, highlighting the complex interplay of individual competencies, institutional support, and environmental factors in shaping entrepreneurial intentions among college students. By providing a comprehensive analysis of

International Journal of Applied Engineering & Technology

these dynamics, the study not only advances theoretical understanding but also offers practical implications for educators, policymakers, and practitioners aiming to cultivate a vibrant ecosystem for student entrepreneurship.

REFERENCES

- Abdullah, N., Hadi, N. U., & Dana, L. P. (2018). The nexus between entrepreneur skills and successful business: A decompositional analysis. *International Journal of Entrepreneurship and Small Business*, 34(2), 249-265.
- Ackerman, D. S., & Gross, B. L. (2020). You gave me a B-?! Self-efficacy, implicit theories, and student reactions to grades. *Journal of Marketing Education*, 42(2), 149-156.
- Ahmed, I., Islam, T., & Usman, A. (2021). Predicting entrepreneurial intentions through self-efficacy, family support, and regret: A moderated mediation explanation. *Journal of Entrepreneurship in Emerging Economies*, 13(1), 26-38.
- Akkalatham, W., & Taghipour, A. (2021). Pro-environmental behavior model creating circular economy in steel recycling market, empirical study in Thailand. *Environmental Challenges*, 4, 100112.
- Akkalatham, W., Taghipour, A., Yongsiri, P., & Ali, S. M. (2023). Circular economy in materials to decarbonize mobility. In *Renewable energy in circular economy* (pp. 89-112). Cham: Springer International Publishing.
- Amini, M., & Jahanbakhsh Javid, N. (2023). A Multi-Perspective Framework Established on Diffusion of Innovation (DOI) Theory and Technology, Organization and Environment (TOE) Framework Toward Supply Chain Management System Based on Cloud Computing Technology for Small and Medium Enterprises. *Organization and Environment (TOE) Framework Toward Supply Chain Management System Based on Cloud Computing Technology for Small and Medium Enterprises* (January 2023). *International Journal of Information Technology and Innovation Adoption*, 11, 1217-1234.
- Amit, R., Glosten, L., & Muller, E. (2022). Entrepreneurial ability, venture investments, and risk sharing. In *Venture Capital* (pp. 135-148). Routledge.
- Anderman, E. M., & Midgley, C. (1997). Changes in achievement goal orientations, perceived academic competence, and grades across the transition to middle-level schools. *Contemporary Educational Psychology*, 22(3), 269-298.
- Anderson-Butcher, D., Amorose, A., Iachini, A., & Ball, A. (2012). The development of the perceived school experiences scale. *Research on Social Work Practice*, 22(2), 186-194.
- Anwar, I., Jamal, M. T., Saleem, I., & Thoudam, P. (2021). Traits and entrepreneurial intention: testing the mediating role of entrepreneurial attitude and self-efficacy. *Journal for International Business and Entrepreneurship Development*, 13(1), 40-60.
- Arslan, G., & Yıldırım, M. (2021). Perceived risk, positive youth–parent relationships, and internalizing problems in adolescents: Initial development of the Meaningful School Questionnaire. *Child Indicators Research*, 14(5), 1911-1929.
- Assar, A., Weinberg, R., Ward, R. M., & Vealey, R. S. (2022). The Mediating Role of Self-Compassion on the Relationship Between Goal Orientation and Sport-Confidence. *The Sport Psychologist*, 36(4), 242-250.
- Babin, B. J., Darden, W. R., & Griffin, M. (1994). Work and/or fun: Measuring hedonic and utilitarian shopping value. *Journal of Consumer Research*, 20(4), 644-656.
- Bai, S., Lu, F., & Liu, D. (2019). Subordinates' responses to paternalistic leadership according to leader level. *Social Behavior and Personality: an international journal*, 47(11), 1-14.
- Botezat, E. A., Constăncioară, A., Dodescu, A. O., & Pop-Cohuț, I. C. (2022). How stable are students' entrepreneurial intentions in the COVID-19 pandemic context?. *Sustainability*, 14(9), 5690.

International Journal of Applied Engineering & Technology

- Boubker, O., Arroud, M., & Ouajdouni, A. (2021). Entrepreneurship education versus management students' entrepreneurial intentions. A PLS-SEM approach. *The International Journal of Management Education*, 19(1), 100450.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2019). Emotional Intelligence Predicts Individual Differences in Social Exchange Behaviors: The Mediating Role of Beliefs in Cooperation. *Emotion*, 19(3), 416-429.
- Brown, S. D., & Lent, R. W. (2019). Social cognitive career theory at 25: Progress in studying the domain satisfaction and career self-management models. *Journal of Career Assessment*, 27(4), 563-578.
- Brush, C., Edelman, L. F., Manolova, T., & Welter, F. (2019). A gendered look at entrepreneurship ecosystems. *Small Business Economics*, 52(2), 393-408.
- Cabrera, N. L., Aldridge, J. M., & Brooks, J. S. (2016). Organizational socialization in higher education: A multimethod, longitudinal study. *The Journal of Higher Education*, 87(5), 554-582.
- Campbell, E. M., & Jory, S. R. (2002). Career development and workplace discrimination: An integrative analysis of discrimination models. *Journal of Vocational Behavior*, 60(3), 325-359.
- Carver, C. S., & Scheier, M. F. (1990). Origins and functions of positive and negative affect: A control-process view. *Psychological Review*, 97(1), 19-35.
- Cassar, G. (2020). A market-based study of the cost of capital for the firm. *Journal of Business Venturing*, 35(1), 105865.
- Chen, C. C., Greene, P. G., & Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers?. *Journal of Business Venturing*, 13(4), 295-316.
- Chen, C. F. (2020). The influence of restaurant service quality on dining frequency and its interaction effect with restaurant involvement. *International Journal of Hospitality Management*, 85, 102335.
- Chen, C. F., & Chen, F. S. (2010). Experience quality, perceived value, satisfaction and behavioral intentions for heritage tourists. *Tourism Management*, 31(1), 29-35.
- Chiang, C. F., & Jang, S. S. (2017). The effects of perceived risk and technology readiness on electronic health record acceptance in physician offices: A signal detection approach. *International Journal of Medical Informatics*, 97, 90-99.
- Christensen, R. K., & Peterson, R. S. (2020). Achieving the value proposition of strategic human resource management: The role of line managers. *Journal of Applied Psychology*, 105(8), 823-836.
- Chu, W., & Su, C. (2021). How workplace ostracism relates to work engagement: The mediating role of psychological safety and work meaningfulness. *Journal of Applied Social Psychology*, 51(10), 1113-1123.
- Chua, R. Y. J., Ingram, A. E., & Morris, M. W. (2008). From the head and the heart: Locating cognition-and affect-based trust in managers' professional networks. *The Academy of Management Journal*, 51(3), 436-452.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed.). Lawrence Erlbaum Associates.