

## How perceived educational and social support influence entrepreneurial intentions in music majors: A mediated moderation model with music entrepreneurship motivation and gender

Feng Jing<sup>1\*</sup>, Junainah Abd Hamid<sup>2</sup>,  Jacqueline Tham<sup>3</sup>

<sup>1,2,3</sup>Management and Science University, Postgraduate Center, Selangor Darul Ehsan, Shah Alam, 40100, Malaysia; jing1566202505@163.com (F.J.) jacqueline@msu.edu.my (J.T.)

<sup>1</sup>Chengdu Vocational University of The Arts, Conservatory of music, Chengdu, Sichuan, China.

**Abstract:** With the vigorous development of the world economy, countries worldwide are trying to enhance the quality of entrepreneurship education. By incorporating the art of music into the entrepreneurship curriculum, students are exposed to the essence of human culture while developing their understanding and practical skills in innovation and creativity. This approach to education not only helps students make meaningful contributions to a vibrant arts community in the future but also inspires their multicultural awareness and global outlook. Previous studies have shown that entrepreneurial prospects for Chinese college students are not promising. In the academic field, there are disadvantages to the entrepreneurial education ecosystem, such as the lack of strong external support factors. Regarding entrepreneurial motivation, their drive is often confined to simple financial gain, with insufficient psychological readiness and a dearth of social networks posing challenges to their entrepreneurial endeavors, thereby impeding their engagement in such activities. This study selected 470 music students from nine universities in Sichuan as research participants. The study used a cross-sectional survey design, and the participants completed an online questionnaire designed by the researchers. This study employed quantitative research methods, utilizing SPSS and AMOS for data analysis. A stratified random sampling technique was applied to perform a comprehensive descriptive analysis of the questionnaire data.

**Keywords:** Education support, Entrepreneurial intention, Entrepreneurial motivation, Music undergraduate Students, Social support.

### 1. Introduction

The entrepreneurship of music talents can promote the social and economic development, as well as the civilization of human society. The International Society for Music Education (SME) believes that music education can effectively tap into individual potential, stimulate creative impulses, elevate spiritual realms, and enhance quality of life [1]. In practice, the term “music entrepreneurship” is an umbrella term covering a wide array of topics and professional behaviors at the intersection of music and entrepreneurship including arts leadership, audience development, career skills for musicians, business training for musicians, navigating the music industry, developing and sustaining a portfolio career as a musicians, and the ability to identify and capitalize on entrepreneurial opportunities within the music profession [2].

The rich diversity of world music brings opportunities for international understanding, cooperation, and peace. The United States' National Art Education Standards believe that music education can cultivate well-rounded individuals, with unique roles in developing intuition, reasoning, imagination, expression, and communication skills; music art is the condensation of

human culture and the crystallization of human civilization. Music art infuses passion into the study of other subjects, and without music art, education is incomplete [3]. Music art itself is a powerful economic force, and the future society depends on the construction of a vibrant artistic society [4].

In the mid-1990s, art entrepreneurship gradually evolved into a discipline aimed at addressing the poor job outcomes of graduates. As the discipline developed, an increasing number of students, teachers, performers, and administrators began to view an entrepreneurial mindset as an effective means of enhancing the employability of art graduates [5]. Over the past decade, the spirit of art entrepreneurship has begun to attract the attention of mainstream media. This field encompasses unique aspects such as career management, innovation, audience expansion, and art advocacy [6].

22.2% of music students show a strong interest in entrepreneurship in China. In terms of the understanding of entrepreneurship policies among music major students, 40.1% of them have a low level of understanding. As for the ways music majors acquire entrepreneurial knowledge, 8.00% prefer to obtain it through books and the internet [7]. They hope to receive support from the government and schools in entrepreneurship training. Furthermore, 40.8% of music majors plan to launch their own entrepreneurial activities based on their own interests to enhance feasibility assessment and stimulate their innovative desire Wang [8]. Chen and Yang [9] art college students have a higher entrepreneurial intention, and art college students have a stronger entrepreneurial intention. As an important component of university education, the rational reform and quality cultivation of music education will directly affect the innovative initiative and willingness of college students.

Liu [10] believes that in music education at colleges and universities, the cultivation of students' entrepreneurial ability requires the infiltration of entrepreneurship course education, the cultivation of students' pioneering and innovative awareness, so that students can break the routine in their music learning and be unique and daring to innovate, thereby nurturing practical talents for social development. However, Dong, et al. [11]. In terms of entrepreneurial attitude, found that only 69.28% of students believed that it was necessary to launch entrepreneurship training programs for college students. There are still many students in China who lack enthusiasm for the program. Studies show that many students are interested in innovation and entrepreneurship, but they face many difficulties in conceiving projects, including a lack of partners, technical support, and funding. As for whether they have actively sought external professional help during the project implementation process, 38.43% of the students said yes, while 61.57% said no. This indicates that there are still problems with the support measures provided by the school and the initiative of the students.

This study aims to explore the complex factors that influence the entrepreneurial status of music college students. Based on the theory of social support network theory, with the plan behavior theory (music entrepreneurial motivation) model as the framework, Exploring the impact of perceived educational support and social network support on the entrepreneurial motivation and intention of Chinese music university students. During the survey, not only were the difficulties faced by Chinese music college students and the problems of the entrepreneurial environment identified, but also the influence of the internal motivation of music college students on their entrepreneurial intention was emphasized, as well as the difference in entrepreneurial intention between males and females. Does gender have an impact on entrepreneurial intention of music college students in Sichuan Province, China Given that the music major in higher education covers a wide range of fields, especially in the context of China's rapid economic development and accelerating urbanization process, achieving one's life goals in the current new era has become an important task. Therefore, it is particularly urgent to understand the current entrepreneurial status of urban, applied, and technological skill-oriented music college students and to cultivate the entrepreneurial ability of music college students and improve the entrepreneurial education of art universities.

## 2. Literature Review

In a preliminary exploration of the literature relating to music entrepreneurial education, it was observed that specific themes within this field were not as widely represented in national and international sources as initially expected. Therefore, literature related to art entrepreneurship and education, which can be considered a broader concept in the field of music, is included in the structured search. As Si, et al. [12] points out, certain niche peer-reviewed journals that focus on this topic are not included in either of these databases. Further screening was then conducted based on the article's emphasis on the fundamentals of perceived educational support, perceived social support, motivation, intent, and gender.

### 2.1. Concept of Perceived Educational Support

Entrepreneurship education not only teaches students entrepreneurial skills, but also promotes creative thinking, innovative spirit, self-esteem, and discipline. According to the data from the Entrepreneurship Education Alliance in 2013, the field aims to cultivate graduates with entrepreneurial potential and contribute to economic sustainable development. Valdez-Juárez and Pérez-de-Lema [13] believe that entrepreneurship education helps learners acquire the necessary knowledge, skills, attitudes, and behaviors. Typical graduates will possess the creative and innovative skills needed to identify opportunities and take action to create new businesses after completing an entrepreneurship project, as reported by Liu [14].

Chen and Yang [9] pointed out that, in addition to teaching the skills required for pursuing a career in entrepreneurship, it is also necessary to cultivate students' innovative spirit and attitude for future career development. In today's highly competitive social environment, it is crucial to cultivate individuals' ability to take initiative, be willing to try, and solve problems independently. This innovative spirit and attitude can not only help individuals better adapt to future career development, but also contribute to driving the entire social and economic structure towards a more dynamic, flexible, and sustainable direction [15]. Therefore, it is necessary and worthy of attention to emphasize the cultivation of students' innovative awareness and thinking in educational practice.

Zhang [15] it is critical that educational institutions recognize the critical role of the second year in shaping undergraduate students' entrepreneurial intentions and motivations. This understanding underscores the need for a comprehensive framework that includes not only entrepreneurship courses, but also mentorship programs, hands-on experience, and networking opportunities. In addition, cultivating an entrepreneurial mindset also requires a holistic approach that integrates entrepreneurship education into a variety of disciplines and encourages interdisciplinary collaboration [5].

Although universities have taken objective assessment measures to support students in starting businesses, it is crucial to fully understand the effectiveness of university support and measure its impact on students' growth [16]. Three perceptions of university support for students starting businesses have been identified: first, students acquire the knowledge and skills needed for business through the awareness of educational support; second, students recognize the commercialization role of universities and receive targeted and specific types of support. Such specific support includes concept development and business development, which aim to assist in finding business opportunities in the initial stages and forming initial ideas, respectively. Business development, in particular, typically provides practical experience and insights to early-stage companies [17, 18].

### 2.2. Concept of Perceived Social Support

Liu, et al. [19] the social support network is a network of interpersonal relationships formed between college students and various social connections, from which they obtain various forms of social support or capital. Si, et al. [12] a good social support network is of great significance to college students, as it not only helps them obtain the necessary material and emotional support to

promote their physical and mental well-being, but also provides potential strategic resources for future entrepreneurial activities. Jiang [7] in addition to material, emotional, and information support, the social support network also includes cognitive support, which guides college students on how to cope with challenges and stress, and encourages them to think positively. Evaluative support, on the other hand, manifests in the positive or constructive feedback given by others on the college students' behaviors and decisions. At the same time, within the campus, entities such as entrepreneurship incubators and mentorship programs are also indispensable components in building a robust social support network for entrepreneurship.

In summary, a comprehensive and diversified social support network for college student entrepreneurship will be beneficial in fostering their ability to think independently, cope with pressure, and develop practical operational skills, thereby laying a solid foundation for their future career development [20]. According to Wu, et al. [21] social support encompasses individuals' perceptions and actual experiences of being valued, cared for, and integrated into a supportive social network. Additionally, it involves the availability of support from this network when needed.

Langford, et al. [22] suggest that the presence of social support fosters a sense of security that facilitates sound decision-making and reduces stress. They also recognize that social support can manifest in various forms including emotional, tangible (e.g., financial assistance), informational (e.g., sharing valuable knowledge), and companionship (e.g., intangible support). Various scholars have identified diverse sources of social support such as family, friends, colleagues, neighbors, and community organizations [20, 23]. According to Farooq, et al. [24] and Kristiansen and Indarti [25] a socially supportive environment not only enhances subjective well-being and entrepreneurial spirit as antecedents to entrepreneurial behavior but also lays the groundwork for potential entrepreneurial activities among aspiring entrepreneurs. Therefore, this study posits a strong association between social support and individual entrepreneurial behavior with an aim to gain deeper insights into how social support influences entrepreneurial conduct.

Ismail, et al. [26] found that in a cohesive collectivism culture like Malaysia, the support of family and friends has a more pronounced impact on entrepreneurial tendencies. The support of family and friends is important because graduates start businesses based on family resources, and they don't use bank loans. This study also contributes to the knowledge system of Oriental entrepreneurship, especially in terms of graduates' entrepreneurial intentions.

### *2.3. Concept of Music Entrepreneurial Motivation*

After thorough research and analysis, found that the impact of music on students is not limited to stimulating entrepreneurial aspirations, providing learning motivation, and influencing cognitive and emotional abilities. In fact, music can also play a positive role in promoting students' social skills, helping them establish good interpersonal relationships and cultivate team spirit. Additionally, by participating in music activities, students have the opportunity to develop self-management skills, patience, and perseverance, and gain a sense of accomplishment and self-confidence [27]. Therefore, in educational practice, more emphasis should be placed on the positive impact of music on students' holistic development and it should be integrated into the educational system to promote the improvement of students' overall quality [28]. Therefore, this study will employ the theory of planned behavior (TPB) model, to explore the relationship between motivation and entrepreneurial intention as well as the mediating role of motivation.

Theory of planned behavior (TPB) was first proposed by Ali, et al. [29] which assumes that most human behaviors are planned. Therefore, TPB believes that an individual's behavior intention and actual behavior are dependent on their attitudes towards the behavior, subjective norms, and perceived behavioral control forces [29].

Attitude toward behavior: refers to an individual's evaluation of a specific behavior, including its goodness, usefulness, willingness, etc. This attitude significantly influences an individual's tendency toward a specific behavior and is affected by multiple factors such as personal beliefs, emotional

factors, social environment, and personal experiences, thereby determining to some extent whether an individual is willing to take action and bear the corresponding consequences [29].

**Subjective norm:** refers to the attitudes and expectations that an individual perceives to be held by important others regarding a particular behavior. Subjective norm reflects perceived social pressure and the expectations of others, including those from family, friends, and leaders, all of which can influence an individual's attitude and intention towards a particular behavior. In the decision-making process, the surrounding community often has a significant impact on individuals; if they perceive that the people around them support a certain action, they are more likely to take that action; conversely, if they perceive negative feedback, they may not implement it An [18].

**Perceived behavioral control:** refers to an individual's belief in their ability to control a specific behavior. This concept reflects the individual's perception of the ease or difficulty of performing a task and their sense of self-efficacy, which directly affects their actual control ability and ultimately influences their intentions and outcomes. Perceived behavioral control can be assessed from two perspectives: firstly, by comprehensively considering the resources, skills, and time required to implement a specific activity to determine whether one can easily control the activity; secondly, by evaluating whether one has sufficient ability and resources to achieve the goal, thereby further shaping their performance in various dimensions [30].

It is noteworthy that the Theory of Planned Behavior (TPB) has a highly structured feature and has been fully endorsed in Malaysia [29].

#### *2.4. Concept of Entrepreneurial Intention*

Wu [31] has not yet reached a consensus among academicians on the definition of entrepreneurial intention. Entrepreneurial intention was first proposed by foreign scholar Bird [2] and is considered to be a psychological state of aspiring to start a business, representing an indispensable process for generating entrepreneurial behavior. In the field of entrepreneurship research, entrepreneurial intention is regarded as a crucial factor influencing an individual's substantive entrepreneurial behavior or self-employment behavior. It not only reflects the intensity of an individual's willingness to engage in entrepreneurial activities but also demonstrates the degree of effort in planning and preparation for achieving this goal [32]. Entrepreneurial intention encompasses two dimensions: internal drive and external drive [33]. The internal drive involves the internal factors that drive entrepreneurship, such as personality traits, innovation ability, and resource exploration ability; the external drive refers to an individual's overall perception of whether the social environment is conducive to entrepreneurship.

Wu [31] believes that entrepreneurial intention of music students is a necessary prerequisite for successful entrepreneurship. When individuals believe that external conditions meet their expectations, they will be motivated to engage in entrepreneurial activities. In addition, research by Wu, et al. [21] shows that entrepreneurial intention can stimulate individuals to take actual entrepreneurial actions and serve as an inner driving force to push individuals to turn their ideas into actual actions. Based on the policy impact analysis of the "2001 Global Entrepreneurship Monitor Report", the population with a lower educational level is relatively less likely to participate in entrepreneurial activities. Thus, this paper contends that both entrepreneurial education factors and social environmental factors exert significant influences on an individual's entrepreneurial intention.

#### *2.5. Concept of Gender*

Domestic and international studies have demonstrated that gender is a significant factor that cannot be overlooked when interpreting entrepreneurial motivation [34–36]. Beyond these studies on the influence of gender differences on entrepreneurial motivation, substantial evidence indicates that female college students might be affected by occupational stereotypes, thereby choosing entrepreneurship less frequently Chang [37]. Liu [38] research on the current state of

entrepreneurial intentions among over 5,000 college students also revealed that the overall entrepreneurial intentions of college students in China are at a moderately low level, and male students' entrepreneurial intentions are significantly higher than those of female students. Based on social occupational stereotypes, many believe that women should seek stable jobs, while the entrepreneurial environment is highly uncertain. Consequently, male college students tend to exhibit more positive entrepreneurial values. Additionally, in real life, the employment options for female college graduates are relatively narrow, with more conventional employment pathways. The traditional positioning of women's roles by parents also significantly influences their career choices, resulting in lower entrepreneurial consciousness [39].

As Hou, et al. [40] pointed out, some scholars have found that the level of entrepreneurial intelligence (EI) among males is generally higher; however, other studies have not provided such evidence and instead focused on the effects of gender stereotypes. Regardless, it is generally recognized that there is a significant gender gap in entrepreneurship and self-employment at the global level, which can be explained by various background and situational factors, including: gender roles, market access discrimination, social norms supporting entrepreneurial activities in different countries, human capital, and educational and social capital. Additionally, personal characteristics such as self-efficacy, personality traits, risk-taking, and fear of failure are also involved [32]. Despite its important relevance, the lower tendency of women to engage in entrepreneurial behavior has not been fully understood [41].

Existing research reveals that significant gender disparities exist in entrepreneurial intentions, with men typically demonstrating higher entrepreneurial intentions [42]. This phenomenon is equally prominent among college students [43]. Perceived entrepreneurial obstacles and stereotypes in the entrepreneurial domain might be the causes of this disparity [44]. Based on previous studies, we contend that the gender differences in entrepreneurial intentions among college students majoring in music might be influenced by personal internal drive (i.e., motivation). Hence, this study will explore the potential moderating effect of gender in the relationship between music entrepreneurial motivation and entrepreneurial intentions.

### 3. Research Methodology

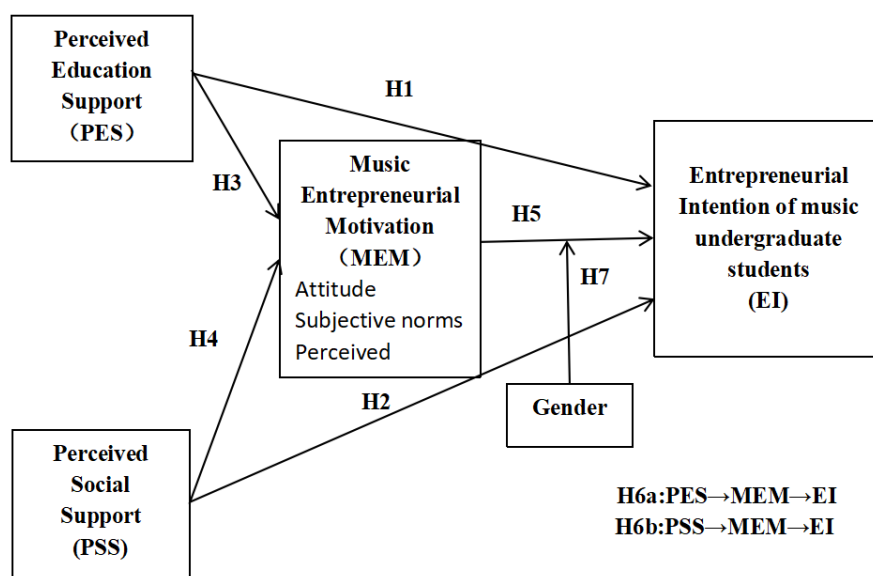
#### 3.1. Variables

This study focuses on the music entrepreneurial motivation (MEM) and entrepreneurial intention (EI) of music conservatory students as key variables. Its aim is to explore the factors and mechanisms by which these variables influence the students' entrepreneurial EM and intentions. Given the many factors that influence entrepreneurial motivation, scholars have classified them in different ways. In this study, these factors are divided into three major categories: personal factors, educational support factors from the school, and social support factors. It is worth noting that personal factors represent internal motivation and have an impact on the students' entrepreneurial intentions. On the other hand, social support and school-related elements are external resources that provide necessary knowledge, skills, and material, emotional, informational, and cognitive support to their entrepreneurial intentions. Additionally, drawing on existing literature, this study posits that entrepreneurial motivation of music conservatory students serves as a mediator between other independent and dependent variables. Since these predictor variables have a multidimensional structure, this study delves into the selected dimensions of each variable and potential moderating role of students' gender as a demographic characteristic was concurrently investigated.

#### 3.2. The Conceptual Framework

This study aims to explore the influencing factors of music students' music entrepreneurship motivation and intention. Figure 1 shows the conceptual framework of the study, which was built on a literature review. According to Figure 1, this study will analyze the direct effects of perceived educational support and (PES), perceived social support factors (PSS), As well as the impact of

music entrepreneurship motivation factors (MEM) on college students' entrepreneurial intention (EI), and taking MEM as the mediating variable to verify the relationship between off-campus support factors and college students' entrepreneurial intention (EI). The motivation for music entrepreneurship encompasses three dimensions: attitude, subjective norms, and perceived behavioral control. Therefore, we also need to explore the indirect effects between PES, PSS, MEM, and college students' EI. For each structure, we need to carefully examine the dimensions of each variable selected. In the PES condition, the focus of our examination is on knowledge and skill acquisition. In the PSS condition, we need to pay attention to support from social networks, including material, emotional, and cognitive support at the level of social networks. As indicated by this model, this research will further investigate the moderating role of demographic variables such as gender between the mediating variable and the dependent variable.



**Figure 1.**  
Conceptual Framework.

Based on the extant literature, this study will employ the Theory of Planned Behavior (TPB) model for measurement. During this process, the following hypotheses are put forward:

*H<sub>1</sub>: There is a relationship between Perceived Educational Support (PES) and the Entrepreneurial Intention (EI) of college students majoring in music.*

*H<sub>2</sub>: There is a relationship between Perceived Social Support (PSS) and the Entrepreneurial Intention (EI) of college students majoring in music.*

*H<sub>3</sub>: There is a relationship between Perceived Educational Support (PES) and the Motivation for Music entrepreneurial Motivation (MEM) of college students majoring in music.*

*H<sub>4</sub>: There is a relationship between Perceived Social Support (PSS) and the Motivation for Music entrepreneurial Motivation (MEM) of college students majoring in music.*

*H<sub>5</sub>: There is a relationship between Music entrepreneurial Motivation (MEM) and the Entrepreneurial Intention (EI) of college students majoring in music.*

*H<sub>6</sub>: Music entrepreneurial Motivation (MEM) serves as a mediator between Perceived Support (PES and PSS) and Entrepreneurial Intention (EI). This hypothesis not only takes into account the complex and multi-dimensional relationships among the predictor variables but also emphasizes how they interact to shape the ultimate outcome.*



*H<sub>7</sub>: Gender serves as a moderator in the relationship between the entrepreneurial motivation and the entrepreneurial intention of college students majoring in music.*

In addition, considering the variations in demographic characteristics under different contexts, this study will also deeply explore the significance of gender as a demographic feature, which might have a moderating effect on the abovementioned relationships. Through comprehensive analysis, it is hoped that the responses of college students majoring in music to perceived support and how these perceived supports specifically affect their future entrepreneurial decision-making processes can be revealed, thereby providing a more systematic and empirical reference for the relevant fields.

#### 4. Finding

The data analysis for this research was carried out by employing SPSS 27.0 and Amos software.

The Cronbach's alpha and Composite reliability values of all dimensions are also greater than 0.7, indicating good reliability and internal consistency with the range from 0.847 to 0.914 and 0.848 to 0.873 as presented in Table 1. The AVE value of each dimension is greater than 0.5, indicating good convergent validity with the range 0.579 to 0.655.

**Table 1.**  
Cronbach's Alpha, Composite Reliability and Average Variance Extracted.

Variable	Cronbach's Alpha	No of items	Composite Reliability	Average Variance Extracted (AVE)
PES	0.872	5	0.873	0.579
PSS	0.871	4	0.872	0.63
MEM	0.914	14	0.85	0.655
EI	0.847	4	0.848	0.582

In terms of the measurement relationship, in each measurement relationship, the absolute value of the standardized load system is greater than 0.6 and it is significant, which means that there is a good measurement relationship. All AVE values are greater than 0.5, and all CR values are higher than 0.7, which means that the analysis data has good aggregation (convergence) validity.

Table 2 shows that the square root value of the diagonal AVE is greater than other correlation coefficient values in the matrix with the range 0.761 to 0.809. The square root value of the diagonal AVE is greater than the correlation coefficient value of the horizontal or vertical column, it represents discriminative validity [45]. Table 2 shows that all the AVE square root values of all factors are greater than the maximum value of the absolute value of the correlation coefficient between factors, which means good discriminatory validity [46].

**Table 2.**  
Discriminative validity.

Variable	PES	PSS	MEM	EI
PES	<b>0.761</b>			
PSS	0.378***	<b>0.794</b>		
MEM	0.476***	0.526***	<b>0.809</b>	
EI	0.430***	0.508***	0.585***	<b>0.763</b>

The bold numbers in the above table are the AVE square root, and the AVE square root values of all factors are greater than the maximum value of the absolute value of the correlation coefficient between factors, which means good discriminatory validity.

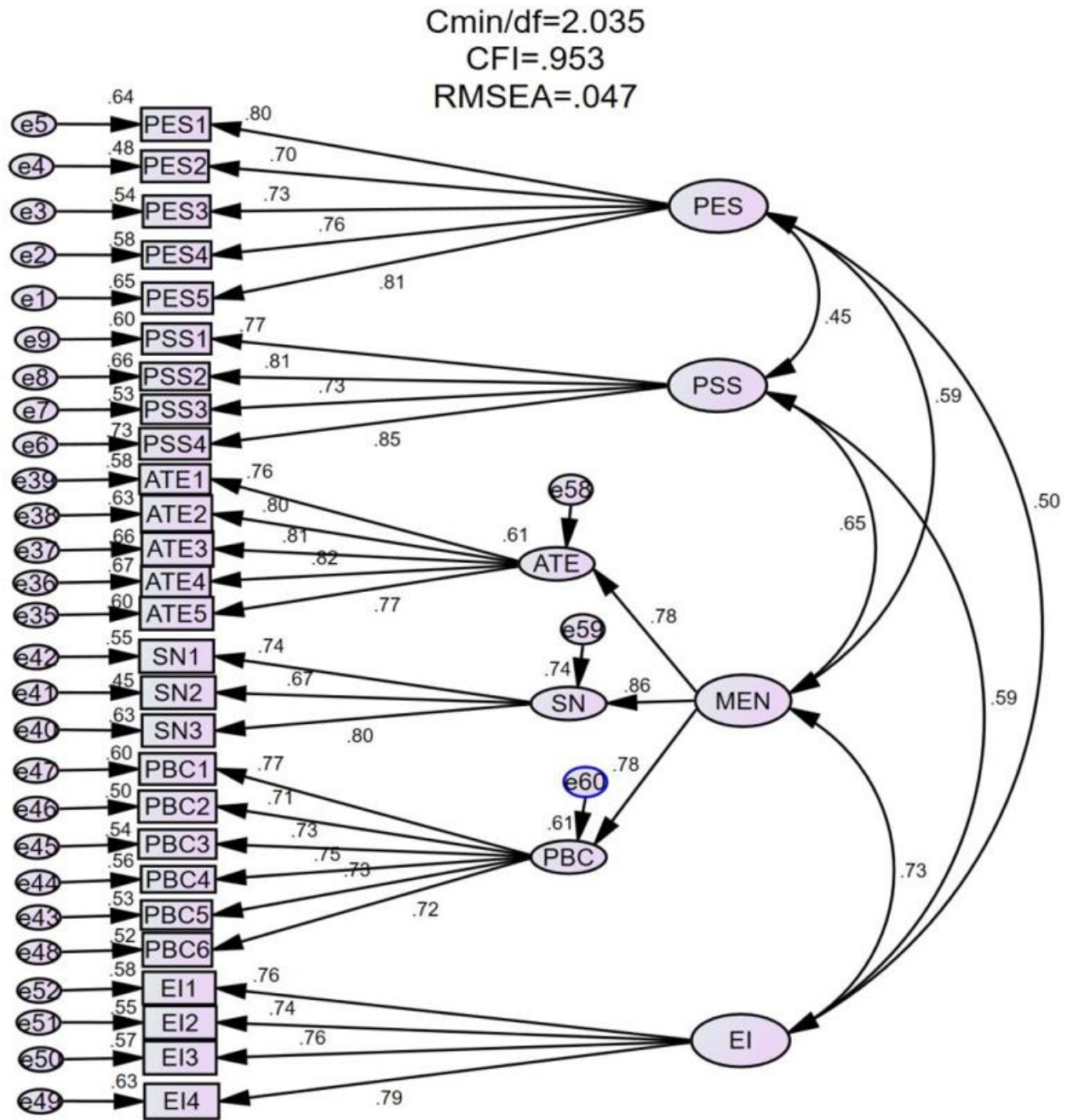
CFA and Structural Equation Modeling (SEM) employ confirmatory factor analysis for the assessment of the overall measurement model. Confirmatory factor analysis (CFA), a frequently utilized statistical approach in social science research, is aimed at evaluating the congruence between the observed data and the theoretical structure hypothesized in the study. Its core objective is to verify



whether the observed variables are in accordance with the pre-specified measurement model. For the evaluation of model fit, a series of established indicators are typically employed, encompassing but not restricted to: the chi-square to degrees of freedom ratio ought to be less than 5, the Comparative Fit Index (CFI) should be higher than 0.9, and the Root Mean Square Error of Approximation (RMSEA) should be lower than 0.08. These criteria are jointly utilized to determine the rationality and adequacy of the tested model.

The subsequent section will elaborate on the CFA results of the overall measurement model structure, involving four principal constructs: Perceived Educational Support (PES), Perceived Social Support (PSS), Music Entrepreneurship Motivation (MEM) encompasses three dimensions: attitude, subjective norms, and perceived behavioral control. and Entrepreneurial Intention (EI).

From the perspective of the overall measurement model, given that the mediating variable MEM comprises three dimensions, a second-order model was utilized for these two variables.



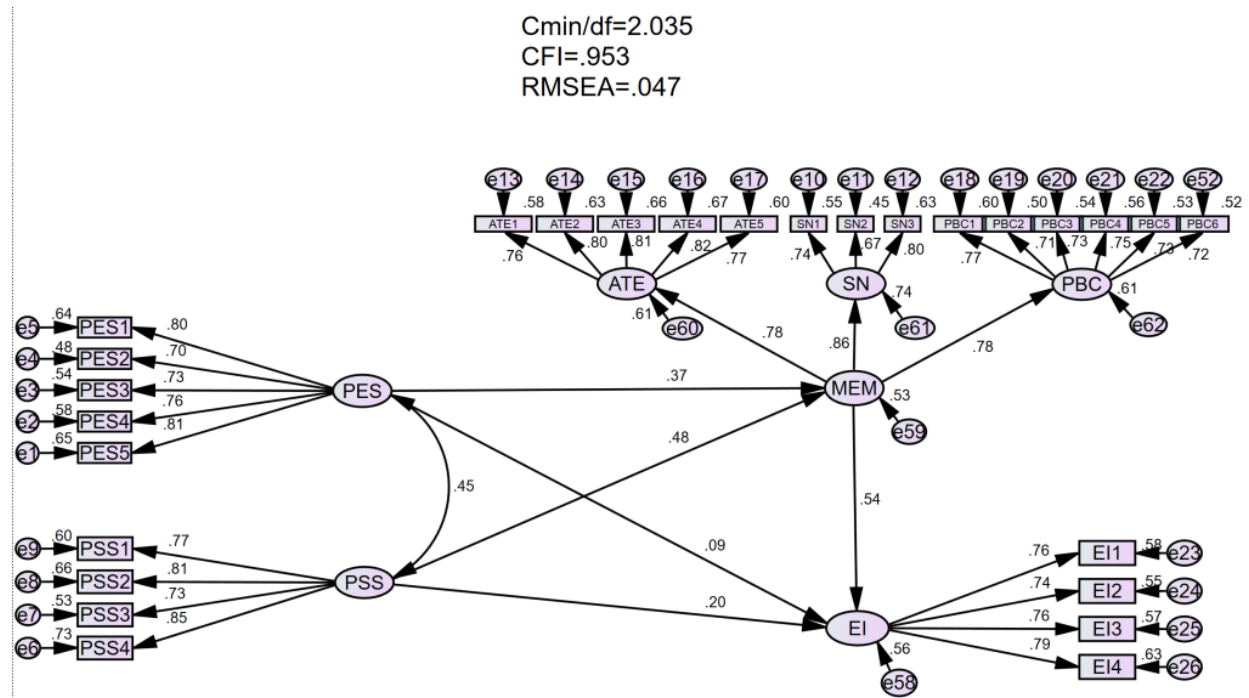
**Figure 2.**  
Overall Measurement Model.

**Table 3.**  
Overall model fit to the indicators.

Commonly indicators	$\chi^2$	df	p	$\chi^2/df$	GFI	RMSEA	RMR	CFI	NFI	IFI	RFI	TLI
Criteria	-	-	>0.05	<3	>0.8	<0.08	<0.08	>0.9	>0.9	>0.9	>0.9	>0.9
Value	640.879	315	0.000	2.035	0.913	0.047	0.045	0.953	0.912	0.953	0.901	0.947

All indicators are up to standard, thereby demonstrating a good model fit.

The analysis shows that all the indexes meet the established standards, which is an important aspect to verify the validity of the model. Each indicator is carefully evaluated against a pre-determined benchmark to ensure the accuracy and reliability of the measurements. In addition, the model shows good fit, indicating that it accurately represents the underlying data patterns and relationships. This consistency indicates that the assumptions made during model development apply to this particular data set. The results not only confirm the robustness of the adopted method, but also provide confidence for further prediction or analysis using the model in similar contexts. The Structural Model is constructed as in Figure 3.



**Figure 3.**  
Structural Equation Modelling (SEM).

After CFA is applied to the measurement model for each variable in the conceptual framework, structural equation modeling (SEM) is used to check the fit between the research framework and the obtained data. The model fitting criteria of structural regression models are shown in Table 4.

**Table 4.**  
Hypotheses test results: Casual Relationship - Path analysis.

H(X)	Path	Estimate (Standardized)	S. E	C.R.	P- value	Test result
H1	EI ← PES	0.076	0.047	1.602	0.109	Not Supported
H2	EI ← PSS	0.159	0.050	3.195	0.001	Supported
H3	MEM ← PES	0.259	0.039	6.665	***	Supported
H4	MEM ← PSS	0.318	0.039	8.242	***	Supported
H5	EI ← MEM	0.661	0.103	6.451	***	Supported

Note: \*p<0.05 \*\*p<0.01 \*\*\*p<0.001.

All the paths of the above tables are established

Hypothesis 1 proposes a direct relationship between Perceived Educational Support (PES) and Entrepreneurial Intention (EI), as indicated in Table 4. The estimated value of the standardized coefficient is 0.076, with a Standard Error (S.E.) of 0.047, a Critical Ratio (c.r.) of 1.602, and a p-value of

0.109. Since the p-value is greater than 0.05, it indicates that this hypothesis fails to pass the statistical significance test and is therefore not accepted. The results suggest that Perceived Educational Support (PES) does not exert a statistically significant influence on Entrepreneurial Intention (EI), and the data do not support Hypothesis 1.

Hypothesis 2 proposes a direct relationship between Perceived Social Support (PSS) and Entrepreneurial Intention (EI), as indicated in Table 4. The estimated value of the standardized coefficient is 0.159, with a Standard Error (S.E.) of 0.05, a Critical Ratio (c.r.) of 3.195, and a p-value of 0.001. Since the p-value is significantly lower than 0.05, it indicates that this hypothesis passes the statistical significance test and is therefore accepted. The results suggest that Perceived Social Support (PSS) has a significant positive effect on the Entrepreneurial Intention (EI) of students in music colleges, supporting Hypothesis 2.

Hypothesis 3 proposes a direct relationship between Perceived Educational Support (PES) and Music Entrepreneurship Motivation (MEM), as indicated in Table 4. The estimated value of the standardized coefficient is 0.259, with a Standard Error (S.E.) of 0.039, a Critical Ratio (c.r.) of 6.665, and the p-value is marked as \*\*\*, indicating that the p-value is significantly lower than 0.001. Since the p-value is significantly lower than 0.05, it indicates that this hypothesis passes the statistical significance test and is therefore accepted. The results suggest that Perceived Educational Support (PES) has a significant positive effect on the Music Entrepreneurship Motivation (MEM) of students in music colleges, supporting Hypothesis 3.

Hypothesis 4 proposes a direct relationship between Perceived Social Support (PSS) and Music Entrepreneurship Motivation (MEM), as indicated in Table 4. The estimated value of the standardized coefficient is 0.318, with a Standard Error (S.E.) of 0.039, a Critical Ratio (c.r.) of 8.242, and the p-value is marked as \*\*\*, indicating that the p-value is significantly lower than 0.001. Since the p-value is significantly lower than 0.05, it indicates that this hypothesis passes the statistical significance test and is therefore accepted. The results suggest that Perceived Social Support (PSS) has a significant positive effect on the Music Entrepreneurship Motivation (MEM) of students in music colleges, supporting Hypothesis 4.

Hypothesis 5 proposes a direct relationship between Music Entrepreneurship Motivation (MEM) and Entrepreneurial Intention (EI), as indicated in Table 4. The estimated value of the standardized coefficient is 0.661, with a Standard Error (S.E.) of 0.103, a Critical Ratio (c.r.) of 6.451, and a p-value of 0.001. Since the p-value is significantly lower than 0.05, it indicates that this hypothesis passes the statistical significance test and is therefore accepted. The results suggest that Music Entrepreneurship Motivation (MEM) has a significant positive effect on the Entrepreneurial Intention (EI) of students in music colleges, supporting Hypothesis 5.

**Table 5.**  
Hypotheses test results: Mediating Relationship.

Parameter	Efficiency	Bias-Corrected		Type of intermediary
		95%CI		
		Lower	Upper	
PES→MEM→EI	0.07	0.099	0.262	Full mediation
PSS→MEM→EI	0.221	0.127	0.319	Partial mediation

It can be observed from the above table that the 95% confidence interval of PES→MEM→EI [0.099, 0.262] does not encompass 0, suggesting that MEM plays a significant mediating role in the impact of PES on EI, thereby supporting Hypothesis H6a. Additionally, the 95% confidence interval of PSS→MEM→EI [0.127, 0.319] does not contain 0, indicating that MEM has a significant full mediating effect in the influence of PSS on EI, and Hypothesis H6b is thus supported.

Employing the Bootstrap approach, when the confidence interval does not encompass 0, it indicates the presence of a mediating effect. With MEM functioning as the mediating variable, PES exerts a positive impact on EI by influencing MEM. Hence, H5a represents a complete mediating effect, while

H5b represent partial mediating effects. All two hypothesized paths imply that the motivation for music entrepreneurship is a significant predictor. Therefore, the significance of the relevant hypotheses has been verified. Confirmed.

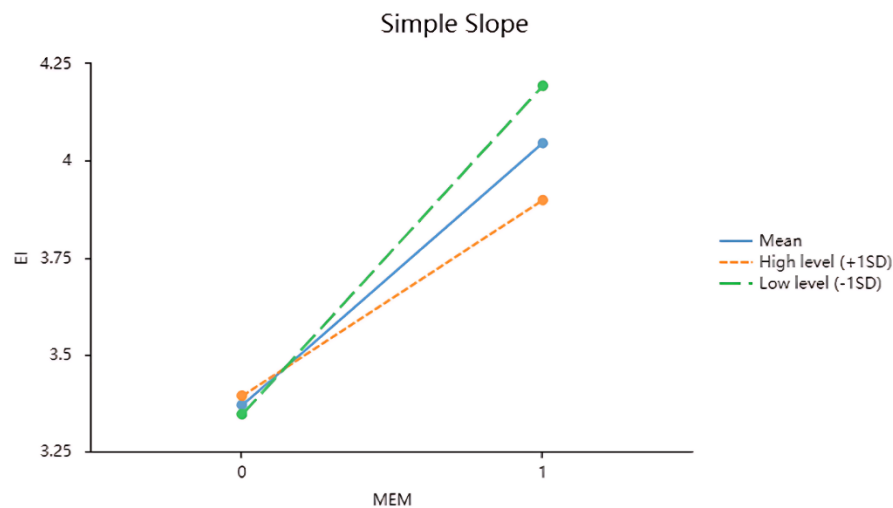
**Table 6.**

Hypotheses test results: Moderating Relationship.

Parameter Estimates(n=470)				
	B	S.E.	t	p
Constant	3.368	0.031	109.231	0.000***
MEM	0.678	0.043	15.898	0.000***
Gender	0.048	0.062	0.778	0.437
MEM*Gender	-0.343	0.085	-4.017	0.000***
R2	0.365			
F	F (3.466) =89.153, p=0.000			
Dependent Variable =EI				

Note: \*p<0.05\*\*p<0.01\*\*\*p<0.001.

With the motivation for music entrepreneurship serving as the independent variable, gender as the moderating variable, and entrepreneurial intention as the dependent variable, a research model was established. The centralization processing was conducted for each variable, and the Process plugin in SPSS was adopted for analysis. The Bootstrap sample size was set at 1000, and the confidence interval was 95%. It can be discerned from the foregoing table that the interaction term of MEM and Gender exhibits significance ( $t = -4.017$ ,  $p = 0.000 < 0.001$ ). This implies that when MEM influences EI, the extent of influence varies significantly when the moderating variable (Gender) is at different levels. The specifics can be inspected through the subsequent simple slope figure.



**Figure 4.**  
Simple slope graph of gender moderation.

## 5. Discussion

The reason why hypothesis 1 was not supported, the hypothesis of this study is based on relevant foreign research, which shows that entrepreneurship education in music colleges in the United States, France and other countries has been in a relatively mature stage of development. Due to the limited support for entrepreneurship education of music majors in Sichuan Province, and the lack of profound feelings among college students, coupled with China's national conditions, the perceived support for entrepreneurship education of music majors in Sichuan Province has no significant impact on college students' entrepreneurial intention. Finally, this result is completely

consistent with the conclusion reached by Kusumojanto, et al. [47] and Maheshwari [41] through similar research paths and data collection, who also found that entrepreneurship education has no influence on college students' entrepreneurial intention.

An entrepreneurship education system should not only provide a series of entrepreneurship courses and practical projects to enhance students' understanding of entrepreneurial activities, but also offer specialized training to strengthen students' willingness to engage in entrepreneurial activities. The more entrepreneurship education students receive, the higher their willingness to engage in entrepreneurial activities will be. This indicates that university entrepreneurship education helps cultivate students' innovative spirit, creates a thick entrepreneurial atmosphere, stimulates their interest and enthusiasm for entrepreneurship, and thus has a positive impact on their actual behavior Hou, et al. [40].

An [18] the management agency's arrangement and planning of teaching content serves as the foundation for integrating music professional education with innovation and entrepreneurship education, which is beneficial for integrating teaching resources, developing social resources, and improving the efficiency of resource utilization. It promotes the integration of production, learning, and research. During participation in innovation and entrepreneurship competitions, professional practice, and employment, students are guided and arranged by a unified management agency, avoiding blindness and ignorance. Instead, they will have clear goals and targeted directions, and be linked to their goals. This makes music professional education form a complete closed-loop model from learning to practice to employment.

Hutasuhut [48] Those who perceive higher levels of educational support tend to exhibit higher entrepreneurial intentions and positive entrepreneurial mindsets. This indirect impact is achieved through enhancing individuals' confidence in their own abilities and their ability to acquire resources. Educational support not only directly promotes individuals' entrepreneurial intentions but also subtly shapes society's views and attitudes towards innovation and entrepreneurial spirit. Therefore, enhancing educational support undoubtedly plays a key role in driving social economic development and promoting employment growth.

Perceived social support has a significant effect on entrepreneurial intention hypothesis 2). The results of this study support [9, 20, 30, 46]. Just as Si, et al. [12] found that the stronger the social support they gain, the more college students can affirm themselves and enhance their sense of responsibility with the support of important others, so as to stick to the original intention of entrepreneurship and maintain a strong entrepreneurial intention. Secondly, when college students cope with crises and stress events, the social support perception enables them to better adapt to the environment, relieve the pressure, and reduce the retreat psychology of entrepreneurs. Third, active social support can improve the innovation level and achievement level of college student entrepreneurs. At the same time, as entrepreneurs, college students will respect their own feelings and needs more firmly when they care about respecting the feelings and needs of others, so as to affirm their personal entrepreneurial intention and promote entrepreneurial activities.

According to previous research findings, the level of social support that college students receive is positively correlated with their level of self-esteem, enhanced sense of responsibility, and support from important others, thereby solidifying their entrepreneurial intentions and maintaining a strong entrepreneurial motivation. Furthermore, social support perception enables college students to better adapt to the environment, alleviate stress, and reduce entrepreneurial withdrawal psychology when facing crises and stressful events. Positive social support also helps to improve college students' levels of innovation and achievement as entrepreneurs. At the same time, when college students care about others' feelings and needs, they become more firmly committed to respecting their own feelings and needs, thereby confirming their personal entrepreneurial intentions and promoting related activities Si, et al. [12].

Ao and Liu [30]. The individual's perception of environmental support is positively associated with entrepreneurial intentions. Social cognition influences an individual's entrepreneurial intent in

two ways: through social pressure and the support and encouragement from family members, relatives, and friends. According to the Theory of Planned Behavior [49] potential entrepreneurs who receive unsupportive information from their social network may lack confidence in their entrepreneurial activities. This implies that the fear of losing face due to failure or a low tolerance for failure may diminish an individual's inclination to establish a new enterprise. Conversely, when individuals receive support for their business plans from family and friends, they are empowered to maintain an optimistic outlook when confronted with challenges. Therefore, both social and familial support play a constructive role in fostering individual entrepreneurial aspirations.

Jiang [7] survey results, the biggest external support for music professionals starting a business comes from family. The political background, economic status, cultural heritage, and quality of family members are crucial to an individual's growth and success. A good family environment and support are an advantage for music professionals starting a business. Furthermore, by analyzing the psychological factors of entrepreneurship, it was found that "wanting to be recognized by friends," "achieving personal career success," "creating wealth," and "being useful to society" are the four intrinsic motivating factors for music professionals starting a business. Chen and Yang [9] students who have entrepreneurial experience from their parents and can receive family support and entrepreneurial resources are more likely to engage in entrepreneurial activities.

Sahban, et al. [50] the social support system is positively correlated with students' entrepreneurial tendencies. This finding indicates that in a positive, inclusive, and innovation-promoting social environment, students are more likely to develop entrepreneurial intentions and put them into practice. The social support system includes family, educational institutions, the business community, and government, among others, which collectively constitute the influence forces on individual entrepreneurial behavior. Family support, expectations, and entrepreneurial experiences within the family can have both positive and negative effects on college students' entrepreneurial attitudes. Studying the correlation between family background and entrepreneurial attitudes is crucial for understanding the role that families play in shaping college students' entrepreneurial attitudes. The social environment and cultural atmosphere within a family can often influence an individual's values and cognitive patterns. Students who grow up in an environment that encourages innovation and respects entrepreneurship are more likely to develop a positive entrepreneurial mindset. For example, exposure to successful entrepreneurs or active entrepreneurs within the family can serve as personal role models for students, sparking their interest and passion for innovation and entrepreneurship [21].

In the family, there will be social interaction, children first learn to pay attention to the will of others, learn to cooperate, help each other, children learn to play the role of social creatures, there are certain norms and skills to interact with others. The family environment is the immediate and primary environment of the individual, consisting of father, mother, siblings, and other close family [46]. In a family, a father or mother can influence a child's future. In terms of entrepreneurship, the more parents encourage and influence, the child will be very interested in and decide to choose entrepreneurship. In the family, the child who will have social interaction must first learn to pay attention to the wishes of others, learn to cooperate, and learn to help each other. Here, children learn to play the role of social beings and have certain norms and skills to interact with others. Family environment includes parents' occupation, family support, family attention, communication with family, and parental guidance.

The ultimate conclusion of this study is that perceived educational support and perceived social support jointly constitute the core and key predictive factors for the entrepreneurial motivation (MEM) of music major students. These two significant variables exert a certain degree of influence on the entrepreneurial motivation of music major students and even play a decisive role in some cases. Based on a series of research findings, the expectations of Research Hypothesis 3 and Research Hypothesis 4 have been strongly supported and fully validated.



In this in-depth and comprehensive study, there is clearly a significant positive correlation between perceived educational support and music entrepreneurial motivation. This research result is highly consistent with the relevant findings of Lu, et al. [51] and Liu [14]. Specifically, the positive correlation between entrepreneurial skill perception and behavioral control is essentially the source of the ultimate confidence necessary for the creation of new enterprises. When individuals possess solid entrepreneurial skills, they will naturally develop a strong desire to pursue independence and become the master of their own destiny [24]. For the majority of students, entrepreneurship is not only their innermost interest, but also an important embodiment of their active treatment of the world around them and their pursuit of personal value realization [52].

Hypothesis 5 carefully constructs a significant correlation between music college students' perceived social support and music entrepreneurial motivation. Social support has a positive impact on music entrepreneurship motivation, which is consistent with previous research results [9]. The results show that the combination of family environment and entrepreneurial education has a significant positive impact on entrepreneurial motivation. Family environment and entrepreneurial education have significant positive effects on entrepreneurial motivation. Some scholars believe that the family environment is the first and main medium affecting children's developmental behavior. The family environment is the first and main medium influencing children's developmental behavior, and parents are also guides to the future, which means that parents can also indirectly influence their children's motivation to choose work, including entrepreneurship. In other words, parents are the foundation of children's preparation for becoming effective workers in the future.

Liu [14] indicates that the theory of planned behavior (TPB) primarily refers to the influence of attitudes and subjective norms on behavioral intentions, and has been widely applied in various fields of behavioral intentions. The research results show that the application of the TPB theory in behavior prediction research can play a significant guiding role, and can provide a precise and reasonable explanation of the relationship between behavioral intentions and behavioral processes. Therefore, the TPB theory has a very strong behavior prediction function and provides powerful theoretical support for studying behavioral intentions.

The mediating role played by music entrepreneurial motivation between social support for entrepreneurship and entrepreneurial intention is extremely critical and cannot be ignored (H6b). It should be noted that the final results obtained in this study are remarkably high in agreement with the results obtained by many previous studies [53]. The results of Farooq, et al. [23] clearly and definitively show that in specific situations where social support is present, all mediating variables (i.e., subjective norms, subjective control, and behavioral control beliefs) are the main driving forces behind EI (entrepreneurial intent) among recent college graduates. These mediating variables may exert a profound and lasting influence on individual cognition, attitude and behavioral decision during the formation process of entrepreneurial intention, thus playing a significant and critical role in the entrepreneurial intention of college graduates. In addition, this series of research results are like a bright beacon, providing us with valuable and irreplaceable references for in-depth understanding of related phenomena and mechanisms in the field of entrepreneurship, so that we can take a more solid and powerful step in this complex and challenging research field.

Music entrepreneurial motivation plays a mediating role between entrepreneurial education support and entrepreneurial intent (H6a). It should be noted that the results of this study are in line with numerous previous studies [13]. The above previous research has clearly shown that the entrepreneurial support provided by universities can positively affect entrepreneurial attitudes and subjective norms, and thus play a decisive role in entrepreneurial intentions. Moreover, entrepreneurial attitude and subjective norms play a mediating role between entrepreneurial support and entrepreneurial intention.

The mediating role played by music entrepreneurial motivation between social support for entrepreneurship and entrepreneurial intention is extremely critical and cannot be ignored (H6b). It should be noted that the final results obtained in this study are remarkably high in agreement with

the results obtained by many previous studies [9]. The results of Farooq, et al. [54] clearly and definitively show that in specific situations where social support is present, all mediating variables (i.e., subjective norms, subjective control, and behavioral control beliefs) are the main driving forces behind EI (entrepreneurial intent) among recent college graduates. These mediating variables may exert a profound and lasting influence on individual cognition, attitude and behavioral decision during the formation process of entrepreneurial intention, thus playing a significant and critical role in the entrepreneurial intention of college graduates.

In this research, examine the entrepreneurial motivation, specifically focusing on attitude, subjective norms, and perceived behavior control, which predominantly influence students' intention in music entrepreneurship. It is assumed that through rigorous research and sufficient data support, H5 successfully verified that there is a significant positive correlation between the entrepreneurial motivation and entrepreneurial intention of music majors. This significant finding indicates that the strong entrepreneurial motivation of music college students greatly affects their intention to start a business. This influence is not insignificant, but plays a key and important role in many aspects. It may be reflected in inspiring them to actively seek entrepreneurial opportunities, bravely face various challenges in the entrepreneurial process, and firmly move toward the entrepreneurial goal. Motivation is widely recognized as a crucial factor in enhancing students' capabilities.

In order to obtain reliable and valid results, by carefully proposing hypotheses H6a and H6b. The final obtained research results strongly confirm that music entrepreneurial motivation has a mediating role in music entrepreneurial educational support, social support, and entrepreneurial intention, which clearly shows that hypothesis H6a and H6b can be successfully constructed.

The support of the close environment (relative, trustworthy and influential person) makes people believe that they are more likely to be suitable and viable for a business career Liñán and Chen [55]. Nowiński, et al. [56] have demonstrated that there is a positive relationship between Perceived Social Support and entrepreneurial intention mediated by music entrepreneurial motivation components. The above arguments suggest PSS's role is related to the concepts of social entrepreneurship in limited resource environments, as often happens in developing countries [57].

According to the research findings, there is a significant correlation between gender and entrepreneurship. Men tend to initiate business activities more than women, which has been confirmed in practice. Furthermore, the study suggests that this difference may result from the combined effects of social culture, family education, and career choices. In the real business environment, men may have certain advantages in terms of innovative thinking, risk tolerance, and resource acquisition, while women may place more emphasis on prudent management and relationship building. However, not all individuals fit this pattern, and many successful female entrepreneurs have demonstrated outstanding leadership skills and business acumen. Therefore, when exploring the relationship between gender and entrepreneurship, it is essential to take into account individual differences, social context, and complex behavioral motivations and avoid simplistically attributing it to physiological or psychological differences [30, 58].

## 6. Conclusion

Through empirical analysis, the following conclusions are arrived at: Firstly, perceived educational support bears no direct relation to entrepreneurial intention but exerts a significant influence on it via the motivation for music entrepreneurship. Among the mediating variables of college students, motivation yields a significant positive effect. Hence, the motivation for music entrepreneurship plays a mediating role between perceived educational support and entrepreneurial intention. Colleges and universities can assist students with entrepreneurial intentions in acquiring relevant knowledge and enhancing their entrepreneurial capabilities by providing entrepreneurship courses, establishing practice bases, and offering financial support. This will instill confidence in the college student group and strengthen their entrepreneurial intentions.

Secondly, perceived social support has a significant impact on both entrepreneurial intention and the motivation for music entrepreneurship. Similarly, among the mediating variables of college students, it also generates a significant positive effect. The more support college students perceive, the stronger their entrepreneurial intention will be.

Finally, the motivation of music entrepreneurship intention exerts a significantly positive influence on entrepreneurship intention and can also heighten the interest in this behavior, thereby propelling them to a higher level at the initial stage. The ultimate research findings revealed that the gender of college students majoring in music exerted a moderating effect in this study, which was in line with the anticipated hypothesis.

In summary, promoting entrepreneurial intentions among music majors in China requires complex interactions among multiple factors. In this context, entrepreneurial motivation in music has multifaceted implications, although individual entrepreneurial motivations may have independent influences. A comprehensive strategy to improve the entrepreneurial intentions of music college students should recognize the important role of higher education in shaping entrepreneurial motivation and emphasize the profound impact of factors such as family, schools, government, and enterprises on students' entrepreneurial intentions and performance. Additionally, individual student factors must be taken into account, including gender and other relevant variables. In addition to gender, age, family background, cultural traditions, and socioeconomic status are all potential factors that can influence individual students.

These factors intertwine and collectively shape each student's unique trajectory of development and cognitive patterns. In educational practice, it is essential to consider these complex and varied influences comprehensively and take appropriate measures to promote the holistic development and growth of every student. Schools, educational institutions, and communities working together will create a favorable environment that recognizes the importance of many factors and related variables in influencing entrepreneurial intentions. This, in turn, promotes a holistic and culturally sensitive approach to supporting entrepreneurial intentions. Furthermore, combining music art with entrepreneurial education can enhance students' soft skills such as teamwork, communication, and leadership, giving them a stronger advantage in future employment market competition.

## 7. Limitation and Future Studies

The limitations of this study provide new opportunities for future research. Firstly, the study selected music students from 9 universities in Sichuan Province, China, with a limited sample range, therefore, it is suggested that future studies expand the research area and conduct more extensive surveys on music students from different regions, cultures, and educational systems. This will help to deeply understand the influence of geographical differences on music learning and development, thus enriching the theoretical foundation of related fields.

Additionally, as with all cross-sectional studies, caution should be exercised in interpreting association evidence before establishing a true causal relationship. Therefore, future research would benefit from the adoption of experimental and longitudinal designs to further elucidate causal effects. For example, random allocation of participants to different experimental groups can more effectively control external variables and enhance the reliability of results. Meanwhile, longitudinal designs can track changes within the same population over time, providing important data support for understanding long-term trends.

Finally, it is recommended that the subsequent research work be systematically evaluated, including the establishment of a clear methodological framework, the selection of appropriate data analysis tools, and the establishment of standardized data collection procedures. This not only enhances the quality of research, but also ensures that the results are reproducible and applicable in general. In addition, strengthening interdisciplinary cooperation by integrating methods from fields such as psychology and education into music education research may also bring new perspectives and insights, which can help drive the development of the field.

## Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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