



**A STUDY ON THE INFLUENCE OF
CHINESE COLLEGE STUDENTS' SOCIAL
MEDIA USE BEHAVIOR ON
ENTREPRENEURIAL MOTIVATION AND
INTENTION**

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Abstract

College student entrepreneurs and innovative enterprises are one of the sources of activating national economic development, and also one of the important symbols of national innovation. The research on the entrepreneurial motivation and intention of college students is the key direction of the research on entrepreneurship and innovation education. This study explores the current mean status and relationship of Chinese college students' social media use behavior, entrepreneurial motivation and entrepreneurial intention, and analyzes the influence of background variables on this relationship. Through quantitative research and SPSS data analysis, it is found that gender has no significant impact on social media use behavior, grade has a certain impact, while college and gender have no significant impact on it. The length of social media use history and the length of daily use have a significant impact on social media behavior. In addition, social media use behavior, entrepreneurial motivation and entrepreneurial intention are positively correlated, indicating that the active use of social media may promote the enhancement of entrepreneurial motivation and the formation of entrepreneurial intention. This finding provides theoretical support for the cultivation of college students' entrepreneurial willingness. Future research could explore other factors that influence college students' willingness to start businesses and validate these results in a broader sample to develop more effective

entrepreneurship education and career planning strategies.

Keywords: Social Media Usage Behavior; Entrepreneurial Motivation;

Entrepreneurial Intentions

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CHAPTER 1

INTRODUCTION

Data from China's Ministry of Education reported that the number of graduates from China's colleges and universities exceeded the 10 million mark for the first time in 2022, and in 2023 it reached 11.58 million. Difficulty in employment has become a hot topic in the society, and dual-creation of college students has become a breakthrough that has attracted much attention. In the context of the digital era, social media platforms with openness and interactivity have become essential information channels. It also affects the study and life of college students, and its role in promoting innovation and entrepreneurship is becoming more and more significant. This study helps to understand the role of social media use in entrepreneurial psychology and behavior, provides theoretical support and practical guidance, and helps the entrepreneurial education of college student.

1.1 Research Background and Motivation

In contemporary society, social media has become a widely used daily communication tool and information source for college students (Yu & Chao, 2022). Social media platforms, such as Shake, Shutter, WeChat, etc., provide an important channel for contacting communication, obtaining information, exchanging opinions, sharing life, and knowing factual developments. The report as early as 2019 has shown that the student user group accounts for 26% (Huang & Zhang , 2019). This shows that nowadays the use of social media is popularized among the student population. Of course social media is also silently changing the thinking mode, behavior and psychological growth process of college students. With its low threshold, wide dissemination and strong business cohesion, social media can effectively fill the shortage of resources of college students in entrepreneurship. Therefore, social media is also seen as one of the most ideal ways to participate in entrepreneurial activities for the college student group (Li et al., 2023).

Along with the rapid development of mobile Internet technology, social media has penetrated into all corners of people's lives and become an essential and important element. The phenomenon of cultural symptomatology indicates that social media platforms have become a new extension of the human body (Meng, 2021). Social media use occupies an important position in college students' lives and plays an important role in communication, information acquisition, learning and socialization (Miao, 2019). Social media is not only a tool for socializing, but also an important channel for acquiring information and knowledge. College student groups use social media to obtain news, current events, academic information and other kinds of information to enrich their knowledge (Meng, 2021). Social media also provides a platform for college students to establish and maintain interpersonal relationships. They can connect with classmates, teachers, friends and family, and potential partners through social media to share experiences, opinions and feelings. At the same time, social media is an incubator for creativity and entrepreneurship (Troise et al., 2022). Many entrepreneurial projects and innovative ideas originate from social media communication and inspiration. Through social media, college students can share their ideas and get feedback and support. On the macro level, it is more favorable for college students to expand their horizons and gain social capital. On the micro level, it has a corresponding impact on their own cognition, which is more conducive to divergent thinking and thus contributes to the formation of entrepreneurial motivation and entrepreneurial intention. ◦

The study of college students' entrepreneurial motivation and entrepreneurial intention is a key direction in the research of dual-creation education (Zhang & Lei, 2012; Yeh, 2009). Wang (2013) found that the entrepreneurial environment of college students has an important link to the formation of entrepreneurial intentions. The entrepreneurial environment is mainly reflected in the macro-influential factors, based on social science theories to explore the general environmental factors. Such as entrepreneurship education, entrepreneurship policy, entrepreneurship financial services and so on. Secondly, the micro-influential factors of entrepreneurship, based on psychological theories i.e. college entrepreneurs' perception and influence on entrepreneurship. Li et al. (2021) pointed out that innovation and entrepreneurship play an important role in China's innovation and development, which is an important initiative for new fields, cultivating new kinetic energy and developing new

advantages. China Social Science Network (2020) points out that the rapid development of the digital economy and the reshaping of the international pattern have begun to accelerate the evolution, and the hegemony of science and technology and economy is promoting the development of economic anti-globalization. Therefore, it is of great practical significance and theoretical value to study the impact of college students' social media use behavior on entrepreneurship .

Entrepreneurial activities are one of the important factors in pulling economic development and promoting the optimization and upgrading of industrial structure. Along with the development of China's dual-creation education, China has stepped into a prosperous period of innovation and entrepreneurship, and a series of entrepreneurial activities have been implemented in depth. As college students with rich human capital and innovative thinking, they have become the core force driving the wave of entrepreneurship. According to the 2020 China college student employment data, only 1.6% of undergraduate graduates in the class of 2019 chose to start their own business, but with the time of graduation, this proportion has increased year by year, and after three years of development has been raised to 8.1% (Central, 2020). Stimulating college students' enthusiasm for entrepreneurship has become one of the concerns of society. And how to stimulate the entrepreneurial intention of college students and how to motivate them to make entrepreneurial behavior has become the key. The entrepreneurial motivation and entrepreneurial intention of college students are important factors in predicting their entrepreneurial behavior. Entrepreneurial intention represents college students' confidence and determination in entrepreneurial behavior, so it has become the focus of research on higher education and entrepreneurship education in China (Mei & Zhang, 2023), therefore, it is of practical significance and value to explore how to stimulate entrepreneurial motivation and entrepreneurial intention of college students to promote college students' entrepreneurship.

Moon and Jeon (2017) showed that social media interactions can enhance self-efficacy, which in turn positively affects entrepreneurial intentions. Abd Majid et al.'s (2020) study found that entrepreneurial intentions can be induced in adolescent groups when they engage in business behaviors on social media. Wang et al.,(2020) in exploring the role of social media in the entrepreneurial initial stage, it was found that extensive social media use behavior helps to expand one's offline social networking

circle, which helps to acquire more social resources and promotes the development of entrepreneurial intention. Ahmed et al., (2019) study found that interpersonal interactions with the help of social media platforms positively affect entrepreneurial intention, and that college students acquire new self cognition and influence entrepreneurial intention through self-adjustment. A study by Chen et al. (2021), similarly concluded that college students' use of social media can stimulate their entrepreneurship. Hong (2015) argued that college students' use of social media can promote college students' entrepreneurship, which shows that the use of social media can stimulate college students' entrepreneurial motivation and enhance entrepreneurial intention. Combing through the past literature, it is found that the existing research on the impact of social media use behavior on entrepreneurial motivation and entrepreneurial intention has not been comprehensively explored. In-depth exploration of the effects of social media use on college students' entrepreneurial motivation and entrepreneurial intention can provide a useful inspiration and reference for research in this direction.

1.2 Statement of the Problem

The popularity of social media use among college students has led to an increase in the demand for features and content on social media platforms by college users. With the generation, sharing, communication, and dissemination of entrepreneurship-related content, it provides a platform for the entrepreneurial community of college students. Yang (2022) conducted a study on the impact of adaptive learning and entrepreneurial behavior of college students. The researcher concluded that adaptive learning is conducive to enhancing self-efficacy, which in turn favors the creation of entrepreneurial motivation. Entrepreneurial motivation effectively leads to the implementation of entrepreneurial intention (Alshurideh et al., 2023). Hassan et al., (2022) conducted a study on entrepreneurship education, entrepreneurial motivation and entrepreneurial intention. The links between dual entrepreneurship education, motivation and intention factors were analyzed and the role of psychological and environmental factors in shaping motivation and intention was discussed. This study attempts to explore the current mean levels of social media use behavior, entrepreneurial motivation, and entrepreneurial intention among Chinese college students. Taking the social media use group of college students as the

research object, this study invokes the Entrepreneurial Motivation and Entrepreneurial Intention Scale to explore the relationship among social media use behavior, entrepreneurial motivation, and entrepreneurial intention among college students in a university in Guangxi, China. To examine the influence of college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention, the differences in entrepreneurial motivation and entrepreneurial intention were investigated using different genders (male and female), grades (freshman, sophomore, junior, senior), colleges, and the historical and daily lengths of social media use as background variables. Exploring the relationship between social media use behavior, entrepreneurial motivation and entrepreneurial intention is the main thrust of this study.

1.3 Research Objectives

This study wants to explore the influence of college students' social media use behavior on college students' entrepreneurial motivation and entrepreneurial intention, as well as the differences in their gender (male and female), college, grade (freshman, sophomore, junior, and senior), historical hours of social media use, and daily hours of social media use on social media use and entrepreneurial intention and entrepreneurial motivation, and to reveal the intrinsic connection of college students' entrepreneurship, so that the research objectives of this study are as follows:

- 1) To explore the current general status of social media use behavior, entrepreneurial motivation and entrepreneurial intention among Chinese college students
- 2) To examine the influence of social media use behavior on entrepreneurial motivation and entrepreneurial intention among Chinese college students under different demographic background variables
- 3) To examine the relationship between social media usage behavior, entrepreneurial motivation and entrepreneurial intention among Chinese university students

1.4 Research Questions

According to the research purpose of this study, the following research questions are proposed:

1) What is the current general status of social media use behavior, entrepreneurial motivation and entrepreneurial intention among Chinese college students?

2) Is there any difference in social media usage behavior, entrepreneurial motivation and entrepreneurial intention among Chinese college students across demographic background variables (gender, grade, college, historical hours, daily hours)?

3) What is the relationship between social media usage behavior, entrepreneurial motivation and entrepreneurial intention among Chinese college students?

1.5 Definition of Terms

1.5.1 Social Media Use (SMU)

Social media use includes user-generated content, real-time interaction and dissemination, user participation, information sharing and dissemination, and diverse content formats and platforms (Bruns & Bahnisch, 2009). Social media platforms include but are not limited to Facebook, Instagram, Twitter, LinkedIn, YouTube, etc.

1.5.2 Entrepreneurial Motivation (EM)

Entrepreneurial motivation is the intrinsic or extrinsic factors and drives that lead individuals to choose to start a business and begin entrepreneurial activities (Murnieks et al., 2020).

1.5.3 Entrepreneurial Intention (EI)

Entrepreneurial intention is the tendency or willingness expressed by an individual or a team that indicates the intention to start a new business, engage in entrepreneurial activities or carry out a new project. Individuals possess subjective attitudes and willingness to perform specific entrepreneurial behaviors, which is one of the important predictors of entrepreneurial behavior (Herzoch & Borrero, 2020).

1.6 Significance of the Study

On the basis of previous research, this study aims to investigate the impact of Chinese college students' social media usage behavior on entrepreneurial motivation and entrepreneurial intention. Based on the results of the study, reasonable and effective suggestions are given to contribute to the development of innovation and

entrepreneurship education in China.

1.6.1 Academic Perspective

College students' social media use has quietly become a background factor that cannot be ignored in the process of their growth and education, so it is extremely important to study the impact of in-depth investigation of social media use behavior on the growth and development of college students (Hu, 2020). The review of related materials found that the existing literature on the impact of social media use behavior on entrepreneurial motivation and entrepreneurial intention is not much, and most of the research subjects are foreign groups. This study aims to verify the relationship between the three and provide reference and reference for future related studies. At the same time, it supplements the research on social media usage behavior in China and provides a new observation angle for the innovation and entrepreneurship education of Chinese college students.

1.6.2 Practicality Perspective

Social media use can improve college students' entrepreneurial exploration (Zang, 2021). This study will help colleges and universities to manage and guide college students' social media use, give full play to the positive role in entrepreneurial activities, stimulate the generation of entrepreneurial motivation, and enhance entrepreneurial intention. It will incorporate the understanding of the influencing factors of college students' entrepreneurial motivation and entrepreneurial intention into the actual entrepreneurial education activities, which will in turn stimulate college students' entrepreneurial enthusiasm. This study will provide reference for the formulation and implementation of entrepreneurship policy for college students, which is conducive to the national optimization of innovation and entrepreneurship education policy, the effective use of social media platforms, the promotion of in-depth practice of innovation and entrepreneurship education and the continuous optimization of policy, and the realization of entrepreneurship practice intelligence.

1.7 Research Innovation

Currently the relationship between college students' social media use behavior and entrepreneurial motivation and entrepreneurial intention has not been paid sufficient attention. The research on college students' entrepreneurship is scattered, and there is no systematic sorting out of the relationship between the three for the

time being. In this study, we systematically sorted out the mechanism of the influence of college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention. By collecting and organizing related literature. It is innovative to explore the relationship between social media use behavior, entrepreneurial motivation and entrepreneurial intention in depth, to enrich the relevant theoretical framework in the field of social sciences, and to further improve and expand the existing research paradigm.

This study provides directions for the research of college students' entrepreneurship theories and broadens the ideas for entrepreneurship management and practice. The results will help colleges and government departments to develop more effective entrepreneurship education and employment guidance policies. Understanding the relationship between the behavioral characteristics of college students on social media and entrepreneurship provides guidance for relevant institutions and promotes the cultivation of college students' entrepreneurial willingness and practical activities. With the popularization of social media and the increasing importance of entrepreneurship education, the results of this study are of great social significance for cultivating the entrepreneurial spirit of Chinese college students and promoting the vigorous development of entrepreneurial activities.

1.8 Research Process

The focus of this study is in exploring the impact of college students' social media use on college students' entrepreneurial motivation and entrepreneurial intention, as well as the differences in gender (male, female), college, grade (freshman, sophomore, junior, senior), historical hours, and daily hours on social media use and entrepreneurial motivation and entrepreneurial intention, to reveal the intrinsic mechanism of college students' entrepreneurship, and its entrepreneurial differences in different contexts. The study provides reference for college students' entrepreneurship and guiding suggestions for entrepreneurship education. The steps and procedural contents of the actual conduct of this study are divided into five chapters.

Chapter 1 is the introduction, which mainly describes the research background, problem statement, research objectives, research questions, research hypotheses, research significance, research value, and research process based on the relevant

literature viewpoints, and gives an overview of the general process of the whole research.

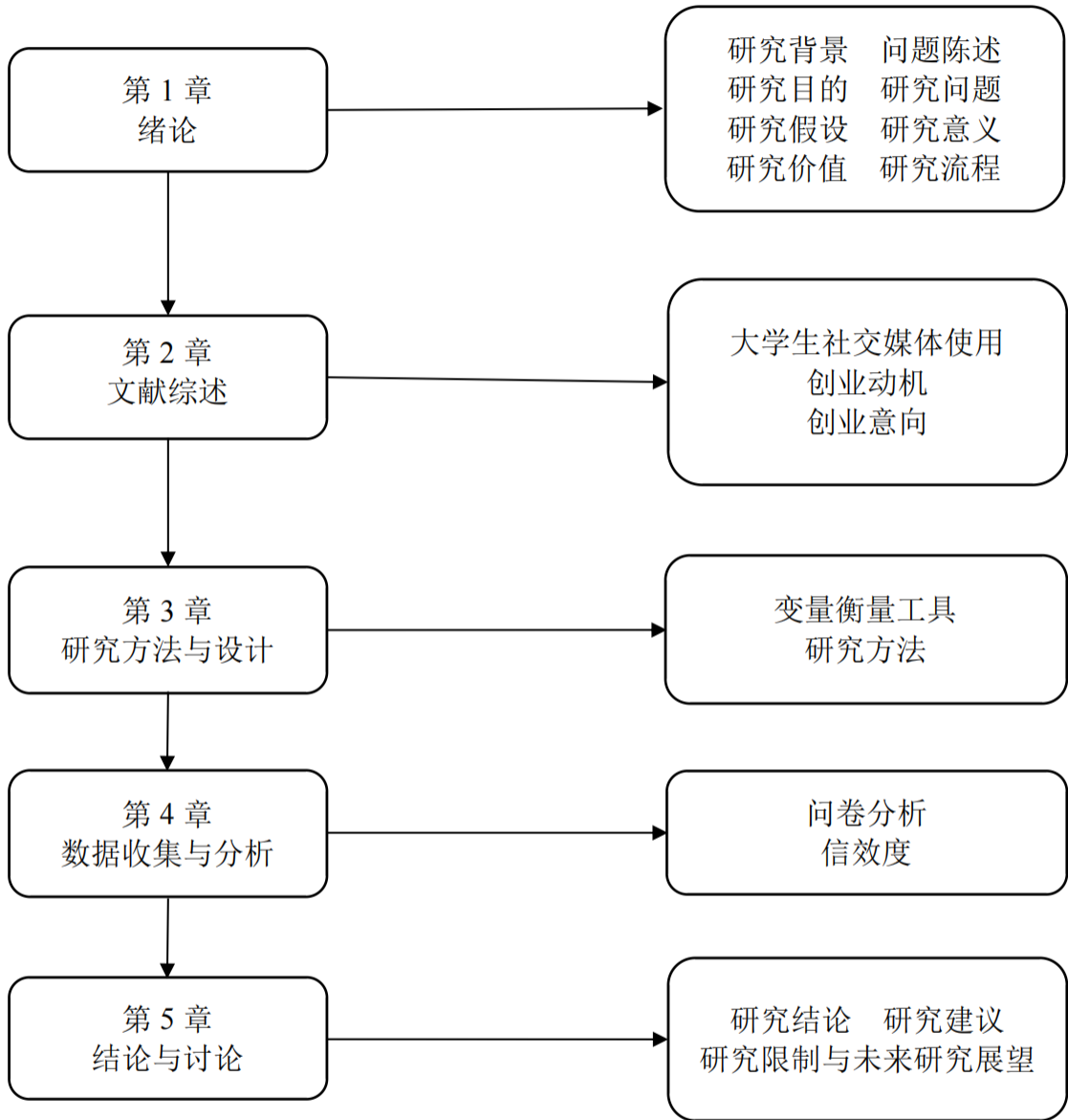
Chapter 2 is the literature review, which mainly focuses on data collection, data combing and analysis, and summarizing and interpreting the relevant studies on the three research variables, and further proposing the research prediction of this topic based on the existing studies.

Chapter 3 is the research methodology and design, which focuses on constructing the general structure of this study. Establish the objectives of the study, research questions, program of the study and so on. Define the subjects of this study, research tools used, data analysis software and methods, etc.

Chapter 4 is the data collection and analysis, mainly using questionnaires to collect sample data from the subjects, and statistical analysis with the help of SPSS statistical analysis software, including reliability analysis, descriptive statistical analysis and correlation regression analysis, and through the final data analysis results of this study are discussed.

Chapter 5 is the conclusion and discussion part, summarize and sort out the results of the discussion in the previous chapter, put forward the corresponding comments and suggestions, and put forward the viewpoints on the shortcomings and gaps of the study as well as the future development direction. Therefore, the flow of this research idea is shown in Figure 1.1 in the following page.

Figure 1.1
Research Process Flowchart



Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

CHAPTER 2

LITERATURE REVIEW

This chapter meticulously examines and organises the extant literature concerning the nexus between social media utilisation, entrepreneurial motivation, and intention amongst university scholars. It scrutinises pertinent definitions, theories, and their interrelations, adopting a rigorous analytical framework to interrogate the influence of social media behaviour, disaggregated into two dimensions across twelve enquiries, upon entrepreneurial motivation and intention, further delineated into two dimensions through six and seven enquiries respectively. The enquiry extends to consider the impact of background variables such as gender, year of study, type of institution, and frequency of social media engagement, thereby facilitating the deduction of the study's hypotheses.

2.1 Primary Theories for the Current Research

2.1.1 Theory of Planned Behavior

The Theory of Planned Behavior (TPB) is a behavioral decision-making model that is considered an important theory in social psychology that seeks to explain and predict the determinants of an individual's behavior. It posits that an individual's behavior is purposeful and planned and depends on the assessment of the consequences of the behavior and the level of confidence in performing the behavior. The theory was introduced by Icek Ajzen in 1988 and is a developmental evolution of social theory and rational behavior theory. The model covers the components of behavioral beliefs, attitudinal perceptions, individual norms, intuitive behavioral control, self-control beliefs, and behavioral intentions.

According to the Theory of Planned Behavior, an individual's behavioral intention is a significant influence on actual behavior. Individuals' behavioral intentions are influenced by their perceptions of behavioral conceptions, perceptual control, and individual norms. In terms of behavioral attitudes, this refers to an individual's evaluation of a particular behavior, including perceptions of whether the

behavior is good or bad, beneficial or not (Zhang, 2007). Individuals are more likely to adopt a behavior if they believe that performing it will lead to positive outcomes. In terms of subjective norms, it is the individual's perception of importance, an attitude and expectation towards a particular behavior. When individuals perceive that it is important and that others want or support a behavior, they are more likely to perform it (Wang, 2020). In terms of perceived behavioral control, it is a subjective assessment of how easy or difficult it is to perform a specific behavior. Individuals are more likely to perform a behavior if they perceive that they can easily control the conditions under which they perform it (Duan, 2008).

Icek Ajzen's Theory of Planned Behavior states that an individual's behavioral tendencies play an important role in influencing actual behavioral activities. In this study, the Theory of Planned Behavior was chosen to underpin the behavioral variables of social media use. The Theory of Planned Behavior has wide applicability and has been validated and applied in many domains, including health behavior, consumer behavior, and learning behavior. This effective theoretical framework can help understand and predict individual behavior, while the theory of planned behavior can focus on behavioral intentions. In the study of the effect of social media use behavior on entrepreneurial motivation and entrepreneurial intention, it is crucial to focus on whether individuals have the intention to engage in entrepreneurial activities through social media. In the study of the effect of social media use behavior on entrepreneurial motivation and entrepreneurial intention, individuals' behavioral intentions can be understood by examining their attitudes toward social media, their perceptions of others' expectations, and their feelings of control over social media use (Duan, 2008). The Theory of Planned Behavior is also operational in that these variables can be quantified and measured through questionnaires and other means, which can help in the collection and analysis of data. The Theory of Planned Behavior supports the case that intention influences the development of motivation, and the selection of the Theory of Planned Behavior as the theoretical support for the behavioral variables of social media use provides a broad and operational theoretical framework for this study, which can help to provide an in-depth understanding of the impact of social media on entrepreneurial motivation and entrepreneurial intention.

2.1.2 Self-Determination Theory

Self-determination theory was constructed by psychologists Edward L. Deci and Richard M. Ryan to elucidate the motivational and self-regulatory processes that underlie individual behavior. The theory emphasizes the influence of individual motivation and autonomy on behavior and divides motivation into intrinsic and extrinsic categories. According to the theory, people's behavior is driven by a combination of both intrinsic and extrinsic motivations. Intrinsic motivation in self-determination theory refers to an individual's participation in an activity out of factors such as intrinsic interest, autonomy, and growth. Intrinsic motivation is characterized as lasting, stable, and closely related to an individual's autonomy and self-actualization. Extrinsic motivation suggests that individuals engage in an activity or behavior in order to obtain extrinsic rewards or avoid punishment. Extrinsic motivation usually stems from rewards, punishments, or expectations, but can also be influenced by the social and cultural environment of the individual. Self-determination theory emphasizes that individuals pursue three basic psychological needs in their behavior: autonomy, competence, and relationships. When these needs are met, individuals feel supported in their intrinsic motivation and are thus more likely to engage in the behavior consistently.

In this study, self-determination theory can provide favorable theoretical support. Jin et al. (2021) did research on the incentive mechanism of innovation and entrepreneurship in college student groups based on self-determination theory. First of all, self-determination theory focuses on intrinsic motivation, focuses on an individual's intrinsic autonomy, and emphasizes an individual's autonomous choice of behavior and intrinsic drive. In the process of entrepreneurship, the individual's intrinsic motivation plays an important role in the formation of entrepreneurial motivation. Therefore, self-determination theory can help explain an individual's intrinsic motivation during social media use and how it affects their motivation. Secondly, self-determination theory explores the fulfillment of psychological needs. The theory highlights three basic psychological needs of individuals, autonomy, competence and social relationships. Through social media use, users engage in a variety of social activities to share entrepreneurial ideas, exchange experiences and encourage each other, and these interactions influence their attitudes and motivation towards entrepreneurship (Davis et al., 1989). Individuals satisfy psychological needs

while gaining social support, access to information, and a sense of identity. Self-determination theory can help researchers better understand how social media behavior affects an individual's psychological needs, which in turn affects the formation of their entrepreneurial motivation. Again, self-determination theory explains the relationship between intrinsic motivation and extrinsic behavior. Self-determination theory emphasizes the influence of intrinsic motivation on behavior. When studying entrepreneurial motivation, it is crucial to understand the influence of an individual's intrinsic motivation on entrepreneurial intentions and behavior. With the support of the theory, it is possible to better understand how an individual's intrinsic motivation to engage in social media use influences the formation and development of entrepreneurial motivation and intention. Jin et al. (2019) also conducted a study based on self-determination theory to enhance innovation and entrepreneurship learning initiative among college students.

In summary, self-determination theory provides a strong theoretical foundation that can help this study understand individual motivation in social media use behavior and how this motivation affects entrepreneurship development. The theory supports the idea that intention comes before motivation. Individuals' behavior of engaging in social media may be driven by intrinsic motivations, such as seeking social connections, obtaining information, and self-presentation. These intrinsic motivations may influence an individual's entrepreneurial motivation and intention because entrepreneurship itself is also a pursuit of autonomy, competence, and relationships. Therefore, this study chooses self-determination theory as the theoretical support for entrepreneurial motivation variables.

2.1.3 Self-Efficacy Theory

Self-efficacy theory was developed in 1977 by American psychologist Alber Bandura, one of the founders of social learning theory. The theory emphasizes the influence of an individual's confidence and belief in his or her own abilities, and suggests that an individual's confidence and belief that he or she can accomplish a task affects behavior and goal attainment.

Self-efficacy, in the field of entrepreneurship, is seen as one of the most important considerations for entrepreneurial success. Self-efficacy theory suggests that an individual's confidence and belief in his or her own abilities affects his or her behavior. On social media, individuals can increase their confidence in

entrepreneurship by observing the success stories and experiences shared by others, thus increasing their motivation and intention to start a business. The entrepreneurial process is full of challenges and uncertainties, and individuals need to have sufficient self-efficacy to cope with these challenges. Social media, as a platform for information sharing and social interaction, can provide individuals with various forms of support and inspiration, thus enhancing entrepreneurial self-efficacy. Self-efficacy theory emphasizes the role of observational imitation in individual learning and behavioral shaping. On social media, individuals can enhance their entrepreneurial self-efficacy by observing others' entrepreneurial experiences and success stories, learning and imitating the patterns and strategies therein (Wang, 2023). Self-efficacy in the shaping of entrepreneurial intention, individuals' confidence in their own ability influences their intention to start a business. Hou and Ge (2019) found that social media use enhances users' self-efficacy. The social interaction and information sharing characteristics of social media platforms can affect an individual's self-efficacy, which in turn affects the intention to start a business. The theory of self-efficacy is conducive to an in-depth exploration of the mechanism and process of the formation of entrepreneurial intention of individuals in the social media environment.

The theory of self-efficacy was chosen as the theoretical support for the entrepreneurial intention variable in this study. Self-efficacy emphasizes an individual's confidence and belief in his or her own abilities, which has a significant impact on behavior and goal attainment. In the field of entrepreneurship, an individual's confidence in his or her entrepreneurial ability and success directly affects his or her entrepreneurial intention. Moon and Jeon's (2017) study confirms that social interaction through social media increases self-efficacy and positively affects entrepreneurial intention. Therefore, self-efficacy plays an important role in predicting whether an individual intends to start a business. Social media provides users with a wealth of information and social interaction opportunities, and individuals can enhance their entrepreneurial self-efficacy by observing the entrepreneurial experiences and success stories of others. On social media, exposure to a variety of entrepreneurial resources, mentors, success stories, etc., all of which can help to enhance an individual's entrepreneurial intention. Hou and Ge (2019) showed that there is a close relationship between social media use and self-efficacy.

Individuals' positive interactions on social media can enhance self-efficacy in various fields, and this includes the field of entrepreneurship. Chen et al. (2021) showed a positive correlation between social media use behavior and entrepreneurial intention. Self-efficacy plays an important role as a mediating variable in the influence of social media use behavior on entrepreneurial intention, acting as a transmission effect.

2.2 Undergraduate's Social Media Usage Behavior

2.2.1 Concept and Definition of SMU

Social media use by college students refers to the process of using a series of functions of a social media platform after college students register the software. The term "social media" is of Western origin, translated from the English phrase "Social Media", and is summarized as a series of Internet applications built on the concepts and technologies of Web 2.0, which are designed to encourage user-generated content and sharing of resources (Kaplan & Haenlein, 2010). It brings together a wide range of online information, which is created and shared for use by users to help them gain a comprehensive and in-depth understanding of various products, services, brands, etc. (Murugesan, 2007). Social media platforms at this stage include the likes of Facebook, WeChat, Jitterbug, etc. Social media can usually be used for free but there are some paid cases. According to Zhang Yaoming and Zhang Luxi (2018), social media is an Internet-based platform whose content production and communication are driven by user relationships; Eysenbach (2008) suggested that social media is a new kind of online media with characteristics such as openness, participation, and communityization, which provides a platform for users to communicate (Mayfield, 2008). In short, the platforms and tools used by individual users to communicate, share and interact in the virtual world can be called social media.

It is found that past researchers have various views on social media, and only a small number of scholars have provided a clear definition of Social Media Use (SMA). According to Chen et al. (2014), individuals' behaviors such as posting personal dynamic information, viewing, retweeting, liking and interacting, and commenting on social media platforms can be regarded as the category of social media use. In terms of the motivation of social media platform use, Wang (2015) pointed out that individuals believe that they can satisfy psychological aspects through the use of social media, thus generating the willingness and motivation to use. It covers general

social platform use (intensity, frequency) and different ways social platform use (passive use, active use).

Based on the combing of past researchers' definitions, it can be seen that researchers have attempted to define the concept of social media and usage behaviors from different perspectives and points in time (Aichner et al., 2021). The study found that these definitions have the following similarities. First, it is based on Internet platforms. All definitions suggest that social media is an Internet-based platform designed to facilitate communication and interaction among users. Second, user-generated content. Social media allows users to create and share content, which is a common feature of all definitions. Third, relationships between users. Social media platforms build a network of relationships between users, whether through the Internet, links, sharing, etc. Social interaction between users is the core of social media. Regarding the differences, there are two points. First, the breadth and depth of the definition are different. Different scholars have different interpretations and focuses on the scope and dimension of the definition of social media. Some definitions focus on the characteristics of technology and platforms (Kapoor et al., 2018), while others pay more attention to the social functions and impacts of social media (Kietzmann et al., 2011). Second, each definition has a different context of the times. With the development of Internet technology, the definition and use of social media have changed, so the definitions of different eras reflect the characteristics and use of social media at that time.

In summary, the definition of social media use should also cover multiple dimensions and perspectives, reflecting the diverse understanding and interpretation of the concept by past scholars (Aichner et al., 2021). Despite some differences in the individual definitions, they collectively reveal the important characteristics of social media as an Internet-based platform for user-generated content and the construction of relationships among users. With the development of time and technology, the concept of social media use has evolved, and definitions from different eras reflect the characteristics and functions of social media in different contexts. Therefore, understanding the definition of social media use needs to take into account multiple aspects such as historical context, technological features, and social impact, which helps us to fully grasp and apply the important role of social media in today's society.

2.2.2 Social Media Definitions Summary

Table 2.2.2

Breakthrough of Social Media Definition

Scholars	Defintions
Wellman (1996)	When computer networks connect people and machines, they become social networks, which we call computer-supported social networks (CSSNs).
Kaplan and Haenlein (2010)	A set of Internet applications based on Web 2.0 concepts and technologies, it supports user-generated content and sharing, and is a platform for interaction and communication.
Kietzmann et al. (2011)	Social media is built on a network framework consisting of seven functions: identity, conversation, sharing, presence, relationship, reputation, and community.
Carr and Hayes (2015)	An Internet-based avenue of mass communication that aims to delve into the potential value of user-generated content by enhancing user interaction and perception.
Miller et al. (2016)	Social media is the colonization of the space between traditional broadcast and private binary communication, providing people with a certain size of group and a certain degree of privacy, which is referred to as "scalable sociality".
Kapoor et al. (2018)	Social media is a multi-platform, user-driven endeavor to disseminate compelling content, facilitate conversations, and communicate with a broader audience. It is a digital space created by and for the masses, providing an enabling environment for interaction and online communication at different levels - personal, collegiate, business, marketing, political and social.
Bishop (2019)	We define social media as any online resource designed to facilitate interaction between individuals.
Pradana (2020)	A means of exchanging multimedia content (text, images, audio, video) between users or between users and marketing groups.

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

Based on the above scholars' definitions, it is summarized that social media use is a process by which individuals or groups create, share, and exchange user-generated content on Internet applications and facilitate interaction and communication through functions such as identity display, interaction, sharing of resources, shaping of reputation, and participation in group activities. The use of social media provides an interactive environment for different domains such as individuals, schools, and societies, aiming to facilitate communication, cooperation, and information sharing among users, thus promoting the development of social communication. This researcher believes that college students' social media use refers to the process in which college students register for social media software and then use a series of platform functions.

2.2.3 Undergraduate's Social Media Usage Scale

Measurement of social media use is usually done in the form of questionnaires. Researchers generally measure based on two dimensions, function and content, which includes examining factors such as purpose, duration, and frequency of use. Since different social media are used for different purposes, it is often necessary to develop a questionnaire for a specific social media, for example, Ellison et al. (2007) developed a proprietary scale for Facebook, based on which Salehan et al. (2013) further adapted the Social Media Intensity of Use Scale, Wegmann et al. (2017) drew on SNNs in their study to develop the Social Media Intensity of Use Scale. al. (2017) borrowed parts of the SNSIS scale for measurement in their study. A 5-point Likert scale was used to collect data from 8 dimensions, 2 of which collected data on the number of friends and hours spent per day on subjects' social media platforms.6 of which examined the degree to which an individual is integrated with social media in his or her life by examining the subjects' adherence to their social media platforms. Rogers et al., (2019) designed and produced a frequency of social media use measurement focused on a social media use scale that collects the number of times subjects use it at different time periods in five dimensions. Also the scale sent by Gupta and Bashir (2018) was administered to a random sample of 420 college students from 6 different universities and their responses were analyzed. The results of the study showed that social media use can be decomposed into four factors: academic, social; entertainment and informative. The internal indicator, Cronbach's coefficient ($\alpha = .830$) showed good internal reliability.

Existing related studies on social media use have not yet formed a unified standard for the definition of usage behavior and the selection of measurement indicators. Burke et al., (2010)) tried to classify social media usage behavior into two types of positive and negative usage for SNS users. Cao et al. (2015), on the other hand, measured the intensity of use in terms of the length and frequency of WeChat use. Zhou (2023) classified social media use behavior into two types of active and passive use. Al Halbusi et al., (2022), on the other hand, investigated the impact of entrepreneurial intention in the emerging Asian region based on the use of social cognitive theory, using social media use as a moderating variable. Zhang et al. (2018), on the other hand, categorized the use of social media by firms into work-based and social-based use based on the use of social media.

Table 2.2.3

Social Media Usage Scale

Item
Social Media Content Use:
Using social media allows me to access information related to my studies
Using social media allows me to get information about current social events
Using social media allows me to be informed about current events.
Using social media allows me to moderate my study stress.
Using social media allows me to engage in collaborative learning.
Using social media allows me to solve my academic problems
Use of social media features:
Use of social media has greatly increased the ease of socializing.
Strengthen my connections with friends and family through social media use.
Increase the frequency of academic interactions with faculty through social media use
Increase the effectiveness of online academic group discussions via social media use
Provide an outlet for sharing new ideas through social media use
Contribute to future career planning through social media use

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

2.2.4 Analysis of studies related to social media use among college students

Social media is increasingly integrated into all aspects of modern life. As of January 2019, there are 3.484 billion active social media users worldwide, representing 45% of the world's population, and the use of social media for communication, learning, and entertainment is becoming more and more common (Lambton-Howard et al., 2021). Studies have shown that through virtual platforms, social media has completely changed the way people interact (Beig & Khan, 2020;

Olanrewaju et al., 2020; Saqib & Amin, 2022). Social media has become the preferred tool for socializing among college students (Holland, 2018).

Many experts and scholars have adopted the theory of planned behavior to study topics related to entrepreneurship (Farooq et al., 2018). The role of social media use is analyzed from the perspective of the Theory of Planned Behavior (TPB). Some researchers have found that social media use and perceived social support contribute to the implementation and execution of entrepreneurial intentions (Al Halbusi et al., 2023). Perceived social support refers to the feeling that one's surroundings recognize and support one's views and opinions in daily life, as well as the feeling of being appreciated, respected, cared for, and loved by others (Acuna-Duran et al., 2021; Pihie & Bagheri, 2010). In addition, it indicates the extent to which individuals have beliefs about perceiving themselves as valued and cared for. This means that the more support an individual feels, the higher their desire for the desired potential fulfillment. Perceived social support varies from person to person and influences the success of entrepreneurial activities, especially in the early stages of entrepreneurship. There is a strong correlation between entrepreneurial attitudes and the level of perceived intention (Vamvaka et al., 2020). Social perceptions increase the likelihood of taking certain actions such as entrepreneurial intentions. The use of social media platforms contributes to a wide range of participation and understanding of individuals and companies, allowing users to innovate behavior, transfer activities on creating internal and external knowledge (Shahbaznezhad et al., 2021; Meseguer-Martinez et al., 2021). Social media can enhance the ability of individuals to find opportunities, businesses to identify new business opportunities, and gain a competitive advantage. For businesses that strategically utilize social media to gather valuable information from stakeholders, companies are more likely to change their traditional methods of doing business (Appel et al., 2020).

2.3 Entrepreneurial Motivation (EM)

2.3.1 Concept and Definition of EM

"Motivation" is derived from the Latin word "movere" itself and refers to the force or idea that triggers a person to engage in a certain behavior. It is an internal state that activates and directs behavior towards a goal. The concept of entrepreneurial motivation has been studied relatively little (Mahto & McDowell 2018). As an

emerging field of research, entrepreneurial motivation among college students does not have a clear definition so far. Different research scholars have different understandings of entrepreneurial motivation due to their different research backgrounds and goals, which has led to the emergence of multiple definitions. Foreign researchers Olson and Bosserman (1984) believe that entrepreneurial motivation is an intrinsic force that drives entrepreneurial behavior, Baum and Locke (2004) believe that it emerges during the entrepreneurial process and influences it, and Eckhardt and Shane (2003) believe that it motivates individuals to exhibit different behaviors in the entrepreneurial process. In contrast, in domestic studies, entrepreneurial motivation is emphasized as a result of a combination of internal and external factors. Li and Zeng (2018) argued that it is used to motivate and sustain entrepreneurial behavior. Xu & Chen (2017), on the other hand, argued that it plays a pioneering role in entrepreneurial behavior, with the degree of strength and persistence as key factors. Lui (2022) argues that entrepreneurial motivation is a reason or driving force that prompts an individual to develop entrepreneurial intentions.

From the definitions of the above representative scholars, it is found that there are certain consensus and differences in the definition and understanding of entrepreneurial motivation by different scholars. Entrepreneurial motivation has the following points in common. The first is considered to be one of the intrinsic factors that drive individuals to engage in entrepreneurial behavior. The second influences individuals' decisions and behaviors in the process of seeking, selecting and pursuing opportunities. The third is closely related to the individual's pursuit of achievement, self-efficacy, autonomous development, and personal social value. The fourth is considered to be the precursor of entrepreneurial behavior and directly affects the success or failure of entrepreneurship as a process. The differences, on the other hand, are mainly the following two points. The first emphasizes the different influencing factors of motivation. Some scholars emphasize that entrepreneurial motivation is the embodiment of an individual's internal drive, formed in the process; while other scholars regard entrepreneurial motivation as an individual's subjective beliefs about internal and external condition factors and future goals. Secondly there are different interpretations of the connotation and composition of entrepreneurial motivation. Some scholars regard entrepreneurial motivation as an individual's integrative role

based on entrepreneurial cognitive moderators that stimulate and sustain entrepreneurial behavior, while others regard it as the key to distinguishing potential entrepreneurs from actual entrepreneurs or as an important factor in transforming entrepreneurial cognition and intention into individual behavior.

Synthesize the above research scholars' understanding of entrepreneurial motivation. As the core force driving entrepreneurial behavior, entrepreneurial motivation plays a pivotal role in the path of entrepreneurial growth. It can not only stimulate the enthusiasm of potential entrepreneurs and prompt them to devote themselves to entrepreneurial activities, but also is an important psychological factor that transforms entrepreneurial ideas and perceptions into practical actions. In short: entrepreneurial motivation is the internal drive or reason for individuals (individuals or groups) to engage in entrepreneurial activities and drive entrepreneurial behavior. On this basis, this researcher believes that college students' entrepreneurial motivation is essentially a kind of psychological driving force, which can effectively stimulate and guide college students to combine their personal internal needs with external factors, and then generate entrepreneurial willingness and action. It is the force that drives college students to actively participate in entrepreneurial activities, a key factor in entrepreneurial development, and an entrepreneurial psychological state that transforms entrepreneurial cognition into practical action.

Although there are differences in the definition of entrepreneurial motivation among scholars, they generally agree on the importance of entrepreneurial motivation to individual entrepreneurial behavior. Different definitions and interpretive perspectives reflect a multidimensional understanding and exploration of entrepreneurial motivation. Different scholars with different academic backgrounds and research directions will have different focuses and understanding perspectives. Different entrepreneurial environments and groups of entrepreneurs in different contexts affect the perception and interpretation of entrepreneurial motivation. Different research methods and theoretical frameworks lead to focus and bias in the understanding and interpretation of entrepreneurial motivation (Zhang, 2012). Therefore, the definitions and explanations of entrepreneurial motivation show diversity, which provides a rich theoretical foundation and research path for the in-depth study of entrepreneurial behaviors.

2.3.2 Summary of Definitions of Entrepreneurial Motivation

Table 2.3.2

Breakthrough of Definitions of Entrepreneurial Motivation

Scholars	Definition
Olson and Bosserman(1984)	It is a driving force for entrepreneurial action and a key factor in distinguishing potential entrepreneurs from actual entrepreneurs.
Shane (2003)	It plays a key role in the process of pursuing entrepreneurial opportunities, influences decision-making, and is a manifestation of an inner willingness and proactive behavior.
Baum and Locke(2004)	The figurative display of the entrepreneur's inner drive, which gradually forms and influences entrepreneurial development on the entrepreneur's path of pursuing personal achievement, including goal setting, self-efficacy, and collectively reflecting the entrepreneur's desire and confidence in entrepreneurial success.
Xu & Chen (2017)	It is the precursor of entrepreneurial behavior, and its intensity and durability have a decisive influence on whether the entrepreneurial behavior can finally achieve success.
Ning et al. (2017)	It is the desire of potential entrepreneurs to choose entrepreneurial behavior and commit themselves to the pursuit of individual growth and social value realization after comprehensively considering various internal and external condition factors and future development goals. This subjective belief is characterized by distinctive spontaneity.
Li & Zeng (2018)	Individuals in the entrepreneurial cognitive regulation, through the combination of internal demand and external triggers, to build a motivational system that can stimulate and sustain entrepreneurial behavior.
Lu (2022)	A kind of reason or driving force that prompts individuals to produce entrepreneurial intention.

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

Based on the above combing of definitions of past scholars, it can be seen that entrepreneurial motivation is an intrinsic driving force that originates from the individual's pursuit of achievement and self-development, and influences the decision to seek, select and pursue entrepreneurial opportunities. Entrepreneurial motivation stems from the individual's internal and external condition factors and the pursuit of

future goals (Ning et al. 2017). Autonomous entrepreneurship is the subjective belief of individuals in pursuit of social value and self-development, which integrates intrinsic needs and extrinsic triggers under the influence of cognition to build an efficient and systematic mechanism. This mechanism not only can effectively stimulate entrepreneurial motivation, but also can be continuously and stably maintained, providing entrepreneurs with continuous motivational support. In this study, entrepreneurial motivation is defined as the intrinsic reasons or factors for college students to engage in entrepreneurial activities.

2.3.3 Entrepreneurial Motivation Scale (EMS)

Entrepreneurial motivation scales are mainly divided into two types: four-factor model and two-factor model. Kuratko et al., (1997) emphasized the importance of goal oriented behaviors in entrepreneurial motivation research and proposed a four-factor structure model of entrepreneurial motivation. The authors refined 16 potential goals through literature analysis. In order to verify the validity of the goals, the researcher obtained authentic feedback through entrepreneurial interviews, which provided strong data support for the study. This model provides a solid foundation for the study of entrepreneurially oriented goal behavior. Robichaud et al., (2001), on the other hand, revised the four-factor model of Kuratko et al., (1997). The revised model reorganizes and redefines the original factors, including "enjoyment of stimulation", "increasing income opportunities", "acquiring personal wealth", "control of one's professional destiny" were eliminated, while four new factors were added. On balance, the researcher Robichaud et al. (2001) used qualitative interviews, comprehensively considered the relevant factors, had strong consistency and reliability, and was better adapted. This method can deeply reveal the real thoughts of entrepreneurs and provide rich and accurate data support for the research of entrepreneurial oriented goal behavior.

Domestic literature mostly draws on foreign studies when exploring the division of entrepreneurial motivation, which may overlook the uniqueness and differential wants of local entrepreneurs' motivation. Duan et al. (2012) innovatively proposed a two-factor model of entrepreneurial motivation, which is divided into career achievement and survival needs, through in-depth study of related literature. Career achievement-based motivation mainly consists of multiple dimensions, including the pursuit of personal achievement, enhancement of influence, achievement of

entrepreneurial vision, becoming successful, and domination of personal destiny. Survival need-based motivation, on the other hand, consists of three dimensions, namely dissatisfaction with current income, fear of unemployment, and the pursuit of stable economic security. These two types of motivation are independent and interrelated, and together they constitute the multiple motivations of entrepreneurs. While local Chinese entrepreneurs focus on implicit goals beyond the economic dimension, entrepreneurs in Western countries focus on factors directly related to economic interests, and are keen and focused on business opportunities. In addition, Chinese entrepreneurs generally have a strong sense of family and a high level of preparedness and avoidance of unemployment. The analysis shows that entrepreneurs' motivation is often driven by a combination of factors, and the strength of motivation varies across individuals.

Given their lack of real-world experience in entrepreneurship, the college student population is often viewed as potential entrepreneurs. To accurately distinguish potential entrepreneurs from actual entrepreneurs, the core is to understand their respective unique entrepreneurial motivations. Using factor analysis, Gao et al. (2009) constructed a four-factor model to comprehensively analyze the complexity of college students' entrepreneurial motivations. This model comprehensively covers self-actualization, pursuit of wealth, and social assistance. These findings this is conducive to helping the college student population to improve their cognitive level, enhance their innovation ability, and promote them to engage in entrepreneurial activities more actively.

The most widely used scale is the one developed by Taormina et al., (2007), with data collected from 337 Chinese respondents. The Cronbach's coefficient reliabilities of their questionnaire scales were all 0.78, and the reliability of the combined scales were all 0.87, which showed overall high internal consistency. The entrepreneurial motivation scales in this study were considered in terms of two dimensions: sense of entrepreneurial expectations and team effectiveness, as shown in Table 2.3.3.

Table 2.3.3

Entrepreneurial Motivation Scale

Item
A sense of entrepreneurial anticipation:

I look forward to being an entrepreneur.
I am confident that my efforts will be profitable
I am convinced that starting a business will improve my financial situation
I see a bright future for myself if I start my own business
Team Effectiveness:
I want others to make relevant suggestions on my work
I want to take the lead in my work team
I want to be efficient in my teamwork and manage my time efficiently

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

2.3.4 Studies Related to Entrepreneurial Motivation

Entrepreneurial motivation is an antecedent and integral step in the execution of entrepreneurial behavior (Lip & Wu, 2023). Entrepreneurial motivation serves as an intrinsic motivator that stimulates an individual's cognition, identification of entrepreneurial opportunities and feasibility, and determines the next entrepreneurial action of the individual. There is a general characterization of the extant literature on entrepreneurial motivation. Most of the research material distinguishes between internal and external factors of motivation, which are then gradually sorted out and analyzed. When the internal and external factors of entrepreneurial motivation are combined, then it stimulates individuals to be motivated to engage in entrepreneurship (Carsrud & Brannback, 2011). Some researchers and scholars have demonstrated that proper and appropriate use of social media can trigger innovative behavior and stimulate entrepreneurial interest to develop entrepreneurial motivation (Martin-rojas et al., 2020). According to Duan and Wang (2012), entrepreneurial motivation, as one of the psychological aspects, is influenced by several factors that come from internal and external sources. From the internal perspective of students, interest is influenced by ideals, fulfillment, motivation, needs, talents and knowledge. Meanwhile, from the external factors, interest is not static but changes with the relevant environmental conditions. These external factors can be the integrity of infrastructure, connection with parents, public perception of objects, and socio-cultural context. Yang Daojian and Chen et al. (2019) argued that entrepreneurial motivation is the result of the intertwined effects of multiple factors, but most of the current studies have explored its influencing factors from a single dimension of the individual and the environment. Regarding the conceptual literature on entrepreneurial motivation, there are relatively few existing studies (Mahto & McDowell 2018).

In the study of college students' entrepreneurial motivation, Jin and Zhang et al. (2021) studied college students' innovative entrepreneurial incentives based on self-determination theory. Chen (2015) used the indicators of "self-efficacy, career achievement, and intrinsic source of control" as the basis for measuring personality traits in his study. The influence of this characteristic on entrepreneurial motivation was verified, and it was especially obvious in the aspect of career achievement, which deeply affected their entrepreneurial motivation. Self-efficacy is the assessment and expectation of his or her own abilities. Researchers have different perspectives on entrepreneurship and have come to different conclusions about how entrepreneurial motivation can be utilized for economic growth (Kakouris et al., 2016). From the perspective of self-determination theory, it focuses on pre-existing motives that stimulate the development of entrepreneurial intentions. Individual influences on entrepreneurial motivation include, but are not limited to, various aspects of an individual's personality traits, gender factors, and entrepreneurial literacy. In the study of personality traits, researchers have paid special attention to the potential effects of achievement striving, optimism, and social media on entrepreneurial motivation. Taormina et al. (2007) conducted an in-depth analysis of 337 Chinese subjects, and the results showed that psychological traits play an important role in predicting entrepreneurial motivation, and that psychological factors have a significant effect on the emergence of entrepreneurial motivation, especially for potential entrepreneurs. The results show that psychological characteristics play an important role in predicting entrepreneurial motivation, especially for potential entrepreneurs. The formation of entrepreneurial motivation is also deeply influenced by environmental factors. Environmental factors encompass all the real-time changing external conditions surrounding the process of firm creation and development, which either facilitate or restrict the development of entrepreneurial activities (Li & Niu, 2013). Chinese scholars usually base their explorations of the entrepreneurial environment on the Global Entrepreneurship Monitor (GEM) theory, which is able to comprehensively assess the impact of economic and social factors on entrepreneurship. Related studies have found that environmental factors such as financial support, national policies, and market openness cannot be ignored in the formation of college students' entrepreneurial motivation. Among them, the two aspects of financial support and government measures have the most obvious

influence. The study by Zhou et al. (2014) pointed out that in the participation of college students in social entrepreneurship, the shortage of funds and financing difficulties are the main obstacles. Within the overall element of entrepreneurial environment, some scholars have conducted in-depth studies on the sub-dimensions of entrepreneurial education and entrepreneurial culture. Zhu and Zheng Ruo (2011) conducted a survey study on 420 students at Xiamen University. The research results show that under the influence of factors such as "insufficient social experience", "lack of entrepreneurial capital" and "personality unsuitable for entrepreneurship", the group of students with entrepreneurial intention shows a trend of low demand for entrepreneurial motivation. Characteristics show a trend of low demand. Research on entrepreneurship education shows that pure entrepreneurship education does not directly motivate students to become entrepreneurs, but it can significantly motivate the psychological motivation of the university and stimulate their entrepreneurial enthusiasm. (Feng, 2019).

2.4 Entrepreneurial Intention (EI)

2.4.1 Concept and Definition of EI

Entrepreneurial intention refers to an individual's subjective inclination to engage in entrepreneurial activities or not. It reflects the degree of match between the individual and the entrepreneurial traits, and summarizes the attitudes towards entrepreneurship and the competence characteristics possessed. Entrepreneurial intention is also known as "entrepreneurial intent" (Sweida & Reichard, 2013), and intent is seen as "a state of mind that directs someone's attention to a particular object or path to achieve something" (Schwarz et al., 2009). This study uses entrepreneurial intention as a variable and therefore it is uniformly referred to as entrepreneurial intention. In other words, entrepreneurial intention is a state of mind that directs one's attention towards focusing on one's business. Bird (1988) in his study suggested that entrepreneurial intention is the psychological willingness within an individual to be involved in entrepreneurship in the future or to organize the creation of a business. Lans et al., (2010) subdivided it into the willingness to start a business on their own, to inherit and run a family business, collaborating with others in entrepreneurial activities. It includes the attitudes that entrepreneurs hold towards entrepreneurship and the capabilities they possess. Entrepreneurial intention not only

indicates whether the individual's behavior is moving towards the entrepreneurial goal, but also indicates the tendency to implement it in a planned way in the future. Zhu (2015) in his study emphasized that entrepreneurial intention is the psychological tendency of potential entrepreneurs to carry out entrepreneurial activities in the future. Qiao (2022), on the other hand, emphasizes that it is a possibility of future entrepreneurship. Heralding the possibility of entrepreneurship in the future and demonstrating a positive attitude towards entrepreneurial behavior.

According to past scholars, it has been found that the definition of entrepreneurial intention is the same in two ways. First entrepreneurial intention has a predictive nature. All definitions agree that entrepreneurial intention is a mental state or tendency that can predict entrepreneurial behavior, a conscious state or mental preparation before entrepreneurial behavior. Secondly entrepreneurial intention is a behavioral tendency to start a business. Entrepreneurial intention is described as an individual's behavioral tendency or willingness to act, which reflects the psychological tendency that motivates individuals to engage in entrepreneurial activities in the future. Of course, scholars' studies are different, mainly reflected in the following three points. First entrepreneurial intention is subdivided in different ways. Ians et al., (2010) subdivided entrepreneurial intention into general, optional and internal. Other scholars did not make a similar categorization and the study found that the scholar also focused on the totality of entrepreneurial intentions and behavioral trends. Secondly different descriptions of mental states. Different scholars differ in their understanding and description of the mental states of entrepreneurial intentions. For example, Bird (1988) emphasizes that entrepreneurial intention is the strong will of an individual to aspire to start a business in the future, Shinnar (2014) regards it as a general description of an individual's attitude and ability towards entrepreneurship, and Hou (2014) explicates it as the actual actions that an individual displays in entrepreneurial behaviors, which are clearly purposeful and planned. Qiao (2022), on the other hand, clearly emphasizes that entrepreneurial intention is the possibility of choosing to start a business at some point in the future with a purpose and plan, and is a good predictor of entrepreneurial behavior. The third is that researchers have studied different entrepreneurial objects. Different scholars select the object of entrepreneurial intention differently. Liu (2013) limits entrepreneurial intention to the entrepreneurial possibilities and behavioral tendencies of college

students, while other scholars' definitions of the group vary and are not specific to a particular group of people.

To summarize, past scholars have had different focuses and perspectives in entrepreneurial intention research, which in turn have led to different definitional perspectives. Despite the differences, the consensus that entrepreneurial intention has a predictive nature and behavioral tendency indicates its importance and general recognition in entrepreneurship research. However, while differences in the way they are broken down may be influenced by the context, methodology, and purpose of the research, differences in the description of the mental state of entrepreneurial intentions reflect scholars' different understandings and preferences for entrepreneurial mental processes. This difference may be rooted in different theoretical foundations, research paradigms and academic traditions. Finally, differences in the groups and practical issues that different researchers focus on lead to different summarized definitions. This difference may be rooted in differences in the characteristics of the specific populations that researchers focus on, the geographic and cultural contexts in which the research is conducted, and so on. Taken together, the study of entrepreneurial intention not only contributes to an in-depth understanding of an individual's psychological preparation and tendency before starting a business, but also provides important clues for the prediction and intervention of entrepreneurial behavior, and is therefore of great significance in the field of entrepreneurship research.

2.4.2 Summary of Definitions of Entrepreneurial Intention

Table 2.4.2

Breakthrough of Definitions of Entrepreneurial Intention

Scholars	Definitions
Bird(1988)	Individuals' desire to participate in entrepreneurial or founding activities in the future, this tendency is not only a conscious mental state, but also an indispensable and critical process before entrepreneurship occurs, which can effectively predict future entrepreneurial behavior.
Lanset al(2010)	Entrepreneurial intention can be subdivided into three types, i.e. general entrepreneurial intention, optional entrepreneurial intention and internal entrepreneurial intention.

Liu (2013)	When college graduates face career choices, they reflect on the possibility of choosing to start their own business and the behavioral tendencies they display.
Shinnar (2014)	Individuals' perceptions of the psychological state of starting a new business are general descriptions of entrepreneurial attitudes and possessed abilities that guide behavior toward a specific goal and pre-test entrepreneurial actions to be carried out at some point in the future.
Hou (2014)	Individual's positive willingness to carry out entrepreneurial behavior with a clear purpose and plan.
Zhu (2015)	Individual's psychological tendency to engage in entrepreneurial activity in the future reflects the potential entrepreneur's likelihood and positive motivation to implement entrepreneurship.
Qiao (2022)	The likelihood of purposeful and planned choice of entrepreneurship at some point in the future is a good predictor of entrepreneurial behavior.

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

Based on the definitions of the above scholars, entrepreneurial intention in this study can be understood as an individual's willingness or tendency to engage in entrepreneurial or founding activities for the future. This intention is a conscious mental state before the occurrence of entrepreneurial behavior and has a certain predictive ability. Entrepreneurial intention can be divided into several dimensions, including general entrepreneurial intention, optional entrepreneurial intention and internal entrepreneurial intention. This intention reflects the attitude towards entrepreneurship and the planning and purposefulness of future entrepreneurial behavior. This study defines entrepreneurial intention as the strong willingness or tendency of college students to start a business or create an organization in the future before the actual entrepreneurial behavior in this study, taking into account the object of the study.

2.4.3 Scale of Entrepreneurial Intention

At present, there is no uniform specification on the dimensional division and measurement of entrepreneurial intention, but it can be roughly divided into two categories: single-item and multiple-item. One type is to assess subjects' entrepreneurial intention through a single item, for example, Cai and Li (2016) used the question "entrepreneurial desire degree" to measure college students' entrepreneurial intention. The other category is to test subjects' intention through

multiple questions. Researchers prefer to use multiple items in a continuous measurement to obtain comprehensive and accurate data. Fan & Wang (2006) conducted an in-depth study on the dimensions of entrepreneurial intention and categorized them into feasibility and demand. The study of Li et al. (2011) divided entrepreneurial intention into two dimensions: execution tendency and goal tendency. Liñán and Chen (2009) designed the Entrepreneurial Intention Questionnaire (EIQ) to comprehensively assess individuals' entrepreneurial intention in terms of multiple dimensions such as entrepreneurial determination, career goal setting, and entrepreneurial intention. According to Wang et al. (2014) entrepreneurial beliefs focus on individuals' strong beliefs and attitudes towards entrepreneurial activities, while entrepreneurial readiness examines individuals plans for engaging in entrepreneurial activities in the next two to five years and their preparedness for running a family business in the future. Finally, Al-Jubari, I. (2019) designed 6 questions in the study of entrepreneurial intentions of university students to explore 2 dimensions of self-determination and planning behavior. The use of the composite scale showed that in the measurement of entrepreneurial intention, it was assessed using both single-item and multiple-item methods.

The entrepreneurial intention scale in this study was borrowed from the Entrepreneurial Intention Questionnaire (EIQ) constructed by Liñán and Chen (2009), and all the contents examined in the original scale were adopted, and the scale was optimized by dividing the dimensions. The study measures entrepreneurial beliefs and entrepreneurial positive forces to comprehensively understand individual entrepreneurial intentions, and uses statistical methods to analyze the psychometric properties of the subjects and summarize the results. For the specific scale items, please refer to the table below in 2.4.3.

Table 2.4.3

Entrepreneurial Intention Scale

Item
Entrepreneurial Beliefs:
I am ready to be an entrepreneur
My career goal is to become an entrepreneur
I will do everything I can to create my own business
Entrepreneurial Positivity:
I am determined to build a company in the future
I am passionate about building a company

I am confident that I can build a company in the future

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

2.4.4 Studies Related to Entrepreneurial Intentions

Boyd and Vozikis (1994) stated that self-efficacy plays an important role in shaping entrepreneurial decision making, highlighting the level of self-confidence of an individual, which has a significant impact on entrepreneurial behavior. The role of self-efficacy in shaping entrepreneurial decision-making was also confirmed in a study by Yamei Wang and Feng Ding (2023). Zhao et al., (2005) argued that entrepreneurial training, entrepreneurial experience, and an individual's propensity for risk-taking are all considered important factors influencing entrepreneurial intentions. Xiang and Lei's (2011) study further found that an individual's characteristics, entrepreneurial experience, and family environment can significantly influence entrepreneurial intention. According to Qiao (2022), entrepreneurs with good entrepreneurial intention will choose to start a business at some point in the future in a purposeful and planned manner. Many studies have shown that entrepreneurial intention is the precursor of the entrepreneurial journey, which is influenced by various factors such as self-efficacy, entrepreneurial training, personal characteristics, etc., and has an important predictive and decisive role on whether an individual chooses to start a business in the future.

The study found that foreign scholars have comprehensively considered all aspects of the subjects when exploring entrepreneurial intention, including personal background, environmental situation, psychological characteristics and other dimensional factors. In contrast, domestic research on entrepreneurial intention is still in the initial stage, lacking sufficient quantitative data support, and the research field needs to be further expanded. Therefore, the systematic research in this field is a key topic in the current entrepreneurship theory. This will help us understand the process of entrepreneurial intention formation among college students.

2.5 Correlations among SMU, EM and EI among Undergraduates

2.5.1 Analysis of the Current State of SMU, EM and EI previously

Social media has become a key aspect of an individual's life that enables users to feel appreciated, respected, taken care of, etc. in their lives (Acuna-Duran et al., 2021).

Social media is not only a tool for socializing, but also an important channel for obtaining information and knowledge. Social media use not only helps university students to participate in the society, but also creates an image of social identity that belongs to them both internally and externally (Dong Xue, Zhang Yanshuo, 2020) Social media use expands customers' access to information related to products, events, and retailing, but it also changes the way marketing is done and the techniques used (Olanrewaju et a., 2020;). Social media usage behaviors make users perceive social support. Numerous studies have shown that social media has changed the way people interact and communicate (Beig & Khan, 2018; Cao et al., 2020;). It is hypothesized that social media use behavior may have a high mean value.

The effectiveness of technology-oriented and competency-based entrepreneurial activities of university students can be effectively enhanced by improving the entrepreneurial environmental climate in universities and related institutions (Han, 2023). After more than two decades of reform and exploration, it has promoted the deepening and restructuring of higher education (Mei Weihui and Zhang Weiwei, 2023). (Mei & Zhang, 2023). On the other hand, through the drive of entrepreneurship to stimulate the enthusiasm of college students for innovation and entrepreneurship, focusing on promoting the system reform of scientific and technological entrepreneurship and high-growth entrepreneurship. In addition, the government has also issued relevant guidelines to support college students' entrepreneurship, aiming to help them overcome difficulties in financing and lack of experience (General Office of the State Council, 2021). In summary, China has shown a high degree of attention and support for college students' entrepreneurship. These initiatives fully demonstrate the state's deep concern and firm support for college students' entrepreneurship. After years of optimization and improvement, college students' entrepreneurship has good external conditions and a strong atmosphere of entrepreneurship. Thus, it is hypothesized that the motivation of college students to start a business may have a high mean level.

Hussam Al Halbusi et al., (2023) analyzed through the Theory of Planned Behavior to conclude that the use of social media can lead to entrepreneurial intentions. Scholars have linked entrepreneurship education to the economic development of their countries (Falahat et al., 2022). Before college students make entrepreneurial decisions, they first judge the entrepreneurial environment, and their

intrinsic entrepreneurial motivation is only stimulated when the entrepreneurial environment is favorable (Zhao et al., 2019) It is evident that the external environment plays an important role in influencing and shaping the perception and evaluation of college students' entrepreneurial activities. Since college students lack entrepreneurial experience and relevant work experience, their entrepreneurial willingness will be affected by external factors such as the social environment and government policies. The study of Shi and Yin et al. (2016), confirmed that facing the environment, potential entrepreneurs' opportunity perception positively affects entrepreneurial intention. When the environment encourages and supports entrepreneurship, college students' entrepreneurial motivation is mobilized (Xu et al., 2020). Studies related to the Theory of Planned Behavior suggest that social media use and perceived social support facilitate entrepreneurial intentions. Hassan (2021) analyzed the link between entrepreneurship education, motivation, and intention factors, discussing the role of psychological and environmental factors in shaping motivation and intention. It is hypothesized that H1: the mean values of social media use behavior, entrepreneurial motivation and entrepreneurial intention are in the upper middle range among Chinese university students.

2.5.2 Demographic Variables and Correlation studies among SMU, EM and EI

In college student entrepreneurship research, the examination of factors such as gender, grade, college, historical hours, and daily hours is relatively limited, and most of the existing research relies on foreign literature. In terms of the impact of gender differences on entrepreneurship, Daulerio (2018), in the context of the 2008 U.S. economic recession, selected the commonly used motivational factors, such as challenge and achievement, acceptance and self-esteem, self-actualization and creative output, based on the existing literature, and discussed in depth the differences between genders in terms of entrepreneurial motivation. The findings show that women among entrepreneurs are more likely to be motivated by the above factors. However, it has also been argued that gender entrepreneurs do not differ significantly in terms of entrepreneurial motivation (Dahalan et al., 2013). This also provides new perspectives for understanding entrepreneurial motivation. Kolvereid (1996) found through the study of Theoretical Model of Planned Behavior (TPB) that multiple factors such as an individual's family background, gender, and practical social experience all indirectly affect entrepreneurial intention. In addition, according to Xu

Yanli and Guo (2015), both genders generally pursue independence in entrepreneurship, and especially for women, the desire to pursue independence is stronger. Li (2020) conducted a related study on female college students targeting entrepreneurial intentions. It is hypothesized that the impact of Chinese college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention may vary by gender.

In terms of grade and college (professional background). In Zhu and Zheng's (2011) academic study, it is clear that different grade levels and different professional backgrounds have certain effects on entrepreneurial motivation. Successful people are able to balance external and internal factors in ways and means that suit them in different environments and at different stages of time (Sansone 2021). According to Baum & Locke (2004), entrepreneurial motivation stimulates intrinsic drive, which refers to the pursuit of entrepreneurial development. As grades escalate, so does entrepreneurial ability. According to the study of foreign scholars Farhangmehr et al., (2016), entrepreneurial competence spans across relational, conceptual, organizational and strategic aspects. Its study, through a combination of quantitative and qualitative methods, found that entrepreneurial competence can effectively predict entrepreneurial motivation and has a significant impact on entrepreneurial motivation. It was hypothesized that the impact of Chinese college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention varies by grade and college.

In terms of historical hours of social media use and hours spent per day. Social media relies on mobile and Web technologies as the basis for a highly interactive online social place that allows users to create, share and exchange ideas (Zhang et al., 2018). Therefore social media mainly relies on two core elements of interactive relationships between users and content on platforms, i.e., users use social media to establish social connections with others, and also use it as an important channel to obtain information, and use social media to share and disseminate the generated content (Jiao et al., 2017). However, when analyzing the effects of social media use, few studies have focused on the differences between the two core characteristics of social connection and content sharing at the same time. Therefore, this study divides social media use into two aspects, content-based use and social function-based use, and explores their related effects on college students' entrepreneurial

motivation. Kujath (2011) points out that through the use of social media, it is possible to deepen the relationship with friends, expand the social circle, and enhance an individual's social capital, especially online, and nearly obtain a wider range of networking resources and social support. Some researchers believe that the use of social media can help to improve social skills and social adaptability, form a more positive self-evaluation (Liu et al., 2016), and thus enhance self-efficacy in entrepreneurship; social media, as a platform for content sharing, has become the preferred channel for people to obtain knowledge and information. College student groups can obtain rich content through social media, so as to obtain valuable resources in the process of entrepreneurship, such as the information required for entrepreneurship, financial support, market opportunities, creative inspiration or human resources and experience (Zhao et al., 2019), and become more convinced that they have the necessary conditions for entrepreneurship, thus enhancing entrepreneurial self-efficacy. It is hypothesized that the effects of social media use on entrepreneurial motivation and entrepreneurial intention among Chinese college students vary depending on the historical and daily length of social media use.

Thus, this study seeks to investigate the question of whether Chinese college students' social media use behaviors have differential effects on entrepreneurial motivation and entrepreneurial intention across demographic background variables (gender, grade, college, historical length of time, daily length of time). Hypothesis H2: The effect of Chinese college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention varies across demographic background variables (gender, grade, college, historical hours, daily hours).

2.5.3 Correlation Studies among SMU, EM and EI

Social media is key to the success of university student entrepreneurs because it helps entrepreneurs to mobilize resources, identify opportunities, and seek information and knowledge needed to run new business projects (Younis et al., 2021). According to Khairani (2013), entrepreneurial motivation arises from both internal and external sources, respectively. From the internal perspective of university students, hobbies are influenced by ideals, fulfillment, motivation, needs, talents and knowledge. Meanwhile, from the external factors, interests are not a fixed layer but change with the environmental conditions. Chen Jianan and Xing Yiwen et al. (2019) showed that although complex entrepreneurial motivation involves the dynamic

interaction of various factors, self-efficacy is conducive to facilitating the generation and development of entrepreneurial motivation.

Some related studies have shown that entrepreneurial motivation can lead to the implementation of entrepreneurial intentions (Alshurideh et al., 2023). According to Ning et al. (2017), potential entrepreneurs choose spontaneous entrepreneurship based on their personal judgment and future goals, which is a subjective motivation based on internal and external conditions, and aims to achieve personal development and social value. For college student entrepreneurs, effective entrepreneurship policies provide them with the necessary resources to make a more informed assessment of risk. Li et al. (2013) similarly found that financial support conditions have a significant effect on entrepreneurial motivation in their study of entrepreneurial environment related factors. Entrepreneurship policy, as part of the external environment, aims to increase entrepreneurial opportunities, enhance entrepreneurial skills, and increase entrepreneurial intentions through a series of measures or policy instruments (Bradley et al., 2021). Shi et al. (2016) conducted a study on the effects of perceived entrepreneurial opportunities and entrepreneurial motivation on entrepreneurial intention, and the results verified the correlation between entrepreneurial intention and entrepreneurial motivation.

Social media use positively affects entrepreneurial intention (Moon et al., 2017). Lai et al (2020) also found that Chinese college students' entrepreneurial intentions are influenced by their entrepreneurial attitudes and perceived behavioral control. The function and content of social media platforms can better enable the college student population to feel the social attitude towards entrepreneurship. Chen Ying et al. also verified that social media usage behavior is beneficial to stimulate entrepreneurship among college students. Al Halbusi et al., (2022) found that there is a positive correlation between entrepreneurial attitudes and perceived behavioral control and entrepreneurial intentions among college students studied. Entrepreneurial intention is in a way a product of motivation. Motivation ignites and sustains behavior to satisfy the intrinsic drive for needs. Entrepreneurial intentions arise from this rather than spontaneously. Research in the Theory of Planned Behavior suggests that social media use and perceived social support facilitates the implementation of entrepreneurial intentions (Halbusi et al., 2023). Mei and Zhang (2023) also

confirmed a correlation in the factors influencing entrepreneurial intentions of college students.

This study wanted to find out what kind of relationship exists between social media use behavior, entrepreneurial motivation, and entrepreneurial intention of Chinese college students? It is hypothesized that H3: There may be a correlation between social media use behavior, entrepreneurial motivation, and entrepreneurial intention of Chinese college students.

CHAPTER 3

METHODOLOGY

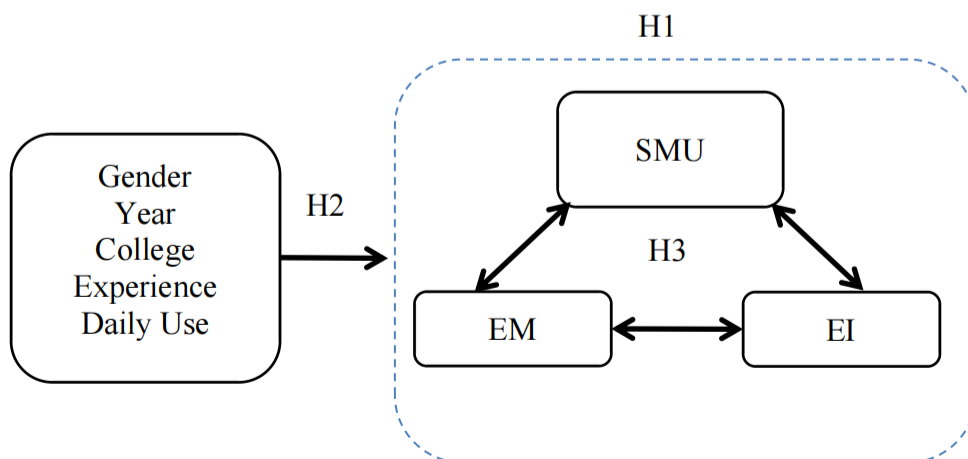
This chapter is the core of the research plan and deals with the general framework and methodology of the study. The purpose of the study, research questions, hypotheses, research methods, data collection and analysis methods are arranged in detail. Adopting the relevant literature of past scholars as the basis of the study, using questionnaires to collect data, and organizing and analyzing the data and information through quantitative methods, the purpose is to explore why the influence of college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention? In order to achieve the goal of this study, the collection of data and information was carried out firstly, and then the related literature was summarized and analyzed, and then further summarized and sorted out according to the research framework.

3.1 Research Framework

Based on the description of Chapter 1 and Chapter 2 of this study, the influential relationship between social media usage behavior and entrepreneurial motivation and entrepreneurial intention was constructed through the process of literature exploration with the following framework of the study.

Figure 3.1

Framework of the Current Research



Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.2 Research Hypothesis

Based on the research objectives stated in the previous section of this study, and through the process of literature exploration and summarizing the contents and results of previous studies, the following hypotheses are proposed:

H1: The mean values of social media use behavior, entrepreneurial motivation, and entrepreneurial intention are in the upper middle level among Chinese college students.

H2: The effects of social media usage behavior on entrepreneurial motivation and entrepreneurial intention among Chinese college students vary according to background variables (gender, grade, college, historical hours, daily hours).

H3: There is a correlation between social media use behavior, entrepreneurial motivation and entrepreneurial intention among Chinese college students

3.3 Questionnaire Survey Method

The questionnaire survey method is a quantitative research approach that allows for the collection of a wide range of perspectives. It can be used for large-scale data collection and quantitative analysis. The researcher usually collects survey data by presenting it in written form or using online surveys and face-to-face interviews. It is a means for the researcher to obtain information for the study. The first step is to carefully design the questionnaire according to the content of the study. The questionnaire can contain both open-ended questions (free response) and closed-ended questions (multiple, single). The next step is subject group selection. The selection of an appropriate group of subjects is based on the problem of this study and the nature of the study. The subjects in this study were the student pupil group. Again, the trial data collection. Under the premise of ensuring the privacy of the subjects and the confidentiality of the data, data collection can be conducted through methods such as distributing paper questionnaires, using electronic questionnaires, conducting telephone surveys, or conducting face-to-face interviews, followed by data analysis. Once the data is received, appropriate statistical and analytical methods are used to process and interpret the results.

The questionnaire method is usually fast and efficient in obtaining large amounts of data, allowing the researcher to analyze in large groups of subjects. It is also effective in protecting the privacy of the subjects. The advantages of online questionnaires are more obvious, saving labor, money, and time. The results are also easier to count and process. The questionnaire method also has its limitations. The main limitations may include response bias, sample selection bias and questionnaire design problems. In addition, questionnaires are difficult to dig deeper into the subject's point of view, and may not have enough in-depth shortcomings for certain topics (Zheng, 2014). Nowadays, the development and popularization of the Internet has made the questionnaire survey method become one of the more widely used survey methods by researchers. Online questionnaires show great convenience in terms of questionnaire design, editing, convenience of distribution, retrieval, and statistics of results, and its use of anonymity makes it more convenient to collect real information (Kang, 2009), so this study adopts online questionnaires in the form of random sampling. In the field of statistics, many scholars have emphasized the importance of appropriately determining the sample size during the research process as it has a profound effect on ensuring the accuracy and cost-effectiveness of the study (Bao, 2014). The optimal sample size is usually expressed as a percentage of the population, between 10 and 15 percent, and should not exceed 1,000 of the total population. For example, in a population of 5,000, 10% would be 500 people, while a population of 200,000 would be 20,000 participants, which is more than the maximum number allowed. In this case, a sample size of 1,000 is recommended, as this is sufficient to obtain reliable study results. Additional sampling beyond this threshold would be impractical and redundant, as it would increase time and financial costs without a corresponding increase in precision.

According to Redline and Dillman (2000), a valid sample of 384 copies is required to obtain more accurate data data. Therefore, this study for the distribution of the questionnaire is expected to be 800 copies, of which 200 copies in the College of Culture and Media, 200 copies in the College of Food and Bioengineering, 200 copies in the College of Physical Education, and 200 copies in the College of Design. The first part of this questionnaire contains the personal basic information of college students, while the second part consists of the variable content of the questionnaire. The research questionnaire was evaluated using Likert's 5-point scale where 1 is

strongly disagree, 2 is disagree, 3 is average, 4 is agree and 5 is strongly agree. The research questionnaire was edited and produced with the help of the Questionnaire Star platform, and once completed, the questionnaire was distributed and retrieved using social media QQ and WeChat. In order to ensure the validity of the subject group and the collected questionnaire data, the following conditions will be set up on the Questionnaire Star platform: (1) In terms of selecting items, a single question item will be set up for the questionnaire to facilitate quality control; (2) In terms of the time requirement, it is usually required to be no less than 1 minute; (3) In terms of the answer choices, if more than 10 consecutive question items are selected with the same answer, it is required to be processed accordingly; (4) in terms of IP address authority, restricting one to be filled in only once; (5) guaranteeing that the study target group is error-free by sampling the subject population. (Pan et al., 2014).

3.4 Research Sample

As stated by Krueger (2000), college students are an ideal sample group because they are "currently faced with the actual major career decisions of their lives." They are similar in age, education level, and work experience, and thus represent a relatively homogeneous sample group. This study selected college students as the research subjects in order to obtain a certain representative answer. In this study, students from a university in Guangxi were selected as the research subjects. This university is one of the representatives of China's application-oriented universities, and it has a certain representativeness in the field of higher education in Guangxi province and even in the whole country. Therefore, this study is representative of the situation related to understanding the students of universities in Guangxi Autonomous Region.

The interviewees are identified as college students, exploring the impact of social media use behavior on entrepreneurial motivation and entrepreneurial intention, and analyzing and exploring the causes of this has a certain help to the development of innovation and entrepreneurship of college students. In the study, all college students are regarded as independent individuals by treating the interviewees as a relatively homogeneous sample and ignoring the method of individual differences. In terms of sample data collection, the survey samples distributed were filled out truthfully. Based on the above, this study used random sampling to distribute questionnaires to college

students enrolled in four secondary colleges under Hezhou College. One questionnaire was designed, and the scale questions of each questionnaire totaled 29 questions, 200 for each corresponding college, totaling 800 questionnaires distributed. Considering that sample recovery combing will involve unqualified samples, the number of valid samples retrieved after the formal distribution of the questionnaire is dominant. The questionnaires were distributed and recovered in the form of online questionnaires relying on the Questionnaire Star platform.

In this academic study of college students' social media use behavior, the background variables cover five aspects: gender, grade, college, the length of social media use history, and the average time spent on social media use per day, which provides a comprehensive sample description for the study of the relationship between entrepreneurial motivation and entrepreneurial intention. The study initially aimed to survey 800 individuals, but actually had 939 participants. All of them were tested to be valid. The subjects in this study were all undergraduate college students who constituted the sample group (N=939).

In terms of gender distribution, there are 308 male students, accounting for 32.8%; and 631 female students, accounting for 67.2%. The relatively large gender ratio indicates that female students have higher levels of participation. The distribution of grade levels showed that 225 students accounted for 24% of freshmen, 297 students accounted for 31.6% of sophomores, 297 students accounted for 31.6% of juniors, and 120 students accounted for 12.8% of seniors. This distribution demonstrates the participation of students at each grade level and shows that this study covered different grade levels. The study found that the participation of senior students was relatively low. The distribution of colleges shows that 257 students in the College of Physical Education accounted for 27.4%, 211 students in the College of Culture and Media accounted for 22.5%, 248 students in the College of Food and Bioengineering accounted for 26.4%, and 223 students in the College of Design accounted for 23.7%. This distribution illustrates the diversity of the study sample at the college level, with a relatively balanced proportion across colleges. The distribution of the length of history of social media use showed that 61 people used it for less than 1 year or 6.5%, 51 people used it for more than 1 and less than 2 years or 5.4%, 84 people used it for more than 2 and less than 3 years or 8.9%, and 743 people used it for more than 3 years or 79.1%. This distribution reflects the diversity of

subjects in terms of social media use, and the study shows that the vast majority of subjects have a long history of social media use.

In terms of the distribution of the average time spent on social media per day, 59 subjects used social media for less than 30 minutes per day, 138 subjects used social media for 30 minutes to 1 hour per day, 202 subjects used social media for 1 hour to 2 hours per day, and 540 subjects used social media for more than 2 hours per day. The data reveals how active the subjects are on social media and the distribution of the hours of use. The basic statistics of the subjects of this study, as shown in Table 3.4.1:

Table 3.4.1

Summary of descriptive statistics of the study population:

Demographic Variables		N	Percentage
Gender	Male	308	32.8
	Female	631	67.2
Academic year	Freshman	225	24.0
	Sophomore	297	31.6
	Junior	297	31.6
	Senior	120	12.8
	College		
	Physical Ed	257	27.4
	Culture and Media	211	22.5
	Food and Bioengineering	248	26.4
	Design	223	23.7
Experience	below 1 year	61	6.5
	1 to 2 years	51	5.4
	2 to 3 years	84	8.9
	Over 3 years	743	79.1
Daily Use	< 30 mins	59	6.3
	30 mins to 1 hour	138	14.7
	1 hour to 2 hours	202	21.5
	> 2 hours	540	57.5

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.5 Measurement Tool

3.5.1 Demographic Variables

In the study of the impact of social media use behavior on entrepreneurial motivation and entrepreneurial intention among Chinese college students, five background variables were selected as gender, grade, college, historical duration of social media use, and average time spent on social media use per day. In the summary part of the study, the length of history of social media use is abbreviated as historical

hours and the average time spent using social media per day is abbreviated as daily hours. The study was conducted to ensure the accuracy and reliability of the findings by setting the background variables.

3.5.2 Social Media Use Measurement Tool for College Students

Measurement of social media use behavior among college students was firstly collected and screened for combing and analyzing the scales that fit into this study, and secondly, the selected scales were adopted with adjustments. This study used the measurement tool developed by Gupta & Bashir (2018), which was administered to a random sample of 420 college students from six universities, and the subjects' responses were analyzed for influencing factors. The results of the study showed that social media use can be decomposed into four factors: academic, social, recreational and access to information. Cronbach's coefficient ($\alpha = .830$) on the internal consistency index indicated good internal reliability. In the adoption of social media use scale, the content of the questionnaire was censored in order to better fit this study and to make it more realistically applicable to the sample group. All items in the questionnaire were scored on a 1-5 point scale, and all the scores were added up to the social media usage, refer to Table 3.5.2 for the specific usage scale items:

Table 3.5.2

Social Media Use Scale

-
- 2 I use social networking sites to keep in touch with my relatives.
 - 3 I use social networking sites to seek help from my teachers.
 - 4 I use social networking websites to acquire job-related information.
 - 5 I use social networking websites to share new ideas.
 - 6 I use social networking websites to shape my social identity.
 - 7 I prefer using social networking sites instead of attending social gatherings.
 - 8 I use social networking sites to get information regarding current social events.
 - 9 I use social networking sites for online academic group discussion.
 - 10 I use social networking sites for reading news.
 - 11 I use social networking sites to share photos.
 - 12 I use social networking sites for research work.
 - 13 I use social networking sites to learn about my curricular aspect.
 - 14 I communicate with friends via social networking sites for exam preparation.
 - 15 I use social networking sites to get relief from academic stress.
 - 16 I use social networking sites for watching movies.
 - 17 I use social networking sites for assisted learning.
 - 18 I use social networking sites to address my academic issues.
 - 19 I use social networking sites to look at funny sharing.
-

Source: Gupta, S. , & Bashir, L. . (2018). Social networking usage questionnaire: development and validation in an indian higher education context. Turkish Online

Journal of Distance Education, 19 (4), 214-227.

3.5.3 Entrepreneurial Motivation Measurement Tool

Regarding the measurement of entrepreneurial motivation of college students, first of all, a large number of information was collected and screened to meet the relevant scales of this study, secondly, the collected information was sorted and analyzed, and again, the selected scale was adapted for use. The scale developed by Taormina et al., (2007) used in this paper The Cronbach coefficient reliability of this questionnaire scale is 0.78, and the reliability of the combined scale is 0.87, which has a high internal consistency from the analysis of the data, and the scale has a total of 8 question items. The variable of entrepreneurial motivation of college students in this study, the scale was used and the scale questions were censored to examine the overall measurement of the variable of entrepreneurial motivation. The scale questions were scored using Likert's 5-point scale, and subjects were required to choose the appropriate number among the options based on their own opinions and feelings. The numbers 1 to 5, in order, represent "strongly disagree", "disagree", "generally", "agree", "strongly agree", "strongly agree", and "strongly agree". "Strongly Agree", the higher the corresponding score, the stronger the entrepreneurial motivation. The original scale for the entrepreneurial motivation section is shown in Table 3.5.3 below.

Table 3.5.3

Entrepreneurial Motivation Scale :

Item	Author
1. I want to be a business owner.	Taormina and Lao (2007)
2. I want to profit from my endeavors.	
3. I like to be told how to do my job.	
4. I enjoy having authority at work.	
5. I like to control my own time at work.	
6. I think that having a business can improve my financial status.	
7. I see a good future for myself if I start a business.	
8. I like to make business decisions.	

Source : Taormina, R. J., & Lao, S. K. M. (2007). Measuring Chinese entrepreneurial motivation: Personality and environmental influences. *International Journal of Entrepreneurial Behavior & Research*, 13(4), 200-221.

3.5.4 Entrepreneurial Intention Measurement Tool

Regarding the Entrepreneurial Intention Scale, the Entrepreneurial Intention Questionnaire (EIQ) constructed by Liñán and Chen (2009) with the help of Ajzen's Theory of Planned Behavior was chosen for this study after collection, screening, analysis, and adjustment. This questionnaire better measures and analyzes psychological characteristics. The questionnaire was tested on a sample of 519 individuals from two regions, Spain and Taiwan, with six items. The Entrepreneurial Intention Scale for College Students used all scale questions to test the respondents comprehensively as shown in the following table 3.5.4 on the next page for the specific scale items:

Table 0.5.4

Entrepreneurial Intentions Scale :

Item	Authors
1. I am ready to do anything to be an entrepreneur	Liñán and Chen (2009)
2. My professional goal is to become an entrepreneur	
3. I will make every effort to start and run my own firm	
4. I am determined to create a firm in the future	
5. I have very seriously thought of starting a firm	
6. I have the firm intention to start a firm some day	

Source : Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593-617.

3.6 Pilot Study

The pre-survey is a prerequisite for the successful implementation of the study and is an important safeguard for the study. The purpose is to improve the validity and internal consistency of the formal questionnaire.

3.6.1 Questionnaire item analysis

The pretest questionnaire was designed with 5 questions on background variables, 12 questions on social media use behavior with 2 dimensions, 7 questions on entrepreneurial motivation with 2 dimensions, and 6 questions on entrepreneurial intention with 2 dimensions. The questionnaires were distributed according to the set respondents and a total of 90 were distributed and 83 were returned.

The analysis will be carried out from the pre-survey scale, focusing on the relationship between the decision value and the total score. The analysis of the

questions will be done by differentiating the top 27% and bottom 27% of the total score of each question in the adopted scale, corresponding to the high and low groupings, and then comparing these two extreme groups to analyze the decision value or critical ratio (CR value). If the decision value of a topic does not reach a significant level ($p\text{-value} < 0.05$) or the decision value is less than 3.50, the item should be removed. In addition to the analysis based on the decision value, the correlation between the topic and the total score can be used as another indicator for item analysis. When the correlation between the examined question and the corresponding score is high, it indicates that the homogeneity of the question and the overall scale is high, and the results are more closely related to the underlying behavior or psychological characteristics of the person being measured. If there exists a correlation between a question item and the total score that does not reach a significant level, the question item should be deleted. If the correlation coefficient is less than 0.40, the item should also be deleted.

3.6.2 Descriptive Analysis

Descriptive statistical analysis is a statistical method used to summarize and describe the basic characteristics of data. With the help of SPSS data analysis software, the basic demographic information in the collected questionnaire and the data of each variable were analyzed accordingly with descriptive statistics, and the preliminary understanding of the questionnaire was obtained by observing the results of the data of each variable such as the variance, mean, frequency, etc.

3.6.3 Reliability Analysis

The basic principle of reliability analysis is the decomposition of the variability of the data obtained from a measurement tool to determine the degree of reliability and stability of the measurement tool. The aim is to ensure the reliability of the measurement tool and thus provide assurance of reliability in assessing the results of the study. In this study, the reliability analysis of the questionnaire data was taken and the reliability was tested by Cronbach's α . When Cronbach's α is between 0.6 and 0.7, it indicates that this questionnaire has a good reliability. Between 0.7 and 0.8 it has excellent reliability. Above 0.8, the reliability of the questionnaire is excellent and if Cronbach's α is less than 0.6 the scale needs to be re-selected (Kline, 1998).

Pretest questionnaire analysis process:

First: first analyze the alpha coefficient, if the value is below 0.6 then the reliability is not good and should not be used.

Second: Next, analyze the CITC value of the question item, if the value is below 0.3, consider deleting this item.

Third: analyze the value of the alpha coefficient of the topic.

3.6.4 Validity Analysis

Validity analysis is the assessment of the measurement validity of a measurement tool or test, that is, the degree of accuracy of the concepts and phenomena it measures. Validity analysis is based on the relationship between the measurement tool and the concept being measured and can be assessed through relationships with other relevant variables, logical analysis and expert judgment. Validity analysis has race to do with ensuring that the measurement instrument used in the study effectively reflects the research question or hypothesis. The test of validity is to analyze all the indicators of structural equation modeling, including: the RMSEA, GFI, AGFI, etc. to analyze whether the structural model of this study has a degree of fitness (Boden et al, 1998). The test of differential and convergent validity was analyzed by testing three indicators: standardized loadings, combined reliability and average variance extracted (AVE value). The variables are internally consistent if the standardized loadings values of each are greater than the standardized value of 0.6 and the CRs all need to be greater than 0.7. A flat AVE value greater than 0.5 is ideal (Fornell & Larcker, 1981). It shows that there is an aggregation effect between the variables selected in this paper. In differential validity, if the root mean square value of the average variance taken (AVE) of each variable exceeds the correlation coefficient of the variable itself or it variables, this indicates that the data has differential validity (Fornell & Larcker, 1981).

Step 1: Regarding the correlation analysis of KMO values, if the value of KMO is greater than 0.8, it means that it possesses excellent validity. The data is very suitable for extraction; if this value is greater than 0.6 and less than 0.8, it means that the validity is good and the data is suitable for extracting information; if the value of KMO is less than 0.6, it means that it has average validity and the data is not suitable for information extraction;

Step 2: The correspondence between the topic and the factors will be analyzed. If there is a general agreement between the research expectations, it indicates a good validity;

Step 3: If there is poor validity then the item needs to be deleted. If there is a correspondence between factors and topics that does not meet expectations then the item needs to be considered for deletion;

Step 4: Repeat steps 1 to 3 above; until the KMO value meets the criteria and the questions are generally consistent with expectations, confirming good validity

3.7 Questionnaire Revision and Formal Questionnaire Formation

The questionnaires were revised first by distributing pre-test questionnaires, collecting the appropriate questionnaires, checking to remove invalid parts, then coding the questionnaires in Excel and then importing them into SPSS software for data analysis.

1. The collected questionnaire data were analyzed using SPSS data analysis software. The data results of each variable such as variance, mean and frequency were judged as a way to understand the preliminary situation of the questionnaire. The questionnaire items with P-value less than 0.05 or decision value less than 3.50 were removed. In addition, if there is a correlation between the corresponding question item and the total score is not significant or the corresponding correlation coefficient is less than 0.40, the corresponding question should be deleted;

2. For reliability analysis, if the alpha coefficient of the questionnaire is less than 0.6, the reliability of the scale is not good and should not be used. Secondly, if the CITC value of a question item is less than 0.3, or the value of the " α coefficient of item deleted" of a question item is significantly higher than that of the α coefficient, then the question item should be deleted as well;

3. For validity analysis, if the KMO value of the scale is less than 0.6, the questionnaire will not be adopted. Secondly, if there are question items that do not correspond to the correspondence between the question items and the variables, the question items need to be deleted.

Through the above operations, the pre-survey questionnaire is revised, the inappropriate items are deleted, and the indicators meet the criteria, then the formal questionnaire can be formed for the survey.

3.7.1 Research Procedure

According to the sampling criteria proposed by Wu & Tu (2014), the number of pretests should be 3-5 times the value of the most number of scale items in the questionnaire, and the scale with the most number of questions in this study is the Student Learning Initiative Questionnaire Scale with a total of 29 items. In order to avoid invalid questionnaires, 90 pretest questionnaires are expected to be distributed in this study, which meets the sampling criteria. The respondents covered different grades and different geographical areas, which is representative. The prediction questionnaires of this study were distributed and collected through the questionnaire star software. The questionnaire was designed with certain restrictions to ensure the validity of the data. For example, the answering time should not be less than 60 seconds, and a questionnaire that has the same answer for 10 consecutive question items is considered invalid. And before the administration of the test with the research subjects to communicate in detail, informed of the intention of the survey, and to explain to the research subjects of the confidentiality of the questionnaire, to facilitate the study of the respondents to fill out the real.

3.7.2 Primary Official Questionnaire for the Current Research

The formal questionnaire is the final version of the questionnaire that will be used after it has been designed and pre-tested to ensure clarity, accuracy, consistency and validity of the questions. With the help of it, the researcher will complete the collection of data that will support the arguments and conclusions of the study. The place of birth for the background variable was defaulted directly to different colleges. The form of uniform distribution was changed to, separate distribution for each college and random sampling. The historical length of social media use in the questionnaire was expressed in terms of historical hours in the study, and how much time was spent using social media per day was expressed in terms of daily hours.

CHAPTER 4

RESULTS

This chapter is the key part of the research plan, including the core data involved in the study and the descriptive statistical analysis of the study population. The data analysis was used to derive the mean situation of social media use behavior, entrepreneurial motivation, and entrepreneurial intention in the college student population. Whether the effect of social media use behavior on entrepreneurial motivation and entrepreneurial intention varies according to the background variables (gender, grade, college, historical hours, daily hours). And to verify whether there is a correlation situation between social media use behavior, entrepreneurial motivation and entrepreneurial intention. The results of the study were obtained through the collection, organization and analysis of the data and the hypotheses of this study were validated and summarized.

4.1 Mean Analysis of SMUB, EM and EI among College Students

What is the current general status of social media use behavior, entrepreneurial motivation and entrepreneurial intention among Chinese college students? is one of the questions that this study wishes to explore. Through data organization and analysis, according to the measure published by Ahmadianfar (2022). The mean value of social media use behavior is high with a mean value of 4.0212, which shows that college students are more active in social media use overall. The mean value of entrepreneurial motivation was 3.3148, which is moderate and shows some tendency but not prevalent. The mean value of entrepreneurial intention is 3.7026, which is at a moderate to high level, showing that most students have considerations or ideas in this area. The descriptive statistics of the variables in this study, as Table 4.1 shown in the next page:

Table 4.1

Summary table of descriptive statistics for variables :

	Sample	Mean	SD
SMU	939	4.0212	.74579
EM	939	3.3148	.98421
EI	939	3.7026	.79636

Note 1: Social Media Use (SMU); Entrepreneurial Motivation (EM);
Entrepreneurial Intention(EI)

Note 2: The data herein is sourced from a compilation independently conducted by
the researcher in 2023

4.2 Analysis of Different Background Variables on Variables

The hypothesis that the effects of Chinese college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention differ by background variables (gender, grade, college, historical hours, daily hours) is analyzed. In this study, ANOVA was used to compare squares, degrees of freedom, mean squares, F-values, and significance between different groups. The use of ANOVA was used to understand the extent of influence of different contextual factors on the study variables and the relationship between them.

The analysis of the research data shows that on the gender variable the F-value is 1.336 and the significance is 0.089, which indicates that the effect of gender on social media use behavior is not statistically significant. This in turn leads to the conclusion that gender difference has no significant effect on the mean value of social media use behavior.

The analysis of the study data shows that on the variable of grade level the F-value is 1.456 with a significance of 0.040 which indicates that the effect of grade level on social media use behavior is statistically significant. It is further concluded that grade level difference has an effect on the mean value of social media use behavior.

The research data disallowance shows that in the distribution of the college variable, the F-value is 1.200 with a significance of 0.195, indicating that the effect of college on social media use behavior is not statistically significant. It was concluded that there is no significant effect of college differences on the mean value of social media use behavior.

The analysis of the study data revealed that the subjects had an F-value of 5.043 with a significance of 0.000 on the variable of historical duration of social media use, indicating that the effect of historical duration on social media use behavior was statistically significant. This in turn leads to the conclusion that the difference in historical length of time has a significant effect on the mean value of social media use behavior.

The analysis of the research data revealed that the subjects had an F-value of 4.606 with a significance of 0.000 on the variable of how much time they spend on average per day using social media, indicating that the effect of daily hours of use on social media use behavior is statistically significant. In turn, it can be concluded that the difference in the length of daily use has a significant effect on the mean value of social media use behavior.

In summary, on the background variables (gender, grade, institution, historical duration, and daily duration), there are some differences in the effects of gender, grade, and institution on the social media use behavior of college students, but they are not significant. This may involve the influence of socio-cultural, individual characteristics and social environment, which are relatively balanced and have insignificant influence on social media use behavior. However, the historical length of social media use and the number of hours of social media use per day had a more significant effect on social media use behavior. This may be related to the individual's dependence on social media, purpose of use and frequency of interaction. The detailed data is shown in Table 4.2.1.

Table 4.2.1

ANOVA Summary Table for Background Variables

		ANOVA				
		Sum. S.	DF	DF	F	Sig.
Gender	Group	10.764	37	.291	1.336	.089
	withinGroup	196.209	901	.218		
	Total	206.973	939			
Level	Group	50.688	37	1.370	1.456	.040
	withinGroup	847.644	901	.941		
	Total	898.332	939			
College	Group	56.047	37	1.515	1.200	.195
	withinGroup	1137.578	901	1.263		
	Total	1193.625	939			
Experi.	Group	118.724	37	3.209	5.043	.000
	withinGroup	573.269	901	.636		
	Total	691.994	939			
Daily	Group	131.731	37	3.560	4.606	.000
	withinGroup	696.373	901	.773		
	Total	828.104	939			

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

4.3 Correlation Analysis of College Students' SMU, EM and EI

This study validates whether there is a correlation between social media use behavior, entrepreneurial motivation and entrepreneurial intention among college students in China. The method of validation is correlation analysis using Pearson correlation coefficient. This analysis is used to assess the strength of linear relationships between two or more different variables. After the data analysis, it was concluded that the Pearson correlation coefficient between social media use behavior and entrepreneurial motivation is 0.402**, the Pearson correlation coefficient between social media use behavior and entrepreneurial intention is 0.541**, and the Pearson correlation coefficient between entrepreneurial motivation and entrepreneurial intention is 0.798**, and the results of combing the above results are as shown in Fig. 4.3.1.

Table 4.3.1

Summary of correlations between the three variables

		Pearson Correlation Analysis		
		SMU	EM	EI
SMU	Pearson	-	.402**	.541**
	Sig (2-tailed)		.000	.000
	Case			
EM	Pearson		-	.798**
	Sig (2-tailed)			.000
	Case			939
EI	Pearson			
	Sig (2-tailed)			
	Case			

Note 1: Social Media Use (SMU); Entrepreneurial Motivation (EM); Entrepreneurial Intention(EI)

Note 2: *Correlation is significant at the 0.01 level (2-tailed).

Note 3: The data herein is sourced from a compilation independently conducted by the researcher in 2023

4.4 Summary of data analysis

Hypothesis 1: The mean values of social media use behavior, entrepreneurial motivation, and entrepreneurial intention are at a moderately high level in the college student population. After data analysis, the mean value of social media use behavior is

4.0212, which is at a high level according to the measure of Ahmadianfar (2022). The mean value of the entrepreneurial motivation variable is 3.3148, which is at an intermediate level. The mean value of the entrepreneurial intention variable is 3.7026, which is at an upper intermediate level according to the measure. All three variables are in the upper middle level, so the research hypothesis H1 is valid.

Hypothesis 2: The influence of Chinese college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention varies according to the background variables (gender, grade, college, historical hours, daily hours). After data analysis of the impact of Chinese college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention, there is no difference due to differences in the background variables gender and college, there is some difference in the grade level variable, and there is a significant difference in the background variables social media use history hours and daily hours, so hypothesis H2 does not hold.

Hypothesis 3: There is a correlation between social media use behavior, entrepreneurial motivation and entrepreneurial intention of Chinese college students. Through Pearson correlation analysis, it is concluded that there is a significant positive correlation between social media use behavior, entrepreneurial motivation and entrepreneurial intention. The research data indicate that there is a certain positive correlation between social media use behavior, entrepreneurial motivation, and entrepreneurial intention in the college student population, i.e., an increase in social media use behavior can lead to the creation or enhancement of entrepreneurial motivation, as well as entrepreneurial intention. Therefore hypothesis H3 is valid. The specific organization is shown in Table 4.4.4.

Table 4.4.4

Summary of Research Questions and Hypothesis Testing

Research Question, Hypotehsis and Results
RQ1: What is the general status of social media usage behavior, entrepreneurial motivation and entrepreneurial intention among Chinese university students? RH1: The mean values of social media usage behavior, entrepreneurial motivation, and entrepreneurial intention are in the upper middle range among Chinese university students. The result hypothesis is ACCEPED
RQ2: Is the social media use behavior on entrepreneurial motivation and

entrepreneurial intention of Chinese college students differentiated across different contextual variables (gender, grade, college, historical hours, daily hours)?

RH2: Is there variability in Chinese college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention across different background variables (gender, grade level, college, historical hours, daily hours)

The result hypothesis is REJECTED

RQ3: What is the relationship between social media use behavior, entrepreneurial motivation and entrepreneurial intention among Chinese college students?

RH3: There is a correlation among social media use behavior, entrepreneurial motivation and entrepreneurial intention among Chinese college students.

Result Assumption is ACCEPTED

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter focuses on an in-depth analysis and summary of the findings, as well as possible limitations of this study and directions for future research design development. First, the main findings of the study are summarized and the statistical results and relationships are clarified based on the purpose, questions, and hypotheses of their study. Answer the questions posed by the study and validate the research hypotheses. Provide an in-depth analytical explanation of the statistical results and relationships in the context of the relevant theoretical frameworks used and previous studies, and clarify the practical implications of the results. Discuss the shortcomings and limitations of the study and conclude with suggestions for future research development.

5.1 Conclusion and Discussion

5.1.1 The Means of Social Media Use Behavior, Entrepreneurial Motivation, and Entrepreneurial Intention are in the Middle to Upper Range in the Chinese College Student Population.

The data of the study showed a high tendency of college student participants in the variable of social media use behavior. The college student population is generally in the information society, and social media is the main platform for obtaining information and social interaction. This may be due to the fact that the college student population tends to use social media to keep in touch with others, share information to obtain social support, and have a strong social need. Social media provides a wealth of information and entertainment content, attracting a large number of users to browse, watch and share various contents on the platform, increasing the utilization rate. The convenience of social media, which usually requires only a cell phone, allows users to access it anytime and anywhere, and its convenience also increases the frequency of use.

Thus, the high mean reflects the cultural trend of active social media use among college students, who are more inclined to use social media as an important tool for academic and social communication. The same was validated in a study of mobile social media acceptance among Chinese college students (Kong et al., 2021).

The moderate level of entrepreneurial motivation reflects some interest in entrepreneurship among college students, but not all of them possess strong entrepreneurial desires. This may be influenced by various factors such as academic burden, financial pressure, and career planning (Maheshwari & Arokiasamy 2023). College students may face greater pressure in their academic endeavors, including coursework requirements, exam pressure, and essay writing. These may occupy college students' own time and energy, leaving them with insufficient free time to consider or devote to entrepreneurship. Entrepreneurship also requires capital investment and financial support, but many college students may not have enough money or financial resources to support their entrepreneurial plans, which may also diminish their motivation to start a business. In terms of personal competence and experience, university students may perceive themselves as lacking the necessary skills, knowledge and time experience in the areas required for entrepreneurship, lack self-confidence, and may also maintain reservations about starting a business.

The medium to high level of entrepreneurial intentions indicates that most of the people in the university student population have the desire to carry out entrepreneurial activities. This may be related to the positive impact of entrepreneurship education and career planning in recent years (Ning, 2023). Entrepreneurship education programs for college students can stimulate the interest and willingness of entrepreneurship among college students. Dual entrepreneurship education involves entrepreneurship theory, case sharing, and business plan writing, which helps college students understand the entrepreneurial process and skills, and enhances their entrepreneurial confidence and willingness. Entrepreneurial intention is also affected by social economy. For example, the level of economic development, government policy support, entrepreneurial resources and market opportunities may affect college students' willingness to start a business. College students receive relevant training and education during their school years, which improves their knowledge and positive attitudes toward entrepreneurship (Gan, 2023), and promotes higher-quality entrepreneurship (Chen, 2020). As competition in the job market intensifies, more and more college students realize that entrepreneurship is a more flexible and controllable career choice. By choosing entrepreneurship, they can have more autonomy and development space, so they are more willing to consider entrepreneurship as a career development path. The diversity of education also makes college students innovative,

enterprising and exploratory. They hope to realize their personal values and dreams through entrepreneurship and pursue the opportunity of independent creation and development. Therefore, with the development of the economy and society, the mean level of entrepreneurial intention is currently in the middle of the upper range.

5.1.2 The effect of Chinese college students' social media use behavior on entrepreneurial motivation and entrepreneurial intention varies by background variables (grade level, historical hours, daily hours), but not by gender and college background variables.

The data from the study showed no variability on the background variables of gender and college. Gender has no significant effect on the mean value of social media use behavior. Both male and female students showed similar levels of social media use behavior and gender was not a significant factor influencing this behavior. This may be due to the fact that social media has become a common social platform used by both male and female students in the current culture (Ma, 2023). College did not have a significant effect on the mean of social media use behavior, possibly because social media is widely used in all subject areas (Wang, 2017).

The data from the study showed variability on the grade level contextual variable. Grade level had an effect on the mean value of social media use behavior. This may indicate that there is a certain trend in social media use behavior as college students increase in grade level. This may be influenced by factors such as academic load, social needs, etc., and students in different grades have different tendencies to use social media. The significant effect of grade level suggests that students may have different social media use needs in different grades, influenced by age and academic stage (Li, 2023).

The significant effects on the historical length of social media use and how long an average day is spent using social media show the cumulative effect of time investment on social media use behavior. Long-term use may lead to more positive social media behavior. This may be related to the accumulation of experience. Individuals who have been using social media for a longer period of time may have more accumulated experience on social media platforms, have a deeper understanding of social media use, and may be more susceptible to social media influences (Li, 2022), including in terms of entrepreneurial motivation and entrepreneurial intentions. Long-term use of social media may make individuals more susceptible to the

influence of social networks, which may affect their entrepreneurial motivation and entrepreneurial intention. On the background variable of how long one spends using social media on average per day, it may be related to the daily time and energy investment. Longer daily use indicates that individuals are willing to spend more time on social media, harvesting stronger perceived beliefs and generating sustained entrepreneurial passion (Fang, 2016) more conducive to entrepreneurial behavior. Secondly, it may be related to the acquisition of information, individuals who spend more time on social media every day may be more inclined to acquire information through this channel. The role of social media as a platform for information acquisition, communication and learning in shaping and facilitating an individual's entrepreneurial intentions. The frequent use of social media provides individuals with more entrepreneurial opportunities and resources, as well as boosts their entrepreneurial confidence and willingness (Karimi, 2016).

5.1.3 There is a correlation between social media use behavior, entrepreneurial motivation and entrepreneurial intention among college students.

Research data show a positive correlation between social media use behavior and entrepreneurial motivation and entrepreneurial intention among Chinese college students. This correlation suggests that college students tend to use social media as a platform for obtaining study-related information, building social relationships, sharing ideas, and gaining support (Lambton-Howard 2021). The motivation and intention to achieve entrepreneurship through the use of social media platforms will lead to more active engagement as motivation and intention increase. With online learning, the level of student engagement is positively correlated with achievement (Lee et al. 2023).

On the social media use variables, based on the analysis of the theory of planned behavior. College student groups use social media to learn about the latest trends in the field of entrepreneurship, successful cases and industry dynamics, thus enhancing their knowledge and interest in entrepreneurship. Wang et al. (2020) started from the perspective of the theory of planned behavior and explained the process from entrepreneurial intention to behavior. Many successful entrepreneurs and entrepreneurs exist on social media, and their stories and experiences are often shared and spread. College students may be influenced by these entrepreneurial role models and develop aspirations and visions of entrepreneurship, which in turn enhance their

entrepreneurial motivation and intentions. Al Halbusi et al. (2023) made a relevant argument about the relationship between the formation of entrepreneurial intentions and social media social perception from the perspective of the Theory of Planned Behavior, confirming that the support of the social environment is conducive to the formation and development of entrepreneurial intentions. Martín-Rojas and García-Morales' (2022) study on the use of social media to promote entrepreneurship similarly verified the relationship of the influence of intention followed by motivation. Thus, it shows that social media use behavior can promote entrepreneurial intention, entrepreneurial intention generation promotes the development of entrepreneurial motivation, and the stronger the entrepreneurial motivation, the more likely it is to make students invest more time and energy in the acquisition of social media resources.

In terms of entrepreneurial motivation variables, it is analyzed based on self-determination theory. Jin et al. (2019) explored how to enhance the initiative of college students' dual entrepreneurship learning from the perspective of self-determination theory. It is argued that innovation and entrepreneurship education in colleges and universities should adhere to the concept of learning-centered teaching building. This means that students should be guided to combine the learning of dual-creation with their own intrinsic needs. The education process should adopt the method of decomposition followed by integration to help students develop relevant skills. The campus culture should promote and encourage the spirit of innovation and entrepreneurship, prompting students to satisfy their sense of belonging to their peers or groups through activities. This will lead to the stimulation of students' intrinsic motivation and enhance their positive initiative towards innovation and entrepreneurship. Sanson and Tang (2022) also analyzed the role of intrinsic motivation and extrinsic motivation from the perspective of self-determination theory. When external incentives (rewards) are enhanced, motivation is subsequently enhanced. Jin et al. (2021) studied the incentive mechanism of college students' innovation and entrepreneurship based on the perspective of self-determination theory, and also verified that entrepreneurial motivation would be enhanced when social support and national policy encouragement are provided. Increased entrepreneurial motivation strengthens the use of social media and also promotes the development of entrepreneurial intention. Al Deir et al. (2022) sorted out the development of the

influence of entrepreneurial motivation on entrepreneurial intention, and clarified the influence of the need for achievement, autonomy, attribution, power, and subjective norms. Hassan et al. (2022) explored the relationship between entrepreneurship education, motivation, and intention from situational and psychological perspectives in their study. study, also assessed the influence of situational and psychological factors on entrepreneurial behavior from situational and psychological perspectives. It also verified that self-determination theory supports the idea that motivation comes before intention. It also shows that there is a correlation between entrepreneurial motivation and entrepreneurial intention.

On the variable of entrepreneurial intention, it was analyzed based on self-efficacy. Huang and Zhang (2020) investigated the predictive role of undergraduates' social media use behaviors on entrepreneurial intention using self-efficacy as a mediator. The study conducted a questionnaire survey of undergraduate students enrolled in three Chinese universities and received 524 questionnaires. The results of the study confirmed a positive correlation between social media use behavior entrepreneurial intention. The study emphasizes the importance of self-efficacy in entrepreneurial activities and suggests that education efforts can use social media as a tool to encourage undergraduates to incorporate social media into their entrepreneurial activities. Hou and Ge (2019), in their study on the relationship between social media use and self-efficacy, focused on social self-efficacy and indirectly verified the statement that intention comes before motivation. Based on the Theory of Planned Behavior, Wang and Ding (2023) constructed an influence mechanism model by taking self-efficacy and entrepreneurship education as the independent variables of the study, entrepreneurial attitude as the mediator variable, and entrepreneurial intention as the dependent variable. After analyzing 578 questionnaires, it was found that entrepreneurial self-efficacy was positively correlated with entrepreneurial willingness. Entrepreneurship education is positively correlated with entrepreneurial willingness. The study suggests that colleges and universities actively carry out innovation and entrepreneurship education in order to promote the formation of entrepreneurial willingness of college students. At the same time, creating a favorable atmosphere to enhance entrepreneurial self-efficacy can help promote college students' entrepreneurial attitudes and then enhance entrepreneurial intentions. Related studies

support that entrepreneurial intention can strengthen entrepreneurial motivation, and at the same time can enhance the behavior of social media use.

In summary, obtaining the resources needed for entrepreneurship through social media while also showcasing personal entrepreneurial experiences and achievements can enhance an individual's social identity and branding. This information is relevant to the entrepreneurial domain and contributes to increased motivation and entrepreneurial intentions. In social media use, this positive entrepreneurial attitude favorably stimulates entrepreneurial motivation (Fang, 2016) and promotes the development of entrepreneurial intentions. The enhancement due to motivation and intention prompts them to invest more time and energy to make corresponding behaviors. The investment level of social media use is positively correlated with students' learning effect, and the higher the investment level, the better the learning effect (Li, 2012). The enhanced entrepreneurial motivation of college students prompts them to actively engage in social media use, which in turn reinforces entrepreneurial motivation. This may be the main reason for the positive correlation between college students' social media use behavior and entrepreneurial motivation and entrepreneurial intention.

5.2 Recommendations

5.2.1 An in-depth exploration of the specific mechanisms by which social media influence entrepreneurial motivation and entrepreneurial intentions:

Social media has contributed to entrepreneurship among college students (Hong, 2015). This study further explored the association between social media use behavior and entrepreneurial motivation and entrepreneurial intention. In the future, further in-depth studies can be conducted to investigate how social media usage behavior affects college students' entrepreneurial motivation and entrepreneurial intention, and to explore possible mediating or moderating variables. This could help to develop a more complex and detailed theoretical framework. Explore the potential factors between social media use behavior, entrepreneurial motivation, and entrepreneurial intention. For example, the impact of specific social media platform use, social media content types on entrepreneurial motivation and intention.

5.2.2 Comparing the impact of different social media platforms

The future study could aim to conduct a cross-sectional comparison of the effects of different social media platforms on college students' entrepreneurial motivation and entrepreneurial intention, and explore possible differences in entrepreneurial attitudes across social media characteristics. While future researchers could consider an in-depth study of the differences in entrepreneurial attitudes and behaviors of college students across different social media platforms (e.g., WeChat, Weibo, Jieyin, Shutterbug, etc.). This could help develop more targeted education and support programs.

5.2.3 Examining the use of social media in entrepreneurship education

Yu and Chao (2022) did an exploration of educational models based on social media applications related to teaching and learning interactions. Whether social media use can be utilized to improve the teaching model and promote students' entrepreneurial interest and innovation in the context of the digital era. Examines whether social media can be used for entrepreneurship training, resource sharing and collaborative learning while meeting learning needs and interactive experiences. Focus on the potential role of social media in education, especially in promoting students' entrepreneurial intentions. By combining the use of social media with entrepreneurship education, teaching methods can be enhanced to be more flexible and relevant, leading to better innovation and entrepreneurship development.

5.2.4 Examining the long-term impact of social media on entrepreneurial development

Troise et al., (2021) explored the impact of social media on entrepreneurial motivation and opportunity identification in startups. Conducting a longer time span study to understand the long term effects of social media usage behaviors on college student entrepreneurship and how these changes evolve over time would make the study more meaningful. Conduct a long term tracking study to understand the trends in social media use behavior on the development of entrepreneurs over time and explore the factors that may influence these changes. This can be helpful for the growth and development of startups.

5.2.5 Exploring the relationship between social media use and actual entrepreneurial behavior

Examine the relationship between social media use and actual entrepreneurial behaviors of college students to understand whether social media only influences

entrepreneurial attitudes or directly influences actual entrepreneurial decisions and behaviors. Consider further research on how social media affects college students' access to entrepreneurial support and resources, including interactions with classmates, teachers, and industry professionals. This may contribute to a more comprehensive understanding of the impact of social media on entrepreneurial intentions.

These academic research recommendations help promote in-depth research on the relationship between social media and college students' entrepreneurial motivation and entrepreneurial intentions, and provide more direction and insights for future academic work in related fields.

5.3 Limitations and Recommendations

This study has certain limitations and restrictions while exploring the impact of social media usage behavior on entrepreneurial motivation and entrepreneurial intention. These limitations may affect the interpretation and generalization of the study's findings.

5.3.1 Limited sample characteristics:

The sample of this study is mainly Chinese undergraduate students and comes from a specific college and the grade level of that college. Due to the limited nature of the sample characteristics, the generalization of the study results may be somewhat limited. Future research could expand the sample to include students from different colleges, academic levels, fields of study, and geographic regions to more comprehensively understand the differences in social media use behaviors, entrepreneurial motivations, and entrepreneurial intentions among different groups, and to improve the external validity of the study.

5.3.2 Limitations of the data collection instrument

In this study, the self-reported questionnaire method was used as the data collection tool, and subjects' responses may be affected by memory bias and social expectations. The subjectivity of the self-statement report may lead to some measurement errors, limiting the full understanding of social media use behavior, entrepreneurial motivation and entrepreneurial intention. Future studies may consider combining objective data, behavioral observations or in-depth interviews to improve the objectivity and accuracy of the data.

5.3.3 Limitations Involved in Cross-sectionality

The cross-sectional design of this study failed to capture the trends of changes between social media use behavior, entrepreneurial motivation and entrepreneurial intention variables. Therefore, the cross-sectional design could not provide in-depth insights for the causal relationship between social media use and entrepreneurial motivation and entrepreneurial intention in terms of their evolution over time. In future studies, a longitudinal design with long-term follow-up records can be considered to understand the relationship between these variables more comprehensively.

5.3.4 Limitations of variable measurement

This study used a self-administered questionnaire which, although validated, still suffers from the effects of subjective design and interpretation. There may have been differences in understanding of the questions between subjects, affecting the accuracy of the data. Future studies could use more validated questionnaires or multi-method measures to improve the accuracy and comprehensiveness of measurement tools.

5.3.5 Failure to Consider More Potential Variables

This study mainly focuses on variables such as gender, grade, college, historical length of social media use, and daily length, and does not consider other potential variables that may have an impact on the research relationship, such as personality differences, family background, and cultural factors. Future research can try to consider more variables and factors to establish a comprehensive research framework for more comprehensive and in-depth research.

In summary, although this study achieved a number of meaningful findings, there are some limitations in terms of generalizability, measurement tools, research design, variable considerations, and statistical methods. Next research should also consider these limitations when interpreting and applying the findings of this study, while providing useful directions for future in-depth research.

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Appendix

Chinese Version Questionnaire

大学生社交媒体使用行为对创业动机与创业意向的影响研究

同学您好，十分感谢您能抽出时间协助完成本次调查研究。本问卷是对《中国大学生社交媒体使用行为对创业动机与创业意向的影响研究》的调查，深入调查研究大学生社交媒体使用行为对创业动机与创业意向有怎样的影响。因此，我们谨请您根据实际情况填写以下问卷，它应该只需要大约 5-10 分钟。您的回复将是完全保密的，其结果仅作为学术研究使用。感谢您的支持！

1、您的性别

男 女

2、您的年级

大一 大二 大三 大四

3、您所在的学院

设计学院 文化与传媒学院 体育学院 食品与工程学院

4、您社交媒体使用历史时长

1 年以下 1 年以上 2 年以下 2 年以上 3 年以下 3 年以上

5、您平均每天花费多长时间使用社交媒体

小于 30 分钟 30 分钟至 1 小时 1 小时至 2 小时 2 小时以上

非常同意 同意 一般 不同意 非常不同意

5 4 3 2 1

社交媒体使用行为

1. 通过使用社交媒体可以获取与学习相关的信息
2. 通过使用社交媒体能让我获取有关当前社会事件的信息
3. 通过使用社交媒体能让我知晓时事新闻
4. 通过使用社交媒体能让我适度缓解学习压力
5. 通过使用社交媒体能让我协作学习
6. 通过使用社交媒体能让我解决我的学术问题
7. 通过社交媒体使用大幅提升交际联系的方便性
8. 通过社交媒体使用加强我和亲朋好友的联系

9. 通过社交媒体使用增加在学术上与老师互动的频率
10. 通过社交媒体使用提高在线学术小组讨论效率
11. 通过社交媒体使用提供分享新想法渠道
12. 通过社交媒体使用有助于未来职业生涯规划

创业动机

13. 我准备好了成为一名企业家
14. 我的职业目标是成为一名企业家
15. 我将尽一切努力创立属于我自己的企业
16. 我决心在未来创建一家公司
17. 我对于创建一家公司充满热忱
18. 我有信心未来创建一家公司

创业意向

19. 我期盼成为一名企业家
 20. 我坚信我的努力会带来获利
 21. 我深信创业可以改善我的经济状况
 22. 如果我开始创业，我看到自己有一个美好的未来
 23. 我希望别人在我的工作上提出相关的建议
 24. 我希望在工作团队中占有主导地位
 25. 我希望在团队工作中有效率地支配工作时间
-

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成就与荣誉：

创业期间在“党旗领航电商扶贫”活动中获得“十佳代言人”称号。

任职工作期间带领学生参与互联网+、创新创业项目，并取得优异成绩。带领学生团队参与路桥集团企业宣传视频制作、岗石企业宣传片制作、溜溜圈高校服务平台搭建、蝴蝶歌非遗文化传承与保护、新农之光农业项目等。获得互联网+创新创业大赛金奖 1 次，银奖 4 次，铜奖 5 次。

带领团队成功孵化公司，齐鸣文化传播有限公司、展现电子商务有限公司等。

教育理念：

高校工作的 8 年，我深刻认识到教育工作者的责任重大。我理解和认识的教育理念是以学生为中心，注重自主能力培养和创新创业教育，以培养学生的综合能力和个人发展目标。学生是教育的核心，每个学生都是独立的个体，具有自己的潜力和特质。我尊重学生个体的差异，关注他们的需求和兴趣，为他们提供个性化的教学和指导。鼓励学生们积极参与课堂讨论和实践活动，激发他们学习的热情和创造力。对于创新创业教育的理解，我认为是培养学生创新思维和创业意识的一种教育模式，培养学生的创新能力、创业精神和创造力，以应对不断变化的社会和经济环境。首先在培养培养创新思维方面，创新是推动社会进步和经济发展的关键要素。教育应该着重培养学生的创新思维，包括培养学生的问题解决能力、批判性思维、创造性思维和跨学科思维。通过培养学生的创新思维，他们可以更好地应对未来的挑战和机遇。其次培养创业意识方面，创业是将创新转化

为商业机会的过程。创新创业教育应该帮助学生培养创业意识，包括培养学生的机会识别能力、风险意识、市场洞察力和团队合作能力。通过培养学生的创业意识，他们可以更好地抓住商业机会，创造价值并实现个人和社会的发展。再次在实践导向方面，应该注重实践导向，通过实际项目和实践经验来培养学生的创新和创业能力。学生有机会参与到真实的创新和创业项目中，通过实践中的失败和成功来学习和成长。实践导向的教育可以帮助学生将理论知识应用到实际情境中，并培养解决实际问题的能力。最后在跨学科融合方面，创新创业往往需要跨学科的知识 and 技能。鼓励学生跨学科学习和合作，培养学生的综合能力。学生有机会接触不同学科领域的知识，了解不同学科的方法和思维方式，并将它们融合应用到创新和创业实践中。

总之，我认为高等教师的教育理念是以学生为中心，追求学术卓越和人才培养的有机会结合。创新创业教育应该是一种综合性的教育模式，旨在培养学生的创新能力、创业意识和创造力。未来我将通过创新创业教育培养学生的创新思维、创业意识和实践能力，帮助学生在不断变化的社会和经济环境中取得成功，并为社会的发展做出贡献。