

## HOW DOES THE ROLE OF SOCIAL MEDIA INFLUENCE ENTREPRENEURIAL PERFORMANCE? A SOCIAL COGNITIVE THEORY EXPLORATION AMONG CHINESE VOCATIONAL STUDENTS

Sixiao Hu  
Mohd Khata Jabor

### ABSTRACT

*Social media usage is now deeply embedded in digital entrepreneurship. Despite the exponential growth of social media use, whether and how social media use may affect vocational students' entrepreneurial performance remains a key research gap. Furthermore, the intelligence emotional and social capital dimensions engaged in entrepreneurship remain inadequately explored. Drawing on social cognitive theory (SCT), we argue that the patterns of social media usage, digital marketing strategies and social capital, as indicated by their intelligence emotional and opportunity recognition, which increases their entrepreneurial performance. The research involved 248 vocational college student entrepreneurs in China who have incorporated social media into their business operations. Structural Equation Modeling (SEM) to assess the relationships within the proposed model. The study found that students use a wide range of social media platforms from Wechat, Ticktok, Facebook, YouTube, Twitter to Pinterest suggesting a heavy reliance on the social media to grow their businesses. It has changed how business owners conduct their daily operations and has led to improved firm performance and more innovative approaches. Social media platforms have provided opportunities for young entrepreneurs to expand employment opportunities. Furthermore, the findings underscore the pivotal role of technology self-efficacy as a moderator, significantly influencing how vocational students leverage social and emotional capital through social media, thereby impacting their online business performance. We hope our research highlights and puts forward research intersecting social media and entrepreneurship.*

Key words: Social Cognitive Theory (SCT) , Vocational Students, Social Media Usage, Digital Marketing Strategies , Social Capital

### INTRODUCTION

Social media, defined as online social networking platforms for individuals to connect and communicate with others (e.g., Facebook), has attracted billions of users. The influence of social media transcends mere changes in communication patterns, particularly among young entrepreneurs. Current research indicates a significant migration from traditional shopping methods to online platforms, where social media plays an indispensable role in driving e-commerce dynamics. Rahman, Hasan, Chandra Deb, Rahman, and Kabir (2023) examine how social media entrepreneurship diverges from traditional commerce, notably in leveraging networks for marketing and understanding online consumer behavior (Ha & Kim, 2023). Consequently, the advent of mobile technology has opened new vistas for young entrepreneurs. Despite the popularity of social media, it remains unclear whether and how social media affects individuals at the prelaunch stage of the entrepreneurial process, given social media consists of weak ties and substantial noise from false, inaccurate or even fake information, which may or may not benefit its users.

In China, vocational students are increasingly embracing social media for digital entrepreneurship. These students are emerging as a new generation of digital entrepreneurs, actively utilizing social media platforms to enhance their business ventures. This trend holds particular relevance for vocational students who are keen on digital entrepreneurship, potentially mitigating unemployment and addressing workplace inequality. Research by Wibowo et al. (2023) reveals that young entrepreneurs leverage social media to engage consumers, emphasizing its growing importance in digital marketing. Furthermore, studies like those by Obermayer, Kővári, Leinonen, Bak, and Valeri (2022) focus on the influence of social media on consumer behavior and trust as reflected in online reviews. Studies by Wu, Yang, and Liu (2023) underscore the critical role of social media in fostering innovation among young Chinese e-commerce entrepreneurs. Furthermore, Balaji et al. (2023) highlights its significance in the performance of online businesses in China, particularly for those with vocational training. (Bansal & Saini, 2022) stress the importance of social media in facilitating learning and networking for these entrepreneurs.

While existing literature extensively covers the impact of social media on established enterprises and broader markets, there is a notable gap concerning its role in shaping the entrepreneurial pathways of vocational students (X. Zhang, Jinpeng, & Khan, 2020). The literature suggests that social media significantly affects vocational students interested in entrepreneurship, particularly in areas like emotional regulation, social network building, interpersonal skills development, and mental health maintenance (Barrera Verdugo & Villarreal Villarreal, 2021). These students often lack traditional business education yet exhibit high adaptability to technology and an innovative spirit (Y. Li, Chan, Peko, & Sundaram, 2023). In addition to addressing the prevalent issue of unemployment among vocational students, this presents a crucial opportunity for them to explore and master innovative technological applications across various regions (Ahmad, Ahmad, & Abu Bakar, 2018).

To address the above-mentioned issues, this study delves into how vocational school students utilize social media in their entrepreneurial pursuits and examines its impact on their emotional and social behaviors, applying the framework of social cognitive theory (SCT). The main contributions of this study are: Firstly, it delves into the behavioral and cognitive patterns of vocational school students in utilizing social media during entrepreneurial endeavors. Secondly it analyzes the influence of social

media on the emotional and social behaviors of vocational school students, filling a gap in the existing literature. Thirdly it proposes social media entrepreneurship education strategies tailored to vocational school students, providing a new theoretical foundation and guidance for educational practices. These contributions provide a deeper understanding and valuable insights into the social media utilization behavior of vocational school students in entrepreneurial processes.

## **THEORETICAL BACKGROUND AND HYPOTHESES DEVELOPMENT**

### **Entrepreneurial performance among Young People**

Entrepreneurship is one of the key factors that lead to a successful business performance even under extreme unpredictable situations (Cho and Lee, 2018). Business performance is termed as how an organization can achieve its desired set of goals by coping with other fluctuating factors (Cho and Lee, 2018). Moreover, entrepreneurs can attain their best performance by fulfilling the need and satisfying their customers. In the vocational education context, the correlation between adept utilization of social media and entrepreneurs' achievements by emerging entrepreneurs is increasingly evident (Sari, Marsakawati, & Herliyani, 2023). This performance paradigm is primarily divided into two key elements: firstly, the strategic implementation of social media marketing to cultivate emotional resonance with consumers and simultaneously impact the entrepreneurs' own emotional well-being; secondly, the strategic accumulation and acquisition resources. Research by Yan (2020) illustrates how tailored social media campaigns elicit specific emotional responses from consumers, thereby enhancing engagement and fostering brand loyalty among young entrepreneurs. Concurrently, these marketing strategies significantly influence the entrepreneurs' emotional landscape, boosting their confidence and inner drive. The dual impact of social media in both emotional and social realms redefines the criteria for entrepreneurial performance in the digital age (Belyaeva, 2018). Thus, digital entrepreneurs skillfully use social media for emotional engagement, social network expansion, and resource mobilization is directly linked to their business performance, highlighting the importance of a deep understanding and proficient application of digital tools in the entrepreneurial process.

### **Social Media Use**

Social media become crucial in companies' marketing efforts (Han & Zhang, 2022). Rupavijetra, Nilsook, Jitsupa, and Hanwong (2022) research underscores the importance of the frequency and type of content posted on social media in building a brand and increasing market visibility. For instance, a handicraft shop can effectively boost its brand recognition by showcasing its products and their stories on Instagram, echoing analysis of the importance of timely customer interaction in establishing robust customer relationships and achieving entrepreneurial performance (Morrison-Smith & Ruiz, 2020). This shows various patterns of usage of social media among young entrepreneurs for their business strategies, which may have a significant positive impact on their entrepreneurial performance (Samara & Terzian, 2021).

Young entrepreneurs in the field of vocational education demonstrate strategic thinking in their diversified use of social media, a key factor in their business performance (Antonizzi & Smuts, 2020). Y. Zhang et al. (2021) study reveals that approximately 68% of student entrepreneurs frequently use WeChat for customer interactions, dedicating an average of 2.5 hours daily, which is crucial for establishing long-term customer relationships. report indicates that about 75% of entrepreneurs use TikTok for brand storytelling, spending around 2 hours daily to engage the 18 to 24-year-old consumer demographic, with its visual and creative content being a key factor in attracting this audience (Chen, Li, Lei, & Wang, 2021). Additionally, survey finds that around 65% of entrepreneurs spend about 3 hours weekly on LinkedIn for professional networking and B2B interactions, playing a significant role in fostering business collaborations and industry communication (Obschonka, Zhou, Zhou, Zhang, & Silbereisen, 2018). The use of WeChat, TikTok, and LinkedIn caters to specific business needs — customer relationships, brand visibility, and professional networking, respectively (Xue, 2023).

### **Social Media Marketing and Emotional intelligence**

Emotion significantly influences marketing strategies and overall business operations on social networking sites, playing a critical role in monitoring brand reputation and tracking customer feedback (Islam, Islam, Mannan, Rahman, & Islam, 2020). Qiu, García-Aracil, and Isusi-Fagoaga (2023) demonstrate that positive engagement with social media through instant feedback and recognition boosts entrepreneurial motivation and fosters positive emotional experiences among vocational students. However, cautions about the risks of emotional burnout due to continuous exposure to social media, which can negatively impact both motivation and emotional well-being. Additionally, Ghosh, Hughes, Hughes, and Hodgkinson (2021) find that innovative social media strategies not only enhance creativity but also amplify positive emotional engagement in the digital marketplace. These findings suggest a complex interplay between emotion and social media marketing, highlighting the importance of effectively managing emotional impacts (Suriyankietkaew & Nimsai, 2021). Therefore, it can be hypothesized that vocational student entrepreneurs who adeptly balance these emotional aspects are more likely to experience increased performance in their digital entrepreneurship endeavors, owing to a strategic and emotionally intelligent approach to social media usage.

### **Online Social Capital and Opportunity Recognition**

Dakduk, ter Horst, Santalla, Molina, and Malavé (2017) reveals that active engagement of vocational students on LinkedIn notably improves their social capital, offering access to industry insights. Further studies by highlight that platforms like Instagram and Facebook are instrumental in showcasing student projects to potential investors, thereby uncovering funding

and collaboration opportunities. These findings a strategic asset for gaining essential social capital and resources (Sondakh & Rajah, 2016). Hence, it is hypothesized that vocational students who skillfully use social media for networking, market analysis, and project promotion are likely to have a significant advantage in achieving entrepreneurial performance due to enhanced access to valuable social capital and resources.

### **Social Cognitive Theory (SCT)**

In 1925, Bandura is certain self-efficacy governs and exerts a substantial influence on human intention. A correlation has been observed between self-efficacy in digital entrepreneurship and the inclination to participate in digital entrepreneurship. An elevated degree of self-efficacy in digital entrepreneurship could potentially bolster an individual's inclination to participate in entrepreneurial activities, thereby promoting the manifestation of entrepreneurial conduct. Marketing and social media usage are three independent variables that impact self-efficacy.

The conceptual framework proposed by social cognitive theory (SCT) can bring out the social media impact on the entrepreneurial outcomes of vocational students (Erdisna, Ganefri, Ridwan, & Efendi, 2020). This analysis should specifically examine the contributions of emotional behaviour and opportunities for resource acquisition (Darmawan, Ekopriyono, & Darmanto, 2022). Vocational education indicates that cognitive and social interactive processes are crucial for cultivating emotional behaviors and recognizing resource opportunities among these students (Bican & Brem, 2020). For those committed to both digital and traditional entrepreneurial avenues, social media is not merely a platform for learning about business models, market strategies, and entrepreneurial skills; it also serves as a vital conduit for establishing network resources and support (Liu et al., 2023). These interactions and resources help to bolster the self-efficacy of vocational students, thereby enhancing the likelihood that they will translate their entrepreneurial intentions into concrete actions.

Social Media Usage, Social Media Marketing, and Social Capital on vocational students aspiring for entrepreneurial performance is multifaceted and multidimensional. Firstly, the use and marketing capabilities of social media provide essential market insights and entrepreneurial models, thereby affecting vocational students' emotional behaviors and perceived resource opportunities. Secondly, the social capital established through social networks offers vital resources and a support network, key components to achieving entrepreneurial performance. Emotional Behaviour and Resource Opportunities, as mediating variables, aiding vocational students in translating their entrepreneurial intentions into concrete actions and ultimately realizing entrepreneurial performance.

### **Conceptual Framework**

This framework is grounded in Social Cognitive Theory (SCT) and investigates the influence of social media on entrepreneurial performance. It employs resource opportunities and emotional behavior as mediating variables to explore how social media can be leveraged for entrepreneurial advantage. Entrepreneurial self-efficacy is considered as a moderating variable. The earlier model is the representation of the proposed conceptual framework based on earlier literature gaps. The model of this proposed study consisted of seven factors to present its framework. In this model, the

Social Media Engagement, Digital Marketing Strategies and Social Capital are the independent variables; Entrepreneurial Performance is a dependent variable while Behavioral Outcomes and Market Opportunities is the mediating variable; Entrepreneurship self-efficacy is the moderator variable. Therefore, this model proposes, as given in Figure 1, a total of 12 hypotheses which are as follow:

H1: Relationships between SCT constructs and Entrepreneurship Self-Efficacy posit a positive influence.

H1a: Social Media Engagement positively influences Entrepreneurship Self-Efficacy.

H1b: Digital Marketing Strategies positively influence Entrepreneurship Self-Efficacy.

H1c: Social Capital positively influences Entrepreneurship Self-Efficacy.

H2: Relationships between Entrepreneurship Self-Efficacy and other outcomes are also positive.

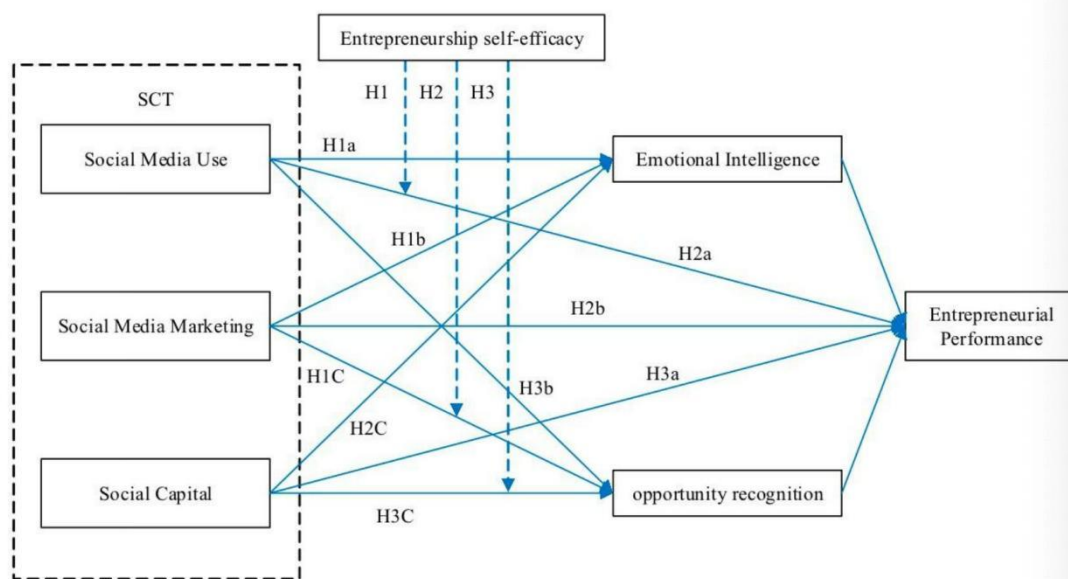
H2a: Entrepreneurship Self-Efficacy positively influences Behavioral Outcomes.

H2b: Entrepreneurship Self-Efficacy positively influences Entrepreneurial Performance.

H2c: Entrepreneurship Self-Efficacy positively influences Market Opportunities.

H3: Direct relationships between SCT constructs and other outcomes are positively framed.

H3a Digital Marketing Strategies positively influence Behavioral Outcomes. H3b: Digital Marketing Strategies positively influence Market Opportunities. H3c: Social Capital positively influences Market Opportunities.



**Fig 1 The framework of Social Media Influence on Entrepreneurship performance**

**METHOD**

**Research Instruments**

This study selected survey items from previous studies with suitable adjustments in some mandatory sections, (Appendix A shows a questionnaire). This model measured Social Cognitive Theory (SCT) construct with the 15-item scale developed by Huang, Lai and Lo. The second-order construct is an Social Cognitive Theory (SCT) construct, and it consists of three complementary dimensions of first-order, e.g., Social Media Engagement, Digital Marketing Strategies and Social Capital. Huang et al. (2012) confirmed the ‘reliability’ of Social Cognitive Theory (SCT) construct measures and the Cronbach alpha value (reliability) was higher than 0.70, which indicated a reliable and sound measurement of Social Cognitive Theory (SCT).

**Designing a Questionnaire**

We designed and distributed the revised items of the selected variables of a self- structured survey among the respondents of the targeted population for collecting the desired data through a random sampling method. Specifically, social media engagement have five elements that were adopted with minor modifications (Ahmad et al., 2018). To determine digital marketing strategies (DMS), five items were utilized, and to determine social capital (SC), five items were applied (K.H.M.A.R, 2020). Entrepreneurial self-perceived creativity was measured using six items from B. Li and Zhang (2022), whereas the intention phase was the focus of our research. Behavior outcomes (BO) and Market Opportunities (MO) were assessed using separately five items that were adopted from and nine items were proposed to measure entrepreneurial performance (EP). A five-point Likert scale was utilized to assess each item, with responses extending from “strongly disagree”(1) to “strongly agree”(5).

**Sample and data collection**

To ascertain empirical support for the hypotheses posited in the literature, this study incorporated vocational students hailing from Chinese universities . As a result, 248 vocational students who utilized social media to investigate the digital entrepreneurship process comprised the sample population. An online questionnaire was administered to them through the student WeChat application in order to evaluate their attributes and aspirations in the realm of entrepreneurship. As a result, this research was restricted to vocational students who were also young entrepreneurs. The participants are in Table 1.

**Table 1 Descriptive statistics of participants (n=248)**

Category	Description	percentage
Gender	Female	102 (41 %)
	Male	146 (59 %)
Age Statistics	18-20years old	211 (85%)
	20-22years old	37 (15%)
Year Class	2021	36 (15%)
	2022	34 (13%)
	2023	178 (72%)

<b>Parents 'occupation</b>	Entrepreneur	84
	Teacher/Lecturer	30
	Farmers	55
	Civil Servants	79

**DATA ANALYSES AND RESULTS**

This study used structural equation modeling (SEM) to examine the proposed conceptual model via using the Amos version 26 application. The approach consists of two parts, namely, (a) assessment of measurement model and (b) assessment of structural model. These two steps are often traded off using a single-step approach as advised by the earlier studies. The assessment of the measurement model explains the measurements of all variables in the model, and the assessment of the structural model identifies the relationship among variables in the model

**Descriptive Statistics and Assessment of Measurement Model**

The descriptive statistic gives an overview of the distribution type of the data. The mean ranges from 3.8495 to 4.1328 as this study considered the 5-point Likert scale. Also, the standard deviation ranges from 0.901 to 1.061.

Hence, the value of Cronbach's alpha is between 0.803 and 0.899; therefore, it exceeds the threshold point of 0.700 (Hair et al., 2017). Moreover, each CR coefficient falls between 0.873 and 0.925, and thus exceeds the threshold point of 0.700 (Hair et al., 2017). Thus, the requirement of construct reliability (CR) has been met and satisfied, and the Cronbach's alpha and CR coefficients are well above the threshold point. It can be stated that all the constructs are error-free in terms of the reliability of the constructs in the model. Similarly, the reliability of indicators or the items within the constructs is measured through the factor loadings (Isaac et al., 2019). The coefficients of up to 0.700 or above demonstrate meaningful factor loadings (Hair et al., 2017). Therefore, Table 2 illustrates that every factor loading is above the threshold point, although PL4 is 0.624 which is above 0.600; therefore, it can also fulfill the requirement (Hair et al., 2010; Ul-Haq et al., 2020).

**Table 2. Measurement model and descriptive statistics.**

Constructs	Code	Factor Loading	AVE	CR	Cronbach's $\alpha$
Social Media Usage	SMU1	0.737	0.546	0.857	0.857
	SMU2	0.773			
	SMU3	0.71			
	SMU4	0.714			
	SMU5	0.759			
Social Media Marketing	SMM1	0.733	0.518	0.811	0.811
	SMM2	0.704			
	SMM3	0.72			
	SMM4	0.721			
Online Social Capital	SC1	0.761	0.553	0.832	0.831
	SC2	0.73			
	SC3	0.73			
	SC4	0.753			
Entrepreneurship self-efficacy	ESE1	0.769	0.584	0.849	0.848
	ESE2	0.7			
	ESE3	0.79			
	ESE4	0.794			
Opportunity recognition	OR1	0.709	0.505	0.803	0.837
	OR2	0.686			
	OR3	0.708			

Emotional Intelligence	EI1	0.692			
	EI2	0.731	0.502	0.801	0.800
	EI3	0.674			
	EI4	0.734			
Entrepreneurship Performance	EP1	0.684			
	EP2	0.769	0.546	0.782	0.782
	EP3	0.76			

Furthermore, the AVE is considered to estimate the convergent validity of the constructs; it measures the positive association between the items of the constructs of identical constructs (Isaac et al., 2019). Previously, the value of each AVE falls between 0.656 and 0.712; therefore, it is well above the threshold point of 0.500 (Sarstedt et al., 2017; Haq and Awan, 2020). Thus, the convergent validity is satisfactory for all variables in the model. Previously, the value of each AVE falls between 0.656 and 0.712; therefore, it is well above the threshold point of 0.500 (Sarstedt et al., 2017; Haq and Awan, 2020). Thus, the convergent validity is satisfactory for all variables in the model.

Finally, table 3 shows the descriptive statistics and Pearson product-moment correlation coefficients for the study variables. Specifically, social creativity ( $r = 0.46, p < 0.001$ ) and career adaptability ( $r = 0.48, p < 0.001$ ) were significantly and positively associated with entrepreneurial intention, while social creativity was significantly and positively associated with career adaptability ( $r = 0.32, p < 0.001$ ).

Table 3 Fornell–Larcker ratio criterion

	1	2	3	4	5	6	7
Social Media Usage (1)	0.739						
Social Media Marketing (2)	0.370	0.720					
Online Social Capital (3)	0.303	0.394	0.744				
Entrepreneurship self-efficacy (4)	0.076	0.150	0.179	0.764			
Opportunities recognition (5)	0.272	0.294	0.237	0.076	0.711		
Emotional Intelligence (6)	0.238	0.217	0.279	0.190	0.260	0.709	
Entrepreneurship Performance (7)	0.359	0.297	0.389	0.218	0.408	0.392	0.739

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

### Hypothesis testing results

Hypothesis testing Structural equation modelling (SEM) was utilized to test formulated hypotheses (see Table 4). First, results reported that both ECI ( $\gamma=0.429$ ;  $p$ -value  $< 0.001$ ) and ESE ( $\gamma=0.110$ ;  $p$ -value  $< 0.001$ ) were significantly correlated with EI whereas was found to have an impact on ECI ( $\gamma=0.032$ ;  $p$ -value  $< 0.05$ ). H1, H2a, and H2b were thus supported. Second, perceived education support had a strong and positive effect on ESE ( $\gamma=0.319$ ;  $p$ -value  $< 0.001$ ). However, perceived education support negatively affected ECI ( $\gamma=-0.345$ ;  $p$ -value  $< 0.001$ ) and did not influence EI ( $\gamma=0.298$ ;  $p$ -value  $> 0.05$ ). Consequently, H3a was supported while H3b and H3c were not supported. Third, PEO was significantly and positively associated with ESE ( $\gamma=0.356$ ;  $p$ -value  $< 0.001$ ) and ECI ( $\gamma=0.512$ ;  $p$ -value  $< 0.001$ ), but not with EI ( $\gamma=-0.034$ ;  $p$ -value  $> 0.05$ ). Therefore, while it was supported for H4a and H4b, it was not for H4c.

Table 4 SEM Analysis Results

Hypothesis	STD Coeff.	Estimate	SE	CR	P-value	Results
SMU→OR	0.329	0.314	0.189	4.771	<0.01	Support
SMU→EI	0.298	0.301	0.167	4.270	<0.01	Support
OR→EP	0.333	0.347	0.209	4.767	<0.01	Support
EI→EP	0.336	0.331	0.215	4.774	<0.01	Support
SMU→EP	0.256	0.255	0.131	3.656	<0.01	Support

SMM→OR	0.372	0.341	0.066	5.197	***	Support
SMM→EI	0.291	0.285	0.07	4.069	***	Support
OR→EP	0.347	0.368	0.077	4.750	***	Support
EI→EP	0.360	0.357	0.072	4.977	***	Support
SMM→EP	0.168	0.163	0.071	2.310	0.021	Support
OSC→OR	0.298	0.25	0.058	4.309	***	Support
OSC→EB	0.355	0.318	0.064	4.989	***	Support
OR→EP	0.337	0.359	0.073	4.911	***	Support

## CONCLUSION

Vocational students can achieve entrepreneurial performance by using social media as a business platform. By constructing a modern, simple business model utilizing cost-effective and widely used technologies like social networking sites, mobile devices, and 4G internet, the study offers a theoretical contribution to online business methods. The findings have managerial implications, such as developing new digital communication platforms and reducing startup costs associated with traditional businesses. The results indicate a significant correlation between social media use and entrepreneurial achievement.

Our research identified the entrepreneurial performance of Chinese vocational students with respect to social media. Hypothesis testing showed that social media could attract Chinese vocational student entrepreneurs. Specifically, the findings suggest that by leveraging social media, vocational students can effectively overcome traditional barriers to entrepreneurship, such as high startup costs and limited access to conventional business networks. This aligns with the research objectives of understanding how digital platforms can facilitate entrepreneurship among vocational students in a specific regional context.

In summary, the conclusions highlight the significant role of social media in enhancing entrepreneurial intentions and performance among Chinese vocational students. This connection between social media usage and entrepreneurial success underscores the potential for broader applications and implications in the field of entrepreneurship education and practice.

## REFERENCE

- Ahmad, S. Z., Ahmad, N., & Abu Bakar, A. R. (2018). Reflections of entrepreneurs of small and medium-sized enterprises concerning the adoption of social media and its impact on performance outcomes: Evidence from the UAE. *Telematics and Informatics*, 35( 1), 6-17. doi:10.1016/j.tele.2017.09.006
- Antonizzi, J., & Smuts, H. (2020). The Characteristics of Digital Entrepreneurship and Digital Transformation: A Systematic Literature Review. In *Responsible Design, Implementation and Use of Information and Communication Technology* (pp. 239-251).
- Balaji, M. S., Behl, A., Jain, K., Baabdullah, A. M., Giannakis, M., Shankar, A., & Dwivedi, Y. K. (2023). Effectiveness of B2B social media marketing: The effect of message source and message content on social media engagement. *Industrial Marketing Management*, 113, 243-257. doi:10.1016/j.indmarman.2023.06.011
- Bansal, R., & Saini, S. (2022). Exploring the Role of Social Media. In *Applying Metalytics to Measure Customer Experience in the Metaverse* (pp. 34-43).
- Barrera Verdugo, G., & Villarroel Villarroel, A. (2021). Measuring the association between students' exposure to social media and their valuation of sustainability in entrepreneurship. *Heliyon*, 7(6), e07272. doi:10.1016/j.heliyon.2021.e07272
- Belyaeva, Z. (2018). Business Environment Challenges and Trends for Contemporary SMEs in Europe. In *The Sustainable Marketing Concept in European SMEs* (pp. 13-28).
- Bican, P. M., & Brem, A. (2020). Digital Business Model, Digital Transformation, Digital Entrepreneurship: Is There A Sustainable "Digital"? *Sustainability*, 12( 13). doi:10.3390/su12135239
- Chen, S., Li, Q., Lei, B., & Wang, N. (2021). Configurational Analysis of the Driving Paths of Chinese Digital Economy Based on the Technology-Organization-Environment Framework. *SAGE Open*, 11(4). doi:10.1177/21582440211054500
- Dakduk, S., ter Horst, E., Santalla, Z., Molina, G., & Malavé, J. (2017). Customer Behavior in Electronic Commerce: A Bayesian Approach. *Journal of Theoretical and Applied Electronic Commerce Research*, 12(2), 1-20. doi:10.4067/s0718-18762017000200002
- Darmawan, D., Ekopriyono, A., & Darmanto, S. (2022). Developing Student's Nascent Digital Entrepreneurial Model. *Global Business Finance Review*, 27(6), 52-68. doi:10.17549/gbfr.2022.27.6.52
- Erdisna, Ganefri, Ridwan, & Efendi, R. (2020). Developing of Entrepreneur Digital Learning Model in the Industrial Revolution 4.0 to Improve 21st Century

- skills. *International Journal of Engineering and Advanced Technology*, 9(3), 143-151. doi:10.35940/ijeat.C5005.029320
- Fang, Y.-S., & Fang, L.-C. (2022). A Review of Chinese E-Commerce Research: 2001-2020. *IEEE Access*.
- Ghosh, S., Hughes, M., Hughes, P., & Hodgkinson, I. (2021). Corporate Digital Entrepreneurship: Leveraging Industrial Internet of Things and Emerging Technologies. In *Digital Entrepreneurship* (pp. 183-207).
- Han, X., & Zhang, J. (2022). Business Model Innovation Paths of Manufacturing Oriented towards Green Development in Digital Economy. *Int J Environ Res Public Health*, 19(24). doi:10.3390/ijerph192416454
- Islam, S., Islam, R., Mannan, F., Rahman, S., & Islam, T. (2020). COVID-19 pandemic: An analysis of the healthcare, social and economic challenges in Bangladesh. *Prog Disaster Sci*, 8, 100135. doi:10.1016/j.pdisas.2020.100135 K.H.M.A.R, K. (2020). Progression of Theory of Entrepreneurial Marketing (Em). *International Journal of Engineering Technologies and Management Research*, 5(5), 41-57. doi:10.29121/ijetmr.v5.i5.2018.225
- Li, B., & Zhang, S. (2022). Research on the development path of China's digital trade under the background of the digital economy. *Journal of Internet and Digital Economics*, 2(1), 1-14. doi:10.1108/jide-10-2021-0010
- Li, Y., Chan, J., Peko, G., & Sundaram, D. (2023). Mixed emotion extraction analysis and visualisation of social media text. *Data & Knowledge Engineering*, 148. doi:10.1016/j.datak.2023.102220
- Liu, C.-H., Horng, J.-S., Chou, S.-F., Yu, T.-Y., Lee, M.-T., & Lapuz, M. C. B. (2023). Digital capability, digital learning, and sustainable behaviour among university students in Taiwan: A comparison design of integrated mediation- moderation models. *The International Journal of Management Education*, 21(3). doi:10.1016/j.ijme.2023.100835
- Morrison-Smith, S., & Ruiz, J. (2020). Challenges and barriers in virtual teams: a literature review. *SN Applied Sciences*, 2(6). doi:10.1007/s42452-020-2801-5
- Obermayer, N., Kóvári, E., Leinonen, J., Bak, G., & Valeri, M. (2022). How social media practices shape family business performance: The wine industry case study. *European Management Journal*, 40(3), 360-371. doi:10.1016/j.emj.2021.08.003
- Obschonka, M., Zhou, M., Zhou, Y., Zhang, J., & Silbereisen, R. K. (2018). "Confucian" traits, entrepreneurial personality, and entrepreneurship in China: a regional analysis. *Small Business Economics*, 53(4), 961-979. doi:10.1007/s11187-018-0103-8
- Qiu, Y., García-Aracil, A., & Isusi-Fagoaga, R. (2023). Critical Issues and Trends in Innovation and Entrepreneurship Education in Higher Education in the Post- COVID-19 Era in China and Spain. *Education Sciences*, 13(4). doi:10.3390/educsci13040407
- Rahman, M. M., Hasan, M. J., Chandra Deb, B., Rahman, M. S., & Kabir, A. S. (2023). The effect of social media entrepreneurship on sustainable development: Evidence from online clothing shops in Bangladesh. *Heliyon*, 9(9), e19397. doi:10.1016/j.heliyon.2023.e19397
- Rupavijetra, P., Nilsook, P., Jitsupa, J., & Hanwong, U. (2022). Career Skills and Entrepreneurship for Students by Collaborative Project-Based Learning Management Model. *Journal of Education and Learning*, 11(6). doi:10.5539/jel.v11n6p48
- Samara, G., & Terzian, J. (2021). Challenges and Opportunities for Digital Entrepreneurship in Developing Countries. In *Digital Entrepreneurship* (pp. 283-302).
- Sari, R. A., Marsakawati, N. P. E., & Herliyani, E. (2023). Assessing Digital Literacy Skills of Vocational Study Program Students. In *Proceedings of the 2nd International Conference on Languages and Arts across Cultures (ICLAAC 2022)* (pp. 60-72).
- Sondakh, D. F., & Rajah, K. K. (2016). Developing an Entrepreneurship Culture. *The International Journal of Entrepreneurship and Innovation*, 7(4), 231-241. doi:10.5367/000000006779111611
- Suriyankietkaew, S., & Nimsai, S. (2021). COVID-19 Impacts and Sustainability Strategies for Regional Recovery in Southeast Asia: Challenges and Opportunities. *Sustainability*, 13(16). doi:10.3390/su13168907
- Wibowo, A., Narmaditya, B. S., Suparno, Sebayang, K. D. A., Mukhtar, S., & Shafiai, M. H. M. (2023). How does digital entrepreneurship education promote entrepreneurial intention? The role of social media and entrepreneurial intuition. *Social Sciences & Humanities Open*, 8(1). doi:10.1016/j.ssaho.2023.100681
- Wu, Y., Yang, S., & Liu, D. (2023). The effect of social media influencer marketing on sustainable food purchase: Perspectives from multi-group SEM and ANN analysis. *Journal of Cleaner Production*, 416. doi:10.1016/j.jclepro.2023.137890
- Xue, E. (2023). *Coordinated Education Development Policy in China: Insight from the Beijing-Tianjin-Hebei Region*: Springer Nature.
- Yan, D. (2020). Analysis of the Policy Text of Entrepreneurship Education in Chinese Colleges and Universities (1998-2019). *Open Journal of Social Sciences*, 08(07), 218-231. doi:10.4236/jss.2020.87018
- Zhang, X., Jinpeng, X., & Khan, F. (2020). The Influence of Social Media on Employee's Knowledge Sharing Motivation: A Two-Factor Theory Perspective. *SAGE Open*, 10(3). doi:10.1177/2158244020942495
- Zhang, Y., Wu, T., Arkema, K. K., Han, B., Lu, F., Ruckelshaus, M., & Ouyang, Z. (2021). Coastal vulnerability to climate change in China's Bohai Economic Rim. *Environ Int*, 147, 106359. doi:10.1016/j.envint.2020.106359

Sixiao Hu

Faculty of Social Sciences and Humanities,  
Universiti Teknologi Malaysia 81310 Johor Bahru Johor, Malaysia  
Email: husixiao@graduate.utm.my

Mohd Khata Jabor

Faculty of Social Sciences and Humanities,  
Universiti Teknologi Malaysia 81310 Johor Bahru, Johor, Malaysia  
Email: mkhata@utm.my