

The Impact of the Big Five Personality Traits on the Entrepreneurial Intentions of Music undergraduate Students in Sichuan Province, China - An Empirical Study Based on the Theory of Planned Behavior

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ABSTRACT

Despite efforts by countries around the world to enhance the quality of entrepreneurial education, international research trends in music entrepreneurship suggest that the current situation of entrepreneurship among music majors in most countries is not optimistic. This phenomenon may be related to a variety of factors, including market environment, industry development, and the degree of emphasis placed on entrepreneurial ability in the educational system itself. In order to guide graduates to engage in entrepreneurial activities more effectively and cultivate their entrepreneurial intentions, universities should incorporate the initial personality traits of college students into the framework of entrepreneurial education research. Specifically, individual personality traits not only affect their perception of their own abilities and opportunities, but also directly relate to their resilience and adaptability when facing challenges. This study takes 6383 music majors from 9 universities in Sichuan Province as the research object, and uses the theory of planned behavior to conduct a quantitative analysis of the Big Five personality traits of Chinese music college students and their entrepreneurial intentions, and examines the important moderating role of gender in this process. This process not only helps reveal how different personality types influence students' tendencies to choose self-employment for career development, but also provides data support for higher education institutions to formulate more precise and targeted teaching strategies. The final sample size was 363, and descriptive analysis was conducted using a simple random sampling method. These data will help us gain a deeper understanding of the psychological expectations held by Chinese music majors when facing future career choices.

Keywords: Entrepreneurial Intention, TPB, Education Support, Big Five personality traits, Music undergraduate Students.

INTRODUCTION

In recent years, with the expansion of higher education in China, the rapid development of social and economic affairs, and the deepening and reform of the education system, local universities have gradually increased their enrollment scale, and the number of music major college students has continued to increase, leading to increased employment pressure. Traditional employment positions are increasingly unable to meet market needs, and some graduates are facing the dilemma of "graduation equals unemployment" (Jin & Huang, 2019). Under this background, the Ministry of Education of China pays great attention to the employment work of college graduates, not only emphasizing the expansion of employment fields and channels, but also encouraging entrepreneurship to promote employment. At

the same time, various levels of government have introduced a series of policies to optimize the entrepreneurial environment to guide college students to actively participate in "mass entrepreneurship".

When scholars at home and abroad study entrepreneurial activities, the personality traits of entrepreneurs and their success are a key area of concern. Moreover, from the characteristics of the music industry, this major has obvious advantages, including significant social demand, extensive employment opportunities, flexibility, and feasibility. Participating in competitions and performances during college also helps students accumulate certain social practice experience. Therefore, it can be argued that the characteristics of music major students are highly consistent with the requirements of entrepreneurship, and they have an inherent advantage in terms of natural conditions, often expressing high entrepreneurial intentions (Yan et al., 2018). Therefore, when designing innovative courses for music majors, due consideration should be given to these psychological and social factors in order to better stimulate their enthusiasm for participation in creative activities and business practices. In China, individual differences in personality traits are often emphasized, but the literature discussing the relationship between these traits and actual employment or self-employment is still scarce.

Bazkiaei et al. (2020) argue that entrepreneurial activity is the backbone of any economy and plays a crucial role in creating jobs and driving economic growth (Valiullin & Peterson, 2009), a phenomenon that exhibits widespread predictability globally (Kritikos, 2014). Many researchers have stressed the need to increase students' interest in entrepreneurship as a career option (Ashour, 2016; Maalu, 2012). Similarly, in China, entrepreneurship is viewed as an important factor in supporting economic growth and creating better opportunities for individuals (Wu et al., 2022). It is widely recognized that graduates will be a significant source of the next generation of entrepreneurs. Therefore, developing countries like China encourage more students to consider entrepreneurship as a career option (Yang et al., 2023).

According to the research results of "The Mental Health Status and Countermeasures of Art Students in Hebei Province", art students exhibit unique insights, pioneering spirit, excellent communication skills, strong personalities, and active thinking styles, which are consistent with the qualities of entrepreneurs. In 2022, Wu and Gu conducted a study on the entrepreneurial tendency of college students in Sichuan from 11 universities, finding that "China's empirical research on the formation mechanism of entrepreneurial intention is relatively scarce." The connection between professional education and entrepreneurial education has always been a weak link in the field of music education. The lack of effective integration of entrepreneurial education into professional education may result in a lot of educational resources being wasted. Therefore, it is necessary to incorporate the initial personality traits of college students into the study of entrepreneurial education in universities.

Sahin et al. (2019) Despite recent meta-analyses suggesting that individual traits play a crucial role in entrepreneurship, previous empirical findings on the association between specific personality traits and entrepreneurial intentions have been inconsistent. For example, one scholar conducted a meta-analysis of five studies on entrepreneurial personality traits and concluded that these findings did not fully reflect the five major personality dimensions. Additionally, while meta-analytic results from other scholars showed overlapping patterns, they were not entirely consistent. What are the personality traits of entrepreneurs according to Costa and McCrae (1992)? Is there a strong correlation between this personality trait and entrepreneurial success? Which personality traits make entrepreneurs more likely to succeed?

Due to the lack of research on the relationship between the Big Five personality traits and entrepreneurial intentions among Chinese music major college students, this study aims to investigate the relationship between the Big Five personality traits (BFPT) and entrepreneurial intentions (EI) among Chinese college students majoring in music. The study uses the Big Five Personality Inventory, the Entrepreneurial Intentions Scale for College Students, and the Theory of Planned Behavior Scale to measure the relationship between Chinese college students' Big Five personality traits and entrepreneurial intentions. Additionally, most existing literature has focused on the study of the Big Five personality traits and self-efficacy, while using Theory of Planned Behavior (TPB) is rare. Therefore, this

study aims to investigate college students' music entrepreneurial intentions and focuses on the mediating role of TPB between the independent and dependent variables. It also aims to explore the moderating effect of gender in this relationship.

LITERATURE REVIEW

The Concept of Entrepreneurial Intention

Intention, as a precursor to behavior, is not formed haphazardly; rather, it emerges from consistent and rational processing of behavior-relevant information that can be reinforced by rewards (Barringer, 2015). Entrepreneurial intention (EI) is defined as an individual's inclination towards engaging in entrepreneurial activities, such as founding new businesses or pursuing self-employment (Dohse & Walter, 2010). Consequently, while individuals may possess the potential to become entrepreneurs, this potential does not translate into entrepreneurial action without the presence of intention (Kautonen et al., 2013). Given that entrepreneurial intention elucidates why certain individuals choose to start businesses, it is regarded as a critical factor in understanding entrepreneurship and fostering new ventures (Bazkiaei et al., 2020).

The Concept of Big Five Personality Traits

The Big Five Personality Theory, also known as the Five Factor Model, was proposed by American psychologists Paul Costa and Robert McCrae. The development of the theory can be traced back to the 1950s. After years of research and verification, the Big Five Personality Theory has gradually become one of the mainstream models for describing individual personality traits. It divides personality traits into five dimensions, namely neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. The Big Five Personality Theory provides a powerful framework for understanding and describing individual personality traits and provides an important theoretical basis for its application in various fields. It has been widely applied in fields such as psychology, human resource management, mental health assessment, and personal development.

The Big Five Personality Theory is used to help individuals understand their personality traits and guide their personal growth, career development planning, and leadership style prediction (Feng, 2024). Among them, neuroticism refers to the degree of anxiety, depression, anger, and insecurity in individuals; extraversion refers to whether individuals are sociable, talkative, confident, ambitious, and have a strong sense of purpose; openness refers to whether individuals are imaginative, broad-minded, have a thirst for knowledge, and are willing to seek and accept new things; conscientiousness refers to individuals' reliability, orderliness, and planning; agreeableness refers to whether individuals are courteous, lovable, easy-going, and flexible (Jin and Huang, 2019).

The characteristics displayed by individuals in each dimension of the Big Five personality traits can serve as an important basis for predicting their behavior and work performance. For example, the higher the emotional stability, the stronger an individual's ability to withstand various kinds of pressure; the stronger the extraversion, the higher the individual's comfort level in interpersonal relationships, and their interpersonal communication ability may be stronger; the higher the degree of openness, the higher the individual's interest in new things, and they are often creative; the higher the degree of agreeableness, the more likely an individual is to cooperate with others and trust others; the stronger the sense of responsibility, the higher the individual's reputation. Therefore, the higher the score in the five dimensions, the higher an individual's entrepreneurial motivation and intention tends to be, and there is also some empirical support for this (Costa & McCrae, 2008). In this sense, the Big Five Personality Traits (FFM) are one of the most comprehensive and highly regarded personality trait theories (Bazkiaei et al., 2020).

In the domain of entrepreneurship, numerous personality variables have garnered scholarly attention. The majority of these personality variables employ the concept of specific personality traits (such as autonomy, innovativeness, etc.), rather than the general concept of personality traits (like the Big Five). These specific personality traits encompass autonomy, the need for achievement, locus

of control, self-efficacy, innovativeness, and risk-taking, while the general personality traits primarily refer to the Big Five (Tao & Hu, 2018). Some research findings have also indicated an association between general personality traits and entrepreneurship. Among the general personality trait theories, the most prevalently applied one is the Big Five personality theory (Costa & McCrae, 1992). The Big Five personality theory has witnessed extensive application in organizational behavior. Nevertheless, within the realm of entrepreneurship research, empirical studies employing the Big Five personality theory are relatively scarce, with only a limited number of studies having examined the relationship between the Big Five personality traits and entrepreneurship (Ali & Alshiqi, 2023; Elshaer & Sobaih, 2023; Bazkiaei & Heng, 2020; Luc et al., 2022). In classical economic theories, the personality characteristics of entrepreneurs have already been addressed. In the studies of entrepreneurial activities conducted by both domestic and international scholars, the correlation between entrepreneurs' personality traits and successful entrepreneurship has emerged as a key focus. In related research, personality studies within the field of entrepreneurship remain an indispensable and significant topic.

The Concept of the Theory of Planned Behavior

The Theory of Planned Behavior (TPB) is a psychological theory used to explain the decision-making process of individual behavior. Developed by psychologist Icek Ajzen, TPB posits that an individual's attitude toward a behavior, subjective norms, and perceived behavioral control are the three key factors that influence their behavior. By analyzing these factors, the theory can effectively predict and explain individual behavioral decision-making processes.

Attitude toward behavior: refers to an individual's evaluation of a specific behavior, including its goodness, usefulness, willingness, etc. This attitude significantly influences an individual's tendency toward a specific behavior and is affected by multiple factors such as personal beliefs, emotional factors, social environment, and personal experiences, thereby determining to some extent whether an individual is willing to take action and bear the corresponding consequences.

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

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

The Concept of Gender

There have been studies that explore the relationship between certain Big Five personality traits and entrepreneurial intentions, and it has been found that gender plays a moderating role in this relationship. For example, gender moderates the relationship between self-efficacy and entrepreneurial intentions, specifically, female self-efficacy has a stronger predictive power for entrepreneurial intentions (Chen, Greene, & Crick; Kickul, Wilson, & Marlino, 2004); perceived social norms have a more significant predictive role in female than male populations (Diaz-

Garcia & Jimenez Moreno, 2010). As individual trait factors, do the Big Five personality traits also have a gender moderating effect on their relationship with entrepreneurial intentions? Recent studies on the impact of the Big Five personality traits on entrepreneurial intentions have shown that gender does indeed play a moderating role in the relationship between the Big Five personality traits and occupational choice. There is still a significant gender gap in entrepreneurship and self-employment globally (Obschonka et al., 2014; Atkinson, 2017; Koellinger, 2013). Despite its important relevance, the lower tendency of women to engage in entrepreneurial behavior has not been fully understood (Obschonka et al., 2014). As Haus et al. (2013) pointed out, some scholars have found that the level of entrepreneurial intelligence (EI) among males is generally higher; however, other studies have not provided such evidence and instead focused on the effects of gender stereotypes. Regardless, it is generally recognized that there is a significant gender gap in entrepreneurship and self-employment at the global level, which can be explained by various background and situational factors, including: gender roles, market access discrimination, social norms supporting entrepreneurial activities in different countries, human capital, and educational and social capital. Additionally, personal characteristics such as self-efficacy, personality traits, risk-taking, and fear of failure are also involved (Molino et al., 2018). Based on the extensive previous research, we hypothesize that the Big Five personality traits of music majors in Sichuan Province, China may exert a moderating effect on their entrepreneurial intentions to some extent.

RESEARCH METHODOLOGY

Variables

The purpose of this study is to investigate how the key variable of personality traits among music conservatory students affects their entrepreneurial motivation and intentions, and to analyze the underlying factors and mechanisms. In recent years with the development of social and economic conditions, entrepreneurship has become an important path for many young people to pursue career development. Therefore, it is particularly important to understand the various factors that influence college students' entrepreneurial intentions. Among the many factors that influence entrepreneurial intentions and motivations, scholars have adopted different approaches to categorize these factors. Among them, personal traits are considered a core element, representing the inner drive of individuals and having a direct impact on students' motivations and their future willingness to engage in entrepreneurial activities. For example, certain personality traits such as extroversion, openness, and conscientiousness may encourage students to be more proactive in participating in entrepreneurial activities, while other traits may inhibit this tendency.

To gain a deeper understanding of these complex relationships, several models of entrepreneurial intentions have been developed, which cover multiple variables and some specifically focus on the use of attitude and behavior theory in relation to prior experience (Kautonen et al., 2013). Among these, the Theory of Planned Behavior (TPB) (Ajzen, 1991) is the most structured, and it has gained widespread recognition in Malaysia and other regions (Ali et al., 2018), effectively explaining the intentions of individuals in carrying out various activities, including but not limited to entrepreneurial activities (Lin et al., 2015; Touzani et al., 2015). Figure 3.1 illustrates the conceptual framework of the study, which is based on the literature review given in Chapter 2. As shown in Figure 3.1, this study will explore the effects of Big Five Personality Traits (BFPT), the Theory of Planned Behavior (TPB), Entrepreneurial Intention of music undergraduate students (EI), Gender.

The Conceptual Framework

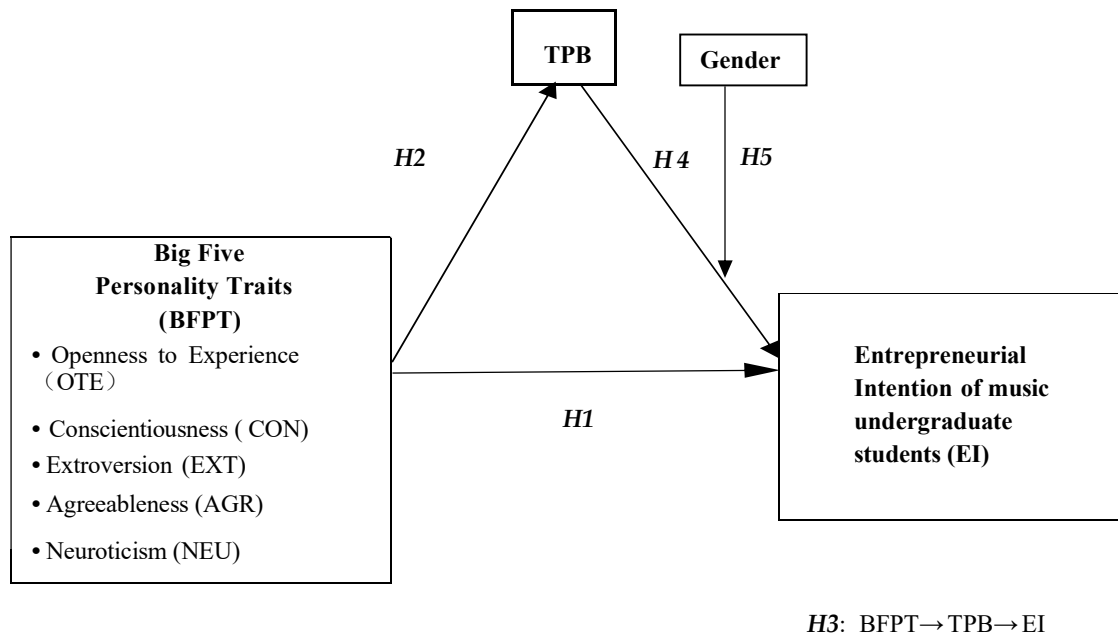


Figure1: Conceptual Framework.
Source: Developed by the Author

Based on the extant literature, this study will employ a combination of the Five-Factor Model of Personality (FFM) and the Theory of Planned Behavior (TPB) for measurement. During this process, we hypothesize as follows:

H1:The BFPT exert a significant influence on EI.

H2:The BFPT have a significant effect on TPB.

H3:The TPB will play a mediating role between the independent variables and the dependent variables.

H4:TPB significantly affects EI.

Additionally, due to the variances among populations in different contexts, this study will also delve into the significance of gender, a demographic characteristic, in potentially exerting a moderating effect on the aforementioned relationships. Through such comprehensive analysis, we hope to reveal a series of personality traits that college students in music conservatories exhibit, as well as how these traits specifically influence their decision-making process regarding future entrepreneurial ventures, thereby providing more systematic and empirical reference for related fields.

Finding.

Reliability pertains to the consistency of the measurement scale instrument, whose measurement indicators encompass individual item reliability and internal consistency (Hair et al.). Among them, the reliability of individual items is examined via factor loading, whereas internal consistency is assessed by construct reliability (CR) and Cronbach's alpha. The recommended values ought to exceed 0.7. Validity relates to the accuracy of the measurement scale instrument, whose measurement indicators comprise convergent validity and discriminant validity. Convergent validity is predominantly employed to gauge the correlation among items within the same dimension and

to detect the average variance extracted (AVE), and the recommended value is required to surpass 0.5 (Bagozzi & Yi, 1988). Discriminant validity is utilized to measure the correlation among items across different dimensions and is tested through the square root of the variance extracted. If the square root of the diagonal exceeds the correlation coefficient of the horizontal or vertical columns, it indicates satisfactory discriminant validity (Fornell & Larcker, 1981).

The questionnaire scale used in this study is based on mature scales widely used by scholars both at home and abroad and has been validated through multiple empirical studies. It has good content validity. Before conducting validity tests, the data set's three variables were first examined using KMO and Bartlett's sphericity test using SPSS 27.0. The overall KMO values were 0.935, 0.908, and 0.824, all of which were well above the accepted standard of 0.7. Additionally, the Bartlett's sphericity test ($p < 0.05$) showed statistical significance at a significance level of 0.000, indicating that the data set is suitable for factor analysis. Therefore, this study combines exploratory factor analysis and confirmatory factor analysis to conduct validity tests. The rotated factor matrix is presented in Table 1.

Table 1:Factor Loading Matri

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
OTE1							0.621		
OTE2							0.615		
OTE3							0.769		
OTE4							0.656		
OTE5							0.627		
CON1				0.636					
CON2				0.683					
CON3				0.733					
CON4				0.729					
CON5				0.739					
EXT1			0.759						
EXT2			0.789						
EXT3			0.798						
EXT4			0.766						
EXT5			0.719						

AGR1		0.722
AGR2		0.677
AGR3		0.695
AGR4		0.713
AGR5		0.739
NEU1		0.7
NEU2		0.717
NEU3		0.747
NEU4		0.667
NEU5		0.61
ATE1	0.834	
ATE2	0.813	
ATE3	0.805	
ATE4	0.752	
ATE5	0.755	
SN1		0.612
SN2		0.767
SN3		0.718
PBC1	0.757	
PBC2	0.696	
PBC3	0.722	
PBC4	0.719	
PBC5	0.716	
PBC6	0.745	

EI1	0.731
EI2	0.785
EI3	0.751
EI4	0.729

Source: Developed by the Author

The Cronbach's Alpha coefficients and composite reliability values of all dimensions exceed 0.7, signifying excellent reliability and internal consistency (as presented in Table 2, ranging from 0.905 to 0.917 and 0.859). The average variance extracted values of each dimension surpass 0.5, demonstrating good convergent validity (ranging from 0.605, 0.655, and 0.582, as shown in Table 2). Detected by the hetero trait–mono trait analysis (Henseler et al., 2015), it reveals that all values are less than 0.9, indicating good discriminant validity (ranging from 0.763 to 0.809 and 0.778).

Table 2 : Cronbach's Alpha, Composite Reliability and Average Variance Extracted

	Cronbach's Alpha	Construct Reliability	Average Variance Extracted (AVE)
FPT	0.905	0.884	0.605
TPB	0.917	0.85	0.655
EI	0.859	0.848	0.582

Source: Developed by the Author

Table 3 : Direct correlation

Path		Non-standard coefficients	path	Standard coefficients	path	S.E.	C.R.	P	hypothesis
EI	<--- BFPT	0.372		0.286		0.086	4.305	***	H1
TPB	<--- BFPT	0.454		0.421		0.065	6.959	***	H2
EI	<--- TPB	0.433		0.358		0.112	3.854	***	H4

Empirical research indicates that the standardized coefficient for the BFPT→EI pathway exceeds 0.25, with a P-value of ***, which is substantially below 0.001, thereby denoting a highly significant relationship, and thus validating Hypothesis H1. Similarly, the BFPT→TPB pathway exhibits a standardized coefficient greater than 0.25, accompanied by a P-value of ***, significantly below 0.001, signifying a strong and statistically significant correlation, thereby confirming Hypothesis H2. Furthermore, the TPB→EI pathway demonstrates a standardized coefficient in excess of 0.25, with a P-value of ***, markedly less than 0.001, indicating a profound level of significance, thus substantiating Hypothesis H4.

Table 4 : Analysis of the Mediating Role of TPB

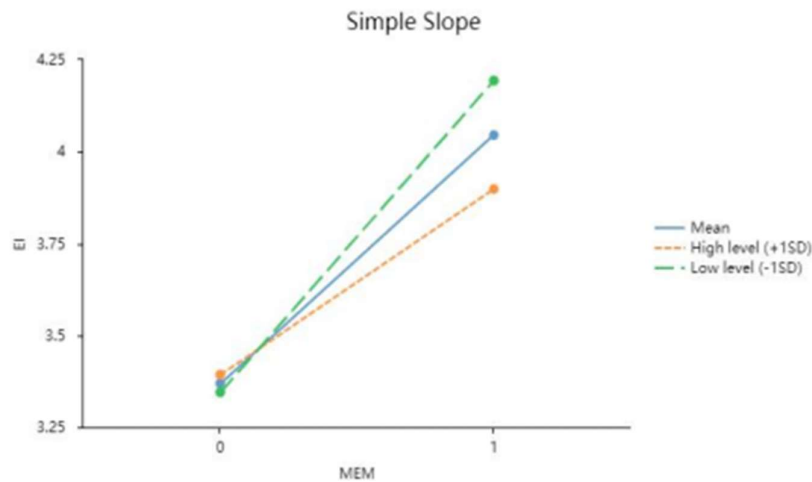
Indirect Effects-Lower Bounds &Upper Bounds

Parameter	Efficiency	Bias-Corrected		Percentile		Type of intermediary	
		95%CI		95%CI			
		Lower	Upper	Lower	Upper		
BFPT→TPB→EI	0.196	0.072	0.373	0.07	0.367	Partial	mediation

Source: Developed by the Author

It can be inferred from the above table that the 95% confidence intervals of BFPT → TPB → EI, namely [0.072, 0.373] or [0.07, 0.367], do not contain 0, suggesting that TPB has a significant mediating effect in the influence of BFPT on EI, thus substantiating Hypothesis H3.

Table 5 : The simple slope graph of gender moderating effects



Source: Developed by the Author

The interaction term of TPB and Gender exhibited significance ($t = -4.017$, $p = 0.000 < 0.001$). This implies that when TPB affects EI, the magnitude of the impact significantly differs at different levels of the moderating variable (Gender), which can be specifically inspected through the simple slope graph in Table 4.

Table 6 : The regression analysis of the dependent variable EI with respect to CON, AGR, and NEU in BFPT

	Parameter Estimates ($n=470$)						Collinearity diagnosis	
	Unstandardized Coefficients		Standardized Coefficients		t	p		
	B	Std. Error	$Beta$				VIF	Tolerance
Constant	4.703	0.103	-		45.782	0.000***	-	-
CON	-0.162	0.05	-0.172		-3.23	0.001**	1.847	0.541
AGR	-0.221	0.051	-0.224		-4.341	0.000***	1.745	0.573
NEU	-0.22	0.046	-0.238		-4.729	0.000***	1.651	0.606

R^2	0.288
Adj R^2	0.284
F	$F(3,466)=62.896, p=0.000$

Dependent Variable=EI

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

$$EI = 4.703 - 0.162 * CON - 0.221 * AGR - 0.220 * NEU$$

Source: Developed by the Author

Perform a linear regression analysis taking CON, AGR, and NEU as independent variables and EI as the dependent variable. The R-squared value of the model is 0.288, which means that the three variables of CON (Conscientiousness), AGR (Agreeability), and NEU (Neuroticism) can explain 28.8% of the changes in entrepreneurial intention (EI). This result indicates that although these personality traits have some influence on entrepreneurial intention, there is still 71.2% of the variation that is not explained by these three factors, which may be related to other psychological characteristics, environmental factors, or social backgrounds, etc.

When conducting an F test on the model, it was found that the model passed the F test with a specific value of $F=62.896$ and $p=0.000 < 0.05$. This result indicates that at least one independent variable is statistically related to the dependent variable. In other words, it can be inferred that at least one dimension of CON, AGR, and NEU plays an important role in the development of entrepreneurial intention, providing further exploration direction for subsequent studies. Furthermore, a multiple collinearity test was conducted on the model, and it was found that all VIF values were less than 5, indicating that there is no serious collinearity problem. Therefore, it can be concluded that the independent variables are mutually independent and will not interfere with the effectiveness of regression analysis, making the model theoretically satisfactory and reliable.

Specifically, the impact of each independent variable on emotional intelligence is also different. The regression coefficient value of CON (Conscientiousness) is -0.162, with a t value of -3.230 and $p = 0.001 < 0.01$, showing a significant negative correlation; similarly, the regression coefficient of AGR (Agreeability) is -0.221, with a t value of -4.341 and $p = 0.000 < 0.01$, also showing a significant negative correlation; finally, the regression coefficient of NEU (Neuroticism) is higher, at -0.220, with a t value of -4.729, also having a high degree of significance ($p = 0.000 < 0.01$). These data collectively indicate a clear and strong negative correlation between NEU and EI, meaning that a higher degree of neurotic tendencies may inhibit the development of an individual's ability in emotional management and social interaction.

In summary, this study not only reveals the important influence of CON, AGR, and NEU on EI, but also emphasizes the need to consider more potential factors to fully understand the mechanism of emotional intelligence and its complex connotations.

DISCUSSION

In the context of this study, there are necessary conditions that would mean that only under certain conditions could higher levels of entrepreneurial intent be achieved. Nevertheless, the literature review indicates that theoretical and empirical evidence provides sufficient support to conclude that the five personality traits (conscientiousness, openness to experience, emotional stability, extraversion, and agreeableness) can lead to higher levels of entrepreneurial intent (Şahin et al., 2019).

Tao & Hu (2018) confirmed that the personality traits of entrepreneurs have a significant influence on entrepreneurial outcomes, though not inevitably. Among the personality traits of college students who embark on entrepreneurship, those beneficial for successful entrepreneurship can be consciously stimulated and guided through entrepreneurial education, thereby effectively altering and enhancing the efficacy of entrepreneurial education. Ali & Alshiqi (2023) asserted that personality traits significantly impact students' entrepreneurial intentions. Given the scarcity of job opportunities for students, their traits are more inclined to foster self-entrepreneurship rather than job seeking. Elshaer and Sobaih (2023) demonstrated the role of certain personality traits, such as agreeableness, conscientiousness, extraversion, and openness to experience, in shaping entrepreneurial intentions by verifying their positive correlation with entrepreneurial intentions. Through the recognition of the role of personality traits in shaping entrepreneurial intentions, these organizations can more effectively allocate their resources and support towards those who are most likely to benefit.

Fragoso et al. (2020) conducted an in-depth exploration of the relationship between five personality dimensions and entrepreneurial intentions among college students: openness, conscientiousness, extraversion, agreeableness, and emotional stability. The research results demonstrated that the "Big Five" personality traits exerted a significant influence on entrepreneurial intentions, with extraversion having the most pronounced effect. Theoretically, college students with an amicable personality are more prone to gain understanding and support from others, thereby facilitating a more seamless entrepreneurial process. Israr and Saleem (2018) discovered that college students with a high degree of agreeableness tend to hold optimistic and affirmative perspectives on human nature. This mindset is reputed to enhance their subjective perception of positive emotions; however, it might also lead to a deficiency in entrepreneurial motivation. Luc et al. (2022) indicated that based on the unique "Big Five" personality traits of individuals, they display varying degrees of social entrepreneurial intentions. Specifically, agreeableness, extraversion, and openness have positive implications for social entrepreneurial propensity, while neuroticism and conscientiousness have negative ramifications.

Evidently, the research findings regarding the "Big Five" personality and entrepreneurial propensity call for further in-depth investigation, as the levels of personality traits manifested by different groups are inconsistent. Hence, policymakers are advocated to cultivate an environment conducive to promoting extraversion and openness, as these factors have been identified as crucial variables influencing social and economic status. Additionally, educators can formulate targeted personal development programs to assist students in fostering the personality traits necessary for becoming social entrepreneurs.

Chinese scholars have achieved certain results in the study of college students' entrepreneurship by applying the TPB theory (Yang et al., 2023). Zhou and Wang (2023) and Hu (2014) found that the theory of planned behavior can explain college students' entrepreneurial motivation and reveal that Chinese college students' entrepreneurial intentions mainly come from intrinsic motivation, while emphasizing the influence of personal personality traits on entrepreneurial intentions. Liu (2024) indicates that the theory of planned behavior (TPB) primarily refers to the influence of attitudes and subjective norms on behavioral intentions, and has been widely applied in various fields of behavioral intentions. The research results show that the application of the TPB theory in behavior prediction research can play a significant guiding role, and can provide a precise and reasonable explanation of the relationship between behavioral intentions and behavioral processes. Therefore, the TPB theory has a very strong behavior prediction function and provides powerful theoretical support for studying behavioral intentions.

Bloemen-Bekx et al. (2019) In gender-biased entrepreneurship research, entrepreneurship is often viewed

as a male-related concept and phenomenon, and is stereotypically considered a male-dominated career (Gupta et al., 2009). Furthermore, the proportion of men in the entrepreneurship field is higher than that of women, and women face more barriers and lower visibility (Anderson and Warren, 2011; Branches and Elliott, 2016; Harrison et al., 2015). Therefore, compared to men, women are more likely to choose non-entrepreneurial careers (Wilson et al., 2007). Men's rational thinking and competitive spirit are associated with entrepreneurship, while women's intuition and sensitivity are more inclined towards family life rather than entrepreneurial affairs (Hamilton, 2013a). Furthermore, entrepreneurship is viewed as being deeply influenced by social constructs characterized by male dominance and female subordination in society. Based on these views, the media often portrays female entrepreneurs as flawed individuals (Hamilton, 2013a), although some scholars argue that female entrepreneurs are no worse than their male counterparts (Hamilton, 2013a).

CONCLUSION

This study explores the influence of the Big Five personality traits on entrepreneurial intentions through the mediating theory of planned behavior (TPB). Specifically, the five traits examined are extraversion, agreeableness, conscientiousness, neuroticism, and openness. The differences in these traits among individuals may significantly affect their entrepreneurial motivation and decision-making process. The outcomes of this study validate all the previously proposed hypotheses.

The study findings indicate that the Big Five personality traits and the TPB model have a positive predictive effect on the entrepreneurial intentions of music major college students. Specifically, the personal characteristics of Chinese music major college students significantly influence their entrepreneurial intentions. In this regard, conscientiousness, agreeableness, and neuroticism are three personality traits that are negatively correlated with entrepreneurial intentions, meaning that the higher these factors are, the lower the students' entrepreneurial intentions may be. On the other hand, extraversion and openness are positively correlated with entrepreneurial intentions, implying that individuals with stronger social skills and innovative thinking are more likely to pursue starting their own businesses. Furthermore, this study supports findings from previous literature, such as those reported by Tsaknis (2022), who found that a personality combination of high extraversion, low agreeableness, low conscientiousness, high openness, and low neuroticism can promote college students to exhibit stronger entrepreneurial intentions. This conclusion provides important evidence for understanding the diverse psychological responses of individuals when faced with career choices. After conducting a survey on music majors from 9 different types of schools in Sichuan Province, China, we found that different personality traits do indeed make a significant difference in their career planning. For example, in a study by Zhao et al. (2010), the five personality traits of experience openness, extraversion, conscientiousness, agreeableness, and neuroticism were found to be closely related to whether students aspire to become entrepreneurs. Additionally, Saeed et al. (2013) emphasized that these individual differences are particularly pronounced in the field of music education. Therefore, by systematically analyzing these personality factors, educators can develop more effective talent cultivation plans to stimulate students' latent creativity and innovative spirit, thereby driving their future development direction.

The Theory of Planned Behavior (TPB) exerted a remarkable mediating role in the influence of the Big Five Personality Traits (BFPT) on Entrepreneurial Intention (EI). Specifically, the TPB model emphasizes how factors such as individual attitudes, subjective norms, and perceived behavioral control jointly affect one's behavioral intentions. In this study, it was discovered that college students hold a positive attitude towards entrepreneurial activities, which is not only reflected in their confidence in the possibility of entrepreneurial success but also manifested in their mental preparedness to undertake risks and confront challenges. Moreover, the surrounding entrepreneurial environment, encompassing peer support, family background, and school resources, has a significant impact on students' entrepreneurial intentions. These external factors can stimulate students to engage in more entrepreneurial-related practical activities, thereby enhancing their practical

operational capabilities.

Research reveals that the more entrepreneurial activities college students participate in, the more pronounced their entrepreneurial intentions become. This finding implies that in the process of higher education, greater emphasis should be placed on the significance of practical teaching. By providing a rich variety of internship opportunities, innovative projects, and competition platforms, students can apply theoretical knowledge to actual situations. Simultaneously, universities should be committed to fostering a positive campus atmosphere to encourage and cultivate the participation of music students in courses and activities related to entrepreneurship. For instance, specialized courses on creative thinking training can be designed for students majoring in the arts, and various interdisciplinary cooperation projects can be organized to allow music students to acquire business thinking and market operation skills through teamwork. Furthermore, to further elevate the cognitive level of college students, especially those majoring in music, regarding the entrepreneurial field, universities can invite industry experts to deliver lectures or hold workshops, enabling students to understand current market demands and industry dynamics, thereby broadening their development horizons. Through these measures, not only can college students improve their ability to plan their own career development but also contribute to the cultivation of more innovative and practically competent talents for the future society.

Finally, gender plays a moderating role between the theory of planned behavior (TPB) and entrepreneurial intention. Research has shown that gender differences may affect an individual's decision-making process, risk preferences, and perception of entrepreneurial opportunities. In the overall social and cultural context, this influence is particularly significant because the essence of collectivism emphasizes the balance between group interests and individual development, while strong family, social, and school relationships can provide necessary emotional support and belief reinforcement for college students. These factors work together to make students more likely to receive encouragement and assistance from their surroundings when facing entrepreneurial choices. Specifically, in a music university in Sichuan Province, male students tend to show stronger entrepreneurial intentions. This phenomenon may be related to various factors, including the perception that men are more adventurous and willing to take responsibility in traditional culture. Additionally, the way in which male students interact on social networks may also make them more likely to access relevant resources and information, thereby sparking their entrepreneurial passion. At the same time, the internal and external environment of the university, such as the curriculum design, practical activities, and industry exchange opportunities, will further promote male students' interest in the field of entrepreneurship. In contrast, although female students also have the potential, their entrepreneurial intentions may be limited by social expectations, role positioning, etc. Therefore, when promoting the overall improvement of students' innovative ability, it is necessary to pay attention to the differences between genders and formulate corresponding strategies to ensure that all students can fully realize their potential and achieve their own value.

Limitations and Future Studies

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

Additionally, as with all cross-sectional studies, caution should be exercised in interpreting association evidence before establishing a true causal relationship. Therefore, future research would benefit from the adoption of experimental and longitudinal designs to further elucidate causal effects. For example, random allocation of participants to different experimental groups can

more effectively control external variables and enhance the reliability of results. Meanwhile, longitudinal designs can track changes within the same population over time, providing important data support for understanding long-term trends.

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

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