



## **Integrating Art and Personal Branding Skills toward Students Self-employed Among Art Students at Universities in Beijing China**

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### **Abstract**

The study ‘Integrating Art and personal branding skill toward student's self-employed among art student at universities in Beijing China.’ The research focuses on three main areas: 1) To investigate the personal factors of art students and opinion level of art creativity, personal branding knowledge, entrepreneurial mindset profile, integration skills, and student's self-employee among art students. 2) To analyze the influence between art skills, personal branding knowledge, and the entrepreneurial mindset profile toward student's self-employment among art students. 3) To examine the mediating effect of integration skills in the relationship between art skills, personal branding knowledge, and the entrepreneurial mindset profile toward the intention to self-employee among art students. The study uses a population sampling of 340 students and analyzes the influence model of Art creativity factors, personal branding knowledge, and entrepreneurial mindset profile on the integration component and self-employed intention. The study finds that art creativity factors, personal branding knowledge, and entrepreneurial mindset profiles all have a positive indirect influence on self-employment intentions, with the integration component playing a role as a mediator. Recommendation (1) Enhancing Art Creativity in Curriculum: Given the positive impact of Art Creativity Factors on both Integration and Self-employee Intention, educational institutions should consider integrating more art-related creative activities into their curricula. This could involve interdisciplinary projects that encourage students to apply artistic creativity in various contexts, thus fostering an innovative and entrepreneurial mindset. (2) Focus on Personal Branding Education: With Personal Branding Knowledge showing a significant positive impact on Self-



employee Intention, there is a need to embed personal branding more deeply into educational programs. Workshops, courses, or modules on personal branding strategies can equip students with essential skills for self-marketing and career development.

**Keywords:** Integrating Art, Art Creativity, Personal Branding, Self-Employed Intention

## Introduction

Art plays a crucial role in society, transcending language and cultural barriers, promoting unity and peace. The role of art within society is a complex issue. Art is highly esteemed due to its significant societal value. Including, it serves as a universal mode of communication, allowing people to convey messages through various forms like painting, sculpture, architecture, and theater. Technological advancements have expanded this domain, leading to new art forms like photography and media art. Platforms like Pinterest and YouTube have further integrated art into daily life, merging art with technology and surpassing traditional human imagination limits (Larson, R. B. (2019). Art aids in cross-cultural understanding through diverse expressions like music and stories, opening career opportunities in fields like graphic design, fashion, art therapy, and entertainment. Artistic skills can lead to careers in various domains, such as UI/UX design, animation, art curation, and forensic art (Jangid, A.et.al. 2022). Art's value lies in its profound impact on culture, politics, and the economy, as engaging with art can evoke deep emotional responses, empowering individuals to bring about positive change (Willis,L.D. (2023).

Art can surpass language and cultural obstacles, and artistic skills can be creative and solved in various fields. In today's economic pattern, transforming artistic talents into business success is a fascinating phenomenon, reflecting the cross of creativity, innovation and entrepreneurial spirit. In the continuous development of modern digital world, personal brands have become an important tool for individuals to build unique identities in professional and personal fields. "Cultural Entrepreneurship" is increasingly recognized in the business community.



## Research Objectives

1. To investigate the personal factors of art students, art skills, personal branding knowledge, entrepreneurial mindset profile, integration skills, and the intention to self-employee among art students.
2. To analyze the relationship between art skills, personal branding knowledge, and the entrepreneurial mindset profile toward intention toward self-employment among art students.
3. To examine the mediating effect of integration skills in the relationship between art skills, personal branding knowledge, and the entrepreneurial mindset profile toward the intention to self-employee among art students.

## Research Hypothesis

H1: There is a positive relationship between artistic skills and the intention to self-employee among art students.

H2: There is a positive relationship between personal branding knowledge skills and the intention to self-employee among art students.

H3: There is a positive relationship between entrepreneurial mindset profile and the intention to self-employee among art students.

H4: There is a positive relationship between integration skill and the intention to self-employee among art students.

H5: Integration skill mediate the relationship between artistic skills and the intention to self-employee among art students.

H6: Integration skill mediate the relationship between entrepreneurial mindset profile and the intention to self-employee among art students.

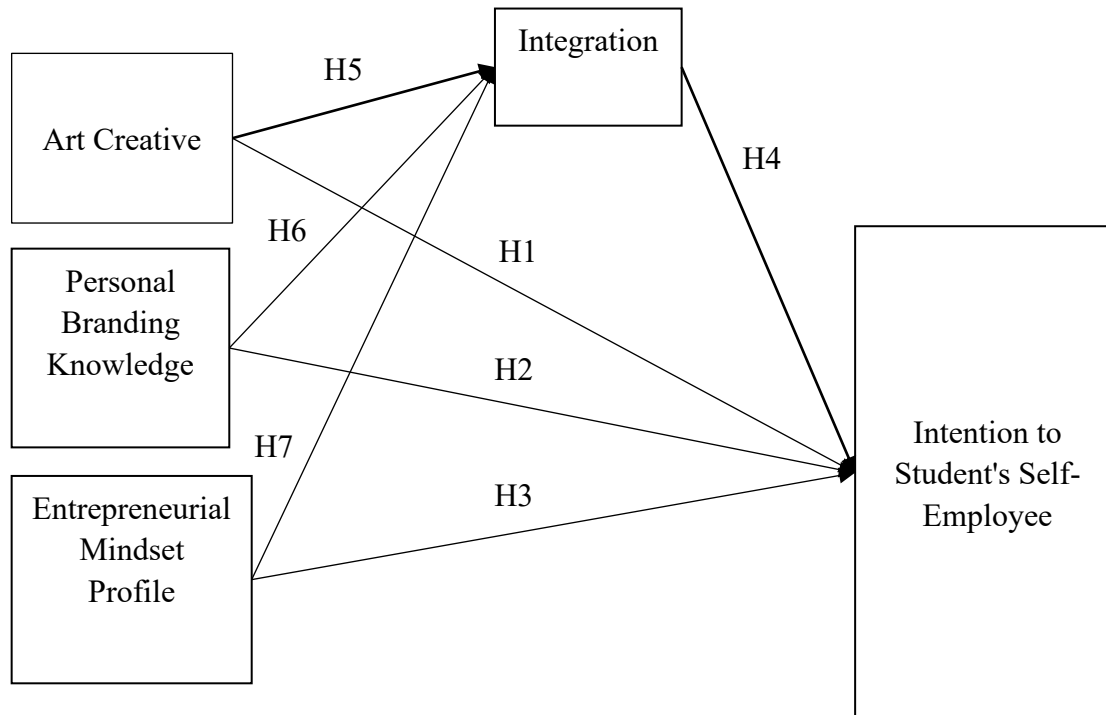
H7: Integration skill mediate the relationship between personal branding knowledge and the intention to self-employee among art students.

## Concept Framework

“Integrating Art and personal branding skill toward student's self-employed among art



student at universities in Beijing China” has established a conceptual framework to determine the research direction as follows:



**Figure1** Conceptual Framework

## Literature Review

### Art Creative

Art creativity is a process that enhances students' attitudes, creative abilities, critical thinking skills, and capacity for creative learning (Pappas, G. (2022) It involves the interdependent disciplines of psychology and art, with art impacting mental health and human perception.

### Personal Branding Knowledge

Personal branding is the process of shaping and maintaining public perception of an individual's skills, achievements, personality, or values with the aim of creating a positive image and building trust and loyalty. It involves identifying personal branding goals, conducting research, creating relevant and consistent content, focusing on a niche, and investing in personal brand development (Winarti, W. et al., 2023). Building a personal brand requires consistent effort and adherence to personal branding characteristics such as uniqueness



and relevance (Philbrick & Cleveland, 2015). Effective brand management is crucial for maintaining a positive brand reputation (Avicenna & Budisuwita, 2022). The use of new media, particularly social media, has provided individuals with a cost-effective way to promote themselves as brands and differentiate themselves from others (Pawar, 2016). Personal branding helps professionals differentiate themselves from competitors and achieve their career goals by creating a positive professional image (Nuša FAIN, B. Wanner & N. VUKAŠINOVIĆ. (2021).

### **Entrepreneurial Mindset Profile**

The Entrepreneurial Mindset Profile (EMP) is a measure of entrepreneurial personal characteristics. It is one of several measures mentioned in the literature, including the Entrepreneurial Attitude Orientation measure (EAO), the General Enterprising Tendency (GET2), the test of Entrepreneurial Self-efficacy, and the EMP. While these measures are valuable, each has limitations. However, a comprehensive study successfully addressed most of these limitations (Shaver et al., 2019). The study found that entrepreneurship can be taught and that there are differences in mindset change related to the discipline of the students (Nuša FAIN, B. Wanner & N. VUKAŠINOVIĆ.). The entrepreneurial mindset is believed to facilitate pursuit of new venture creation by enabling flexible adaptation to a dynamic environment. However, under less favorable circumstances, the same cognitive adaptability can lead to undue persistence and escalation of commitment (Kier, M. et al., 2014). The study also showed that entrepreneurial self-efficacy and intention to start a business are related, with locus of control playing a moderating role in this relationship (Mathisen, J. & Arnulf, J.K.(2014).

### **Integration**

Integration refers to the process of combining parts or elements into a whole and adapting them to work together. It involves unifying and incorporating new elements into an existing system, resulting in unique features and functions that are not present in the individual parts (Puzanova Z.V.,et.al..2022). It involves the complementarity and compatibility of system components, as well as the firmness



of links between system parts (Rakha, H.(2009). Integration can be seen in various fields such as economics, education, science, and sports activities. In the context of projects, integration is crucial for testing the usability of products and ensuring successful implementation (Schlachzig, et.al. (2021). Integration can occur in various domains, such as traffic networks and control features (Chowanetz, M. et al., 2012), IT adoption and business value in organizations (Alegret, 2003), and the design of analytical procedures in analytical chemistry (Demirci, M. 2022). In the study of economic systems development, integration is seen as a solution to problems and a basis for transitioning to a new stage of system development. It is driven by factors that ensure complementarity, compatibility, functionality, homology, and integrated Ness of system components (Wieviorka, M. 2014). However, the concept of integration is often criticized in political and sociological discourse, as it fails to account for realities and implement effective public policies (Brown, S. D., & Lent, R. W. (2013).

### **Intention to Student's Self-Employee**

Self-employment is a complex concept that encompasses various forms of work arrangements. It is not limited to freelancers or business owners, but also includes individuals who work for an employer but are fiscally independent, such as internal independent workers. This category of workers, known as dependent self-employment, challenges traditional definitions of self-employment. A multidimensional definition is needed to classify workers based on their professional status, taking into account their a priori conditions rather than just their outcomes (Fabbris,L. & Feltrin, P. 2021). More and more people choose to run their own businesses. This model has formed a new type of employment, and the number is increasing every year. These segments of self-employment share characteristics with other forms of atypical work, including labor market insecurities and political orientations associated with such insecurities (Jansen, I.E.2019).

### **Research Methodology**

The research titled "Integrating Art and personal branding skill toward student's self-employed among art student at universities in Beijing China" examines the digital social media



usage capabilities of the elderly in Sichuan, China. The researcher used structural equation modeling (SEM) techniques and reviewed relevant literature to formulate a theoretical framework and hypotheses. This study used both quantitative research methods to evaluate the structural equation model and gather recommendations to meet the research objectives.

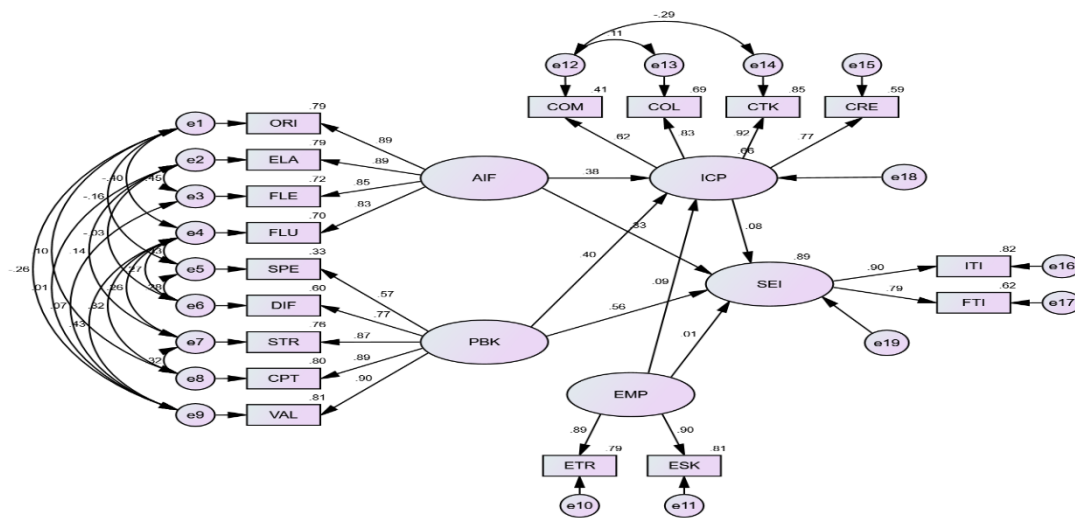
### **Research Design**

This study is structured as survey research using quantitative methods. Its primary focus is to explore a model related to "Integrating Art and personal branding skill toward student's self-employed among art student at universities in Beijing China". The Integration that mediate in "Art creativity" and "Personal branding knowledge". This is geared towards understanding student's self-employed intention. To ensure the model's alignment with real-world data, a questionnaire will be deployed. Additionally, the findings from this quantitative research will be cross-referenced and validated with empirical data. Detailed research methods will follow in the subsequent sections.

### **Research Result**

#### **The Result of Structural Equation Model Analysis of the Art Creativity Factors, Personal Branding Knowledge, and Entrepreneurial Mindset Profile Influences on Integration Component and Student's Self-Employed Intention**

System Equation Model (SEM) of the Art creativity Factors, Personal Branding Knowledge, and Entrepreneurial Mindset Profile influences on the Integration component and Student's Self-employed. The intention is to examine the suitability and accuracy of the structural equation model and adjust the model to be complete so that the statistical values are acceptable by means of connecting the variables modification Indices and examine the suitability and accuracy of the model. Structural equations has to considering variable weights and R2 values to examine the co-variation of indicators, as shown in Figure 2 and Tables 1.



Chi-square = 70.219, df = 59, P-value = .151, Chi-square/df = 1.190,  
CFI = .998, NFI = .988, GFI = .977, AGFI = .940, IFI = .998,  
RMR = .006, RMSEA = .024

**Figure 2** Structural Equation Model of The Art Creativity Factors, Personal Branding Knowledge, and Entrepreneurial Mindset Profile Influences on Integration Component and Student's Self-Employed Intention after Adjusting the Model

**Note:** Originality (ORI), Elaboration (ELA), Flexibility (FLE), Fluency (FLU), Specialization (SPE), Differentiated (DIF), Strategic (STR), Competence (CPT), Values (VAL), Entrepreneurial Traits (ETR), Entrepreneurial Skill (ESK), Communication (COM), Collaboration (COL), Critical thinking (CTK), Creativity (CRE), Immediate Term Intention (ITI), Future Intention (FTI)

From Figure 2 shows the results from adjusting the new model by connecting the Modification Indices variables that are consistent. The researcher has used statistics to evaluate the fit of the structural equation model of the influence of Art creativity Factors, Personal Branding Knowledge, and Entrepreneurial Mindset Profile towards Integration component and Student's Self-employed intention After adjusting the model to consider comparing with standard indicators, the results are as shown in the following table.





**Table 1:** Shows Statistics Evaluating the Fit of the Structural Equation Model of the Influence of Art Creativity Factors, Personal Branding Knowledge, and Entrepreneurial Mindset Profile on Integration Component and Student's Self-Employed Intention After Adjusting the Model

Index	Measurement	Result	Summary
Chi –Square	$p > 0.05$	70.219	Acceptance
Chi –Square /df	$< 3.0$	1.190	Acceptance
GFI	$\geq 0.90$	0.977	Acceptance
AGFI	$\geq 0.90$	0.940	Acceptance
NFI	$\geq 0.90$	0.988	Acceptance
IFI	$\geq 0.90$	0.998	Acceptance
CFI	$\geq 0.90$	0.998	Acceptance
RMR	$< 0.05$	0.006	Acceptance
RMSEA	$< 0.05$	0.024	Acceptance

From the results of the analysis of the 7 index values, they are consistent with the empirical data, indicating that the structural equations modeling the influence of Art creativity Factors, Personal Branding Knowledge, and Entrepreneurial Mindset Profile on Integration component and Student's Self-employed. The intention is consistent with the empirical data according to the conditions of the statistical acceptance level. The independent variables are Art creativity Factors, Personal Branding Knowledge and Entrepreneurial Mindset Profile. The intermediary variable is Integration component and the dependent variable is Student's Self-employed intention is consistent. It meets the criteria for determining the value, which shows that this measurement model has validity (Validity) or is goodness of fit and the results of the influence test can be summarized.

## Conclusion

This research embarked on an in-depth examination of the nuanced interactions between



art and personal branding skills, focusing on their influence on art students' aspirations towards self-employment within the context of Beijing's higher education institutions. The study was meticulously designed to investigate various personal factors, including art skills, personal branding knowledge, an entrepreneurial mindset profile, and integration skills, assessing their collective impact on students' proclivity for self-employment. It was particularly interested in unraveling the complex relationships among these factors to understand how they synergize to shape self-employment intentions among art students.

The methodology involved the use of comprehensive questionnaires aimed at gathering rich data on the aforementioned factors. This data was then rigorously analyzed through both descriptive statistics and structural equation modeling, offering profound insights into the underlying dynamics that govern these relationships.

A cornerstone finding of this research was the identification of integration skills as a crucial mediator that bridges artistic abilities, personal branding knowledge, and an entrepreneurial mindset, influencing art students' intentions toward self-employment. This underscores the multifaceted nature of the skills needed to navigate the entrepreneurial landscape effectively.

In conclusion, the study contributes to the ongoing discourse in entrepreneurship education, suggesting a complex interplay between integration skills, entrepreneurial mindset, and self-employment intentions. It calls for a more holistic approach in educational programs, where fostering an entrepreneurial mindset is seen as equally important as developing integration skills to prepare students effectively for future entrepreneurial endeavors.

## Discussion

The study reveals a significant positive relationship between art creativity and self-employment intentions among students. In conclusion, these studies underscore the importance of nurturing creativity and related skills to cultivate entrepreneurial intentions among students.

The positive influence of Personal Branding Knowledge on Student's Self-employee Intention. The study suggests that personal branding, combined with entrepreneurship



education, equips individuals with necessary skills and mindsets for entrepreneurial success.

The findings suggest a nuanced landscape in entrepreneurship education. While integration skills may not directly influence self-employment intentions, the presence of an entrepreneurial mindset enhances the ability to integrate, which could indirectly affect entrepreneurial intentions. This highlights the need for educational strategies that focus on developing integration skills and nurturing an entrepreneurial mindset, creating a more comprehensive and effective approach to fostering entrepreneurial intentions among students.

## **Recommendation**

(1) Enhancing Art Creativity in Curriculum: Given the positive impact of Art Creativity Factors on both Integration and Self-employee Intention, educational institutions should consider integrating more art-related creative activities into their curricula. This could involve interdisciplinary projects that encourage students to apply artistic creativity in various contexts, thus fostering an innovative and entrepreneurial mindset.

(2) Focus on Personal Branding Education: With Personal Branding Knowledge showing a significant positive impact on Self-employee Intention, there is a need to embed personal branding more deeply into educational programs. Workshops, courses, or modules on personal branding strategies can equip students with essential skills for self-marketing and career development.

(3) Developing an Entrepreneurial Mindset: Despite the Entrepreneurial Mindset Profile not showing a direct significant effect on Self-employee Intention, its positive influence on the Integration component suggests its importance in overall skill development. Incorporating courses or activities that develop traits like risk-taking, resilience, and proactive problem-solving can help in cultivating a holistic entrepreneurial mindset.

(4) Integration Skills as a Foundation: Although the direct influence of the Integration component on Self-employee Intention was not significant, its role as a foundational skill set remains important. Integrative skills should be emphasized through multidisciplinary projects and collaborative learning opportunities, which allow students to apply knowledge from



various disciplines in a cohesive manner.

(5) Practical Experience and Exposure: To bridge the gap between possessing integration skills and forming self-employment intentions, providing students with practical, real-world experiences is crucial. Internships, entrepreneurship boot camps, guest lectures from successful entrepreneurs, and opportunities for real-world project implementations could be vital.

(6) Mentorship and Support Systems: Establishing mentorship programs where students can interact with and learn from successful entrepreneurs and professionals can provide the necessary guidance and inspiration for students aspiring to self-employment.

(7) Research and Continuous Evaluation: Further research into the complex relationships between these variables is recommended. Continuous evaluation and adaptation of educational strategies based on emerging trends and student feedback can ensure the relevance and efficacy of the programs.

(8) Promoting Collaborative and Interdisciplinary Learning: Encourage collaborative and interdisciplinary learning environments where students from different fields can work together on projects. This approach not only enhances integration skills but also mimics the real-world scenario of diverse teams working together.

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