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Does Content Creation Strengthen the Personality-Entrepreneurial Intention Relationship? Evidence from Female University Students

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A B S T R A C T

This study examines how personality traits and digital practices relate to entrepreneurial intention among female university students in an emerging economy. Specifically, it investigates the effects of extraversion and openness to experience on entrepreneurial intention and the moderating role of content creation. Using survey data from 261 female students enrolled in public and private universities in Albania, the study applies Partial Least Squares Structural Equation Modeling (PLS-SEM). The results show that both extraversion and

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openness positively predict entrepreneurial intention. In addition, content creation significantly strengthens the relationship between extraversion and entrepreneurial intention, whereas openness shows no moderating effect. These findings indicate that personality traits exert direct effects on entrepreneurial intention, while digitally mediated practices selectively amplify the influence of socially oriented dispositions. The study contributes to the literature by clarifying the role of content creation as a boundary condition in women's entrepreneurial intention formation.

KEYWORDS: *female university students, entrepreneurial intention, content creation, personality traits, digital entrepreneurship, Albania*

Introduction

Entrepreneurial intention (EI) is widely recognized as the most proximal predictor of venture creation, particularly in contexts where business formation requires deliberate planning under uncertainty (Krueger Jr et al., 2000). Contemporary research continues to confirm the robustness of intention-based models across gendered and institutional contexts, especially in emerging economies (Israr & Saleem, 2018; Liñán et al., 2013; Olarewaju et al., 2023). Rooted in the Theory of Planned Behavior (Ajzen, 1991), EI reflects individuals' evaluation of entrepreneurship as desirable and feasible, shaped by attitudes, perceived behavioral control, and social norms. Research further indicates that personality traits remain central predictors of entrepreneurial intention, but their effects are increasingly examined within digitally mediated environments (Karim et al., 2023; Murad et al., 2024). However, much remains unknown about how those traits manifest in today's digital world, particularly among female university students who often face structural and cultural barriers when pursuing entrepreneurial careers (Karim et al., 2023; Mehtap et al., 2016).

Digital technologies have rapidly reshaped how people become entrepreneurs, creating new ways to get involved, get noticed, and gain credibility. Recent studies show that digital platforms, social media ecosystems, and online entrepreneurial communities increasingly shape opportunity recognition, legitimacy building, and resource mobilization processes (Mumi, 2020; Zaremohzzabieh et al., 2019). For female students, these digital spaces can help them express themselves, build networks, and grow their reputations without relying on traditional, formal channels. However, engaging online is not always straightforward; it requires technical know-how, confidence to be visible, and the ability to handle

criticism or social pressure. To better understand entrepreneurship today, it is essential to examine how personality traits and digital content creation (CC) interact to shape entrepreneurial intentions. Among the Big Five personality traits framework (John, 1999), extraversion and openness to experience have been most consistently associated with entrepreneurial intention and venture-related outcomes in prior research (Şahin et al., 2019). Extraversion, being outgoing, energetic, and assertive, can boost entrepreneurial intention by making it easier to connect with others and feel confident in uncertain situations (Ahmed et al., 2020). In societies where women may struggle for legitimacy, extraverts might find it easier to gather support, seek advice, and navigate social circles despite the challenges (Boudreaux et al., 2019). Openness to experience, on the other hand, means being curious, creative, and open to new ideas. This trait helps people spot new opportunities, think in fresh ways, and see uncertainty as a chance rather than a problem, which can also fuel entrepreneurial intention (Liu et al., 2022; Zaman et al., 2021). However, whether these traits lead to entrepreneurial intention may depend on whether people have the chance to put their personalities into practice. Creating and sharing digital content is one way people can put their personalities into action. By creating online content, individuals can share their ideas, experiment with different messages, receive feedback, and become more visible in the digital world (Helsper et al., 2021). For female students, content creation can help bypass traditional gatekeepers, opening new ways to gain respect and showcase entrepreneurial abilities (Boudreaux et al., 2019).

Despite its growing relevance, empirical research has yet to systematically examine how content creation moderates the relationship between personality traits and entrepreneurial intention among female students. Some studies highlight the importance of digital engagement in shaping entrepreneurial exposure and validation (Murad et al., 2024; Zaremohzzabieh et al., 2019), but they have not examined content creation as a factor that could limit or amplify the effect of personality. This question is particularly critical in countries such as Albania, where women's entrepreneurial participation continues to be shaped by institutional constraints, gendered norms, and limited access to entrepreneurial resources (Karim et al., 2023; Ramadani et al., 2015), and digital platforms may offer new ways for them to get involved in entrepreneurship.

Albania represents a meaningful context for examining entrepreneurial intention due to its post-communist transition and prolonged historical

isolation, which have shaped institutional development and societal norms (Kume et al., 2013). Empirical studies confirm the applicability of intention-based models among Albanian students, highlighting the role of attitudes and subjective norms in shaping entrepreneurial intention (Alimehmeti & Shaqiri, 2015). More recent evidence suggests that entrepreneurial intention in Albania remains gendered, influenced by patriarchal values and structural barriers (Makarova et al., 2024). These contextual characteristics reflect broader institutional and cultural constraints that continue to shape entrepreneurial behavior in the country (Drishti et al., 2016; Ulaj et al., 2025).

In this context, focusing exclusively on female university students enables a more precise examination of how personality traits and digital engagement interact in shaping entrepreneurial intention within a gendered environment. Building on this foundation, the study advances academic discourse by integrating personality theory with digital entrepreneurship research. It examines the direct effects of extraversion and openness to experience on entrepreneurial intention and investigates the moderating role of content creation. Situated within Albania's ongoing institutional transition, the study deepens understanding of how individual dispositions and digital agency jointly shape entrepreneurial pathways. By emphasizing the contingent nature of personality effects in digitally mediated environments, the study offers new insights into the intersection of personality, gender, and digital entrepreneurship.

Literature Review and Hypothesis Development

Theoretical Perspective

Recent advancements in artificial intelligence have enabled innovative methods for studying and understanding human personality (Hinds & Joinson, 2024; Kola, 2023). These technological developments provide access to diverse data sources suitable for personality assessment. For example, existing studies manifest that personality traits can be inferred from *smartphone usage logs* (Stachl et al., 2020), *financial transaction records* (Gladstone et al., 2019), *patterns of preference for music* (Anderson et al., 2021), and *social media engagement* (Park et al., 2015). Such data captures individuals' real-time opinions, sentiments, and behavioral

patterns, offering valuable insights into personality (Hinds & Joinson, 2024).

Entrepreneurial intention is defined as the commitment to venture creation (Krueger, 1993) and serves as a major influencing factor of entrepreneurial behaviour. When exploring literature on entrepreneurial intention, two major streams of research emerge. The first stream emerges from social psychology, which analyzes general behavior and reveals the mental processes underlying attitudes and beliefs that influence effective action (Bhandari et al., 2024). Two major contributions in this field are especially relevant to the body of research on entrepreneurial intention: Ajzen's (1991) and Bandura and Wessels's (1997) theoretical insights. Subsequently, Ajzen's Theory of Planned Behavior (TPB) has found wide application in general social psychology. The second stream of research focuses particularly on entrepreneurship (Erikson, 2001; Shapero, 1985). The psychological literature maintains that intentions reliably predict individuals' planned behaviour, particularly in contexts where such behavior is sparse, difficult to observe, or characterized by unpredictable time horizons. The emergence of new businesses typically requires extensive planning over time. Therefore, planned behaviour embedded in entrepreneurship provides fertile ground for intention-based models, which have proven to be effective tools for describing and explaining how and why the decision to establish a business is often formed well before the initial screening of business opportunities (Krueger Jr et al., 2000).

In entrepreneurship literature, multiple frameworks of entrepreneurial intention have been advanced (Bird, 1988; Chattopadhyay & Ghosh, 2008; Krueger Jr et al., 2000). In these models, intentions assume a primary role in predicting venture activity and mediating the impact of demographic factors, personal features, and personality traits, as well as context factors on entrepreneurial behaviour and activity (Fragoso et al., 2020). In this study, extraversion and openness to experience are examined as key predictors of entrepreneurial intention among female students, with content creation acting as a moderating factor.

Big Five Personality Traits and Female Students' Entrepreneurial Intention

Research on female students' EI has consistently emphasized individual psychological characteristics, educational exposure, and contextual conditions as key explanatory domains. However, the literature

remains unclear on how content creation moderates the relationship between personality traits and entrepreneurial intention.

Entrepreneurial Intention and Individual Differences Among Female Students

Entrepreneurial intention is treated as a motivational outcome shaped by individual cognitive and psychological characteristics rather than by entrepreneurial behavior itself (Ahmed et al., 2020; Karim et al., 2023). Research consistently shows that female students' EI depends on internal dispositions that shape perceptions of whether entrepreneurship is desirable and feasible, particularly in settings where gendered barriers limit action (Boudreaux et al., 2019; Murad et al., 2024). Within this stream, personality-related traits are often mentioned as important predictors but are rarely theorized with enough precision. Many studies assume stable dispositions influence social interaction, opportunity perception, and confidence under uncertainty (Farrukh et al., 2018; Zaman et al., 2021). However, these studies stop short of explaining how these traits translate into intention under digital conditions that now structure entrepreneurial expression and validation.

Extroversion and Female Students' Entrepreneurial Intention

EX taps sociability, assertiveness, and energy in interpersonal interaction. Among female students, it is consistently linked to higher entrepreneurial intention, particularly in settings where social interaction, networking, and visibility are critical for opportunity recognition and support mobilization (Ahmed et al., 2020).

This trait is particularly important in gendered contexts where women often face legitimacy deficits. Extraverted individuals may, therefore, be better able to engage external audiences, seek feedback, and build informal support despite normative constraints (Boudreaux et al., 2019). As a result, EX is likely to enhance the perceived feasibility and desirability of entrepreneurship by lowering social barriers and enhancing confidence in interaction.

Accordingly, the following hypothesis is proposed:

H1: Extraversion positively predicts entrepreneurial intention among female students.

Openness to Experience and Female Students' Entrepreneurial Intention

Openness to experience taps curiosity, creativity, tolerance for ambiguity, and receptiveness to novel ideas. Research on female students' EI links openness to opportunity recognition, creativity, and innovative thinking, all of which support intention formation (Liu et al., 2022; Zaman et al., 2021). For women students, entrepreneurial intention is not only shaped by confidence or social assertiveness but also by the capacity to envision alternative futures beyond traditional career paths, particularly in gendered or constrained labor markets (Ahmed et al., 2020; Karim et al., 2023). By reframing uncertainty as opportunity, openness makes entrepreneurship appear both viable and attractive rather than a risky departure from expected career trajectories. Thus, consistent with this literature, the following hypothesis is formulated:

H2: Openness positively predicts entrepreneurial intention among female students.

Digital Engagement and Content Creation as a Boundary Condition

Although individual traits are important, the literature increasingly acknowledges that entrepreneurial intention develops within social and digital contexts, rather than in isolation (Murad et al., 2024). Prior studies do not explicitly label as "content creation". However, research on digital engagement, online entrepreneurial interaction, and alternative legitimacy pathways among female students provides a strong empirical basis for conceptualizing CC as a digitally embedded form of entrepreneurial agency.

CC, understood as the active production and sharing of entrepreneurial, professional, or creative content, represents a digitally embedded form of agency (Zaremohzzabieh et al., 2019). It allows students to articulate ideas (Ahmed et al., 2020), test narratives, receive feedback (Al-Jubari et al., 2019; Zaremohzzabieh et al., 2019), and build visibility beyond formal institutional channels. For female students, such mechanisms enable traits to be enacted and reinforced (Ahmed et al., 2020), offering alternative pathways for legitimacy construction and social validation. For female students, such mechanisms enable traits to be enacted and reinforced, underscoring the conditional nature of dispositional effects (Al-Jubari et al., 2019; Karim et al., 2023).

Content Creation as a Moderator of Extraversion

EX is basically relational and its effect on entrepreneurial intention depends on opportunities for interaction, expression, and feedback (Karim et al., 2023). Meanwhile, content creation amplifies these opportunities by extending social interaction into digital spaces (Zaremohzzabieh et al., 2019), allowing extroverted female students to expose their sociability, assertiveness, and visibility at scale (Boudreaux et al., 2019).

In gendered contexts where norms and gatekeeping can limit women's entrepreneurial engagement (Islam & Alharthi, 2024; Karim et al., 2023), digital platforms can offer alternative spaces for action. Platform-based environments can enable students to enact entrepreneurial practices (Chang et al., 2022), while social media-based business pursuits are relevant ways alongside persistent network barriers (Sarhan & Ab. Aziz, 2023). Building on these premises, we theorize that CC strengthens the translation of socially oriented dispositions into entrepreneurial intention. Accordingly, the following hypothesis is formulated:

H3: Content creation moderates the relationship between extroversion and entrepreneurial intention, such that the effect is stronger under high content creation.

Content Creation and the Limits of Openness as a Moderated Effect

Prior research in this corpus links female students' entrepreneurial intention to cognitive resources and cognitive appraisals, including creativity and opportunity-related orientations (Dey et al., 2024). Unlike extroversion, openness does not inherently translate into external engagement or social visibility (Liu et al., 2022). In the current literature on Big Five, openness to experience is not directly operationalized as a determinant of such cognitive resources, nor is it theorized in relation to public engagement or visibility, leaving the cognitive-versus-expressive implications of openness to be specified in the present study.

Content creation requires not only idea generation but also the willingness to expose ideas to public scrutiny, which may be shaped more strongly by social confidence and assertiveness than by cognitive openness alone. In gendered environments, women students high in openness may still refrain from public expression due to anticipated judgment, lack of confidence, or normative expectations, even when digital platforms are

available (Boudreaux et al., 2019). Therefore, while content creation may coexist with openness, literature does not provide strong theoretical grounds to expect it to systematically strengthen the openness-EI relationship.

Nevertheless, given the exploratory nature of digital engagement in this literature, the following hypothesis is formulated:

H4: Content creation moderates the relationship between openness and entrepreneurial intention, such that the effect is stronger under high content creation.

Methodology

Using a quantitative, cross-sectional design, this study examines how extraversion and openness predict entrepreneurial intention among female university students, and how content creation moderates these relationships in Albania. Data were collected using a structured questionnaire and analyzed using PLS-SEM, a method suitable for prediction-oriented models with moderation effects. The model tests both direct effects of personality traits on entrepreneurial intention and interaction effects involving content creation. The target population comprised female university students enrolled in public and private higher education institutions in Albania.

Data were collected through a structured online questionnaire administered via Google Forms. The survey link was distributed using two complementary approaches. In several universities, faculty members assisted the research team by sharing the questionnaire link or QR code directly with eligible female students during classroom sessions. In other institutions, the survey link was disseminated through official university email systems and sent to students' institutional email addresses. This dual distribution strategy facilitated access across both public and private higher education institutions in Albania. Participation was voluntary and anonymous, and respondents were informed of the study's academic purpose before completing the questionnaire. Only female students currently enrolled in Albanian universities were eligible to participate. A convenience sampling approach was employed due to accessibility considerations. Data collection took place between October 2024 and March 2025, resulting in 261 valid responses after screening for completeness and consistency.

The measurement instruments used in this study were adapted from established and widely validated scales in the literature. All constructs were operationalized using multi-item measures to ensure reliable and consistent

measurement. Responses were collected using Likert-type scales, as specified for each construct. Extraversion and Openness to Experience were measured using items adapted from the Big Five personality framework developed by John and Srivastava (1999). Extraversion was operationalized through eight items capturing key characteristics such as sociability, assertiveness, and energy, while Openness to Experience was assessed using ten items reflecting creativity, imagination, intellectual curiosity, and openness to new ideas. For both constructs, several items were reverse-coded to enhance measurement accuracy and reduce potential response bias. Content Creation and Production was measured using six items adapted from the Youth Digital Skills Indicator questionnaire developed by Helsper et al. (2021). The items assess respondents' perceived ability to create, edit, adapt, and manage digital content in online environments. Entrepreneurial Intention was measured using six items adapted from the scale developed by Liñán et al. (2013). The scale captures respondents' readiness, determination, and career aspirations related to entrepreneurship. Reverse-coded items were included to improve scale robustness.

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. PLS-SEM was selected as it is well-suited for analyzing complex research models, particularly those involving latent constructs measured with multiple indicators and moderation effects, and is widely applied in entrepreneurship research (Chahal et al., 2024; Manley et al., 2021; Martins et al., 2023). A two-step analytical procedure was followed. First, the measurement model was assessed for reliability and validity, including internal consistency, convergent validity, and discriminant validity, in line with established PLS-SEM guidelines (Hair Jr et al., 2021). Second, the structural model was evaluated to test the hypothesized relationships, including the direct effects of extraversion and openness on entrepreneurial intention and the moderating effects of content creation. Model evaluation was based on path coefficients, t-values, p-values, and R^2 (Hair et al., 2013; Manley et al., 2021). To assess the statistical significance of the estimated relationships, a bootstrapping procedure with 10,000 resamples was applied, following recommended practices for robust inference in PLS-SEM (Hair et al., 2019).

Results

The final sample consists of 261 female university students enrolled in public and private higher education institutions in Albania. The descriptive statistics provide an overview of respondents' academic characteristics, institutional affiliation, and age profile, offering contextual background for the subsequent multivariate analyses.

With respect to academic orientation, the sample is predominantly composed of students enrolled in Business and Management-related fields, followed by those studying Finance, Accounting, and Economics. A notable proportion of respondents are drawn from Computer Science and Informatics, reflecting the growing relevance of digital and technology-oriented disciplines. Smaller but meaningful shares of the sample are represented by Social Sciences and by Design, Engineering, and other fields, indicating a multidisciplinary composition that extends beyond traditional business programs. In terms of degree level, most respondents are enrolled in Bachelor's programs, while a substantial proportion are pursuing Master's degrees, ensuring representation across undergraduate and postgraduate levels. Regarding year of study, most participants are in the early stages of their academic programs, although students in more advanced stages are also included, allowing for variation in academic maturity and exposure. Regarding institutional affiliation, respondents are drawn from a diverse set of universities in Albania, specifically 19 public and private universities. The largest share attends a major private university, followed by students from public universities. This distribution reflects heterogeneity in educational environments and institutional contexts. Finally, the age distribution indicates that the sample is largely composed of young adults, with most respondents aged 19-24, while a smaller yet non-negligible proportion consists of older students.

Measurement Model Assessment

The measurement model was assessed using the confirmatory composite analysis approach appropriate for reflective constructs. During the initial assessment, a limited number of indicators exhibited low outer loadings and were therefore excluded to improve indicator reliability and strengthen internal consistency. After this refinement process, all retained indicators demonstrated satisfactory properties. Indicator reliability was evaluated by examining the outer loadings of the retained indicators. As

shown in Table 1, all indicator loadings range from 0.700 to 0.901, exceeding the recommended minimum thresholds. These results indicate that the indicators share substantial variance with their respective latent constructs, supporting indicator reliability and convergent validity (Hair et al., 2025). Internal consistency reliability was evaluated using Cronbach's alpha and composite reliability (CR). As reported in Table 1, all constructs show strong reliability, with Cronbach's alpha values above 0.80 and composite reliability values exceeding the recommended threshold of 0.70. Convergent validity was assessed through indicator loadings and the average variance extracted (AVE). All retained indicators load strongly on their respective constructs, with loadings of 0.70 or higher. In addition, all AVE values exceed the minimum recommended value of 0.50, indicating that the constructs explain a substantial proportion of variance in their indicators (Hair Jr et al., 2021; Manley et al., 2021).

Table 1: Measurement Model Assessment

Construct	Indicator	Loading	Cronbach's alpha	CR	AVE
Content Creation (CC)	content1	0.851	0.912	0.931	0.693
	content2	0.826			
	content3	0.817			
	content4	0.833			
	content5	0.818			
	content6	0.848			
Entrepreneurial Intention (EI)	ei1	0.901	0.907	0.935	0.782
	ei2	0.886			
	ei4	0.898			
	ei5	0.852			
Extroversion (EXTRA)	extra3	0.842	0.821	0.881	0.649
	extra4	0.831			
	extra6	0.779			
	extra8	0.768			
Openness To Experience (OPEN)	open1	0.737	0.841	0.882	0.554
	open2	0.753			
	open4	0.739			
	open5	0.773			
	open6	0.700			
	open8	0.764			

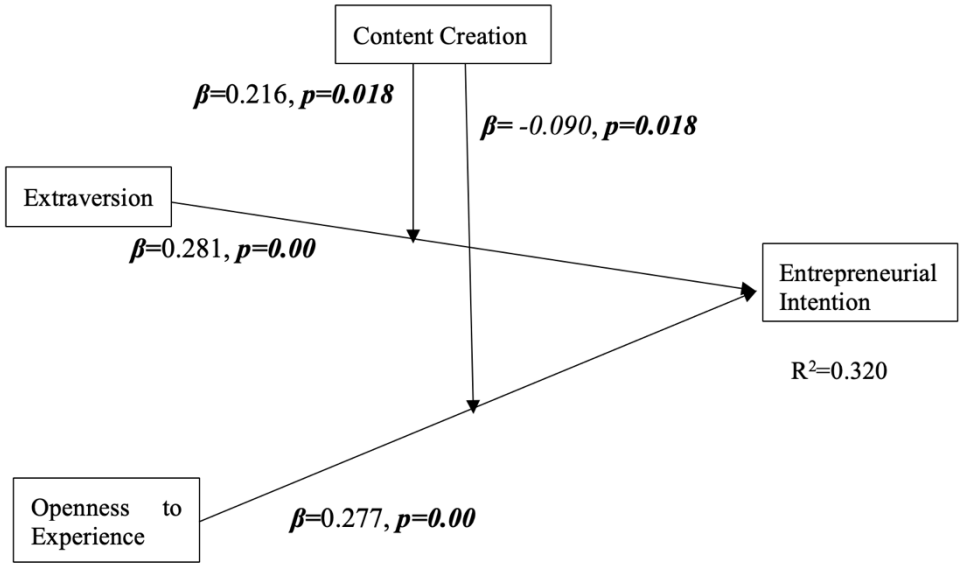
Source: Authors' calculations

The measurement model satisfies established reliability and validity criteria and is suitable for subsequent structural and moderation analyses (Henseler et al., 2015).

Structural Model Assessment

The structural model was evaluated by examining the path coefficients (β) and their statistical significance using a bootstrapping procedure with 10,000 resamples, following established PLS-SEM guidelines in the entrepreneurship field (Manley et al., 2021). Table 2 summarizes the direct and interaction effects hypothesized in the model.

Figure 1: Structural model results with moderating effects



Source: Authors' calculations

The results indicate that Extraversion has a positive and statistically significant effect on entrepreneurial intention ($\beta = 0.281$, $p < 0.001$), providing support for H1. Similarly, Openness to Experience is positively and significantly related to entrepreneurial intention ($\beta = 0.277$, $p < 0.001$), supporting H2. Regarding the moderation hypotheses, the interaction between Content Creation and Extraversion is positive and statistically significant ($\beta = 0.216$, $p = 0.018$), indicating that higher levels of content

creation strengthen the relationship between extraversion and entrepreneurial intention. Therefore, H3 is supported. In contrast, the interaction between Content Creation and Openness to Experience is not statistically significant (β = −0.090, p = 0.230), leading to the rejection of H4.

Table 2: Structural Model Assessment

Hypothesis	Path	*β*	*t*	*p*	Decision
H1	Extraversion → Entrepreneurial Intention	0.281	3.852	0.000	Supported
H2	Openness → Entrepreneurial Intention	0.277	3.642	0.000	Supported
H3	Content Creation × Extraversion → Entrepreneurial Intention	0.216	2.376	0.018	Supported
H4	Content Creation × Openness → Entrepreneurial Intention	−0.090	1.202	0.230	Not supported

Source: Authors' calculations

The explanatory power of the structural model was assessed using the coefficient of determination (R^2) as recommended in PLS-SEM research (Hair & Sabol, 2025). As shown in Table 3, the model explains a moderate proportion of variance in entrepreneurial intention, with an R^2 value of 0.320 and an adjusted R^2 of 0.306. According to Hair et al. (2019), R^2 values around 0.25, 0.50, and 0.75 are commonly interpreted as indicating weak, moderate, and substantial explanatory power, respectively. Within this context, the observed R^2 value reflects a meaningful and satisfactory level of explanatory power for behavioral and entrepreneurship research (Manley et al., 2021; Osmani et al., 2022).

Table 3: Explained Variance of the Structural Model

Endogenous Construct	R^2	Adjusted R^2
Entrepreneurial Intention	0.320	0.306

Source: Authors' calculations

Discussion

The present study explored how two core personality traits, i.e., EX and OE, shape EI among female university students in Albania, and whether engaging in CC impacts these relationships under digital settings. The results support a straightforward finding. Both EX and OE positively predict EI. However, the role of CC is not uniform. Creating and sharing content amplifies the positive effect of EX on EI, but it does not enhance the impact of OE on EI. The results show that EI is not driven by personality alone but by how personality traits are activated through digitally embedded practices.

These findings are aligned with intention-based entrepreneurship models that view intention as the closest antecedent of planned behavior, particularly in contexts when entrepreneurial behavior unfolds over time and requires deliberate planning (Ajzen, 1991; Bird, 1988; Krueger Jr et al., 2000). Meantime, the moderation results push the analysis beyond the familiar claim that personality traits matter Instead, they show when a given trait is more likely to translate into entrepreneurial intention, highlighting how this process is shaped by digital environments.

Theoretical Implications and Contribution to the Literature

Entrepreneurial intention research commonly argues that intentions mediate the influence of personal characteristics and contextual factors on entrepreneurial behavior (Boyd & Vozikis, 1994; Olarewaju et al., 2023). Within the literature of female-student EI, personality traits are frequently treated as key predictors. However, the process through which these traits are translated into intention remains largely implicit. This gap is particularly evident under digital conditions where exposure, legitimacy, and learning are increasingly structured by platform dynamics (Ahmed et al., 2020; Farrukh et al., 2018; Murad et al., 2024). The present study addresses this blind spot by conceptualizing CC as a *digitally embedded behavioral*

channel that shapes whether, and when, a dispositional trait becomes consequential for entrepreneurial intention.

The evidence supports this claim in a focused way. The significant interaction effect (H3) shows that extroversion becomes more strongly related to EI when CC is higher. This suggests that platform-facing expression and digital exposure amplify the entrepreneurial relevance of socially oriented dispositions. Rather than treating EX as a stable, context-free relationship, the findings show that its effect intensifies when individuals exercise digital agency, particularly when operating in feedback-enhancing and socially interactive environments (Helsper et al., 2021; Zaremohzzabieh et al., 2019). Thus, our study finds not only that "EX predicts EI" but that "EX predicts EI more strongly when digital environments provide a scalable channel for interaction and self-expression," moving beyond trait-only models (Farrukh et al., 2018; Fragoso et al., 2020).

The study's second theoretical contribution lies in the asymmetric moderation pattern, with H3 supported and H4 not supported, which clarifies that not all personality traits are amplified by the same digital practice. Extant research shows that EX is fundamentally relational, characterized by sociability, assertiveness, and energy in interpersonal engagement (John & Srivastava, 1999). Our study shows that CC expands and scales these capacities by enabling expression, audience engagement, and iterative feedback in digital spaces (Helsper et al., 2021; Zaremohzzabieh et al., 2019). Accordingly, the strengthening of the EX-EI link at higher levels of CC (H3) aligns with the idea that digital platforms extend social interaction beyond physical constraints and convert social energy into visibility, support mobilization, and perceived feasibility, core ingredients of intention formation in intention frameworks (Ajzen & Fishbein, 2000; Boyd & Vozikis, 1994; Olarewaju et al., 2023).

On the other hand, the direct effect supported in H2 is consistent with prior evidence that OE relates to opportunity imagination, creative cognition, and the ability to reframe uncertainty as opportunity, which can increase the desirability of entrepreneurship as a career path (Liu et al., 2022; Zaman et al., 2021). However, CC did not strengthen the OE-EI relationship. Our findings help specify what openness does, and does not, do in digitally mediated entrepreneurial settings. These findings imply that CC requires not only ideation but also willingness to expose ideas to public scrutiny, persist in audience-facing expression, and manage social

evaluation (Helsper et al., 2021). These conditions align more strongly with EX-linked assertiveness and engagement than with OE-linked curiosity and ideation. In this sense, our findings support a distinction between an expressive-social pathway and a cognitive-ideational pathway.

This finding clarifies and extends a literature that often bundles personality traits together as generic predictors of EI (Ahmed et al., 2020; Farrukh et al., 2018) without specifying the mechanisms that enable them. It also aligns with research emphasizing that women's entrepreneurial pathways are shaped by social judgment, legitimacy constraints, and norms, which may limit public self-presentation even when cognitive resources and creativity are present (Boudreaux et al., 2019; Karim et al., 2023). In norm-heavy environments, an open and creative student may still refrain from public platform engagement due to anticipated sanctions or perceived reputational risk. This makes it plausible that CC does not systematically intensify the effect of OE on EI (Boudreaux et al., 2019; Islam & Alharthi, 2024).

Research on women's entrepreneurship shows that gendered norms shape whether entrepreneurship is viewed as feasible and legitimate, influencing intention formation even among students (Boudreaux et al., 2019; Liñán et al., 2013). This study shows that CC can conditionally support intention formation for women students but only when aligned with extroversion (H3). In such cases, digital platforms offer a route through which women can build visibility and social proof without relying exclusively on traditional networks and gatekeepers.

At the same time, the non-significant H4 results show that digital routes do not automatically empower all women students equally, and CC does not uniformly enhance the translation of all relevant dispositions into intention. This evidence suggests a more conditional view of digital engagement practices may amplify intention formation primarily when they match the psychological and social demands of sustained public engagement.

Policy Implications

Our findings provide concrete policy implications for governments, universities, and ecosystem actors seeking to increase women's entrepreneurial participation in emerging-economy settings. First, policies that focus on generic digital skills risk delivering poorly. Our study points to a more targeted lever that supports women students' entrepreneurial visibility and feedback infrastructures, because CC empowers intention

formation for extraverted students (H3) and likely functions as a channel for legitimacy building and iterative validation (Helsper et al., 2021; Zaremohzzabieh et al., 2019). Second, digital environments do not erase social norms. Therefore, public-facing interventions must therefore be paired with norm-sensitive design elements, such as psychologically safe cohorts, mentoring structures, and legitimacy signals that reduce perceived social risk (Islam & Alharthi, 2024; Karim et al., 2023).

Managerial and Educational Implications

For universities and entrepreneurship educators, the findings point to practical implications: CC should be treated as entrepreneurial practice, not peripheral marketing, since it strengthens the EX-EI link (H3), and curricula can include structured platform-facing exercises that allow students to develop, test, and refine entrepreneurial narratives. Such repeated cycles of expression and feedback reinforce perceived feasibility and control (Ajzen, 1991; Ajzen & Fishbein, 2000; Boyd & Vozikis, 1994), which are central to intention formation. At the same time, our findings caution against one-size-fits-all approaches. Since CC did not strengthen the OE-EI relationship (H4), creative and open students may benefit from supports that translate ideas into feasibility, such as opportunity recognition and venture design mentoring (Liu et al., 2022; Osmani et al., 2022; Sánchez-Teba et al., 2025). For incubators and ecosystem actors, platform-facing programs should pair visibility with social support since women's entrepreneurial engagement reflects the interaction of resources and norms (Karim et al., 2023).

Limitations

Several limitations delimit the claims. First, our design is cross-sectional, so our findings cover intention formation rather than the transition from intention to action. This aligns with intention models where intention is the key antecedent of planned behavior (Ajzen, 1991; Krueger Jr et al., 2000), but we don't pose causal claims. Second, the sample is a convenience sample of female students in Albania, which constrains statistical generalizability to other populations. Nevertheless, the context is theoretically meaningful given the role played by norms, institutions, and business environments in shaping women's entrepreneurship pathways (Islam & Alharthi, 2024; Karim et al., 2023). Third, CC is measured as

perceived ability, not as observed platform behavior, and does not differentiate capability, frequency, and outcomes of CC.

Future Research

Future research should extend these findings in three directions. First, longitudinal or experimental designs should test whether content creation strengthens the translation of intention into entrepreneurial action (Liu et al., 2022; Maheshwari et al., 2023). Second, future work should explicitly model the psychological antecedents emphasized in TPB, attitudes, norms, and perceived behavioral control, to identify which component content creation most plausibly amplifies, and whether that amplification differs across traits (Ajzen, 1991; Ajzen & Fishbein, 2000). Third, studies should integrate norm pressure and resource constraints as moderators alongside digital engagement, given evidence that norms can blunt the benefits of resources for women's entrepreneurship in emerging economies (Karim et al., 2023) and that business environments can shape women students' entrepreneurial intention (Islam & Alharthi, 2024).

Conclusion

This study advances the literature on entrepreneurial intention among female university students by demonstrating that both extraversion and openness to experience are positively associated with entrepreneurial intention. However, the findings reveal a nuanced dynamic: engagement in digital content creation strengthens the relationship between extraversion and entrepreneurial intention, while no comparable amplification effect emerges for openness to experience. These results suggest that entrepreneurial intention formation is not solely a function of personality traits but also depends on whether digitally mediated practices provide channels through which socially oriented dispositions can be enacted and reinforced. Situated within the Albanian context, characterized by institutional transition and gendered norms, the findings highlight the role of digital agency in shaping how personality translates into entrepreneurial aspirations.

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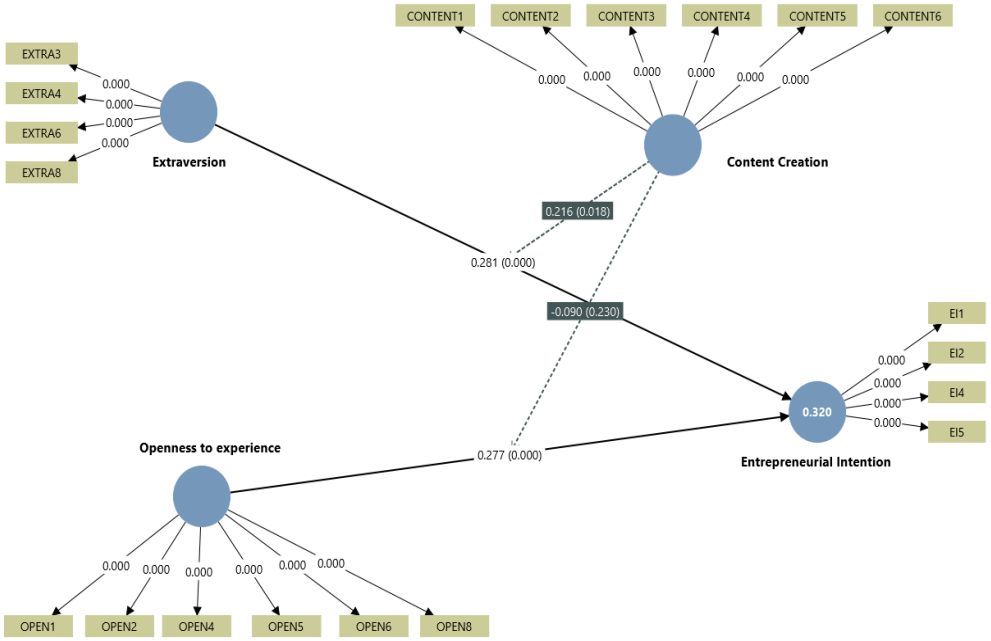
Appendix A. Measurement Instrument

Variable	Items	Questions	Reverse Coded	Reference
Extraversion	1	Is talkative	No	John & Srivastava (1999)
	2	Is reserved	Yes	
	3	Is full of energy	No	
	4	Generates a lot of enthusiasm	No	
	5	Tends to be quiet	Yes	
	6	Has an assertive personality	No	
	7	Is sometimes shy, inhibited	Yes	
	8	Is outgoing, social	No	
Openness to Experience	1	Is original, comes up with new ideas	No	
	2	Is curious about many different things	No	
	3	Is ingenious, a deep thinker	No	
	4	Has an active imagination	No	
	5	Is inventive	No	
	6	Values artistic, aesthetic experiences	No	
	7	Prefers work that is routine	Yes	
	8	Likes to reflect, play with ideas	No	
	9	Has a few artistic interests	Yes	
	10	Is sophisticated in art, music, or literature	No	

Source: Authors

Appendix B. Full Measurement and Structural Model



Source: Authors