"The Role of Live Commerce in Cultivating Students' Innovation and Entrepreneurship Abilities."

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ABSTRACT

In this evolving digitalised era, it has been significant for the students to enhance practical abilities and qualities for innovation and entrepreneurship. With purview of globalisation, Live commerce builds practical competencies, engaging live pitches, data driven improvements and can drive higher conversion rates by increasing audience engagement. The new horizon of Live commerce is exponentially growing in B2B sectors which makes the ecosystem to be data driven business and grow in global markets. This paper explores a whole new concept of E-commerce which brings together online retail and live videos streaming to transform the online shopping experience. It unlocks the new growth opportunities in merchandise such as branding, data capturing, audience engagement and trust retention and seamless customer experiences. It focuses on its building blocks and consumer psychology behind the live commerce and understanding the evaluation risk and pivot strategies quickly in a live environment. Students with an entrepreneurial mind-set empowers to identify the real-world gaps and make resilience and collaborate effectively. It also hones to build real time communication skills, lowering start-up costs and enhancing the hands on markets testing. The research indicates that the Live commerce is effectively aligned with respect to the engagement and personalisation and thus the students with innovative and entrepreneurship abilities contribute for the revolutionised digital commerce ecosystem. It also fosters the students to exercise their innovative thinking and entrepreneurial abilities which proves an integral pathway to build a digitalised ecosystem.

Keywords: E-commerce, Live Commerce, audience engagement, innovation

INTRODUCTION

The swift development of technical know-how has metamorphosed the way businesses create, communicate, deliver, and capture value. Electronic commerce has moved beyond static websites and transactional platforms towards dynamic digital ecosystems in which consumers can engage consumers directly in the shopping process via digital tools, can access to live video, chat, voice in real time. One of the most prominent developments within this transformation is live commerce, also referred to as live-streaming commerce or livestream shopping. Live commerce combines real-time video streaming, social interaction, product presentation, digital marketing, and online transactions within an integrated environment.

Unlike conventional e-commerce, in which consumers frequently interact with product descriptions, images, reviews, and automated interfaces, live commerce provides synchronous interaction between sellers, streamers, and audiences. This real-time characteristic allows sellers to demonstrate products, respond to questions, provide personalised information, and create social experiences around consumption. A systematic review by Xu (2023) demonstrates that the distinctive characteristic of live streaming is its synchronous and interactive nature, which has generated substantial research interest across commercial and social contexts. More recent review research similarly indicates that customer engagement, trust, interaction, and consumer perceptions have become central themes in the expanding live-streaming commerce literature (Yadav et al., 2026).

The significance of live commerce extends beyond its implications for consumers and businesses. Its interactive and experiential characteristics make it potentially valuable in higher education, particularly in entrepreneurship

education. Traditional entrepreneurship education may provide students with conceptual knowledge concerning opportunity identification, business models, marketing, finance, and innovation, but students may have limited opportunities to experience actual market interactions. Experiential approaches attempt to address this theory–practice gap by placing learners in situations in which they must identify problems, develop solutions, communicate value propositions, receive feedback, and adapt their strategies.

Recent literature supports the use of experiential and challenge-based learning for entrepreneurial development. For example, Secundo et al. (2022) found that challenge-based learning can positively influence entrepreneurial skills, mindset, and intentions among university students. Similarly, research on digital entrepreneurship education indicates that technology-supported experiential learning can strengthen students' opportunity recognition, adaptability, innovation orientation, and practical business execution (Rahmi et al., 2025).

Against this background, live commerce can be conceptualised as more than a digital selling mechanism. It can represent a practical learning environment in which students can experiment with entrepreneurial ideas in a comparatively accessible and measurable setting. Students can develop a product concept, prepare a live pitch, interact with potential customers, monitor engagement, analyse feedback, and modify their approach. Such activities correspond closely with the iterative and uncertain nature of entrepreneurship.

The purpose of this review is therefore to examine how live commerce can contribute to the development of students' innovative and entrepreneurial competencies. The paper specifically considers five interconnected dimensions: (1) live commerce as an experiential learning environment, (2) consumer psychology and engagement, (3) real-time entrepreneurial competencies, (4) opportunities for digital and B2B entrepreneurship, and (5) risks and pedagogical challenges.

METHODOLOGY

This paper adopts a narrative review approach to synthesise existing research on live commerce and its relevance to entrepreneurship education. The review draws primarily on peer-reviewed journal articles, systematic literature reviews, and scholarly publications addressing live-streaming commerce, social commerce, consumer behaviour, trust, engagement, digital entrepreneurship, and experiential learning.

The literature was organised thematically rather than treated as a statistical meta-analysis. Particular attention was given to studies examining the mechanisms through which live streaming influences consumer responses and to research investigating how experiential and digitally enabled learning contributes to entrepreneurial competencies. Key concepts identified across the literature include interactivity, social presence, trust, parasocial relationships, perceived value, purchase intention, opportunity recognition, digital literacy, creativity, adaptability, and entrepreneurial mindset.

The review is exploratory and conceptual in nature. Accordingly, it does not claim to measure the effectiveness of live commerce as a teaching intervention directly. Instead, it synthesises existing evidence to develop an argument concerning how live commerce could be incorporated into entrepreneurship education and identifies areas requiring future empirical investigation.

3. Conceptualising Live Commerce

Live commerce can be understood as a hybrid digital environment that brings together e-commerce, live video, social interaction, digital marketing, and immediate purchasing. Its fundamental building blocks include a live host or seller, a digital platform, product or service content, an interactive audience, real-time communication, and transactional functionality.

The commercial value of this model arises partly from its capacity to reduce the psychological distance between consumers and sellers. Wongkitrungrueng and Assarut (2020) found that the value consumers derive from live streaming can contribute to trust and engagement. Their findings distinguish among utilitarian, hedonic, and

symbolic value, demonstrating that live commerce can create multiple pathways to customer engagement through trust.

The literature also suggests that technological affordances contribute to consumer trust. Zhang et al. (2023) found that visibility, metavoicing, trading affordances, guidance shopping, and interactivity can strengthen trust and subsequently influence purchase intention. Thus, live commerce is not simply conventional e-commerce presented through video; rather, its value lies in the integration of technological affordances with human interaction.

A second important characteristic is the role of the streamer. Streamers can function as demonstrators, communicators, product experts, entertainers, and relationship builders. Research has shown that expertise, credibility, interaction, and parasocial relationships can influence viewers' behavioural intentions (Huang & Chen, 2025; Yang et al., 2025). This makes communication and relationship management central components of live commerce.

4. Live Commerce and Consumer Psychology

Understanding consumer psychology is essential for both entrepreneurs and students learning how markets operate. Live commerce provides an observable environment in which several psychological mechanisms become visible.

First, social presence can influence consumers' perceptions of immediacy and connectedness. Research using the Stimulus–Organism–Response framework indicates that social presence and telepresence can influence trust, flow, and purchasing behaviour (Ming et al., 2021). The interactive environment therefore creates psychological responses that differ from those associated with static online shopping.

Second, trust is particularly important because consumers cannot physically inspect products in digital environments. Live demonstrations, immediate answers to questions, and visible interactions can help reduce uncertainty. Wongkitrungrueng and Assarut (2020) identified trust in sellers and trust in products as important mechanisms linking perceived value with engagement.

Third, parasocial interaction provides another explanation for the effectiveness of live commerce. Viewers may develop a perceived relationship with streamers through repeated exposure, direct address, interaction, and emotional engagement. Recent research indicates that immersion, presence, and enjoyment can contribute to parasocial relationships, which can subsequently strengthen trust and purchase intention (Yang et al., 2025).

For students, observing and analysing these mechanisms provides an opportunity to understand practical consumer psychology. Instead of studying engagement, trust, or persuasion exclusively through textbooks, students can observe how these factors operate during actual live sessions. This can strengthen their ability to interpret customer responses and design more effective value propositions.

5. Live Commerce as an Experiential Learning Environment

Entrepreneurship involves uncertainty, experimentation, problem solving, opportunity recognition, and adaptation. These characteristics make experiential learning particularly relevant to entrepreneurship education. Challenge-based learning research has demonstrated positive effects on entrepreneurial skills and mindset, including creativity, planning, and financial literacy (Secundo et al., 2022).

Live commerce can extend this experiential principle into the digital marketplace. A student team could, for example, identify a consumer problem, develop a product or service concept, prepare a live presentation, communicate with potential customers, monitor audience behaviour, and analyse post-session data. The process creates a cycle of action, feedback, reflection, and modification.

The educational value is particularly significant because students can experience the consequences of their decisions relatively quickly. In conventional classroom exercises, feedback may occur after an assignment or

examination. In live commerce, audience responses, questions, comments, engagement levels, and purchasing behaviour can provide immediate market signals.

Recent research on digital entrepreneurship education reinforces the importance of this approach. Rahmi et al. (2025) reported that experiential learning integrated with digital literacy can improve opportunity recognition, risk-taking, adaptability, innovation orientation, decision-making, and practical business execution. Similarly, systematic research on digital entrepreneurship learning indicates that experiential and technology-oriented approaches can support entrepreneurial intention, innovation, business opportunity recognition, and problem-solving (Suryanto et al., 2024).

6. Development of Innovative and Entrepreneurial Competencies

The relationship between live commerce and entrepreneurship education can be understood through the development of a portfolio of complementary competencies.

6.1 Communication and Pitching Skills

Entrepreneurs must communicate the value of their ideas to customers, investors, partners, and employees. Live commerce requires concise product explanations, persuasive storytelling, audience interaction, and real-time responses. Students therefore receive practical exposure to entrepreneurial communication rather than merely preparing written business plans.

6.2 Opportunity Recognition

Opportunity recognition is fundamental to entrepreneurship. Students involved in live commerce can identify gaps in consumer preferences by analysing questions, comments, engagement patterns, and recurring customer problems. These observations can become inputs for new product ideas or modifications.

6.3 Data-Driven Decision-Making

Live commerce produces multiple forms of digital feedback. Depending on the platform, students may examine viewer numbers, watch time, engagement, comments, click-through behaviour, conversion patterns, and customer responses. This enables students to connect marketing decisions with measurable outcomes and develop data-driven thinking.

6.4 Adaptability and Resilience

Entrepreneurial environments rarely develop according to an exact plan. During live sessions, technical problems, unexpected questions, negative feedback, low engagement, or changing customer preferences can arise. Responding constructively requires adaptability and emotional resilience. Students can therefore learn that entrepreneurial competence includes the capacity to revise strategies rather than simply execute predetermined plans.

6.5 Collaboration

Live commerce frequently involves multiple roles, including presenter, product specialist, technical operator, customer-support coordinator, and data analyst. Such role differentiation can encourage teamwork and cross-functional collaboration. Students can consequently understand that entrepreneurial performance often depends on coordinated competencies rather than individual talent alone.

7. Live Commerce and B2B Entrepreneurship

Although much of the existing live-commerce literature focuses on consumer-facing retail, the model has potential applications in business-to-business environments. B2B live commerce can involve product

demonstrations, professional webinars, technical presentations, supplier interactions, virtual trade events, demonstrations for distributors, and real-time consultations.

The B2B environment differs from consumer live shopping because purchase decisions may involve multiple stakeholders, longer decision cycles, technical information, and relationship-based selling. Nevertheless, the fundamental advantages of synchronous communication remain relevant. Live demonstrations can enable prospective business customers to ask technical questions, compare solutions, and interact directly with sellers.

For students, exposure to B2B live commerce can broaden their understanding of entrepreneurship beyond conventional retail. It can introduce them to professional digital selling, relationship management, lead generation, customer qualification, international communication, and data-driven business development. However, the B2B application remains comparatively underexplored in academic research. This represents an important research opportunity.

8. Risks, Limitations and Ethical Considerations

Despite its educational and commercial potential, live commerce should not be treated as an unproblematic solution. Several limitations require consideration.

First, access to reliable internet connectivity, suitable devices, digital platforms, and production skills can vary among students. Digital inequality may therefore influence who can participate effectively.

Second, live commerce can encourage impulsive purchasing. Research has connected social presence and flow with impulsive buying behaviour (Ming et al., 2021). Students should consequently be taught ethical persuasion rather than manipulation. Product claims should be accurate, transparent, and evidence-based.

Third, privacy and data protection are significant issues. Students working with consumer information must understand consent, responsible data handling, platform policies, and ethical analytics.

Fourth, platform dependency may create challenges. Entrepreneurs and learners can become dependent on the algorithms, policies, visibility mechanisms, and commercial conditions of third-party platforms. Therefore, students should understand that digital entrepreneurship requires platform strategy as well as platform participation.

Finally, the literature is still unevenly distributed geographically and conceptually. Existing live-commerce research has concentrated heavily on consumer behaviour and Asian markets. The application of live commerce to entrepreneurship education, B2B settings, and diverse educational contexts requires additional empirical evidence.

9. Implications for Entrepreneurship Education

The literature reviewed in this paper suggests that higher education institutions could incorporate live commerce through structured experiential assignments rather than treating it simply as a marketing activity. A possible learning sequence would involve five stages: opportunity identification, digital business-model development, live-market experimentation, data analysis, and reflection.

Students could work in interdisciplinary teams to develop a product or service, construct a value proposition, design a live session, conduct a controlled market test, and evaluate the results. Assessment could consider creativity, communication, customer understanding, ethical practice, data interpretation, teamwork, and reflection rather than sales alone.

This approach is consistent with the broader movement toward experiential and digital entrepreneurship education. Research indicates that experiential and challenge-based approaches can strengthen entrepreneurial skills and mindset (Secundo et al., 2022), while digital entrepreneurship education increasingly emphasises practical technology-related competencies (Rahmi et al., 2025).

Importantly, educational institutions should distinguish between learning from commercial performance and learning from experimentation. A student may conduct a live session that generates few sales but still demonstrate strong entrepreneurial learning if the student can identify why the proposition failed, interpret customer feedback, and develop a revised strategy. This shifts the emphasis from immediate commercial success to reflective entrepreneurial capability.

CONCLUSION

Live commerce represents an important development in the digital commerce ecosystem because it combines real-time communication, product presentation, social interaction, consumer engagement, and transactional functionality. The reviewed literature indicates that these characteristics influence trust, social presence, parasocial interaction, engagement, and purchase intention.

From an educational perspective, the same characteristics make live commerce potentially valuable as an experiential environment for entrepreneurship education. Students can use live commerce to practise pitching, communicate with customers, identify market gaps, collect feedback, interpret data, manage uncertainty, collaborate with peers, and modify strategies. Such activities are closely aligned with the competencies required in contemporary digital entrepreneurship.

The review therefore proposes that live commerce should be considered not only as a commercial technology but also as a potential digital entrepreneurial learning ecosystem**.** Its integration into higher education could help bridge the gap between theoretical entrepreneurship education and practical market experience. Nevertheless, ethical considerations, digital inequality, privacy, platform dependence, and the limited evidence concerning educational outcomes must be addressed.

Future research should empirically test the proposed relationship between live-commerce-based experiential learning and entrepreneurial competencies across different disciplines, countries, student groups, and B2B/B2C environments. Such research could establish whether live commerce can become a sustainable pedagogical tool for preparing students for an increasingly interactive, data-driven, and digitally entrepreneurial economy.

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