



# Students' Behavioral Intent towards Digital Entrepreneurship

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**Abstract.** The concept of digital entrepreneurship is gaining increasing recognition in emerging economies, driven by the objective of maximizing societal benefit. This study aims to investigate students' intentions towards engaging in digital entrepreneurial ventures. Three hypotheses were formulated based on a comprehensive literature review, and a conceptual model was developed. The total sample size for this study was 200. The data collected were subjected to analysis, and the proposed linkages within the conceptual model were examined using regression analysis conducted through SPSS. The findings of this study indicate that students' attitudes, perceived behavioral control, and digital training significantly influence their intention towards digital entrepreneurial ventures. The implications of these findings are significant for academia, policymakers, and practitioners interested in fostering digital entrepreneurship in educational settings, ultimately contributing to the broader societal development goals.

**Keywords:** Digital Entrepreneurship, attitude, perceived behavioral control, digital training.

## 1 Introduction

The prompt evolution of digital technologies and the exponential growth of the internet have recently revolutionized various aspects of our lives, including the field of entrepreneurship. Consequently, a notable trend has emerged among university graduates: an increasing aspiration to establish digital or online entrepreneurial ventures [1]. These initiatives harness the potential of digital technology for a social cause, aiming to address pressing social or environmental issues while simultaneously generating sustainable economic value. Conversely, earlier studies have also posited that the digital revolution is fundamentally reshaping traditional business practices, products, and

strategies [2]. In today's rapidly evolving, technology-driven society, digital entrepreneurship has garnered heightened interest among students as they seek to navigate the digital terrain and create their own opportunities. However, students' growing interest in digital entrepreneurship mirrors a prevailing trend in today's fast-paced, technology-driven society, as they explore the digital landscape and endeavor to forge their paths. Entrepreneurs have remarkable opportunities to establish their ventures using digital technologies, a crucial aspect in advancing social welfare and enhancing the quality of life. Moreover, digitalization is viewed as a challenge to the adaptability of socio-economic systems, serving as a link between various economic forces, including ecological, economic, and technological factors. Furthermore, digital entrepreneurship offers abundant prospects for addressing societal issues by promoting ventures that lead to financial success, job creation, reduced unemployment, and economic growth for a nation. However, it is noteworthy that only a few studies have delved into how the dimensions of attitude, perceived behavioral control, and digital entrepreneur training impact digital entrepreneurship intention. The main objective of this study is to investigate the influencing factors of digital entrepreneurship intention.

## 2 Literature Review

Attitude is the positive and negative feelings and assessment of specific behavior, reflecting how a person recognizes the behavior as favorable or unfavorable [3]. Moreover, an attitude is defined as the specific behavior that determines favorable or unfavorable assessment of a person and designates the desirability of the behavior from his or her perspective. In addition, the attitude toward the behavior directly and positively influences digital entrepreneurial intentions [4]. Henceforth, digital entrepreneurship serves as a powerful tool for addressing social and environmental problems in innovative and effective ways, with individuals perceiving these ventures as offering new solutions to longstanding issues such as poverty, inequality, and environmental degradation. Additionally, there is a question in digital entrepreneurship about whether these ventures are sustainable or can significantly impact social and environmental issues [5]. Another study also found that attitude, defined as the degree of favorability or unfavorability of an individual toward the behavior concerned, has a positive and significant impact on digital entrepreneurship intention [6]. In light of the results of other studies, the current study suggests the following hypothesis:

- *H1: Attitude has a positive and significant influence on digital entrepreneurial Intention.*

Perceived behavioral control is a construct within the realm of social psychology, denoting an individual's confidence in their capacity to execute a specific behavior in a given context [7]. Furthermore, it constitutes an integral component of the theory of planned behavior, which posits that an individual's behavioral intentions are shaped by their attitudes toward the behavior and their perceived behavioral control [8]. Perceived behavioral control (PBC) emerges as a pivotal factor in cultivating the intention to embark on a journey as a social entrepreneur. Previous research underscores that PBC is

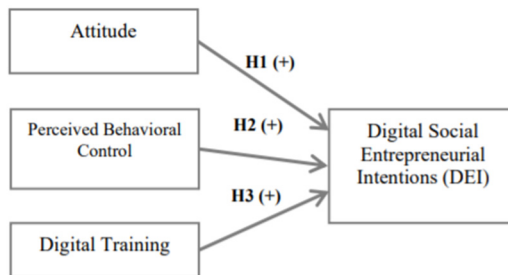
synonymous with an individual's beliefs and convictions regarding their ability to engage in a specific behavior, signifying their self-assurance in undertaking that behavior. Moreover, prior studies have contended that perceived behavioral control exerts a positive and significant influence on digital entrepreneurial intention [8]. In essence, perceived behavioral control (PBC) encapsulates an individual's assessment of their capability to execute a behavior, reflecting the presence of requisite resources and opportunities essential for shaping the intention for Digital Entrepreneurship [9]. Therefore, we propose that:

- *H2: Perceived Behavioral Control (PBC) has a significant positive influence on digital entrepreneurial intention.*

Digital entrepreneurship education refers to the teaching and learning of skills and knowledge necessary for individuals to successfully launch and operate a digital business [10]. It can be delivered through various channels, including online courses, mentorship programs, and entrepreneurship accelerators [1]. Massive Open Online Courses (MOOCs) and online communities offer support and guidance to aspiring digital entrepreneurs. In the context of education and training, a growing body of studies is investigating the impact of digital technology on individual entrepreneurial intention. This inefficiency may have a detrimental influence on attitudes and behavioral control toward entrepreneurship, and the educational content can fail to stimulate entrepreneurial efforts and provide real-life simulations [11]. Therefore, we propose that:

- *H3: Digital Entrepreneurship Training has a significant positive influence on digital entrepreneurial intention.*

The following Figure 1 represents the conceptual model of the current research which is based on the study hypotheses.



**Fig. 1.** Model of the Study

### 3 Methodology

The primary aim of this study is to delve into the intricate factors that influence attitudes, perceived behavioral control, and digital training in shaping digital

entrepreneurial intention. Given the absence of a known population, the research adopted a convenience sampling approach, utilizing primary data to meticulously examine the interplay of attitude, perceived behavioral control, and digital training on the intention to partake in digital social entrepreneurship, particularly among university students. The study executed an online survey through a social media platform, employing a finalized questionnaire specifically designed for this purpose. This online survey, a self-administered questionnaire, was crafted to gather comprehensive data from 220 students spanning across diverse universities in Bangladesh. However, after careful scrutiny, 20 responses were deemed invalid, resulting in a refined final sample size of  $n=200$ . The self-administered survey questionnaire was thoughtfully structured, comprising two distinct sections. The first section focused on capturing respondents' demographic information, while the second segment delved into item-wise survey questions, strategically tailored to explore various selected variables. The responses were evaluated using a 5-point Likert scale, where a rating of 5 indicated strong agreement, and 1 represented strong disagreement. Analyzing the wealth of data obtained, social science statistical applications were employed, incorporating regression and descriptive statistical techniques. The comprehensive analysis was executed using SPSS 26.0 to scrutinize the intricacies of the study model and evaluate the proposed hypotheses. To ensure the validity of interpretations, a stringent criterion was set, only accepting results that met a 5% significance threshold. In terms of reliability assessment, the study applied a Cronbach Alpha ( $\alpha$ ) score criterion, considering a threshold of 0.70 or above to ascertain the reliability of the gathered data in this comprehensive investigation.

**Table 1.** Reliability and Validity Analysis

| Construct                                | Items | Loading | Cronbach ( $\alpha$ ) value |
|--|-------|---------|-----------------------------|
| Attitude (ATTI)                          | ATTI1 | 0.883   | 0.894                       |
|  | ATTI2 | 0.859   |                             |
|  | ATTI3 | 0.862   |                             |
|  | ATTI4 | 0.865   |                             |
|  | ATTI5 | 0.878   |                             |
| Perceived Behavioral Control (PBC)       | PBC1  | 0.861   | 0.868                       |
|  | PBC2  | 0.831   |                             |
|  | PBC3  | 0.833   |                             |
|  | PBC4  | 0.836   |                             |
|  | PBC5  | 0.840   |                             |
| Digital Training (DT)                    | DT1   | 0.877   | 0.896                       |
|  | DT2   | 0.878   |                             |
|  | DT3   | 0.864   |                             |
|  | DT4   | 0.873   |                             |
|  | DT5   | 0.874   |                             |
| Digital Entrepreneurship Intention (DEI) | DEI1  | 0.864   | 0.864                       |
|  | DEI2  | 0.878   |                             |
|  | DEI3  | 0.834   |                             |

|  |      |       |  |
|--|------|-------|--|
|  | DEI4 | 0.831 |  |
|  | DEI5 | 0.850 |  |

Table 1 (one) illustrates that the reliability of the study variables was found tolerable where the constructs of Attitude ( $\alpha = .894$ ), Perceived Behavioral Control ( $\alpha = .868$ ), Digital Training ( $\alpha = .896$ ).

## 4 Results

In the pursuit of this study's objectives, a deliberate decision was made to consider a sample size of 200 individuals, specifically targeting university students in Bangladesh. Of the 220 questionnaires initially submitted, a total of 200 responses were deemed valid for analysis, while 20 were excluded due to identified errors. To offer a comprehensive understanding of the study's participants, the authors have meticulously detailed the demographic composition, as elucidated in Table 2.

**Table 2.** Demographic Information

| Variables               | Frequency | (%) |
|-------------------------|-----------|-----|
| <i>Gender</i>           |           |     |
| Male                    | 130       | 65  |
| Female                  | 70        | 35  |
| <i>Age</i>              |           |     |
| 18-20                   | 40        | 20  |
| 21-25                   | 80        | 40  |
| 26-30                   | 60        | 30  |
| 31-35                   | 20        | 10  |
| <i>Department</i>       |           |     |
| Business                | 110       | 55  |
| Science and Engineering | 70        | 35  |
| Art and Social Science  | 20        | 10  |
| <i>University Types</i> |           |     |
| Private                 | 140       | 70  |
| Public                  | 60        | 30  |

Analyzing the demographic information presented in Table 2, a nuanced breakdown reveals the gender distribution among respondents. Specifically, 130 respondents identified as male, constituting 65% of the total responses, while the female cohort accounted for 35% ( $n = 70$ ) of the overall participant pool. Further insights into age demographics illustrate a diverse range: 40 respondents fell within the 18 to 20 years bracket, representing 20%, while a significant portion of 80 respondents, constituting 40%, were aged between 21 and 25. In addition, a noteworthy 30% ( $n = 60$ ) of participants were situated in the age group of 26 to 30 years. The subsequent age category of 31 to 35 years encompassed 20 respondents, constituting 10% of the total. Delving into academic affiliations, 110 respondents were enrolled in the business department, contributing to 55% of the total responses. Concurrently, 70 participants, accounting for

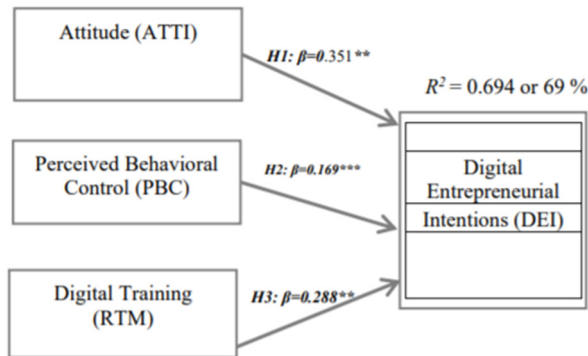
35%, were affiliated with the science and engineering department. An additional 10% of respondents (n=20) brought diversity to the academic landscape with backgrounds in Art and Social Sciences. In terms of university categorization, private institutions constituted the majority, with 140 respondents (70%), while public universities were represented by 30%, totaling 60 participants in this survey. This nuanced breakdown not only enhances the understanding of the respondent profile but also sets the stage for more insightful analyses and interpretations of the study's findings.

The regression coefficient results are shown in figure 2 (two) and table 3 (three). The value of R<sup>2</sup> is 0.694 which indicates a 69% variance that describes four independent variables namely Attitude (ATTI), Perceived Behavioral Control (PBC), and Digital Training (DT). Based on table 2 it is noted that ATTI, PBC, DT, have a significant and positive relationship between Digital Social Entrepreneurial Intention (DEI) where all hypothesis is accepted at the 5% significance level.

**Table 3.** Regression Coefficient Analysis

| Variables                          | $\beta$ value | t-value | Sig.     | Tolerance | VIF   |
|------------------------------------|---------------|---------|----------|-----------|-------|
| Attitude (ATTI)                    | .351          | 3.436   | 0.000*** | 0.379     | 3.245 |
| Perceived Behavioral Control (PBC) | .169          | 3.567   | 0.000*** | 0.457     | 3.567 |
| Digital Training (RTM)             | .288          | 4.568   | 0.000*** | 0.873     | 2.974 |

R<sup>2</sup> = 0.694 or 69 %  
 Durbin Watson value= 1.963.  
 Dependent variable: Digital Entrepreneurial Intention (DEI)  
 \*\*p < 0.05; \*\*\*p < 0.01 (n=200)



**Fig. 2.** Study of Regression outcome

The regression coefficient results are shown in figure 2 (two) and table 3 (three). The value of R<sup>2</sup> is 0.694 which indicates a 69% variance that describes four independent variables namely Attitude (ATTI), Perceived Behavioral Control (PBC), and Digital Training (DT). Based on table 2 it is noted that ATTI, PBC, DT, have a significant and positive relationship between Digital Social Entrepreneurial Intention (DEI) where all hypothesis is accepted at the 5% significance level.

## 5 Discussion

The principal objective of this study was to scrutinize the impact of attitude, perceived behavioral control, and digital training on digital entrepreneurial intention among university students. As indicated in Table 3, the results support hypothesis one, with a statistically significant acceptance at the 5% criterion ( $\beta = 0.351$ ;  $p < 0.05$ ), revealing a positive and substantial effect of Attitude on Digital Entrepreneurial Intention (DEI). This corroborates with existing extensive literature, aligning with previous studies that have explored digital entrepreneurship and probed into the sustainability and societal impact of such ventures [5]. Moving to hypothesis two (H2), the analysis indicates a significant relationship between perceived behavioral control and digital entrepreneurial intention, accepted at the 5% significance criterion ( $\beta = 0.169$ ;  $p < 0.05$ ). This finding further fortifies the understanding that perceived behavioral control is a pertinent factor influencing the digital entrepreneurial intentions of university students. Lastly, hypothesis three (H3) posits that digital training plays a pivotal role, exhibiting a positive and significant effect on digital entrepreneurial intention (DEI), as affirmed by the regression results at the 5% significance level ( $\beta = 0.288$ ;  $p < 0.05$ ). This outcome underscores the significance of adequate digital training in shaping and enhancing the entrepreneurial intentions of students in the digital realm. In summation, this study significantly contributes to the comprehension of the intricate connection between students' perspectives and their intentions in the realm of digital entrepreneurship within the specific context of Bangladesh. The empirical validation of the hypotheses underscores the multifaceted interplay of attitude, perceived behavioral control, and digital training, shedding light on crucial determinants influencing the entrepreneurial intentions of university students in the digital landscape.

## 6 Implications

The findings of this study underscore the intricate relationship between attitude, perceived behavioral control, and the motivation for digital training, revealing a compelling and statistically significant influence on attitudes towards digital entrepreneurial intention. This nuanced understanding points to the crucial roles that attitude, perceived behavioral control, and digital training play in shaping individuals' intentions to engage in digital entrepreneurial endeavors. The impact of these factors collectively contributes to the formulation of intentions to initiate digital startups, shedding light on the complex dynamics inherent in the evolving landscape of digital entrepreneurship. This study positions itself as a substantive and meaningful contribution to the existing body of knowledge surrounding digital entrepreneurship, introducing fresh perspectives on entrepreneurial behavior in the contemporary digital milieu. Beyond the academic realm, the empirical insights from this investigation carry practical implications for policymakers and stakeholders. The recognition of the pivotal role of governmental involvement emerges as a central theme in the study's findings. The results emphasize the necessity for active government participation in creating an environment that not only supports but also optimizes market conditions, fostering growth opportunities for

emerging entrepreneurs. The proposition that the government could extend loans to students aspiring to establish their own firms adds a pragmatic dimension, potentially enhancing their self-assurance and motivation to venture into the entrepreneurial realm. The broader implications of these outcomes extend significantly to various stakeholders, including funders, educators, and facilitators within higher education institutions. These entities, deeply invested in nurturing the entrepreneurial aspirations of students, are encouraged to leverage the insights from this study as they design and refine their programs and initiatives. The observed correlation between attitude and digital entrepreneurial intention signals a clear directive for practitioners and educators to adopt more action-oriented approaches in the delivery of digital entrepreneurial education to students. To translate these insights into actionable strategies, there is a compelling suggestion to integrate courses, exercises, and fieldwork explicitly designed to address social issues within the academic curriculum. This approach aims to provide students with a more immersive and socially conscious entrepreneurial education, aligning with the dynamic demands of the digital entrepreneurial landscape.

## 7 Conclusion, Limitations & Future Research

Despite the valuable insights generated from this study, it is important to acknowledge certain limitations that may impact the generalizability and depth of the findings. Firstly, the research focused specifically on university students in Bangladesh, which could restrict the broader applicability of the results to a more diverse population. The contextual nuances of Bangladesh's educational and entrepreneurial landscape may limit the transferability of the findings to other global settings. Additionally, the use of convenience sampling might introduce selection bias, as the sample may not be fully representative of the entire university student population. Furthermore, the reliance on self-reported data through online surveys introduces the possibility of social desirability bias, where respondents may tailor their responses to align with perceived societal expectations. The study's cross-sectional design captures a snapshot in time, limiting the ability to establish causal relationships among variables. **Future Research Directions:** In light of the aforementioned limitations, avenues for future research can be explored to enrich the understanding of digital entrepreneurship among university students. Firstly, extending the study to encompass a more diverse and international sample would contribute to a broader understanding of the factors influencing digital entrepreneurial intention across different cultural and educational contexts. A longitudinal study design could offer a more dynamic perspective, allowing for the examination of changes in attitudes, perceived behavioral control, and digital training over time. Additionally, employing a mixed-methods approach, combining quantitative surveys with qualitative interviews, could provide a more comprehensive exploration of the intricate factors influencing digital entrepreneurial intention. Exploring the role of specific contextual factors within the Bangladeshi setting, such as the regulatory environment and availability of entrepreneurial support services, could deepen the understanding of the challenges and opportunities faced by aspiring digital entrepreneurs. Future research endeavors might also delve into the efficacy of various educational interventions



designed to enhance digital entrepreneurial skills. Evaluating the impact of specific courses, experiential exercises, and mentorship programs on students' attitudes and intentions could offer actionable insights for educators and policymakers. In summary, addressing these limitations and pursuing these future research directions would contribute to a more nuanced and robust understanding of the complexities surrounding digital entrepreneurship among university students, facilitating the development of more targeted and effective educational and policy interventions.

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