The Role Of Digital Entrepreneurship Education In Promoting Entrepreneurial Intention: The Influence Of Social Media On University Students

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Abstract. This research examines the impact of digital entrepreneurship education and social media use on students' entrepreneurial intentions, focusing on the Moroccan context. Employing a quantitative methodology and PLS-SEM analysis, it seeks to understand how digital entrepreneurship education can encourage students to create digital startups and to what extent social media can amplify entrepreneurial intention of student in FSJES and ENCG of Fez in Morocco. The results indicate that digital entrepreneurship education is vital in promoting entrepreneurial intentions, with social media serving as a key catalyst for this ambition. The research underscores the importance of incorporating social media into entrepreneurship education programs, suggesting innovative pedagogical strategies that leverage this synergy. It also reveals the potential overlap between digital entrepreneurial intention and social media use, indicating the need for further investigation into their interaction. This work proposes directions for future research to refine measurement tools and explore the evolving dynamics of the interaction between digital entrepreneurship education and social media use, thereby expanding our understanding of digital entrepreneurship across various cultural and economic contexts.

Keywords : Digital Entrepreneurial Intention, Digital Entrepreneurship Education, Social Media, Moroccan context.

1 Introduction

The increasing fascination with entrepreneurial activity, particularly in developing nations, is regarded as a significant driver in promoting economic progress [1]. It plays a pivotal role in accelerating economic growth and enhancing social welfare through means such as reducing poverty and increasing employment opportunities [2]. Entrepreneurs invigorate the economy with their innovations and new business models, making substantial contributions to society. The emergence of entrepreneurial initiatives is vital for progress, opening up unprecedented commercial horizons, stimulating innovation, and inducing beneficial change in the business environment [3]. Furthermore, digital transformation is radically altering the operations of modern enterprises [4]. The

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rise of digital entrepreneurship (DE) is redefining the economic landscape and altering traditional entrepreneurial approaches [5] [6] [7]. It is acclaimed for its ability to fuel creativity and innovation, fundamental aspects of the entrepreneurial domain [8] [9]. This realm offers a golden opportunity for students to refine essential skills, foster job creation, and innovate in an ever-evolving environment [10].

Digital transformation proves to be a crucial vector for the acceleration of information sharing, thus optimizing the efficiency of business processes through the integration of advanced technologies [11] [12]. This evolution fosters innovation within research and development strategies, positioning digital entrepreneurship as a core element in the creation of innovative commercial entities, particularly those initiated by students [9]. The proliferation of the Internet and associated technologies has significantly transformed entrepreneurial practice, enabling the growth of digital entrepreneurship by reducing operational costs, opening up untapped market opportunities, and extending customer outreach through digital platforms [13] [14]. The embrace of digital by entrepreneurs, who now launch and manage their businesses online, has become an entrenched reality [14].

The growing access to information technologies has laid the groundwork for digital entrepreneurship, highlighting the need to examine the factors that motivate individuals to start digital initiatives. In 2023, the High Commission for Planning (HCP) [15] reported in 2023 an increase in Morocco's unemployment rate, reaching 13% from a previous 11.8%, with alarming figures among youth aged 15 to 24 at 35.8%, graduates at 19.7%, and women at 18.3%. This suggests that promoting DEE could be a viable approach to combating unemployment. While previous studies have often addressed entrepreneurial intention in a traditional context, the exploration of factors that encourage students towards digital entrepreneurship remains under-investigated [16].

In Morocco, the interest in studying the propensity of students to engage in digital entrepreneurship as a career choice is still to be thoroughly explored. It is posited that students from the fields of management science, especially those trained in entrepreneurship, are ideally positioned to successfully create digital startups. [17] have highlighted the crucial importance of social media in supporting firms, particularly in leveraging internal knowledge for product innovation locally and internationally.

The study in question focuses on assessing the influence of DEE and the use of SM on students' entrepreneurial intentions. It aims to decipher the role of DEE in encouraging students to create digital businesses and the extent to which social media can catalyze this entrepreneurial aspiration. This study introduces a conceptual framework that explores the impact of DEE and SM usage on students' entrepreneurial commitment, with a specific focus on the Moroccan context. It also examines the role of social media as a tool that can potentially enhance the impact of entrepreneurial education on the realization of digital startup projects by students. In conclusion, this analysis formulates strategic recommendations for academic institutions and other stakeholders to stimulate the interest of young entrepreneurs in establishing their own digital enterprises.

Subsequently, we will analyze the literature review on the subject, followed by presenting the methodology employed in this article. After that, we will discuss the obtained results. We will highlight the discussion section before clarifying both the theoretical and practical implications of this subject, and finally, we will conclude.

It should be noted, within the scope of this article, that the study model addressed here is not entirely novel, as various previous works have explored similar themes. However, the uniqueness and originality of our research primarily lie in its application to the Moroccan context, more specifically to the Fez region. This focus on a particular region of Morocco aims to shed new light on the dynamics of digital entrepreneurship and the impact of DEE as well as the use of SM on students' entrepreneurial intentions, within a distinct cultural, economic, and social framework. By concentrating on the Fez region, this study seeks to fill a gap in the existing literature, offering valuable and contextualized insights that could guide educational and entrepreneurial policies tailored to the Moroccan reality. Thus, while continuing in the vein of previous research, our approach is distinguished by its targeted geographical focus, to significantly enhance the understanding of digital entrepreneurship in Morocco.

2 Literature review

2.1 Theory of Social cognitive

Introduced by Bandura in 2002, Social Cognitive Theory (SCT) has become a significant analytical tool, as evidenced by research from [18], [19] and [20], to understand how DEE and interaction with social media can shape entrepreneurial intentions. SCT highlights the importance of vicarious learning, self-efficacy belief, and the reciprocal influence between the individual and their environment on behaviors, shedding light on their interrelation in the context of digital entrepreneurship. SCT posits that cognitive and social dynamics are crucial in forming the intention to embark on digital entrepreneurship, an inclination towards creating a new digital enterprise. [21] found that individuals immersed in these aspects are more likely to turn their intentions into tangible actions.

The examination of how different factors, such as entrepreneurship education and social interactions like social media use, influence student entrepreneurial intentions has been analyzed using Social Cognitive Theory (SCT) by [22] and [23]. This approach highlights that digital entrepreneurial education provides students with innovative ideas, strategies, and models, showcasing the importance of observational learning for enhancing self-efficacy and entrepreneurial goals [24] [25]. Furthermore, exposure to entrepreneurial success stories through DEE boosts students' confidence in their entrepreneurial abilities [26] [27].

Previous work indicates that increased knowledge and awareness can positively influence perceptions of entrepreneurship, highlighting its benefits and viability as a career choice [28]. Furthermore, within the framework of SCT, social media plays a pivotal place in enabling entrepreneurial learning through observation and reinforcing self-confidence, offering insights into global entrepreneurial successes [29]. They also serve as effective conduits for promoting products and services in the digital space [30]. These factors synergistically encourage the perception of digital entrepreneurship as a rewarding career trajectory.

2.2 Digital entrepreneurial education, and digital entrepreneurial intention : a comprehensive analysis

Early research by [21] and [31] emphasized the critical importance of DEE in strengthening DEI among students, thereby facilitating the advent of e-commerce, as noted by [32]. According to [33], entrepreneurship-focused education enlightens the awareness of budding entrepreneurs, bolstering their confidence, knowledge, and perception of entrepreneurial feasibility. [34] expand upon this notion, arguing that such training prepares students to navigate various aspects of digital entrepreneurship, including market segmentation and resource management, while emphasizing the significance of online marketing and sustainability. Skills developed through digital business education, as highlighted by [35], [36], and [37], effectively prepare students for the challenges of online entrepreneurship. Furthermore, [38] emphasize the pivotal role of entrepreneurial education in fostering DEI.

This research highlights the link between DEE and DEI, showing DEE's role in promoting social media usage for both learning and business activities, as noted by [39]. The literature underscores the importance of social media in digital commerce as an affordable avenue for student entrepreneurs, as discussed by [9] and [40]. Furthermore, DEE provides students with essential skills for online business engagement, especially on social platforms, covering a wide range of methodologies from theoretical knowledge to practical application in digital marketing, according to [41]. Furthermore, the educational use of social networks to gather information and draw inspiration from the success of other entrepreneurs could further solidify their desire to engage in entrepreneurship [42].

2.3 Entrepreneurial intention and social media: What relationship ?

Social media platforms, recognized for their capacity to enhance customer relations and convey marketing strategies, are altering the way interactions unfold and positioning themselves as indispensable marketing tools for businesses [43]. These platforms offer students the opportunity to cultivate inspiration and motivation by witnessing the successes of web entrepreneurs, showcasing a range of online business initiatives and entrepreneurial achievements [44]; [45]. Social media's influence on developing DEI and supporting business sustainability is noteworthy, shaping consumer preferences and creating fresh opportunities [46]; [47]. The easy access to recent information, content like articles, videos, and testimonies of successful entrepreneurs on social media can foster the intention to undertake by providing both inspiration and valuable knowledge [48]; [49]. Therefore, social media is recognized as a key component for the success and sustainability of entrepreneurial endeavors.

2.4 Social Media as a Mediator

This research examines how social media mediates the relationship between DEE and DEI, noting social media's wide range of platforms and advanced technology usage [17]; [50], are critical for reinventing customer interactions and developing markets through advanced marketing tactics [30]. These tools influence consumption habits,

enhance brand identities, and target specific segments of the population [51]. Additionally, they serve as valuable educational resources, giving students access to an array of content that deepens their understanding of online entrepreneurship [52]; [48]; [44]. Therefore, this research suggests that social media may serve as a bridge connecting DEE to the inclination towards embarking on an entrepreneurial journey in the digital realm.

Figure 1 depicts the conceptual model of the study, grounded in social cognitive theories and pertinent previous research in this area.

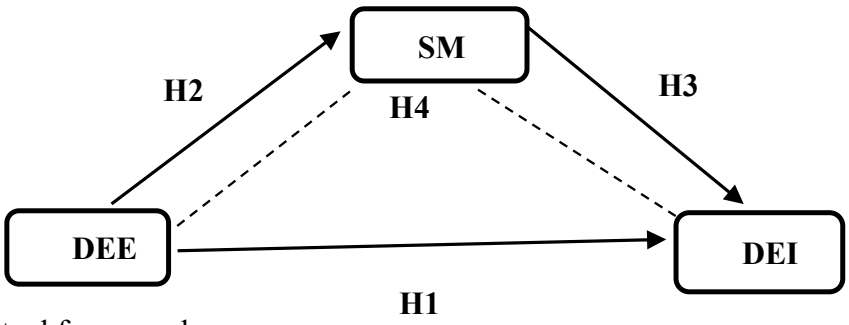

Fig. 1. Conceptual framework

→ = The direct path from DEE to DEI (H1)
→ = The direct path from DEE to SM (H2)
→ = The direct path from SM to DEI (H3)
→ = The indirect path from DEE to DEI via SM (H4)

Based on the literature review, the present article proposes several hypotheses focusing on the relationship between DEE and DEI, as well as the potential role of SM as a mediator in this dynamic. These hypotheses aim to enhance the theoretical understanding of these relationships and provide empirical data within the context of this research.

H1: Digital entrepreneurship education (DEE) has a positive and significant impact on digital entrepreneurial intention (DEI).
H2: Digital entrepreneurship education (DEE) has a positive and significant impact on the use of social media (SM).
H3: The use of social media (SM) has a positive and significant impact on digital entrepreneurial intention (DEI).
H4: Social media (SM) mediate the relationship between digital entrepreneurship education (DEE) and digital entrepreneurial intention (DEI).

3 Methodology

This study utilized a cross-sectional survey employing a quantitative method to explore the hypothesis established earlier via Structural Equation Modeling (PLS-SEM). This research specifically seeks to verify the direct effect of DEE on DEI, and its indirect effect through SM serving as a mediator. PLS-SEM was selected for its emphasis on

predictive capabilities and its ability to manage complex models with significant collinearity among constructs.

3.1 Sampling and data collection

The research was carried out at Sidi Mohammed Ben Abdellah University, specifically at the Faculty of Legal, Economic, and Social Sciences (FSJES) and the National School of Commerce and Management (ENCG) in Fez. These entities were chosen due to their geographic representation of the student body and the availability of entrepreneurial labs in both establishments. This research utilized convenience sampling, commonly used in entrepreneurship studies [53].
Data was collected using online surveys through Google Forms. The questionnaire was distributed to participants via WhatsApp groups and email in February 2024, followed by a reminder three weeks later. The respondents were students who had received entrepreneurship training, economic education, and were actively engaged in entrepreneurial activities organized by their campuses. Participation in the study was voluntary, and respondents' identities will remain anonymous. Out of 200 participants who engaged in this survey, it was found that 144 (response rate: 72%) completed the questionnaires.

The complete profile of the research participants is presented in Table 1.

Table 1. The characteristics of the respondents

Students profiles	**% (n = 144)**
Gender	
Women	47,22% (68)
Man	52,78 % (76)
Establishment	
FSJES FEZ	72,23 % (104)
ENCG FES	27,77 % (40)
Age	
19-23	36,11% (52)
24-28	47,22% (68)
29-33	16,67% (24)
Level of study	
Bachelor's degree	58,37% (84)
Master's Degree	41,66% (60)
Field of study	
Management	22,22% (32)
Accounting	11,12% (16)
Economy	66,66% (96)

The student profile participating in this study shows a balanced gender distribution, with a slight male predominance (52.78%). The majority of responses came from the FSJES establishment in Fez, representing 72.23% of participants, while ENCG of Fez accounted for 27.77%. Regarding age, the 24-28 age group is the most represented (47.22%), closely followed by the 19-23 age group (36.11%).
Finally, the education levels of participants tend more towards the Bachelor's degree (58.37%) compared to the Master's degree (41.66%), and the field of study is dominated by students in economics (66.66%), followed by management (22.22%) and accounting (11.12%).

To measure DEE, we utilized 09 elements from the study conducted by [54], while to test DEI, we utilized 08 items developed in the studies by [55] and [56]. Finally, the social media (SM) variable was measured using 05 items from [47].
The study employed a Likert scale from 1=strongly disagree to 5=strongly agree to represent respondents' answers.
Additionally, the collected data were analyzed through various stages, including the measurement model, the structural model, and hypothesis testing, utilizing Partial Least Squares Structural Equation Modeling (PLS-SEM) following the procedures of [57] and [58].
The analytical procedure using PLS-SEM follows several steps, including the estimation of the outer model, evaluation of the inner model, the structural model, hypothesis analysis, and mediation tests.

4 Results analysis

4.1 Data analysis and measurement model assessment

This study utilized the PLS-SEM approach to assess the measurement model evaluation and the structural model estimation [59]. PLS-SEM is the most efficient statistical model in social sciences, capable of measuring the relationships among multiple variables simultaneously [60]. For data processing, we used SmartPLS 4 software.
To analyze the reliability and validity of our research model, we employed the PLS-SEM technique. The model's reliability assessment relied on Cronbach's alpha (α) and composite reliability (CR). To evaluate the model's validity, we referred to convergent validity, measured by the average variance extracted (AVE), and discriminant validity, verified via the Heterotrait-Monotrait (HTMT) ratio. The data from the model analysis show that the model studied met the criteria for reliability and validity.

Table 2. Internal Consistency and Reliability

Constructs	Indicators	λ	Cronbach's alpha	rho_A	CR	(AVE)
			0.912	0.938	0.840	0.418
DIGITAL ENTREPRENEURSHIP EDUCATION (DEE)	DEE 1	0.456				
	DEE 2	0.542				
	DEE 3	0.624				
	DEE 4	0.529				
	DEE 5	0.533				
	DEE 6	0.142				
	DEE 7	0.321				
	DEE 8	1.058				
	DEE 9	1.031				
			0.854	0.878	0.847	0.429
DIGITAL ENTREPRENEURSHIP INTENTION (DEI)	DEI 1	0.801				
	DEI 2	0.723				
	DEI 3	0.711				
	DEI 4	0.578				
	DEI 5	0.715				
	DEI 6	0.448				
	DEI 7	0.230				
	DEI 8	0.813				
			0.777	0.790	0.773	0.412
SOCIAL MEDIA (SM)	SM 1	0.710				
	SM 2	0.581				
	SM 3	0.752				
	SM 4	0.675				
	SM 5	0.446				

In Table 2 presented, the constructs related to DEE, DEI and SM demonstrate robust internal reliability, with Cronbach's alpha values (0.912, 0.854, and 0.777 respectively) and rho_A (0.938, 0.878, and 0.790) exceeding the commonly accepted threshold of 0.7, indicating item consistency. However, the Average Variance Extracted (AVE) for DEE (0.418) and SM (0.412) is below the recommended threshold of 0.5, suggesting that the variance explained by these constructs could be improved, while the AVE for DEI (0.429) approaches this threshold. Moreover, the Composite Reliability (CR) values are above 0.7 for all constructs, reflecting good indicator reliability. These indicators suggest reliable internal consistency for the measured constructs, while highlighting the need for a thorough examination of convergent validity, particularly for DEE and SM.

Table 3. Discriminant validity (using HTMT).

	DEE	DEI	SM
DEE			
DEI	0.379		
SM	0.389	0.813	

The results from Table 3 demonstrate adequate discriminant validity among the constructs of DEE, DEI and SM, with HTMT values well below the critical threshold of 0.90. This confirms that each construct accurately measures a distinct concept, although the higher HTMT value between DEI and SM suggests a closer relationship between these two constructs.

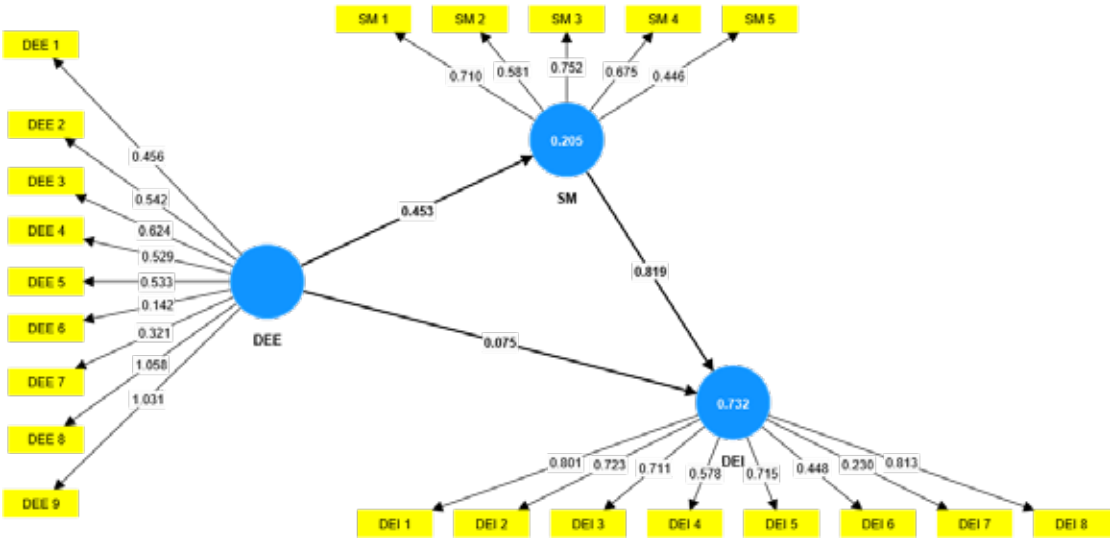

Fig. 2. Measurement Model.

This visualization represents the correlations between different items of the DEE, DEI, and SM constructs. A correlation of 0.819 between two items of DEE indicates a strong positive relationship. On the other hand, some items, like DEE 6, show weak correlations with other items, as indicated by the small size of the bubble or the absence of a bubble. These varied correlations suggest different degrees of association between the items, which could influence the internal cohesion of each construct.

4.2 Structural Model Assessment

In this section of the analysis, we investigated the connections between the ideas put forward in our theoretical framework by scrutinizing the previously stated hypotheses. The analysis of the collected data relied on the bootstrapping technique to assess the repercussions and influence of DEE on DEI. Furthermore, we also examined the moderating role played by SM in this context.

Table 4. Path coefficient

Hypo-theses	Rela-tionships	(O)	(M)	SD	Bias	t-va-lue	P-va-lue	2.5 %	97.5 %	Results
H1	DEE-> DEI	0.151	0.156	0.061	0.005	2.474	0.013	0.022	0.262	**Accepted**
H2	DEE-> SM	0.390	0.412	0.051	0.022	7.632	0.000	0.259	0.465	**Accepted**
H3	SM -> DEI	0.652	0.650	0.052	-0.001	12.530	0.000	0.551	0.755	**Accepted**
H4	DEE-> SM -> DEI	0.254	0.269	0.044	0.015	5.727	0.000	0.164	0.330	**Accepted**

*Note. Original sample = (O), Sample mean = (M), Standard deviation (STDEV) = (SD)

The presented data show that all the tested hypotheses were statistically confirmed, with t-values exceeding the threshold of 1.96 (t-value >1.96) and p-values below 0.05 (p-value <0.05), indicating statistical significance. They suggest that DEE has a significant effect on enhancing DEI, and that SM plays a notable mediating role in this process.
The results for the tested hypotheses in the table are as follows: H1 (DEE -> DEI): Accepted, as the t-value of 2.474 is above 1.96 and the p-value of 0.013 is below 0.05. H2 (DEE -> SM): Accepted, with a t-value of 7.632 significantly above 1.96 and a p-value of 0.000, well below 0.05. H3 (SM -> DEI): Accepted, due to a very high t-value of 12.530 and a p-value of 0.000. H4 (DEE -> SM -> DEI): Accepted, since the t-value is 5.727, which is far above the threshold of 1.96, and the p-value is 0.000. All the hypotheses proposed in the study are accepted based on established statistical criteria.

Table 5. Path coefficient

	Q^2	R^2
DEI	0.146	0.524
SM	0.134	0.152

The predictive power of our model was evaluated using R^2 and Q^2 values. The R^2 values indicate that variations in the endogenous constructs, namely DEI and use SM, are explained by the exogenous constructs to the extent of 52.4% and 15.2%, respectively. On the other hand, the Q^2 value being greater than 0 demonstrates that the model has successfully met the criteria for predictive power.

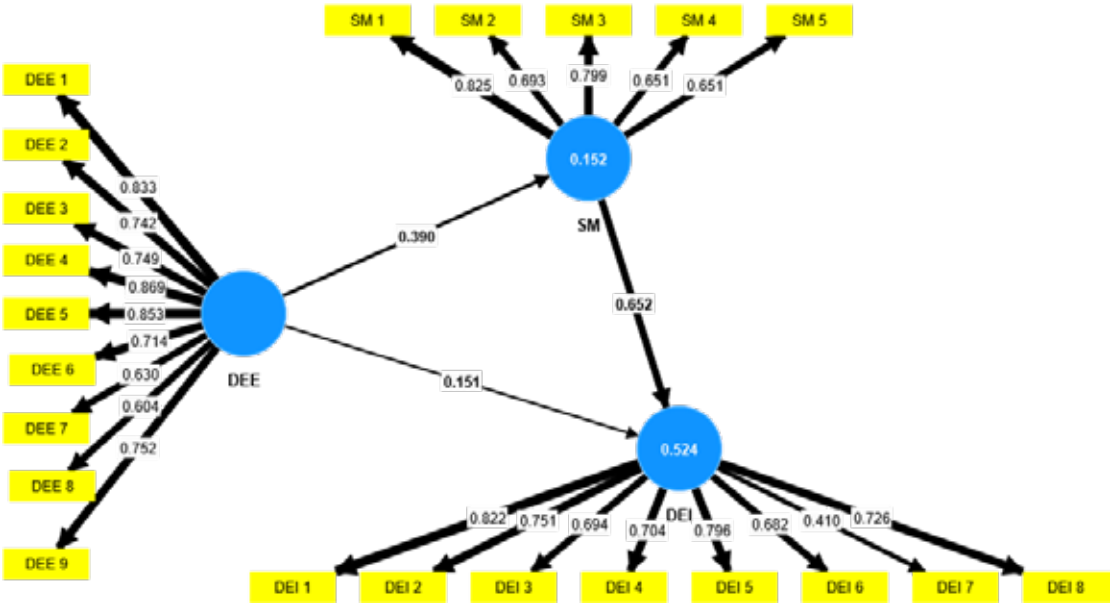

Fig. 3. The result of structural model.

5 Discussion

5.1 Internal Consistency and Reliability

The results from Table 2 indicate good internal reliability for the three constructs assessed: DEE, DEI and SM, as shown by the high values of Cronbach's alpha and rho_A for each. DEE has a Cronbach's alpha of 0.912, suggesting that the items are very consistent with each other. DEI and SM follow with respective alphas of 0.854 and 0.777, which remain above the generally accepted threshold of 0.7 for good internal consistency.

The Composite Reliability (CR) values for each construct are also above 0.7, reinforcing the assertion that the items of each construct are reliable.

However, examining convergent validity through the Average Variance Extracted (AVE), we observe that the values are slightly below the threshold of 0.5 for all constructs, which may raise concerns about the amount of variance that the items of each construct capture. In particular, this could indicate that some items do not capture the construct as effectively as others.

A specific point to discuss is the factor loading for certain indicators, like DEE 6, which is significantly low (0.142). This suggests that this item may not align well with the DEE construct and may not contribute significantly to the measurement of the concept.

Overall, these results provide a solid basis for the internal consistency of the model, while identifying potential areas for improvement in convergent validity. Special attention should be given to examining individual items to ensure they adequately represent the intended constructs.

5.2 Discriminant Validity

Table 3 illustrates the results of discriminant validity using the Heterotrait-Monotrait (HTMT) ratio. According to commonly accepted thresholds, an HTMT below 0.90 suggests good discriminant validity, indicating that the constructs are distinct and measure different concepts. Hair, Hult, Ringle, and Sarstedt (2017) explain that HTMT values below 0.85 attest to a clear distinction between constructs.
The results show the HTMT ratios between the following pairs of constructs:

DEE and DEI: 0.379
DEE and SM: 0.389
DEI and SM: 0.813

The values for the DEE-DEI and DEE-SM ratios are well below the 0.90 threshold, confirming adequate discriminant validity between these constructs. This indicates that Digital Entrepreneurship Education (DEE) is perceived as a distinct concept from Digital Entrepreneurial Intention (DEI) and Social Media Use (SM).
However, the HTMT ratio between DEI and SM is 0.813, which is also below the 0.90 threshold but significantly higher compared to the other pairs. While this still indicates discriminant validity, it suggests that Digital Entrepreneurial Intention (DEI) and Social Media Use (SM) might share more common characteristics, or there is a stronger correlation between these two constructs, compared to other pairs.
In summary, these values indicate an appropriate separation of the measured constructs, although particular attention may be needed to explore the relatively closer relationship between DEI and SM.

5.3 Relationships between Constructs

The p-values for the four hypotheses (H1, H2, H3, H4) are all below 0.05, indicating statistical significance of the relationships and thus confirming the tested hypotheses. This finding is consistent with the guidelines established by Anderson and Gerbing (1988), who suggest that a p-value below the threshold of 0.05 indicates a statistically significant relationship. The observed bias in the path coefficient estimates is minimal (the highest being 0.022 for DEE -> SM and 0.015 for DEE -> SM -> DEI), which attests to the robustness of the PLS-SEM model. This low bias in the estimates strengthens the validity of the conclusions drawn from the model, aligning with the recommendations of [61] who values the importance of accuracy in PLS-SEM estimates. H1 (DEE -> DEI): Although the relationship is statistically significant, the low bias suggests that the measurement is stable and precise. H2 (DEE -> SM): With a slightly higher bias, it might be interesting to explore whether external variables could influence this relationship, an idea supported by [62]. H3 (SM -> DEI): This relationship shows the highest statistical significance and the least bias, indicating a strong and reliable connection between SM usage and DEI, resonating with the observations of [63] on the influence of SM in entrepreneurship. H4 (DEE -> SM -> DEI): The mediating relationship is also significant with low bias, suggesting that DEE can influence DEI through the use of SM, a hypothesis that echoes the works of [64] on technological mediation in organizational processes.

5.4 Predictive Power of Endogenous Constructs

In assessing the predictive power of the endogenous constructs of DEI and the use of SM, Table 5 reveals notable insights on the ability of our model to explain and predict these phenomena. With an R^2 of 0.524 for DEI, our model demonstrates a moderate to substantial explanatory capacity, in line with the principles of [65] social cognitive theory, where self-efficacy and observational learning are crucial in forming intentions. This aligns with the ideas of [66] on the predictive power of attitudes and perceptions in entrepreneurial behavior. Meanwhile, the Q^2 of 0.146 for DEI suggests a satisfactory predictive relevance, reflecting the model's robustness in predicting entrepreneurial intentions. Conversely, an R^2 of 0.152 for SM indicates that, while valid, the model captures only a limited portion of the variance in the use of social media, signaling a weak effect according to [67] and highlighting the possibility that external factors may influence this use. Nonetheless, the positive Q^2 of 0.134 remains encouraging and aligns with the observations of [68] regarding the practical utility of social media. This combination of R^2 and Q^2 values supports the idea that, despite a significant and useful prediction of digital entrepreneurial intention by the model, the influence on the use of social media is less pronounced. Furthermore, the results underscore the importance of considering other variables that could influence the use of social media, in accordance with the recommendations of [69] Overall, these results enrich the discussion on the theory and practice of digital entrepreneurship, suggesting avenues for future studies that could explore additional dimensions of these phenomena.

6 Implication and future research

6.1 Theoretical implications

The findings make a substantial contribution to the literature on DEE and its influence on DEI. The robust internal consistency of the constructs suggests that the scales used to measure DEE, DEI, and SM are reliable, supporting previous works that emphasize the importance of well-defined and measurable constructs in the field of digital entrepreneurship (Nunnally & Bernstein, 1994). Moreover, the acceptable discriminant validity of the constructs supports the notion that each construct measures a unique aspect of the digital entrepreneurship phenomenon, as demonstrated by [62]. However, the close links between DEI and SM indicate that these areas may overlap more than previously thought, offering new insights into the interdependent nature of these concepts in the current digital landscape.

6.2 Practical Implications

Practically, entrepreneurship educators and trainers can leverage these results to design curriculums that not only teach digital entrepreneurship skills but also use social media as learning and networking tools. Professionals and policymakers can consider these findings to develop strategies that capitalize on social media to enhance entrepreneurial intention, in line with the observations of [70].

6.3 Future Research

This study paves the way for several future research opportunities. First, given that the AVE of each construct was slightly below the recommended threshold, future research could explore the integration of new items or the revision of existing items to improve convergent validity. Additionally, the relatively strong relationship between SM and DEI suggests that future researchers might examine how these areas interact more precisely. Longitudinal studies could also explore how the interaction between DEE and SM use evolves over time and influences digital entrepreneurial intention in the long term.
Finally, it would be timely to test the model in different cultural and economic contexts to assess its generalizability and applicability across various entrepreneurial populations, thereby responding to call for more diversified studies on the impact of technology in entrepreneurship.

7 Conclusion

In conclusion, this study has enhanced our comprehension of the dynamics between DEE, DEI and SM, showcasing their pivotal roles in the contemporary entrepreneurial landscape. Employing a rigorous methodology and robust PLS-SEM analysis, the research has established the reliability and validity of the model's constructs, while uncovering significant relationships among these crucial components of digital entrepreneurship. The findings provide compelling evidence of DEE's essential role in cultivating entrepreneurial intentions, with SM emerging as a vital platform for amplifying these intentions.

The research emphasizes the critical need for integrating social media within entrepreneurial education frameworks, urging educators and policymakers to give these digital tools due consideration to adequately prepare future entrepreneurs. Furthermore, it draws attention to the synergy between DEE and SM usage, suggesting the development of innovative educational strategies that leverage this interaction.

While this study builds upon previous research, its novelty lies in its focus on the Moroccan context, particularly the Fez-Meknes region, offering unique insights into the digital entrepreneurship dynamics within this specific locale. This geographic concentration not only fills a gap in the current literature but also provides targeted, contextually relevant findings that could inform region-specific educational and entrepreneurial policies.

Nevertheless, the study encounters challenges regarding the convergent validity of its constructs and the noted strong link between DEI and SM, signaling the need for further investigations. Future research is encouraged to enhance measurement tools and delve into the evolving interactions among these constructs across diverse cultural and eco-

nomic settings, thereby enriching our understanding of digital entrepreneurship in Morocco and beyond. This localized approach enriches the discourse on digital entrepreneurship, ensuring that the findings are not only relevant but also actionable within the Moroccan context, particularly within the vibrant region of Fez.

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