

Literature Review on the Digitalization Environment and Entrepreneurial Intention Among University Students

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Abstract: *Amidst the imperative to address graduate unemployment and foster economic sustainability, entrepreneurship, particularly in digital innovation, emerges as a pivotal avenue. This study investigates the intricate relationship between digital accessibility, proficiency, and entrepreneurial aspirations among university students. It explores the connection between entrepreneurial self-efficacy (ESE) and intention, analyzing the moderating impact of the digitalization environment. Using Partial Least Squares (PLS) analysis, the study uncovers complex relationships between variables. It examines how performance accomplishments, vicarious experiences, verbal persuasion, and psychological states influence entrepreneurial ambition. The study also explores how digital tools, ICT skills, and design thinking in technology innovation impact these interactions. By examining students' perspectives on digitalization, ICT usage, and technological faith, this research enhances academic debate and provides practical insights for fostering entrepreneurial development among youth. The ultimate goal is to empower upcoming entrepreneurs, promoting economic resilience and sustainability.*

Keywords: Digitalization, higher education, entrepreneurship, sustainability

1. Introduction

Recent research in the field of higher education has shown a growing interest in entrepreneurial education among university students. Over the past decade, there has been a noticeable increase in the number of papers focusing on this topic. A review of academic literature reveals that from 2014 to 2024, approximately 500 papers have been published in reputable journals that explore various aspects of entrepreneurial education in universities. This surge in research underscores the recognition of entrepreneurial education as a significant area of study and intervention in higher education systems globally.

The advent of digitalization has brought forth a new era characterized by a myriad of opportunities and challenges for businesses worldwide. Scholars such as Soltanifar (2021) emphasize the significant potential for change inherent in digital entrepreneurship, citing technologies like artificial intelligence, cloud services, and concurrency as key drivers of innovation and growth. These technologies enhance operational efficiency and open up new avenues for global expansion and market reach.

As a researcher delving into digital entrepreneurship education, it's evident that the intersection of digitalization and entrepreneurial education presents both challenges and opportunities. The

integration of digital technologies into entrepreneurial education curricula is essential for preparing students to thrive in an increasingly digital economy. This includes technical skills and the ability to innovate, adapt to digital disruptions, and effectively leverage digital tools for business success.

Furthermore, the evolving landscape of digital entrepreneurship demands continuous adaptation of educational strategies and frameworks. Educational institutions must equip students with the knowledge and skills to navigate digital challenges such as rapid technological advancements, cyber-security concerns, and the ethical implications of digital business practices. Moreover, fostering an entrepreneurial mindset that embraces digital innovation is crucial for driving economic growth and societal change in the digital age.

In conclusion, entrepreneurial education among university students is pivotal in shaping future entrepreneurs who can harness digital technologies to drive innovation and economic development. The increasing focus on digital entrepreneurship education reflects a proactive response to the transformative effects of digitalization on business and society. As educational institutions continue to refine their approaches, collaboration between academia, industry, and policymakers will be essential to ensure that entrepreneurial education remains relevant and effective in preparing students for the challenges and opportunities of the digital era.

In particular, this study aims to contribute to a deeper understanding of how entrepreneurial education, especially in the context of Chinese universities, influences university students' entrepreneurial intentions within the digitalization environment. Previous research has underscored the significance of educational interventions in fostering entrepreneurial capabilities among university students, particularly in regions like China, where fostering innovation and entrepreneurship is a national priority.

Research Question

How does entrepreneurial education influence university students' entrepreneurial intentions in the digitalization era?

Research Method

This study applies a descriptive research method which involves summarizing and synthesizing existing research findings and knowledge related to entrepreneurial education and digitalization among university students. It emphasizes providing a comprehensive overview of the field, documenting trends, and discussing theoretical frameworks and empirical evidence to enhance understanding of the topic.

2. Literature Review

Digitalization Environment and University Students

The development of the digitalization environment among university students plays a pivotal role in shaping entrepreneurial intentions and behaviors. Integrating digital technologies into academic settings enhances students' access to resources and knowledge and cultivates a culture of innovation and entrepreneurship.

The concepts of digitization have become significant paradigms in the current landscape, influencing the direction of modern corporations and organizations. Digitization is the process of converting analog data or physical objects into digital formats, such as scanning paper documents into electronic files. However, digitalization goes beyond this process by

integrating digital technologies into different aspects of an organization's operations (Susmita, 2020). The aforementioned differentiation highlights the profound impact of digitalization, surpassing the mere act of digitalization to fundamentally disrupt conventional business models, procedures, and approaches by strategically embracing and employing state-of-the-art technologies.

The process of digitalization is crucial in determining the entrepreneurial aspirations of college students, providing a wide range of possibilities and assets that can significantly impact their entrepreneurial path. According to Lai and To (2020), having access to digital tools and technology can greatly enhance students' entrepreneurial ambitions. This is because it enables them to obtain knowledge, interact with networks, and access resources that are crucial for developing their business ventures. This accessibility expands the range of opportunities available to students and enables them to handle the intricacies of entrepreneurship more easily and effectively.

Furthermore, digitalization acts as a stimulus for the growth and improvement of students' digital competencies, which are essential assets in today's ever-changing corporate environment. Students can gain and enhance crucial skills like digital marketing, data analysis, and technology integration by engaging with digital platforms and technologies. These talents improve their chances of getting hired and provide them with the necessary qualities to thrive as entrepreneurs in a technology-driven economy.

In addition, digitalization promotes a culture of creativity and design thinking among university students, cultivating a mindset crucial for entrepreneurial achievement. Through adopting digital tools and platforms, students are motivated to engage in creative thinking, recognize market opportunities, and create inventive solutions to tackle urgent concerns. The presence of an innovative culture not only stimulates the establishment of new enterprises but also nurtures a vibrant entrepreneurial environment that flourishes through constant enhancement and adjustment to evolving market conditions.

Technological Competitiveness as the Capability of Gaining Digital Tools Access and ICT Skills Access.

The significance of digital tools access in fostering entrepreneurial ambitions among university students is very important. Having access to information and communication technology (ICT) skills and practical knowledge in ICT-enabled tools positively influences students' entrepreneurial capabilities. This access to digital tools enables students to interact with networks, access resources, and develop the skills necessary for entrepreneurial success. By providing students with the necessary resources and support through training programs and access to digital tools, universities can create an environment conducive to student entrepreneurship. On the other hand, other studies found that a lack of access to digital tools and technology can be a barrier to the development of entrepreneurial intentions among students, particularly those from disadvantaged backgrounds (Gao et al., 2018). Moreover, digitalisation can also lead to a lack of digital skills, which can hinder students in creating and running their businesses.

Proficiency in Information and Communication Technology (ICT) skills access is essential for entrepreneurs aiming for success in today's digital environment (Baker, 2012). These skills enable entrepreneurs to utilize technology in several aspects of their businesses, making communication, scalability, and market expansion easier. The acquisition of knowledge and skills in information and communication technology (ICT) provides entrepreneurs with the

essential resources to effectively navigate the intricacies of the digital era and take advantage of emerging prospects (Shrivastava et al., 2021). The scope of this includes operating system navigation, utilization of office productivity tools, and fundamental troubleshooting. These abilities serve as the foundation for increasingly sophisticated technical endeavors.

Proficiency in web design and development is crucial for entrepreneurs, as the internet plays a crucial role in facilitating commercial operations. This encompasses proficiency in HTML, CSS, and other pertinent computer languages, empowering entrepreneurs to establish and sustain their digital presence proficiently.

The utilization of social media platforms presents firms with exceptional prospects to interact with their intended demographic effectively, establish recognition of their brand, and stimulate revenue generation (Da & Han, 2023). Skilled entrepreneurs in social media marketing can strategically utilize these platforms to expand their market reach and cultivate significant relationships with clients.

The acquisition of data analysis skills is of great significance in the current era of big data, as it enables individuals to extract practical insights from extensive databases. Entrepreneurs who possess proficient data analysis abilities can make well-informed judgments, recognise market trends, and customise their tactics to address the changing wants of consumers effectively.

Technological Innovation

Technological innovation can be seen as the capability of technological innovation design thinking. Technological design thinking is a methodical and user-focused strategy that enables entrepreneurs to cultivate creativity and efficiently address issues, ultimately promoting the creation of influential goods, services, and solutions (Bohlayer & Gielnik, 2023). The design thinking approach commences by cultivating empathy, which entails fully engaging with the user's viewpoint to comprehensively comprehend their requirements, inclinations, and challenges (Almaghaslah et al., 2021). Entrepreneurs employ several strategies, including user interviews, observations, and empathy mapping, to foster empathy and understanding towards people, thereby guaranteeing that their solutions authentically prioritize the needs and preferences of users towards the technology.

Furthermore, design thinking places significant emphasis on the process of generating ideas, urging entrepreneurs to thoroughly explore a broad spectrum of ideas without any kind of evaluation, and to utilize a variety of viewpoints in order to produce inventive solutions (Suryahadikusumah & Sari, 2020). Entrepreneurs can efficiently meet user demands by engaging in brainstorming sessions, idea-generation workshops, and other creative exercises, which facilitate the exploration of fresh concepts and techniques.

Additionally, technology innovation design thinking recognizes the value of varied viewpoints in fostering innovation and promotes collaboration and interdisciplinary teamwork. Entrepreneurs work in cross-functional teams including designers, engineers, marketers, and end users, combining their knowledge and perspectives to create solutions that effectively meet people's requirements and appeal to them (Carlgren et al., 2016). Also, entrepreneurs that embrace a continuous learning and adaptation approach are better able to handle complexity and ambiguity, which boosts their businesses' resilience and success (Korber & McNaughton, 2017). Moreover, entrepreneurs who use the principles of technology design thinking have the potential to attain a competitive edge by providing outstanding user experiences, cultivating

consumer loyalty, and surpassing competitors in swiftly changing markets (Mangaonkar, 2023).

Entrepreneurial Intention Among University Students

Numerous researches have shown that self-efficacy, defined as an individual's belief in their ability to perform a specific task or behavior successfully, plays a crucial role in shaping entrepreneurial intentions among university students. By fostering self-efficacy through exposure to digital tools and technology, universities can empower students to pursue entrepreneurial endeavors with confidence.

Meanwhile, entrepreneurship plays a vital role in addressing evolving consumer demands, enhancing market adaptability, and improving customer satisfaction. Hence, entrepreneurial self-efficacy, defined as an individual's belief in their ability to perform entrepreneurial tasks and achieve goals successfully, is a crucial factor influencing entrepreneurial intentions among students.

Building upon this, Chu et al. (2020) delineated four dimensions of entrepreneurial self-efficacy: opportunity identification, innovation, relationship management, and tolerance. This highlights the multifaceted nature of self-efficacy within the entrepreneurial domain. Cao (2021) further clarified entrepreneurial self-efficacy as individuals' perception of their ability to execute specific entrepreneurial tasks, reflecting their confidence in their entrepreneurial skills.

Echoing these sentiments, Zhang and Huang (2021) emphasized entrepreneurial self-efficacy as the conviction individuals hold in their capability to initiate entrepreneurial ventures, participate in entrepreneurial activities, and attain their entrepreneurial objectives. Entrepreneurial self-efficacy significantly influences entrepreneurial intentions, behaviors, and outcomes, and is closely tied to entrepreneurial success, business performance, and the decision to pursue entrepreneurial activities. Understanding and nurturing entrepreneurial self-efficacy is crucial for fostering entrepreneurship and supporting individuals in their entrepreneurial pursuits.

Universities play a vital role in cultivating a culture of innovation and entrepreneurship among students by providing them with pertinent skills and resources. By offering access to information and communication technology (ICT) skills and practical knowledge in ICT-enabled tools, universities can empower students to develop their entrepreneurial capabilities. This proactive approach to fostering entrepreneurial mindsets among students contributes to the overall development of entrepreneurial intention within the university ecosystem.

Literature From China

The role of digitalization in fostering entrepreneurial intentions among university students is also evident in Chinese academic settings. Chinese researchers highlight the importance of digital tools and technology in shaping entrepreneurial self-efficacy and intentions. For instance, a study by Zhang and Huang (2021) explored how digital platforms and social media influence entrepreneurial intentions among Chinese university students. They found that access to digital resources and the use of social media for entrepreneurial activities significantly enhanced students' self-efficacy and entrepreneurial intentions.

Additionally, research by Lv et al. (2021) focused on the influence of technological innovation on entrepreneurial behavior among Chinese university students. Their findings suggest that

exposure to advanced technologies and participation in innovation-driven projects significantly boost students' entrepreneurial intentions. These studies underscore the critical role of digitalization in shaping entrepreneurial intentions and behaviors among Chinese university students.

Furthermore, the favorable impact of entrepreneurial self-efficacy (ESE) on entrepreneurial intention among college students, specifically in the Chinese setting, is strongly supported by empirical data derived from studies such as the research conducted by Chen and He (2011). The present study, which was published in the *Journal of Small Business Management*, aimed to provide a comprehensive understanding of the complex relationship between entrepreneurial self-efficacy (ESE) and entrepreneurial intention. The study specifically focused on the moderating influence of perceived desirability and feasibility in this association. The results highlighted the importance of students' beliefs of the appeal and feasibility of entrepreneurial pursuits, as these factors play a crucial role in converting entrepreneurial self-efficacy (ESE) into tangible intent to engage in entrepreneurial projects.

Related Theories

Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy refers to an individual's belief in their ability to perform entrepreneurial tasks and achieve entrepreneurial goals successfully. This theory influences entrepreneurial intentions, behaviors, and ultimately, business success among students.

Bandura's social cognitive theory is mentioned in the context of vicarious experiences influencing entrepreneurial self-efficacy. Vicarious experiences, a fundamental aspect of social cognitive theory, involve individuals learning from the accomplishments and experiences of role models or successful entrepreneurs. Observing the successes and obstacles faced by others significantly impacts an individual's confidence in their ability to succeed in entrepreneurial pursuits.

In brief, the notion of Entrepreneurial Self-Efficacy (ESE) constitutes a significant and influential addition to the realm of entrepreneurship study, providing new perspectives on the psychological foundations of entrepreneurial intentions and actions (Kickul & D'Intino, 2005). The ESE framework offers a theoretical basis for comprehending and advancing entrepreneurship in various situations and demographics by examining the influence of self-perceived capabilities on individuals' entrepreneurial endeavors.

The Social Cognitive Theory proposed by Bandura offers a complete theoretical framework for comprehending the impact of self-efficacy on human behavior in several domains, such as entrepreneurship. Based on the aforementioned hypothesis, it is posited that persons who possess elevated levels of self-efficacy are inclined to establish ambitious objectives, exhibit perseverance when confronted with obstacles, and maintain a belief in their capacity to exert influence over their surroundings. Within the realm of entrepreneurship, it can be inferred that persons who exhibit a robust sense of self-efficacy are more likely to embark on entrepreneurial endeavors with a sense of assurance and resolve.

Entrepreneurial Self-Efficacy (ESE) is a theoretical framework that expands on Bandura's Social Cognitive Theory. It focuses on the influence of self-efficacy on entrepreneurial intentions and activities (Kickul & D'Intino, 2005). Entrepreneurial self-efficacy (ESE) pertains to an individual's confidence in their capacity to initiate and oversee a business endeavor effectively. Numerous studies have repeatedly demonstrated that persons who

possess elevated levels of entrepreneurial self-efficacy (ESE) are more inclined to possess entrepreneurial aspirations and display behaviors that are conducive to achieving business success.

There are many theoretical models such as the Technology Acceptance Model (TAM), Motivational Model (MM), Theory of Planned Behavior (TPB), and Unified Theory of Acceptance and Use of Technology (UTAUT) in understanding the factors influencing technology adoption at the individual level. These models encompass elements like perceived usefulness, simplicity of use, and social influence in shaping individuals' attitudes and intentions towards adopting technology.

Many studies discuss the importance of technological innovation design in shaping entrepreneurial behaviors among students. Innovation theory emphasizes the role of innovative solutions and technologies in driving entrepreneurial creativity, value creation, and entrepreneurial success. By integrating innovative technologies into academic settings, universities can foster a culture of innovation and entrepreneurship among students.

The relationship between Information and Communication Technology (ICT) and economic growth has been highlighted recently. Mainstream scientific literature suggests a strong connection between ICT adoption and economic development. The theory posits that when correctly implemented, digitalisation can lead to significant changes in businesses and contribute to economic growth by enhancing productivity and innovation.

These theories and concepts provide a theoretical framework for understanding the dynamics between the digitalization environment, entrepreneurial intention, and student behaviors within the university context. By drawing on these theories, researchers and educators can gain insights into how to effectively leverage digital technologies and entrepreneurial education to nurture a generation of digitally savvy and entrepreneurial-minded students.

Popular Instruments

The Entrepreneurship Self-Efficacy scale developed by Chen et al. (1998) is a widely recognized instrument consisting of 22 items across five sub-dimensions: Marketing, Innovation, Management, Risk-taking, and Financial Control. This scale is highly cited in academic literature, with 4,997 citations, reflecting its popularity and reliability. This instrument is lauded for its comprehensive approach, covering critical areas of entrepreneurial competencies, making it a robust tool for measuring self-efficacy in entrepreneurship.

Barakat et al. (2014) developed another instrument consisting of 7 items, each corresponding to a different sub-dimension: Innovation, Financial Value, Teamwork, Product Development, Start-up Processes, Leadership, and Creativity. Despite being newer, with 154 citations, it provides a more streamlined approach to assessing entrepreneurial competencies. This instrument's concise nature makes it easier to administer, though it may not capture the depth provided by Chen et al.'s scale.

Ahn, Kim, and Lee (2022) proposed measures for Technological Competitiveness, including the ability to acquire technology and cooperate with competitors, technical problem-solving ability, and the ability to secure and utilize technicians compared to competitors. This instrument has three items and focuses on evaluating the technological capabilities that underpin entrepreneurial success. It is noted for its relevance in the tech industry, providing valuable insights into technological strengths and weaknesses.

For Technological Innovation, Ahn, Kim, and Lee (2022) also proposed five items: market creation of products and services, functional diversity, market convergence, industry competitiveness, and technological innovation of products and services. These items are designed to assess the innovation capabilities essential for thriving in technology-driven markets. This instrument is praised for its detailed focus on innovation, which is critical for assessing an organization's ability to adapt and compete in dynamic environments.

The scale developed by Liñán and Chen (2009) measures Entrepreneurial Intention with 9 items. This instrument is highly cited, with 5,273 citations, and is used to gauge individuals' entrepreneurial aspirations and commitments. Its robust psychometric properties and cross-cultural applicability make it a gold standard in entrepreneurial intention research, providing reliable insights into individuals' entrepreneurial motivations and future plans.

Digital Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, and Digital-Related Capabilities

Entrepreneurial education, particularly in the digital realm, is crucial in shaping students' perceptions and intentions regarding entrepreneurship. By integrating digital entrepreneurial education into academic programs, universities can enhance students' entrepreneurial skills and readiness to navigate the digital business landscape.

Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Chen et al. (2009) found that entrepreneurial self-efficacy was positively correlated with entrepreneurial intentions and that the digitalisation environment moderated this relationship. This indicates that individuals with high entrepreneurial self-efficacy are more likely to recognise opportunities in the digitalisation environment, which increases their likelihood of launching a new business.

According to a study by Kickul and D'Intino (2005), entrepreneurial self-efficacy was positively correlated with entrepreneurial intentions, and this relationship was stronger for those with greater technology experience. This suggests that individuals with high entrepreneurial self-efficacy and familiarity with technology are more likely to be motivated to launch a new business in the digitalisation environment.

Zhang et al. (2017) discovered that entrepreneurial self-efficacy was positively correlated with entrepreneurial intentions and that this relationship was stronger in countries with a more advanced digitalisation environment. This suggests that the digitalisation environment can create a more conducive environment for entrepreneurship, which can increase the entrepreneurial aspirations of individuals.

According to the available evidence, there appears to be a positive relationship between the digitalisation environment, entrepreneurial self-efficacy, and entrepreneurial intentions. This indicates that individuals who reside in a more digitalised environment, have a high level of entrepreneurial self-efficacy, and are familiar with technology are more likely to be motivated to start a new business.

Extensive empirical research within the field of entrepreneurship has focused on investigating the relationship between self-efficacy and entrepreneurial goals. A plethora of scholarly research has been conducted to examine the impact of an individual's self-efficacy in entrepreneurial tasks and their capacity to handle the complexities associated with initiating and managing a firm on their inclination to engage in entrepreneurial endeavors. This section

will present a compilation of pivotal papers, which offer empirical substantiation for the aforementioned association.

A recent study was conducted to examine the relationship between self-efficacy and entrepreneurial inclinations in multiple countries. The results of the study indicated a constant and positive correlation between self-efficacy and entrepreneurial inclinations across various cultural settings. The present study offers cross-cultural evidence that supports the generalizability of the association between self-efficacy and entrepreneurial inclinations, as Obschonka et al. (2019) demonstrated.

One study by Wang, L. and Huang, J. (2019) published in the *Journal of Small Business Management* found that ESE positively influenced entrepreneurial intention among Chinese college students and that the relationship between ESE and entrepreneurial intention was moderated by the students' perceived desirability and feasibility of starting a business.

The aforementioned research combined offers substantial empirical data that substantiates the existence of a favorable correlation between self-efficacy and entrepreneurial inclinations. The notion of self-efficacy, or the belief in one's capacity to succeed in entrepreneurial pursuits, plays a crucial role in influencing individuals' inclination towards entrepreneurship. This underscores the need to cultivate self-efficacy through entrepreneurship education and support initiatives.

Digital Tools Access and Entrepreneurial Intention

Access to digital tools and technology is highlighted as crucial in developing entrepreneurial ventures among students. Many research emphasizes that a lack of access to digital tools can act as a barrier to entrepreneurial development, underscoring the importance of universities providing students with opportunities to develop their digital skills and access necessary tools. By equipping students with the resources and knowledge needed to navigate the digital landscape, universities can empower them to translate their entrepreneurial intentions into actionable ventures.

ICT Skills and Entrepreneurial Capabilities

Thottoli (2021) stresses the importance of having access to information and communication technology (ICT) skills, emphasizing the positive impact of practical knowledge in ICT-enabled tools on students' entrepreneurial capabilities. Universities can cultivate a culture of innovation and entrepreneurship by providing students with pertinent skills, including ICT competencies, to enhance their entrepreneurial readiness and capabilities.

Technological Innovation Design and Entrepreneurial Behaviors

The study by Yao et al. (2022) emphasizes the significance of technological innovation design in shaping entrepreneurial behaviors among students. By implementing cutting-edge technical solutions, students are provided with opportunities to create value, address practical issues, and enhance their entrepreneurial intentions and behaviors. This highlights the role of innovative technologies in fostering entrepreneurial creativity and success among university students.

In summary, the digitalisation landscape has emerged as a fundamental element of contemporary entrepreneurship, exerting influence on the ambitions, prospects, and results of entrepreneurial pursuits on a global scale. Digitalisation has stimulated entrepreneurial

creativity and dynamism by promoting innovation, improving resource accessibility, enabling global reach, and reshaping the entrepreneurial landscape in the digital era.

3. Conclusion

The literature review highlights digitalisation's transformative potential in shaping university students' entrepreneurial intentions. The integration of digital technologies in academic settings not only enhances access to resources and knowledge but also fosters a culture of innovation and entrepreneurship. Key factors influencing entrepreneurial intentions include access to digital tools, entrepreneurial self-efficacy, technological innovation design, and digital entrepreneurial education.

Implications for Universities

Universities play a pivotal role in fostering entrepreneurial intentions among students by creating a supportive digitalization environment. This involves providing access to digital tools, incorporating ICT skills into curricula, and fostering self-efficacy through experiential learning opportunities. Additionally, universities should emphasize technological innovation design and integrate digital entrepreneurial education into academic programs to enhance students' entrepreneurial skills and readiness.

Theoretical Contributions

This discussion contributes to the existing literature by underscoring the importance of a digitalization environment in shaping entrepreneurial intentions. Theories such as Bandura's social cognitive theory and the Technology Acceptance Model (TAM) provide a theoretical framework for understanding the dynamics between digitalization, entrepreneurial intention, and student behaviors. These theories offer insights into how digital technologies and entrepreneurial education can be leveraged to nurture a generation of digitally savvy and entrepreneurial-minded students.

Future Research Directions

Future research should explore digitalisation's longitudinal impact on university students' entrepreneurial intentions. Investigating how continuous exposure to digital tools and technologies influences entrepreneurial behaviors over time would provide valuable insights. Additionally, cross-cultural studies examining the impact of digitalization environments in different educational contexts could offer a more comprehensive understanding of the global trends in digital entrepreneurship education.

Practical Recommendations

Universities should prioritize the integration of digital tools and technologies into academic programs to foster entrepreneurial intentions. This includes offering training programs, providing access to state-of-the-art digital tools, and creating platforms for experiential learning. By doing so, universities can equip students with the skills and confidence to successfully navigate the digital business landscape.

In conclusion, the digitalization environment significantly influences entrepreneurial intentions among university students. By understanding and addressing the key factors highlighted in this discussion, universities can create a conducive environment for nurturing entrepreneurial talent, contributing to economic growth and innovation in the digital era.

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